COMMITTEE OF THE WHOLE

MONDAY SEPTEMBER 10, 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.) May 28/12
   - B.) June 11/12
   - C.) June 18/12

ACTION ITEMS

MONITORING ITEMS

5. Corporate Communications Strategic Report
6. Transportation Consortium Update
7. E-Best Research Report
8. Equity of Access, Opportunity and Outcome Report
9. Long Term Facilities Management Master Plan Report
10. Secondary Transition Plan Report
11. Year Three Full Day Kindergarten Report
12. Adjournment

Upcoming Public Meetings

Meeting	Date	Time	Location
Policy Working Sub-Committee	Thursday, September 13, 2012	5:45 p.m.	Stelco Tower - 6th Floor - Room E
Board	Monday, September 17, 2012	6:30 p.m.	City Council Chambers
Governance	Tuesday, September 18, 2012	6:00 p.m.	Stelco Tower - 6th Floor - Room E
Finance	Wednesday, September 19, 2012	1:00 p.m.	Standard Life - Room 5
SEAC	Wednesday, September 26, 2012	7:00 p.m.	Helen Detwiler School - Library

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

Minutes of the Special Committee of the Whole

Monday, May 28, 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 7:09 p.m., welcoming everyone.

2. Approval of Agenda

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

That the agenda be approved.

CARRIED UNANIMOUSLY.
(Trustee Brennan was not in the Board Room during the vote.)

3. Declaration of Conflict of Interest

None received.

ACTION ITEMS:

4. King George Boundary Review

K. Bain gave an overview and P. Reinholdt presented the salient details of the report.

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

That the Board approve the boundaries for Memorial (City), Queen Mary and Prince of Wales Schools effective September 2012.

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

- Parent representatives were requested from the three school communities, particularly those affected by the boundary review. Staff did solicit as much individual responses from all three school communities, including parental consultation at a parent meeting at Queen Mary School.

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- The Queen Mary school community is used to having children attend Memorial School and the transition piece is already there. Work on the transition process was facilitated in collaboration with the principals in order to minimize disruptions.
- For Memorial School on the eastern side, there is only one boundary going north and south which resulted to minimum disruption because staff took the existing boundary for students currently transported to King George School into Memorial.
- At this time this will be the configuration of the boundaries for these three areas. A comprehensive report which will include other potential boundaries for the lower city will be brought to the Board in the fall.
- In terms of process, the maps in the report will be available to the schools to share with parents and give them an idea.
- An update on how the scenario will be by next year can be included in the upcoming report in the fall.

The motion was put to a vote.

CARRIED UNANIMOUSLY.

5. Capital Priorities Submission to Ministry

In providing an overview, the Director noted that this is part of Ministry requirement that school boards provide this information and, at this time, administration wants to make sure that trustees give direction. He noted further that any decision made tonight will impact this submission.

Don Hall, Senior Facilities Manager presented the key details of the report.

Ellen Warling, Manager of Accommodation and Planning, gave a PowerPoint presentation relative to Appendix B (Capital Priorities Submission Rationale), including Full-Day Kindergarten projects.

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

That the Capital Priorities Submission Table and Associated Capital Priorities Submission Rationale be approved for Ministry submission as requested in the Ministry of Education 2012: B7 Memorandum, dated May 29, 2012.

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

- There is no plan for an accommodation review in the Dalewood School area for the next three years.
- The Mt. Albion School addition is new on the list.
- The $9.5 million allocated for the new Ancaster Meadowlands East is exactly the benchmark number from the Ministry. Based on past practice this amount may not be enough and staff will need to look at our own resources to make up for the difference.
  The submission to the Ministry will include both actual costs per Ministry template and estimated costs as well.
- Relative to the 500 pupil places model for Ancaster Meadowlands East new school, it was explained that there are differing views regarding what is the most effective school model – there are many opinions out there on both small and big size schools. Staff needs to bring their recommendation to trustees based on the best context and it cannot be one size fits all. A report regarding school models (e.g., K-8 model) will be presented to trustees in the fall.

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- In terms of sustainable enrolment in the community, staff determined that 500 pupil places will be the ideal size for Ancaster Meadowlands East.
- There will be a boundary change requirement for Ancaster Meadowlands East.
- In response to a question regarding the request for A. M. Cunningham School to be on the priority list, it was noted that the list reflects the current situation being negotiated with the province with Mt. Albion proposal as the only exception.

Administration is very cognizant of the fact that when meeting with the Ministry, the focus will be all about accommodation cost savings. Staff is aware that the Ministry will look at the ARC process, school opening timeline, and condition of the building and accommodation needs. From staff's perspective, the submission should include strategy not just a project; however, trustees may provide direction regarding priority.

The motion was put to a vote.

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

The meeting then adjourned at 8:10 p.m.

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Minutes of the Committee of the Whole

Monday, June 11, 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) 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: Jessica Brennan (Ward 13).

1. Call to Order

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 7:26 p.m., welcoming everyone.

2. Approval of Agenda

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

That the agenda be approved.

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

3. Declaration of Conflict of Interest

None received.

4. Approval of the Minutes

A. April 23, 2012 Special CTW

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

That the minutes of the April 23, 2012 special meeting be approved.

There were some revisions to the minutes.

To the motion as amended,

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

B. May 7, 2012 Regular CTW

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

That the minutes of the May 7, 2012 regular meeting be approved.

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There were some edits to the minutes.

To the motion as amended,

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

C. May 9, 2012 Special CTW

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

That the minutes of the May 9, 2012 special meeting be approved.

As there were some areas of the minutes requiring further clarification, it was

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

That the minutes of the May 9, 2012 special meeting be referred back.

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

D. May 14, 2012 Special CTW

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

That the minutes of the May 14, 2012 special meeting be approved.

As there were some areas of the minutes requiring further clarification, it was

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

That the minutes of the May 14, 2012 special meeting be referred back.

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

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

Student Trustees Janas and Shen voted in favour.

E. May 23, 2012 Special CTW

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

That the minutes of the May 23, 2012 special meeting be approved.

There were some edits to the minutes.

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To the motion as amended,

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

5. Consent Agenda
A. 2011-12 Average Class Size Report – Secondary
B. Interim Financial Report – March 31, 2012
C. Enrolment Summary Report – March 31, 2012

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

That the Consent Agenda items be approved.

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

Responding to a question, the Director clarified that the Facilities Master Plan, when approved, will become effective in September 2012 and the thematic maps will be done annually.

DELEGATION

6. Bullying Prevention and Intervention Policy

The Chair explained briefly the delegation presentation process. He then introduced the presenters from Pan-Orthodox Association of Greater Hamilton: Father Geoffrey Korz (General Secretary) and Father Constantine Marinos (Prophet Elias Greek Orthodox Church – Brantford). The presenters spoke on the salient details of their presentation paper, particularly their recommendations on HWDSB's Bullying Prevention and Intervention Policy document.

Feedback from trustees was noted as follows:

- There should be an indication on how big the problem is in the community and how many students are affected.
- Bullying means continuous abuse or harassment.
- Both anti-bullying and religion policies may have to be revisited within the context of the Equity policy.
- In conjunction with its Equity policy, HWDSB has an online diversity calendar which reflects and celebrates faith and beliefs of all cultures. The Board may need to go back to a more generic model for its Bullying Prevention and Intervention Policy as the current one seems to impact on some other groups.
- There should be a follow-up report in terms of legislations, articulation on where HWDSB stands and the usual definition of bullying.

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

- The delegated noted the following points:
  - It would be very difficult for the Association to keep track of the students impacted and felt it is the Board's responsibility, not the community, to discuss the issue, track those students and address the problem.
  - Some English-as-a-Second Language communities are not able to articulate their beliefs and cultural values because there is a language barrier. Unlike other policies, the Religious Accommodation policy encompasses religious faith. The targeted group is hoping that HWDSB will give the Association the opportunity to work with them as a partner in having parallel protection for those children and make them feel welcome in their schools.
- The positive space program operates under the same guidelines as the faith groups and part of this is education connected to religion.

To the motion, to receive the presenter's report.

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

ACTION ITEMS:

7. Distribution of Non-Instructional Faith-Based Materials

In providing an overview, the Director noted that this issue is common to many school boards across the province and additional practices may be quite complex and challenging to facilitate. He stated further that staff brought the recommended action for approval in order to comply with the Education Act.

S. Stephanian presented the salient details of the report.

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

That Hamilton-Wentworth District School Board schools discontinue the practice of facilitating the distribution of non-instructional faith-based materials.

Trustee feedback included the following:

- Continuing this practice may create a perception of approval/preference to a particular faith while HWDSB is a secular board and should not be engaged in this direction.
- This is not in the Board's mandate. As trustees, it is their obligation to ensure that the Education Act is upheld.
- There was concern with the distribution cost and use of staff time, particularly in getting parental approval for their children to receive these materials. There are other ways for religious groups to engage students regarding religion.
- The bible and other religious books can be made available in school libraries (e.g., under Religion).
- One trustee was concerned that a motion relative to this issue was considered and voted on at the Interfaith Advisory (IFAC), consisting of 13 members, in two different times and passed with only 6 members who were not the same as the previous people who voted on this.
- Some trustees preferred getting more information and feedback, particularly from IFAC.
- The IFAC motion is important and valuable as a pathway to inclusion rather than discrimination. This practice needs to be improved rather than discontinued. The Board should focus on inclusion, encouraging and promoting diversity.
- Noting student trustees spoke on the value of this practice to students and should then be continued; one trustee felt that trustees should listen to this.

Expressing her wish to hear from IFAC and obtain further information, Trustee Orban moved to refer the motion back to staff but there was no seconder.

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

- Board facilities are available to religious groups for any of their events through the rental department.
- The issue actually became public in a number of school boards, took media attention and in Ontario became part of the agenda at the recent Director's meetings. Legal advice and information were provided to Directors of Education. At HWDSB, it was clear that there has been no definite understanding of the process so the need to bring this issue before trustees became evident.
- Requests to distribute these materials to the schools come either formally and informally. Lately the challenge has been managing and monitoring that direction and having the appropriate staff administering this distribution.
- If the Board decides to continue this practice, there is no one on staff who can facilitate the work required. A clearly defined and convincing education-based rationale will be required for HWDSB to hire someone to do this task.

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- Grade 5 students are the usual recipients of these materials and close to all schools are accommodating this practice.
- IFAC, which consists of largely Christians, has expressed the committee's willingness to develop terms of reference around this issue.

The motion was voted on.

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

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

Student Trustees Janas and Shen were opposed.

8. Surplus Carry-Forward – School Budgets and Other Initiatives

D. Grant presented the highlights of the report.

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

That the requests for school budget surplus carry forward into the 2012/2013 school year as outlined in Appendix A dated June 11, 2012 be approved and that the balance remaining at August 31, 2012 from funding for Major Capital Projects and Other Initiatives (such as Student Information System implementation), if any, be transferred to working reserves on a temporary basis.

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

- Staff are engaging in the process of making all schools wireless but schools are still expected to make their choice on how they want to do this. School budgets will still provide some of the learning materials.
- Making portables wireless is more complex than interior classrooms.

To the motion,

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

9. Gatestone/Mount Albion Accommodation Strategy

M. Figueiredo presented report.

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

That the Board accepts the following strategy to address pupil accommodation in the Gatestone attendance area beginning in September 2012:

- **Mt Albion receive students from new residential development formally within Gatestone's boundary.**

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- **That a Boundary Review Committee be struck in the 2012-13 school year to make the development area a formal part of Mt Albion's boundary as per Long Term Facilities Master Plan guidelines to be released in 2012.**

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

10. Ancaster Meadow Accommodation Strategy
K. Croxall presented the report.

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

That the Board accepts the following strategy to address pupil accommodation in the Ancaster

- **Ancaster Meadow cap of 750 students be lifted**
- **JK to 6 students in the Ancaster Meadow catchment area that were re-directed to Rousseau in September 2010 be provided with the option to remain at Rousseau**
- **Grade 7 and 8 students in the Ancaster Meadow catchment area that were re-directed to Ancaster Senior in September 2010 be provided with the option to remain at Ancaster Senior**

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

- There are currently 7 portables and these will be sufficient for next year.
- Once the new school is constructed, a boundary review will be needed.

To the motion,

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

11. Westdale Tennis Courts
K. Bain presented the report, drawing attention to the recommended action.

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

That the Superintendent of Business be authorized to enter into a shared use agreement with the City of Hamilton, whereas the Hamilton-Wentworth District School Board will make available to the City of Hamilton part of the Westdale School lands for the use by the City for the refurbishment, repair and/or construction of recreational multi-purpose courts, which include a basketball court, two tennis courts and a multi-use court that has the option to be used as a tennis court subject to the following:

1) **The shared use agreement shall be for a 25 year term;**
2) **The City is acquiring the use of premises in an "as is" state. All costs to refurbish, repair, construct, design, including permits, surveys and maintenance of the courts and lights shall be at the sole cost and expense of the City;**
3) **The City is responsible for all maintenance and repairs to the premises, equipment and lighting system throughout the term of the agreement;**
4) **The City shall at all times, communicate and liaise with the Board appointed Project Supervisor for all approvals and instructions throughout the construction period;**
5) **Students of the Hamilton-Wentworth District School Board shall have exclusive use of premises and equipment during the school term from September 1st to June 30th, from 7:00 a.m. to 6:00 p.m., Monday to Fridays and as requested for special events;**

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6) **All terms and conditions in the shared use agreement are in a form satisfactory to the Board's solicitor.**

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

- The area rating funding will facilitate this project.
- The City will construct the facility and HWDSB staff will oversee this. If there is negligence, then the City will be responsible. The City is committed to 100% facility construction and maintenance.
- All shared agreements require Board approval.
- These recreational multi-purpose courts will be available on a first come first serve basis after hours. If the City decides to establish a tennis club and sell memberships, they have to return to HWDSB about this.
- Staff will ensure that this is in the agreement, including the after hours supervision.
- In comparison with the shared agreement on Sir Allan MacNab School's sports facilities five year ago, this tennis courts project is more to the Board's advantage as there is no contribution other than access after hours.

The motion was put to a vote.

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

12. Policy Working Sub-Committee

A. Alcoholic Beverages on Board Premises

J. Bishop presented the report.

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

That the existing Alcoholic Beverages on Board Premises Policy be revoked and replaced with a policy directive attached to the Engagement Pillar Policy.

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

- This is the same as the previous policy. The Policy is very clear that students are not permitted to consume alcohol in our schools regardless of their age.
- The change is from a policy to now a policy directive. Any day school students over and under the age of majority cannot attend or serve alcohol.
- As with any school event, there is supervision to be in place through the principal.

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

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

Student Trustees Janas and Shen abstained from voting.

B. Assessment, Evaluation and Reporting Policy

J. Bishop presented the report.

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

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That the Assessment, Evaluation and Reporting Policy (as amended) be approved.

It was clarified that the main rationale for this is to have specific consultation with school communities in terms of approach to learning.

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

C. Engagement Pillar Policy

J. Bishop presented the report.

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

That the Engagement Pillar Policy be approved.

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

- In terms of editing, there were different groups who brought focus.
- The research on parent engagement has been effective, particularly on how parents can assist their children – this will be seen through the Annual Operating Plan.
- In terms of strengthening the community, part of the work as developing community engagement policy, what it will look like and how to implement will be part of this.

Suggested revisions to the policy:

- Add the phrase "learning materials" to the last bullet of clause 1(All Hamilton-Wentworth District School Board [HWDSB] Students) on page 12C-4.
- Insert the phrase "school communities" after "HWDSB", fourth bullet of clause 1 under Staff Engagement on page 12C-6.
- Add "Consultation" on page 12C-7

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

D. Facilities Partnership Policy

J. Bishop presented the report.

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

That the Facilities Partnership Policy be approved.

The Chair of Policy Working Sub-Committee noted the following:

- The committee will refine the language as the members review the policy closely.
- There are two parts for this policy:
  - Unused space within the school – there is criteria; make reference to the Community Use of Schools Policy and that there might be components.
  - Second part is not so clear and it will be helpful to list the Community Engagement Policy

At this point in the meeting, Trustee Barlow handed over the position of Chair to Trustee Simmons.

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

- It is possible for HWDSB to be entering into a very long term agreement with those who want to use Board space.

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- The criteria for selection of existing school spaces listed on page 12D-4, clause 7, are established by the Ministry of Education.
- In terms of consideration for small and rural schools, staff cannot assume the Ministry direction on this. It was suggested that this issue may be a good one to raise with OPSBA and other trustee groups.
- It is premature to determine at this time whether or not there will be cost(s) to the Board for any facilities partnership agreement it may enter into,

Believing that the phrase "at no cost to the Board" is not always true and can be misleading, it was

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

That the phrase "at no cost to the Board (third line, under "Purpose" on page 1 of the policy) be changed to read "at 100% recoverable cost to the Board".

Trustees in support of the amendment felt the amendment may help HWDSB to be upfront with its vendors. The amendment provides more room for success when the long term is vague.

The amendment was put to a vote.

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

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

Student Trustees Janas and Shen voted in favour.

To the motion as amended,

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

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

Student Trustees Janas and Shen voted in favour.

Trustee Barlow resumed the Chair.

E. Interim Early Identification and Intervention Policy Directive

J. Bishop presented the report.

Staff confirmed the need to revise what was in place but the Policy Directive needs to be retained. There is also a possibility that the Ministry may implement another policy.

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

That the former Early Identification Process Policy be revoked.
That the Interim Early Identification and Intervention Policy Directive be received for information.

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

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

That item 18 (Public Questions for Clarification) be dealt with prior to adjournment.

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

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

Student Trustees Janas and Shen voted in favour.

MONITORING ITEMS:

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

- Annual Operating Plan
- Professional Learning Plan
- Long-Term Facilities Master Plan
- Architectural Features of Record Report
- Shared Use Agreement

15. Public Questions for Clarification

Robert Whitelaw asked why information on McMaster University's purchase price for the Education Centre site and the purchase price of all schools prior to amalgamation have not been posted on the website.

The Director advised that the purchase price for the Education Centre cannot be made public until the deal is closed by August 1st.

In response to the second question regarding information on the purchase price of the schools prior to amalgamation, D. Grant clarified that there was a 21-day period for HWDSB to hold a public meeting (scheduled on June 26th) to provide that information.

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

That the meeting be adjourned, this being done at 10:30 p.m.

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

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Minutes of the Special Committee of the Whole

Monday, June 18, 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) and 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 8:12 p.m., welcoming everyone.

2. Approval of Agenda

Revisions:

- Item 6 (Professional Learning Plan Report – **revised pages 6-9 to 6-19** - lay down)
- To consider Items 4A, 4B and 7; the rest of agenda items will be dealt with after the open regular Board meeting when the open special Committee of the Whole is reconvened.

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

That the agenda be approved as amended.
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

3. Declaration of Conflict of Interest

None received.

ACTION ITEMS:

4. Policy Working Sub-Committee

A. Pupil Accommodation Review Policy and Terms of Reference Scoping Document

B. Interim Fundraising Policy

J. Bishop presented both reports (4A and 4B).

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

That the Pupil Accommodation Review Policy Scoping Document be approved.
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

DRAFT

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

That the Interim Fundraising Policy as amended be approved.

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

- Concerns around sensitivity to fundraising going on simultaneously which has become onerous on families (page 4B-4), will be addressed under clause 7 under Action Required. The suggestion of facilitating discussion on what is going on through cluster meetings will be taken under advisement.
- There is a reporting requirement to the community within this policy. School newsletters may also be helpful for this purpose.
- Work to create an equity fund is in progress and will be brought to the trustees through the Equity and Foundation reports which are forthcoming in September 2012.
- Equity funds could be a complex issue. Trustees received information relating to dollars we fundraise. When the report comes to trustees in September, these will not be sorted out due to their complex nature.

To the motion,

CARRIED UNANIMOUSLY. Student Trustee Shen voted in favour.

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

That the committee move back to the open regular Board meeting, this being done at 8:49 p.m.

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

The open special Committee of the Whole meeting reconvened at 9:58 p.m. to consider the following items:

MONITORING ITEMS

5. Annual Operating Plan

In presenting the report, the Director, acknowledged the work of Executive Council, E-Best and other staff involved.

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

- Research results for Full Day Kindergarten will be included in appropriate monitoring reports; trustees were referred to the E-Best link for more detailed information.
- Appendix A (page 5-19) only reflected concise information as this document is only a compilation of information from the monitoring reports to avoid duplication of the old process done.
- From a system level, it is believed that HWDSB is at the implementation framework in each of the monitoring reports. The expectation from each report is that the evidence in terms of whether a program is working or not will be detailed in the specific report but not in this document. Staff can make reference to this in future reporting of AOP.
- Regarding student leadership on student engagement, voluntary service can be linked to community service. Staff continues to look at how these can be linked to student services.
- Various initiatives, e.g., Social Justice are ongoing which focus on student engagement and leadership.

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

6. Professional Learning Plan Report

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

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

K. Bain presented the report.

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

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

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

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

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

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

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

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

That the meeting be adjourned, this being done at 10:20 p.m.
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

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Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: Corporate Communications Strategic Report

To: John Malloy, Director of Education

From: Jackie Penman, Manager of Corporate Communications

Date: September 10, 2012

Organizational Alignment

- **Strategic Direction:** Implementation and Monitoring aspects
- **Annual Operating Plan:** Implementation and Monitoring aspects
- **Director's Performance Appraisal:** Implementation and Monitoring aspects

Overview/Context

Hamilton-Wentworth District School Board (HWDSB) is committed to open, honest and ongoing communication with our stakeholders. We understand that maintaining a two-way conversation with stakeholders is essential for building relationships. These relationships are the foundation for a strong school system.

This communication plan was designed to establish a comprehensive and integrated communications process for effective communication with all stakeholders. It aligns with HWDSB's strategic directions and is tied to the Annual Operating Plan. As a department, Corporate Communications continues to work toward promoting confidence in our publically funded education system.

The following plan is a working document that is reviewed annually by the Corporate Communications Department. It is used as a basis for accountability, as well as providing a framework for how we communicate with our stakeholders.

In order to further understand our audiences and their needs, HWDSB conducted its bi-annual parent and staff voice surveys. Information from the survey indicates that parents continue to receive the majority of their communication through the school newsletter, although email is increasingly becoming a primary source of information. School and board websites also play an important role in parent communications. Staff report that colleagues, followed by the board website, are their primary sources of information. Information from these surveys was incorporated within the attached communications plan.

The Comprehensive Communications Plan is intended to achieve the following:

- Implement a communications program that directly helps HWDSB achieve its strategic goals.
- Foster strong relationships with its stakeholders.
- Provide focus and direction for messages in support of HWDSB's goals.
- Enable HWDSB to inspire confidence in public education.

What We Did

Corporate Communications continues to provide a one stop shop service to all departments and schools, through encouraging proactive, professional and consistent communication.

Corporate Communications provides best practices and defines expectations for communicating with both HWDSB's internal and external stakeholders. Highlights of actions taken over the past year include the following:

School website implementation: This past year we continued to roll out the new standardized website template for both elementary and secondary schools. This template introduces a common visual identity across the district, as well as improve equity of access from school to school. Of the 113 schools, 100 have gone live with using the new website. Over the coming year, we will train and go live with the remaining schools.

Social Media: As the use of social media continues to grow, Corporate Communications has adopted Twitter, Youtube and an e-newsletter to create a two-way dialogue with our stakeholders. Over the past year, our Twitter followers have increase by 1,141 to a total of 2,659 followers. Our HWDSBtv channel on YouTube has also grown over the last year by 24 subscribers to 105. This has brought ta total of 127,113 views to our videos. The Virtual Blackboard, our e-newsletter, has also grown over the last year to 5,800 readers.

Feature Stories: Corporate Communications continues to promote its website as a destination for news at HWDSB. In 2011-2012, we posted 65 stories highlighting programs and initiatives across the district.

Service: The Corporate Communications team provided support to schools and departments across the district on a variety of communications projects. In addition to supporting events such as the Special Olympics and Speak Out, the department has been able to offer valuable services to service departments and schools such as graphic design, web support, video and media relations.

Media Relations: We continue to foster our relationships with our local media with the goal of improving our communications. The department continues to work with local media to pitch good news stories that exemplify the positive work taking place within the system.

Policy: Over the last year, Corporate Communications worked with staff and Trustees to develop a new Policy Development Process, which streamlines the process of developing policy without changing the policy development process of the Board. Corporate Communications continues to work with E-Best and PWSC to ensure policy consultation is communicated to a wide audience. Over the next year, the department will be finalizing and implementing an HWDSB Policy Style Guide to assist staff in creating greater consistency between policies.

Trustees and the Director's Office: Providing ongoing support to the chair, trustees and executive council through speech writing and other communication vehicles. The department also provides strategic counsel to the chair and director on various issues as well as media relations.

Freedom of Information Requests: The department continues to field Freedom of Information requests. Over the past year, we have handled 22 requests for information from individuals seeking documentation from HWDSB.

Clarifying Communication Protocols: Corporate Communications continues to work with staff around HWDSB's communications protocols. We recently implemented a special events protocol to ensure proper procedures are followed when inviting elected officials or senior administration to an event. We have also created a crises response manual for our department and are assisting other departments in developing their manuals.

Responsive Communications: As a department, the Corporate Communications continues its support to trustees, executive council, schools and departments in dealing with unforeseen issues. Last year, we produced 13 Issue Notes and provided support in dealing with complex matters.

What We Learned

Corporate Communications has been largely successful in its efforts surrounding external communications, particularly around the use of its website. Google analytics data, for example, shows just over 3 million visitors to our site with an average of 2 page views per visit. The average time on the site has grown dramatically to 3:22 minutes per visit. This increase is most likely attributable to the recent Accommodation Reviews and the change to French Immersion. Our data indicates that through mobile and tablet devices, visitors on our site are averaging 2 page views per visit, while spending 1:37 minutes on our site.

In an effort to increase internal communications within HWDSB, the department will continue to focus on the development of the employee portal. The portal provides a streamlined communications platform that enhances internal communication as well as ensures employees have the programs and tools they need in one location. The portal will be officially launching to the system on September 4.

This past year, Corporate Communications hired a student to assist in writing and loading the appropriate content for each department, so that the portal would contain the necessary information for its launch in September 2012. We will continue to communicate this valuable tool to the system regarding the importance of the portal as the primary source of staff information.

The Corporate Communications Strategic Plan for 2012-2013 is attached.

Hamilton-Wentworth District School Board – Corporate Communications

Comprehensive Communications Plan- 2012-2013

Hamilton-Wentworth District School Board (HWDSB) is committed to open, honest and ongoing communication with our stakeholders. We understand that maintaining a two-way conversation with stakeholders is essential for building relationships. These relationships are the foundation for a strong school system.

This communications plan was designed to establish a comprehensive and integrated communications process for effective communication with all stakeholders. It aligns with HWDSB's goals and is incorporated in the Annual Operating Plan. Annual objectives are tied directly to the objectives set by HWDSB for achieving its goals.

The plan is a working document that is reviewed annually by the Communications Department. It is used as a basis for accountability, as well as providing a framework for how we communicate with our stakeholders. In order to further understand our audiences and their needs, HWDSB commissions a parent voice survey, as well as a bi-annual employee communications audit. Recommendations from both surveys have been incorporated into this plan.

The Comprehensive Communications Plan is intended to achieve the following:

- Implement a communications program that directly helps HWDSB achieve its strategic goals.
- Foster strong relationships with its stakeholders.
- Provide focus and direction for messages in support of HWDSB's goals.
- Enable HWDSB to inspire confidence in public education

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

Stakeholders/Audience

Internal	External
• Trustees	• Parents
• Executive Council	• School Councils
• Principals	• Home and School
• Teachers	• Parent Involvement Committee
• Managers, System Leaders	• Local business and community leaders
• All staff	• MPs/MPPS
• Students	• Faith leaders
	• Social service agencies
	• Non HWDSB parents
	• Media

Outcomes

Through the implementation of this plan, the following desired behaviours and attitudes hope to be realized:

Internal Audiences

- Take pride and ownership in HWDSB
- Be informed of key issues
- Provide feedback to inform and influence communications
- Work as a high-performing organization [academic optimism]
- Be informed about HWDSB's strategic directions: Achievement Matters, Engagement Matters, Equity Matters
- Exhibit HWDSB values of respect, creativity, excellence and citizenship

External Audiences

- Be involved and engaged in their schools
- Exhibit community pride and trust in HWDSB schools and the Board
- Be confident in HWDSB
- Be informed about HWDSB's strategic directions: Achievement Matters, Engagement Matters, Equity Matters

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

Communication Goals

Corporate Communications provides leadership, counsel and services in order to accomplish the following communication goals. The department also provides support to trustees in their roles as advocates within our publically funded education system. Goals are listed in no particular order of priority and should be recognized as integrated activities for achieving long-term success.

- Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for HWDSB.
- Utilize a variety of media to maximize awareness and support of HWDSB's strategic directions, strategies and programs.
- Focus on promoting opportunities for parents to become engaged in their child's education
- Focus on promoting pathway opportunities for diverse learners that improve student outcomes
- Establish effective employee communications plan to improve internal communication and employee engagement.
- Establish strong, positive connections between individual schools and their communities.
- Focus on providing effective service to schools and departments

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

The following resources will be used to evaluate and measure the effectiveness of this communications plan:

Employee feedback, community survey, website analytics, focus groups, media coverage, community consultation and intranet polls

Communication Channels

HWDSB can more effectively provide consistent and unified messages by identifying and managing all communication avenues. A multifaceted approach to overall communications helps ensure greater impact of messages. The following list details the internal and external communication channels used by HWDSB's Corporate Communications department.

Communication Vehicles: Electronic

- HWDSB website
- Virtual Blackboard
- School websites
- School e-newsletters
- Employee portal
- HWDSBtv
- Week at a Glance
- Principals' Communique

Communication Vehicles: Print

- Brochures (i.e. Safe & Caring Schools, Specialist High Skills Majors, Restorative Justice)
- Secondary Course Calendar

Communication Vehicles: Media

- The Hamilton Spectator
- Hamilton Community News
    - Ancaster News, Dundas Star, Mountain News, Stoney Creek News
- Flamborough Review
- SNAP Hamilton
- Cable 14
- CHCH News
- CKOC/K-Lite/CHAM
- Y108/CHML/680
- CBC Hamilton

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

Achievement Matters – Engagement Matters – Equity Matters			
Direction	**Communication Goal**	**Strategies/Processes**	**Measures**
Knowing our Students	▪ Utilize a variety of media channels to maximize awareness and support for HWDSB's program strategy ▪ Establish strong, positive connections between individual schools and their student communities ▪ Focus on promoting pathway opportunities for diverse learners that improve student outcomes	▪ Continue incorporating social media strategies to increase the number of mediums used to share stories featuring unique programs and initiatives at HWDSB ▪ Build proactive relationships with media through one-on-one story development ▪ Explore how we can promote, engage and encourage student voice in our system ▪ Support the Student Engagement plan by promoting initiatives related to student voice, student leadership and character development ▪ Ensure equity is evident in every way we communicate	▪ Data collected from focus groups ▪ Use Google Analytics to measure engagement ▪ Track electronic and print media (noting trends) ▪ Feedback via social media channels

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

Knowing our Staff **Promoting Service Excellence**	▪ Establish effective employee communications plans to improve internal communication and employee engagement ▪ Focus on providing effective service to schools and departments	▪ Continue promoting visual identity guidelines in order to align with HWDSB's visual identity policy ▪ Manage communications through HWDSB's portal to build an online work community and promote it as the primary source of information for staff members ▪ Ensure equity is evident in every way we communicate ▪ Create clear workflow processes to ensure requests are addressed within a 48 timeframe.	▪ Conduct an audit of internal and external publications ▪ Data collected from Staff Voice Survey
Knowing our Parents / Community	▪ Focus on promoting opportunities for parents to become engaged in their child's education ▪ Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support for HWDSB	▪ Support the parent engagement plan by developing resources for the parent engagement toolkit, virtual parent library and Focus4Family catalogue. ▪ Finalize implementation of standardized school websites across HWDSB to ensure equity of access across the system. ▪ Conduct parent focus groups around website to ensure content and navigation tools are meeting parent needs. ▪ Support trustees in their role as advocates to ensure that all important issues, processes and decisions of HWDSB are communicated in a way that engages the	▪ Data collected from the Parent Voice Survey ▪ Data collected from focus groups

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Corporate Communications

		community. ▪ Provide effective communications support regarding school closure transitions to ensure two-way, transparent dialogue throughout the process. .	

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HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: September 10, 2012

TO: Committee of the Whole

FROM: Don Grant, Superintendent of Business and Treasurer
Kent Orr, General Manager, HWSTS

RE: **Transportation Consortium Update**

Action ☐ Monitoring ✓

Rationale / Benefits:

The Hamilton-Wentworth Student Transportation Services Consortium has established itself to be an innovative, efficient student transportation provider for both partner Boards. With an organizational commitment to continuous improvement and a dedicated staff driving the results we are pleased to share the following update.

2012-13 Start Up:

The 2012-13 school year presented another exciting opportunity for HWSTS to leverage its staff expertise, technologies and relationships with its business partners to provide safe, effective and efficient student transportation for our stakeholders. This report provides a preliminary overview of the planned student transportation solution for the 2012-13 school year and the associated impacts to both consortium member Boards. Also included are a number of start-up highlights and key accomplishments in 2011-12.

Throughout 2011-12 HWSTS continued to implement process & technology enhancements to support operational efficiencies. Moving towards September 2012 other areas of focus were communication channels with parents / guardians and enhanced safety protocol for Kindergarten students.

As a result of this focus new functionalities were added to the HWSTS website to provide parents / guardians access to bus related information on their students. HWSTS also launched a tool whereby individuals authorized to meet JK&SK students can be listed and available to the appropriate bus operator. Standardized HWSTS identification tags were also developed and launched for 2012-13 that enhance JK&SK safety through identification.

Another example of innovation and collaboration at HWSTS was the web portal tool developed in partnership with the Hamilton Street Railway. This tool has resulted in security enhancements, automated process integration, report generation and reduced manual efforts for both HWSTS and HSR. Truly an example of how together is better.

Preparations for the 2012-13 student transportation services began in September 2009; the first day of operations for HWSTS.

HWSTS approached the 2012-13 start-up planning project with three primary objectives:

- to explore and implement efficiencies within both the special needs and regular needs fleet resources
- to successfully implement the approved bell time efficiencies
- to provide a positive, collaborative environment for the staff to learn together and share best practices.

The 2012-13 transportation service planning project for HWSTS was the third fully collaborative effort for the staff. Throughout this project we enjoyed the benefit of both scheduled and impromptu discussions that have together supported the continuous improvement culture.

Since that time staff has been building upon their expertise, continually improving operational efficiency, enhancing technologies, processes and safety programs to better serve our stakeholders. The combined bench strength and collaboration over the past 36 months is now yielding compounding positive results.

As with previous HWSTS planning projects, the objectives were to maintain existing service levels as a benchmark and to seek out new opportunities for service enhancements & efficiencies. To accomplish these goals staff conducted studies and identified opportunities to improve not only what HWSTS does functionally, but also how we do it operationally.

Fleet Efficiencies

Fleet efficiencies can be obtained through a number of strategies that fundamentally come down to two activities: filling school buses as full as possible and then re-using them as often as possible. By addressing the criteria that impact these activities, savings can be generated.

Following a recommendation contained in the 2010 Ministry of Education's Effectiveness and Efficiency review of HWSTS, in November 2011 the HWSTS route planners immersed themselves in a bell time efficiency study. After examining dozens of potential scenarios they arrived at a solution that yielded fleet reductions of 12% of the full size buses for the study area in East Hamilton / Stoney Creek.

During the planning period of May-August HWSTS staff collaborated to implement further efficiencies in both regular and special needs routes that resulted in additional reductions. These efficiencies are critical for 2012-13 as HWSTS, similar to many other Ontario student transportation Consortia, is experiencing funding reductions. Without attaining these efficiencies, HWSTS would have been faced with the prospect of service reductions or a budget deficit.

Start Up Highlights:

- HWSTS staff processed more than 1100 telephone inquiries utilizing the contact centre & TRACS issue tracker software between July 24th and August 24th.

- Total number of 72 Passenger school bus vehicles in HWSTS fleet reduced by twelve (12) units to 259 from June 2012.

- Total 20 Passenger / Wheelchair equipped / School-purpose mini-van vehicles in HWSTS fleet reduced by five (5) units to 182 from June 2012.

- One hundred and ninety (190) HWSTS 2012-13 bus routes planned to provide service to both partner Boards – 43.1% of the fleet; one hundred and fifty-four (154) in 2011-12 (33.85%).

- HWSTS created thirteen (31) 2012-13 bus routes providing integrated service for students to students from both partner Boards – 7.03% of the fleet; thirteen (13) in 2011-12 (2.86%).

- 2012-13 Planned HWSTS taxi students at start up reduced by twenty-one (21) students compared to 2011-12.

- Average HWSTS AM bus run length decreased from 28.34 minutes in 2011-12 to 27.73 (-2.15%) minutes for 2012-13.

- Average HWSTS AM bus run length for regular service bus routes 23.38 minutes for 2012-13.

- Average HWSTS AM bus run length for special needs bus routes 36.01 minutes for 2012-13.

- Portion of HWSTS multi-tier bus routes has increased to 73.47% for 2012-13 as compared to 72.06% in 2011-12 and 47.76% in 2009-10.

- Portion of HWSTS single tier bus routes has decreased to 26.53% for 2012-13 as compared to 27.94% in 2011-12 and 53.24% in 2009-10.

2011-12 Accomplishments

In addition to supporting daily operations, HWSTS staff also completed a number of value-adding initiatives. While the following list is not exhaustive, it does provide a high level overview of the deliverables from the staff.

Safety Initiatives:

Hosted seven (7) First Rider sessions for 527 Kindergarten students and parents
Conducted two hundred and twenty (220) on-site school bus safety training sessions at schools
Successfully launched fully integrated CAA SSSP patroller program to HWDSB & HWCDSB Schools in collaboration with Hamilton Police Services and CAA
Conducted safety patroller training for 961 students
Conducted three (3) bus driver in-service training sessions
Developed and launched an online tool for parents / guardians of Kindergarten students

to provide list of authorized individuals to meet their student
Developed standardized HWSTS “school bus” identification tag for Kindergarten students to promote ease of recognition for bus drivers

Technology Enhancement Initiatives:

Continued data integrity enhancements within routing software and automated assignment procedures
Maintained daily student data downloads into HWSTS routing software from both Boards’ student information systems
Continued to enhance and standardize coding structures with the routing software
Partnered with Hamilton Street Railway to develop a web portal tool to enhance efficiencies, accuracy and security for school bus pass distribution
Developed and launched new parent-focused functionalities for HWSTS website www.hamiltonschoolbus.ca to permit access to bus information
Enhanced TRACS software functionality to provide dynamic route duration time reports

Operational Enhancement Initiatives:

Implementation of HWSTS start-up project plan with specific team member responsibilities / timelines and deliverables
Developed detailed service contingency plan to offset potential impacts associated with HSR service interruptions.
Successfully negotiated 2011-12 and 2012-13 rate agreements with bus operators
Conducted special needs route optimization study
Conducted regular service bell time route optimization / efficiency study
Supported Boards’ changing school accommodation needs during school year
Conducted scenarios and collected source data and prepared cost estimates to examine transportation impacts to support Member Boards’
Supported school operations by responding to emergency service requirements for Chedoke and Huntington Park Elementary schools.

Organizational Excellence Initiatives:

Conducted two (2) on-site, full-day PD workshops focused on enhanced routing software use for HWSTS planning staff
Conducted on-site, full-day PD workshop dealing with Emergency Crisis Management for all HWSTS staff
HWSTS staff attended University of Guelph / OASBO – Certificate in Pupil Transportation course
Conducted HWSTS branding initiatives including a start-up package to all schools
HWSTS was represented at multiple OASBO student transportation committee meetings and the OASBO / OSBA transportation workshop
HWSTS was represented at the Ministry of Education's annual Student Transportation Workshop and full day learning submission Workshop
WHIMIS training for HWSTS staff implemented

Looking Ahead:

HWSTS will be continuing its journey of continuous improvement and supporting the changing needs of the Member Boards. Initiatives will again focus on key elements driving Consortium effectiveness: safety, technology, operational efficiency and organizational excellence.

As an extension of the focus on improvement; and in compliance with the Broader Public Sector Procurement Guidelines HWSTS will be commencing the process of competitively procuring student transportation services in 2012-13 for the 2013-14 school year. In addition, HWSTS staff will continue seeking efficiencies through bell time studies for the district.

I feel very proud to share that the entire staff embraced the challenge and put into use the tools available to them. As a result of the staff's efforts, both partner Boards will reap the benefits of the investments made into HWSTS.

Wishing you all the best in the 2012-13 school year,

Kent Orr

HWSTS Hamilton Wentworth Student Transportation Services

www.hamiltonschoolbus.ca

Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: E-BEST Research Report

To: John Malloy, Director of Education

From: Evidence-Based Education and Services Team (E-BEST)

Date: September 10, 2012

Organizational Alignment

- **Strategic Direction:** Implementation and Monitoring aspects
- **Annual Operating Plan:** Implementation and Monitoring aspects
- **Director's Performance Appraisal:** Implementation and Monitoring aspects

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Overview/Context

This is the third Work Plan Report from the Evidence-Based Education and Services Team (E-BEST). As noted in the first two reports, the team was initiated in 1999 and services and processes were shaped by a 25-member steering committee over a period of three years. Since its inception, E-BEST has been guided by a model and related service plan that focused on encouraging the HWDSB community to **use**, **do**, and **share** research. At its core, E-BEST is designed to model and facilitate evidence-based decision making within the board.

The past two years have been one of transition. As a result of the 2010-2013 Strategic Directions, our suite of services has shifted in focus. E-BEST has been drawn more into system measurement of the AOP and Strategic Directions, and played a central role in the development of the Data Mobilization Strategy and key system surveys. Measurement tools used by E-BEST are continuously being revised and new methods for data collection are being explored. In response to growing demands regarding system measurement and as our understanding of implementation science grew, strategic hiring was completed to ensure capacity in these two areas. In the last year, our team has grown from 5 to 7 members, with the addition of Research and Knowledge Mobilization Officers.

E-BEST continues to provide services to stakeholders across the system while adhering to commitments outlined in the Annual Operating Plan. Specifically, we strive to model shared leadership within our department and provide exemplary service to all stakeholders.

Over the past year, we have continued to be guided by our Service Plan (see Appendix A), which is built on a use, do, share model, but also set within the context of system and school/department priorities.

Executive Summary

- E-BEST's overall mandate is to model and facilitate evidence-based decision making within the board as well as the uptake of evidence-based practices.

- E-BEST is designed to help HWDSB use, do, and share research.

- Following the use, do, share model, highlights from our work in 2011-2012 are as follows:

    - **Using Research**: E-BEST continued to focus on implementation science as it relates to our strong commitment to promoting evidence-based practices. Through the Virtual Knowledge Mobilization Lab we were able to host Dr. Dean Fixsen as a guest speaker, whose talk on implementation science within education was well received by stakeholders. Following Fixsen's stages of implementation, we moved from an exploration to an initial implementation for the board's Knowledge Mobilization strategy.

    - **Doing Research**: Working closely with Executive Council and other senior leaders, E-BEST created and improved on methods for measuring progress across the system. This included the creation of three new system surveys (School Climate, Staff Voice and Parent Voice) and the diversification of system measurement (e.g., using appreciative inquiry, analysis of data collected using different forms of technology).

    - **Sharing Research**: E-BEST's research was shared in many ways, including through our knowledge mobilization products (e.g., Research-in-Briefs) and presentations at national and international conferences. We also collaborated with external partners who have conducted research within HWDSB to ensure that outcomes are shared back to participants.

- In 2012-2013 E-BEST will engage in the following:

    - We will support priorities in the AOP by offering a range of services to system leaders, schools and departments.

    - We will build on the framework developed in 2011-2012 for the three system surveys and refine tools used to monitor the implementation of the AOP.

    - We will continue to play a key role in the implementation of the Data Mobilization Strategy by (1) focusing on capacity building for data and evidence use, (2) hiring a Privacy and Information Management Coach, and (3) supporting Leadership and Learning with work related to the School Effectiveness Framework.

    - We will monitor the implementation of the Knowledge Mobilization strategy and the Virtual KM Lab will continue to be a venue for learning with leaders in Knowledge Mobilization and implementation science. This will allow E-BEST to better support the selection, implementation, and monitoring of evidence-based practices across the board.

    - We will refine strategies developed to assist schools, departments, and senior leaders to draw on research evidence and discern high-quality evidence from less rigorous research. We will monitor our own techniques for disseminating evidence-based practices across the board. E-BEST will also focus on providing more support to the system regarding existing research evidence on instructional practices.

What We Did

Summary of Actions in 2011-2012:

The Action Plan that was used to guide work in 2011-2012 specifically may be found in Appendix B.

Using Research in 2011-2012–

In 2011-2012, E-BEST continued to support schools, departments and senior administrators in their use of research evidence for educational decision making. Evidence-based education involves the use of data and high quality evidence to complement professional judgment in informing decisions within an education setting (Whitehurst, 2003). While there is a long tradition of evidence-based practice in health, psychology and social policy, there are barriers that we continuously work to overcome so that research can be optimally used to guide practice in education settings. E-BEST has developed strategies to assist schools, departments and senior administrators to draw on research evidence as well as how to discern high-quality evidence from less rigorous research. For example, E-BEST prepares Bottom-Line Actionable Messages (BLAMs) and research briefs on topics relevant to the district. Over the past year some of the topics we investigated include effective strategies to address truancy, becoming a responsive system through central office transformation, and optimal times for learning a second language. With an economy of decreasing financial resources (as outlined in the Drummond Report) and the need for increased transparency and accountability, the use of evidence-based education will become even more central to the work we do in the coming years.

The Knowledge Mobilization and Implementation Science Lab (KM Lab) was created in 2007 in an effort to consolidate methods for enhancing educator research use. The KM Lab, which is led by E-BEST and involves numerous school and department based stakeholders, has broadened its scope to include a deeper exploration of implementation science. The lab also continued to explore methods for bridging research and practice and provided consultation to the system on topics related to Knowledge Mobilization. The focus on implementation science relates to E-BEST's strong commitment to promoting evidence-based practices. One can think of evidence-based practices as medicine, while the method of delivering the medicine (the syringe) is implementation. One needs a good medicine and a good syringe to help a patient much like one needs a good intervention and a good delivery plan in order to change one's practices to ultimately help students.

The external funding (KNAER) that was awarded to E-BEST in 2011 to support the development of a Virtual KM Lab contributed to two major highlights for the KM Lab over the past year. First, we hosted Dr. Dean Fixsen as a guest speaker in January 2012. His talk, which he delivered remotely from North Carolina, addressed implementation science within education and was extremely well received. Through our Virtual KM Lab we were able to transmit the presentation, all our lab discussions and materials to an international audience. Second, we were able to welcome more members to the KM Lab this year through the use of an online meeting tool via the Virtual KM Lab.

Using knowledge gained from the KM Lab and through knowledge gained from observations of system wide implementation activities, E-BEST developed a Knowledge Mobilization Strategy for the board. Following Dean Fixsen's stages of implementation (see box), we have moved from an exploration phase to an initial implementation phase for Knowledge Mobilization in the board. The topic of implementation science and the use of evidence-based practices was also a major focus of E-BEST's Teacher Learning Community. This advisory group worked on developing strategies to deliver the different Knowledge Mobilization products produced by E-BEST (e.g., Research-in-Briefs, Programs-in-Brief) to their colleagues.

Fixsen's Stages of Implementation

① Exploration
② Installation
③ Initial Implementation
④ Partial Implementation
⑤ Full Implementation
⑥ Sustainability

Doing Research in 2011-2012 –

As the evidence base in education research is relatively young, E-BEST continues to conduct its own research and engage in program evaluations on both established and locally developed programs. Since 2010, E-BEST has endeavored to conduct program evaluations that align with the directions of HWDSB's Annual Operating Plan. While E-BEST continues to support innovation in individual departments and schools, a commitment was made to place energy in projects with highest yield-priorities for the board. Over the past year, E-BEST has focused on large-scale initiatives such as Full Day Kindergarten and the Character Networks Program.

E-BEST also provides other research services to the board, such as providing consultation and support related to AOP implementation and measurement, conducting consultations related to policies, reporting on system progress, reviewing external research and collaborating with community partners on local initiatives (e.g., Best Start Network).

In 2011-2012, a strong focus for E-BEST was system measurement. Working closely with both Executive Council and senior leaders from other departments, E-BEST created and improved on methods for measuring our progress as a system. Over the past year, we reduced the number of surveys so that there was one student survey (School Climate Survey), one staff survey (Staff Voice Survey) and one parent/guardian survey (Parent Voice Survey). The following details the work that was done for these surveys, all of which align with the directions in the AOP:

(1) **School Climate Survey** – Building on the Safe and Inclusive School Survey piloted in spring 2011, a refined School Climate Survey was launched to half of HWDSB's students in grades 4-12 in spring 2012. The new survey was designed to better align with the Ministry of Education's School Climate Survey as well as provide an opportunity for the student voice to be heard on issues related to equity, bullying/harassment, mental health and destinations. Under the leadership of the Safe Schools and Equity departments, workshops were held in fall 2011 to share with school teams (principals, teachers, parents and students) the responses from their students and overall board data. Within the workshop, schools teams are provided with options for evidence-based interventions that have been endorsed by HWDSB students. The goal of the session is to have school teams develop a clear safe schools plan. The plan is then revisited in a subsequent workshop (to take place in fall 2012) where they report back on their progress, as well as work on further refining their approach.

(2) **Staff Voice Survey** – For the first time in several years, a survey was designed for all HWDSB staff. Working together with Executive Council and Human Resources, the Staff Voice Survey was developed in 2011-2012 and launched in April 2012. All HWDSB staff members were invited to provide their input on the following topics: (1) strengthening our learning organization, (2) communication, (3) employee satisfaction and recognition, (4) leadership, and (5) workplace culture. Over 1700 stakeholders responded to the survey and the findings were used immediately by Executive Council when developing the 2012-2013 AOP. While preliminary findings were shared at the May 2012 System Leaders' Meeting, and a more detailed report will be included as part of the Staff Engagement Report (October 2012).

(3) **Parent Voice Survey** – Several departments (Parent Engagement, Equity, Corporate Communications and E-BEST) worked collaboratively to develop a new Parent Voice Survey. The survey, which ran in May and June 2012, sought parent/guardian views about HWDSB's progress in four areas: (1) Parent engagement, (2) School climate, (3) Parent communication, and (4) Volunteering. Over 400 responses were received and results will be shared back to schools in fall 2012, and a detailed report will be included in the 2012-2013 Parent and Community Engagement Report. E-BEST will explore using the model developed by the Safe Schools and Equity departments (as described above) of hosting workshops to help schools incorporate strategies for parent engagement into their School Improvement Plans.

In addition to these surveys, E-BEST engaged in experimentation with different ways of assessing system progress. For example, a Leadership Survey (see box on "Leithwood Leadership Survey" for main themes) was re-administered to Executive Council and all Principals and Vice-Principals. The survey was first completed by our school-based leaders in November 2011 as part of an external research project. At the time, E-BEST engaged in repetitive data collection: the leadership survey results were reviewed by groups of leaders, followed by feedback to the report, followed by a revised review of findings, which lead to decisions about conditions required for capacity-building about collaborative inquiry among leaders. With approval from the survey author, Ken Leithwood, E-BEST was able to implement the survey for a second time in spring 2012 thereby continuing on with repetitive data collection. The response rate increased by over 40% - likely a reflection of appreciation of the changes made as a result of the feedback received the year prior. By conducting the same survey a second time, we were able to make a comparison over the two years in terms of leaders' responses. We have begun to share these responses back to Principals and Vice-Principals at Organizational Leaders Meetings. The responses will continue to yield helpful data that informs our work with system leaders.

Leithwood Leadership Survey – Main Themes

(1) Core processes – These are the characteristics of school systems that most directly affect the quality of teaching and learning.
(2) Supporting conditions – The conditions that enable the core processes directly connected to teaching and learning.
(3) Leadership – Encompasses the development of system professional leadership and elected leadership.
(4) Relationships – Refers to relationships within the central office, between the central office and its schools, parents, and external partners (e.g., community groups, Ministry of Education).

A further example of E-BEST exploring different ways to measure system progress is the Student Voice Forums held in November 2011. The purpose of the forums was to create an opportunity for students to discuss how to make learning spaces and learning experiences more effective in HWDSB. The students identified their concerns using a variety of media (e.g., discussion stations, audio and video recordings, and blogs) and E-BEST worked to develop new strategies for analyzing data collected using 21st century tools. The information gathered at these sessions will be reported back to students and the greater HWDSB community in 2012-2013 including in the Student Engagement Report (November 2012).

Until 2010-2011, much of the data collection completed in HWDSB has been through the use of surveys. Over the past 2 years, E-BEST has experimented with different approaches, most frequently with regards to AOP consultation. Over the past year, E-BEST assisted Executive Council with the creation of the 2012-2013 AOP by leading a system-wide consultation. A variety of methods were used for this consultation, including, a town hall meeting, feedback forms and paper and online surveys (e.g., the Staff Voice Survey). E-BEST also conducted a number of studies using an appreciative inquiry approach (see box on Diversifying System Measurement).

Diversifying System Measurement – Appreciative Inquiry

Appreciative Inquiry is a type of research method which focuses on determining what a system is doing well (rather than badly) through an inquiry that appreciates positive work being done. The purpose of collecting this information is to renew, develop and build on successes to create an even more successful future. In spring 2012, E-BEST examined three topics using an appreciative inquiry approach: (1) the English as a Second Language Program and (2) effective math practices within HWDSB, and (3) the school effectiveness framework self-assessment process.

Finally, E-BEST has engaged in capacity-building for schools and departments related to research for many years and recognizes that this is a critical responsibility of the department. Past services that we have offered include, but are not limited to: office hours, classroom inquiry workshops, and the

Teacher Learning Community. E-BEST also participates in an Applied Research Practicum course through McMaster University, and mentors independent study students. In fall 2011, we developed a new capacity building plan to outline the support provided to the system on (1) data use for capacity builders, (2) evidence use and support/Knowledge Mobilization strategies, (3) data collection and measurement consultation, (4) system measurement and monitoring, (5) program evaluation and (6) supporting research internally and externally. Some of the new services we've provided include implementation science consultations, development of new data use tools for schools (e.g., new tools for accessing EQAO data), and mentoring of new teacher candidates through an internship program. To support HWDSB being a learning organization that uses the best evidence available, in the coming year E-BEST will invite our university partners to consider conducting research on topics that align with our AOP and Strategic Directions. In 2012-2013, we will also revisit our capacity building plan to reflect advancements in the board's Data Mobilization Strategy. Developed in early 2011, this strategy provides a coordinated approach to knowing our students through data use within HWDSB. It does so by creating the supporting conditions (see box on "Leithwood Leadership Survey") necessary for schools and departments to support student learning by ensuring the right data, in the right form, at the right time, gets to the right people.

Sharing Research in 2011-2012–

A responsibility E-BEST holds is to share research done both internally and externally that has relevance to the work done by schools and departments. As mentioned in the previous section on using research, E-BEST has developed products to share research such as our Research-in-Briefs. These products are posted on E-BEST's website and on our internal portal department page. Despite this "web presence", we have learned that many stakeholders are not aware that these materials are available to them. Over the past year, we have begun to explore the different ways in which our department can increase the visibility of these products and ensure that we are in keeping with best practices in Knowledge Mobilization. As a starting point, we have turned to the members of our Teacher Learning Community for their suggestions on how these products may best be shared with schools. To share our work with the larger HWDSB community, E-BEST will send out electronic notifications to stakeholders when new products are available and will also send out two newsletters over the course of the year to alert the system of E-BEST's research activities.

Internally lead research is also shared with the broader scientific and professional community in order to make a contribution to the evidence-base and the culture of inquiry across school boards. E-BEST team members publish findings in professional and academic journals, present at conferences, and work collaboratively with other research teams. Research and general activities conducted within E-BEST were shared in many forums over the past year. For example, E-BEST's work was highlighted at both the Ontario Education Research Symposium (Toronto, ON) and our Knowledge Mobilization Officer was the keynote speaker at this year's Association of Education Researchers of Ontario Spring Conference (Woodbridge, ON). The work conducted by the KM Lab was presented at EduLearn (Barcelona, Spain), an international conference on education and new learning technologies. E-BEST also shared their work at a local level, delivering a presentation on our work to the Best Start Early Years Research and Evaluation committee.

We collaborate with external research partners who have conducted research within HWDSB to ensure that the outcomes are shared back to stakeholders involved in the projects. For example, in spring 2011 E-BEST helped organize a presentation by a researcher from McMaster where preliminary results from a study being conducted with immigrants families both in HWDSB and HWCDSB were shared. The presentation was well received by the audience that included stakeholders from both boards as well as community partners. The researcher also valued the opportunity to dialogue with the audience regarding their interests and next steps in the research project.

Lastly, E-BEST team members continued to provide leadership provincially with respect to evidence-based education and were invited to participate on the Executive of the Association of Educational Researchers of Ontario. E-BEST also continued to be a member in the London Region School-University Research Exchange, involving districts and Deans of Education across our region.

What We Learned

Over the past year, E-BEST provided a wide range of research services while adhering to the department's service plan and use, do, share model. While E-BEST team members modeled and facilitated evidence-based decision making with schools and departments, we also focused on system level implementation and measurement, use of Knowledge Mobilization strategies and alignment of our services with the AOP. This enhanced focus on system level work reflects a shift in emphasis of our work that began last year.

Building on our accomplishments to date, E-BEST will continue to (1) support HWDSB's strategic directions and AOP through our services, (2) build capacity on data and evidence use with stakeholders across the system, (3) support AOP priorities through a focus on Knowledge Mobilization and implementation science, (4) focus on sharing evidence-based practices and our own research both internally and externally, (5) maintain a leadership role in evidence-based decision making at the provincial level.

The 2012-2013 E-BEST Action Plan, found in Appendix C, provides and outline of activities our team will engage in the coming year. It includes the following:

(1) E-BEST will provide a range of services that align with priorities outlined in the AOP. The team will continue to lend support to system leaders in selecting, implementing and monitoring of AOP strategies. We will also continue to diversify the forms of measurement we use to monitor the implementation of the AOP and strategic directions. As schools and departments select their areas of focus based on the needs of students and staff, we anticipate providing more support in the selection of high-yield, evidence-based strategies and monitoring of progress.

Building on the framework created in 2011-2012 for the three system surveys (student, staff and parent), we will revise the surveys where appropriate and ensure that the data will serve to inform future practices in both schools and departments.

(2) E-BEST will continue to focus on capacity building for data and evidence use. We will continue play a key role in the Data Mobilization Strategy, collaborating with Client Services and Leadership and Learning. We will continue to monitor and aid with the implementation of the strategy and its seven areas (e.g., data sources, infrastructure, access, reporting, data integration and monitoring, optimal data use, privacy and information management). E-BEST will also hire a Privacy and Information Management Coach for a year to review best practices across the province and aid with the implementation of key aspects of the Data Mobilization Strategy. The team will provide support to the Leadership and Learning Department and Principals as they use data to guide their work related to the School Effectiveness Framework.

(3) E-BEST will implement and monitor the progress made with the Knowledge Mobilization strategy developed in 2011-2012. The Knowledge Mobilization Lab (and virtual lab) will continue to be a venue for learning with leaders in Knowledge Mobilization and other research partners so that we can better support the selection, implementation, and monitoring of evidence-based practices across the system. We will also update a toolkit of resources related to implementation science to be shared with key stakeholders.

(4) E-BEST will maintain strategies we've developed to assist schools, departments, and senior administrators to draw on research evidence and discern high-quality evidence from less rigorous research. We will monitor and evaluate techniques used to disseminate the various products created to highlight research evidence. In the past, the research evidence the board has drawn upon has primarily been related to interventions or specific programs. In the coming year, E-BEST will focus on providing more support to the system regarding research evidence related to instructional practices.

(5) E-BEST will maintain a leadership role in a variety of initiatives that have impact on a provincial level. For example, we will aim to publish projects completed over the last year in academic and professional journals. We will also continue to expand E-BEST's web presence so that this unique service can serve as an example for others for promoting evidence-based decision making.

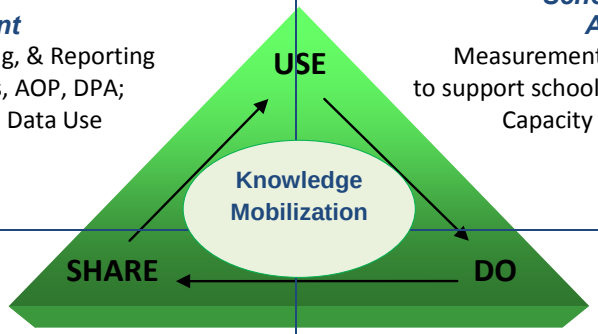
APPENDIX A – E-BEST Service Plan

E-BEST
SERVICE PLAN, 2010-2013

Consultation

System Assessment
Measurement, Monitoring, & Reporting of Strategic Directions, AOP, DPA;
Capacity Building re: Data Use

School/Department Assessment
Measurement, Monitoring & Reporting to support school /service improvement plans;
Capacity Building re: Data Use



System Intervention
Selection, Implementation Support, & Evaluation of Evidence-Based Practices;
Capacity Building re: Evidence Use and Implementation Science

School/Department Intervention
Selection, Implementation, & Evaluation of Evidence-Based Practices;
Capacity Building re: Evidence Use and Implementation Science

Communication / Contribution

Capacity-Building

Collaboration

Mission:

E-BEST is an innovative research service that supports the selection, implementation, evaluation and monitoring of evidence-based practices within HWDSB, and models high standards for research excellence and collaboration.

Vision:

Through E-BEST services and supports, the HWDSB has organizational capacity for evidence-based decision-making and sustained uptake of research-informed practices that support achievement, engagement, and equity.

APPENDIX B – E-BEST Action Plan 2011-2012

Essential Component (include AOP and DPA)	***Strategies*** *which strategies will be the focus for this goal	***Evidence*** *what type of evidence is to be collected for each Essential Component	***Implementation and Monitoring*** *when and how during the year
Model Evidence-Based Decision-Making (from DPA)	Align services to support Strategic Directions and AOP	Providing range of services that align with AOP priorities: • Merging and deployment of system surveys that align with directions in AOP (e.g., knowing our students, knowing our staff, knowing our parents/communities) • Program evaluations strategically selected to meet the needs of the system • Support for implementation of AOP strategies at the system and school/department level • Monitoring and reporting on implementation of AOP • Proving office hour consultations • Policy consultation reporting • Research ethics reviews • Engaging in Knowledge Mobilization activities	Weekly staff meetings involve updates re: project implementation and office hour consultations. Team develops and implements electronic recording system of projects Continuous consultation with Executive Council re: program evaluation priorities E-BEST's involvement in system initiatives and related decision-making (e.g., AOP implementation process, data mobilization strategy, system steering committees, AOP 2012-2013 consultation process) School/department use of system surveys to inform planning Policy consultation reports used for decision-making
	Build capacity for data and evidence use at all levels of the system	Observing and coaching on use of data and evidence at all levels of the system for policy and practice decisions: • Implementation of data mobilization strategy (data sources, infrastructure, access, reporting, data integration and monitoring, optimal data use, privacy and information management) • Providing data access and interpretation services to Principals and Superintendents engaging in the collaborative inquiry process	Communication and monitoring of the deployment of seven aspects of the data mobilization strategy Hire a Privacy and Information Management Coach to help review best practices and aid with the deployment of key aspects of the data mobilization strategy Workshops and resources to assist with data and evidence use
	Support AOP priorities through enhanced focus on Knowledge Mobilization and implementation science	Implementing coherent strategy for Knowledge Mobilization in the board Continuous development of an evolving set of resources to support implementation of system and school strategies	Create a Knowledge Mobilization Strategy for HWDSB based on comprehensive review of the literature and previous work Update a toolkit of resources related to implementation science

Essential Component (include AOP and DPA)	***Strategies*** *which strategies will be the focus for this goal	***Evidence*** *what type of evidence is to be collected for each Essential Component	***Implementation and Monitoring*** *when and how during the year
Model Evidence-Based Decision-Making (from DPA), continued	Maintain leadership role in evidence-based decision making provincially	Maintaining a leadership role in a range of initiatives that have provincial reach (and beyond) Extending E-BEST's web presence so that this unique service can serve as an example for others for promoting evidence-based decision making	Tracking of participation in provincial research initiatives Tracking of participation in national and international research-related initiatives Expansion of E-BEST and Knowledge Mobilization Lab websites to include deeper and more interactive components

APPENDIX C – E-BEST Action Plan 2012-2013

Note: Changes from 2011-2012 are in italics.

Essential Component (include AOP and DPA)	***Strategies*** *which strategies will be the focus for this goal	***Evidence*** *what type of evidence is to be collected for each Essential Component	***Implementation and Monitoring*** *when and how during the year
Model Evidence-Based Decision-Making (from DPA)	Align services to support Strategic Directions and AOP	Providing range of services that align with AOP priorities: • Merging and deployment of system surveys that align with directions in AOP (e.g., School Climate Survey, Staff Voice Survey, Parent Voice Survey) • Program evaluations strategically selected to meet the needs of the system • Support for implementation of AOP strategies both at the system and school/department level • Monitoring and reporting on implementation of AOP • Proving office hour consultations • Policy consultation reporting • Research ethics reviews • Engaging in Knowledge Mobilization and Implementation activities	Weekly staff meetings involve updates re: *new service requests*, project implementation and office hour consultations. *Team regularly updates electronic tracking system of projects* Continuous consultation with Executive Council re: program evaluation priorities E-BEST's involvement in system initiatives and related decision-making (e.g., AOP implementation process, data mobilization strategy, system steering committees, AOP 2013-2014 consultation process) *Facilitate school/department use of system surveys to inform planning* Policy consultation reports used for decision-making
	Build capacity for data and evidence use at all levels of the system	Observing and coaching on use of data and evidence at all levels of the system for policy and practice decisions: • *Updating and implementation of data mobilization strategy* (data sources, infrastructure, access, reporting, data integration and monitoring, optimal data use, privacy and information management) • Providing data access and interpretation services to Principals and Superintendents engaging in the collaborative inquiry process and *school improvement planning*	Communication and monitoring of the deployment of seven aspects of the data mobilization strategy Workshops and resources to assist with data and evidence use for various stakeholder *Support to Leadership & Learning Department regarding data access and data use for school improvement planning*
	Support AOP priorities through enhanced focus on Knowledge Mobilization and implementation science	Implementing coherent strategy for Knowledge Mobilization in the board Continuous development of an evolving set of resources to support implementation of system and school strategies	*Monitor the implementation Knowledge Mobilization Strategy for HWDSB* *Update a toolkit of resources related to implementation science & share this resource with key stakeholders*

Essential Component (include AOP and DPA)	***Strategies*** *which strategies will be the focus for this goal	***Evidence*** *what type of evidence is to be collected for each Essential Component	***Implementation and Monitoring*** *when and how during the year
Model Evidence-Based Decision-Making (from DPA), continued	*Share evidence-based practices and our own research both internally and externally*	*Ongoing development of strategies to assist schools, departments and senior administrators to draw on research evidence as well as how to discern high-quality evidence from less rigorous research*	*Updating strategy for sharing products such as Research-in-Briefs (e.g., newsletters, electronic notifications)* *Focus on sharing research evidence related to instructional practices* *Monitoring use of products created by E-BEST*
	Maintain leadership role in evidence-based decision making provincially	Maintaining a leadership role in a range of initiatives that have provincial reach (and beyond) Extending E-BEST's web presence so that this unique service can serve as an example for others for promoting evidence-based decision making	Tracking of participation in provincial research initiatives Tracking of participation in national and international research-related initiatives *Continued expansion* of E-BEST and Knowledge Mobilization Lab websites to include deeper and more interactive components

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board

Executive Summary

Name of Report: Equity of Opportunity, Access and Outcomes Executive Summary

To: Committee of the Whole

From: Executive Council
Equity and Engagement Subcommittee

Date: September 10, 2012

This report provides an update on our work and commitment to equity of opportunity, access and outcomes, in support of student achievement and well-being. This work, while essential, is extremely complex and challenging. With multiple lenses (i.e. access, opportunity, small school, rural school, policy, enthocultural, socio-economic, etc.) related to equity of outcomes, it is a challenge to determine which lens, at which time and which is most relevant to the decision to be made . As a system, we are moving to be more strategic around equity of opportunity, access and outcomes however there is more to be done. This work requires challenging decisions to be made within our fiscal context. This work will never be "completed" but will require monitoring and review as we continue to be a responsive system.

During 2011/12 HWDSB solidified a shift in thinking from "an equitable allocation of resources" to a broader concept of equity of opportunity, access and outcomes. This is based upon the recognition that an equitable allocation of resources is a component of "how" we achieve equity of opportunity, access and outcomes. Even in this broad form, defining and achieving equity of opportunity, access and outcomes continues to be an extremely complex and challenging task. Although challenging, tackling these complex concepts is essential as we continue our direction of being an intelligent and responsive system, focused on students learning and achieving.

Equity of opportunity and equity of access support achieving equity of outcomes. Equity of outcomes are defined through our system-wide *Expectations* of:

- each student reading by Grade 2;
- each student engaged in personalized learning environments and programs and
- each student graduating.

During 2011/12 work was undertaken in support of equity of access which resulted in:

- the creation of a system-wide Equity Fund;
- involvement of Superintendents of Student Achievement in determining funds to be allocated to high needs schools for student experiences.

HWDSB is committed to each student being engaged in personalized learning environments and programs. Equity, in support of program opportunities for students, was paramount in:

- the development of our Mental Health, and Early Years Strategies which ground our annual operating plan;
- the ARC process and the subsequent Program Strategy;
- the creation of a process to review program fees and school fees and
- the creation of a new program to respond to specific student needs.

During 2011/12 attention continued to be given to reviewing resource allocation approaches within a framework of being an intelligent and responsive system. This included using a differentiated approach to staffing:

- elementary central support personnel and
- elementary teachers.

Executive Council is currently considering an equity framework, based upon the research of Doug Willms, which considers interventions that can raise student performance and reduce inequalities. This model considers five types of interventions:

- Universal Interventions
- Socio-Economic Status (SES) Interventions
- Compensatory Interventions
- Performance Targeted Interventions
- Inclusive Interventions

This model will be used to reflect upon past decisions as we consider the need to further differentiate our supports. We have engaged in the discussion around what schools need. This conversation must move to the more difficult discussion around the difference between “what schools need” and “what schools believe that they need.” We need to press further in making decisions that will support allocating resources in the most equitable way. Staffing processes and allocations will be a particular focus in 2012/13.

The Action Plan for 2012/13 focuses on the following areas:

- Implementing a secondary Program Strategy which considers equity of opportunity and access and continue to review and implement an elementary program strategy;
- Creating the Terms of Reference (including a sustainability plan) for the HWDSB Equity Fund;
- Continue to modify how we allocate human and material resources while reflecting an equity of outcomes framework.
- Finalize a review of school and program fees and make changes in alignment with the equity framework.

Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: Equity of Opportunity, Access and Outcomes

To: Committee of the Whole

From: Executive Council
Equity and Engagement Subcommittee

Date: September 10, 2012

Organizational Alignment

- **Strategic Direction:**
  Equity Matters: HWDSB will ensure equitable resource allocation to schools, staff and students.

- **Annual Operating Plan:**
  Equity Lens – Knowing Our Students, Knowing Our Staff, Knowing Our Parents/Community – continued development of criteria and models for equitable allocation of resources

- **Director's Performance Appraisal:**
  Ensure equitable resource allocation across the system
  - *a plan for equitable allocation of human and material resources is developed and implemented.*

- **Links to Other Monitoring Reports:**
  - K-2 Oral Language and Early Reading
  - Staff Engagement Report
  - Student Achievement Report
  - French Immersion Strategy Report
  - Facilities Management Master Plan
  - Safe and Equitable Schools Report
  - Early Learning Program Report
  - Parent and Community Engagement Report
  - District Mental Health Strategy
  - Professional Learning Report

- **Related Policies:**
  - Equity Policy
  - First Nation, Metis, Inuit Education Policy
  - Engagement Pillar Policy
  - Community Use of Facilities Policy
  - Partnership Policy
  - Public Consultation
  - Fundraising (Interim) Policy
  - Pupil Accommodation Review Policy
  - Transportation Policy
  - Assessment, Evaluation and Reporting Policy
  - Educational Excursions Policy
  - French Immersion Policy

Overview/Context

Hamilton-Wentworth District School Board is committed to a foundation of equity. Our Equity Policy states:

> Hamilton-Wentworth District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

Ministry Policy/program Memorandum No. 119: *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*, directs boards to embed the principles of equity and inclusive education in all policies, programs, guidelines, and practices, "so that an equity and inclusive education focus is an integral part of every board's operations and permeates everything that happens in its schools".

This work, while essential, is extremely complex and challenging. With multiple lenses (i.e. access, opportunity, small school, rural school, policy, enthocultural, socio-economic, etc.) related to equity of outcomes, it is a challenge to determine which lens, at which time and which is most relevant to the decision to be made . As a system, we are moving to be more strategic around equity of opportunity, access and outcomes however there is more to be done. This work requires challenging decisions to be made within our fiscal context. This work will never be "completed" but will require monitoring and review as we continue to be a responsive system.

During 2011/12 HWDSB solidified a shift in thinking from "an equitable allocation of resources" to a broader concept of equity of opportunity, access and outcomes. This is based upon the recognition that an equitable allocation of resources is a component of "how" we achieve equity of opportunity, access and outcomes. Even in this broad form, defining and achieving equity of opportunity, access and outcomes continues to be an extremely complex and challenging task. Although challenging, tackling these complex concepts is essential as we continue our direction of being an intelligent and responsive system, focused on student learning and achieving. Fundamental questions include: "What do we do when a student is not achieving?" "How do we create a positive school climate?" "Are we closing gaps in student outcomes?" Executive Council continues to employ equity lenses (i.e. access, opportunity, small school, rural school, policy, enthocultural, socio-economic, etc.) in decision-making, based upon the Equity of Outcomes Guiding Principles adopted in 2010/11 (Appendix A).

What We Did

Gaining a clearer understanding of equity of opportunity, access and outcomes was paramount to our work in 2011/12. Executive Council and the Equity of Outcomes Advisory Committee (a committee of managers and administrators who inform the work Executive Council via the Superintendent of Equity, Engagement and System Programs) engaged in work to create a clearer, shared understanding of the concepts. Equity of **opportunity** and equity of **access** lead to equity of **outcomes** (equity of opportunity + equity of access = equity of outcomes)**.** Equity of outcomes are defined through our system-wide *Expectations* of:

- each student reading by Grade 2;
- each student engaged in personalized learning environments and programs and
- each student graduating.

Our approach of being an intelligent and responsive system which engages in collaborative inquiry, supports the ongoing review of decisions to determine if a different lens of equity should be employed. While decision making throughout 2011/12 employed the use of such lenses, this work requires ongoing assessment and reflection.

The concepts of equity of opportunity and access require further refinement. What this will look like in a practical and implementation sense remains to be defined as equity of opportunity and access have direct budget implications which require challenging decisions to be made.

In support of the removal of barriers, in order for students to take advantage of opportunities, attention was given to the creation of a HWDSB Equity Fund. This fund was established by completing a review of Foundation Restricted funds for inactivity or dated criteria. Such funds were redirected towards the HWDSB Equity Fund. The Fund will begin with a balance of $75,000. The creation of this fund will support the implementation of the Educational Excursions Policy (Policy 15.1) and the Interim Student Fees Policy (Policy 13.1). In addition, in 2011/12, the **guiding principles** for the Equity Fund were developed.

Equity Fund Guiding Principles

- support equity of opportunity and access (i.e. removal of barriers)
- maintain recipient confidentiality and dignity
- applies when support is required beyond that available at the school level
- sustained through external funding

Equity Fund work will continue in 2012/13 with the completion of the fund Terms of Reference and an action plan around sustainability.

The opportunity to receive accessibility support continued for high needs schools in 2011/12 (Appendix B). After an initial school-based application process, in support of “knowing our students”, a new phase was introduced in which applications were reviewed by Superintendents of Student Achievement. This allowed Superintendents to dialogue with school administration on the types and frequency of experiences for students as well supported decision-making that considered other resources that schools had available thereby allowing for greater equity in decision making.

In addition, partnership support through Hamilton Partners in Nutrition (HPIN), continued to support breakfast/lunch/nutrition programs in our schools (Appendix C).

The ongoing work related to our Program Strategy, Mental Health Strategy and newly created Early Years Strategy, support equity of outcomes for our students. While Program Strategy work has focused on secondary education, there is a recognition that the work that has begun in elementary (i.e. special education, ALPHA for english language learners) must also continue to be a focus.

During 2011/12 Hamilton-Wentworth District School Board completed three secondary Area Review Committee (ARC) processes which supports access by having the correct number of pupil places, in the appropriate geographic locations. While Ministry decisions on funding is pending, attention turns to the related Program Strategy. The Program Strategy needs to honour local school community context and what will meet the needs of students (i.e. personalized learning environments and programs). Schools with increased enrolment as a result of the ARC will have greater flexibility in providing program offerings for students. The work of the ARC Committees during 2011/12 has provided the foundation upon which Program Strategy will build.

In response to student needs, *The Advantage Program* (Appendix D) was developed this past year, as a Community and Continuing Education Adult Day School (ADS) satellite pilot program. The program was designed for students whose families immigrated to Canada when they were in their late teens. These students would not be able to complete their learning of English and accumulate all the credits required to graduate before they turn 21 years old. The program was located at SJAM in response to a community need. This location eliminated the barrier of physical access for students. Twenty four credits were earned and one student graduated. In the words of John, our first Advantage graduate, “Did you know that you can change the world? It might seem strange but if you join our social, academic, and

cooperative class with a dedicated teacher, irrespective of your colour, race, background, religion, and culture, indeed, you will never be the same. Therefore, come learn with us. Together we can do more."

During 2011/12 attention was also given to completing a scan of current resource allocation models (Appendix E). Executive Council undertook a realignment of central support personnel to better serve the needs of the three elementary clusters in a differentiated manner. Under consideration were allocations for Literacy Improvement Teachers, Math Facilitators and Mentoring Educational Assistants as well as the new Student Success Grade 7 and 8 teachers. Of key importance was the Board's commitment to the K-2 tiered intervention strategy and ensuring that the appropriate resources were allocated to this initiative. The Superintendents looked at data regarding school outcomes including EQAO, DRA and other consistent assessments and particularly the number of students who needed to be served for the tiered interventions of LLI (Literacy Learning Intervention) in Grade 1 and Empower in Grade 2. A second important consideration was meeting the needs of students, particularly those with challenging behaviours and social/emotional needs. Knowing the schools and students led to reapportionment among the clusters as well as within clusters (Appendix F). The West reduced its overall complement of support personnel to add to resources available in the higher needs areas of the board. In each cluster Literacy Improvement Teachers were allocated and shared within clusters based on the needs of the schools and not on the basis of schools receiving equal allocations regardless of need. The number of Literacy Improvement Teacher was reduced overall in order to increase the number of Mentoring EAs that could be allocated to schools in both the North and the South. Since the central support personnel meet the needs of the schools at the direction of the school superintendent, there may be realignment of these resources during the year in order to ensure that we appropriately respond to the leading indicators of student success or need on a timely basis.

In the spring of 2012, we began to shift our elementary staffing process from one that was prescribed by providing each school with a specific school organization to one where Superintendents of Student Achievement were provided an allocation per school in order to collaboratively decide each school organization. This new school-based staffing process provided an opportunity for SOSAs and principals to discuss specific school needs while also ensuring that compliance requirements were also adhered to. In this new process, some allocations were increased or decreased based on the unique needs of a specific school. For example, some schools increased their junior/intermediate allocation while another school decreased it because of greater student learning needs and compounded by greater class sizes. During this collaborative decision-making process, HR and Finance provided support to ensure Collective Agreements and Ministry compliance requirements were honoured with any changes made to support specific school needs.

While we have begun shifting some staffing allocation processes, as a result of our resource allocation scan, we need to continue to modify how we allocate human and material resources in order to reflect equity of outcomes.

During 2011/12 we also undertook a review of school fees and program fees. E-Best supported the collection of system-wide data related to the collection of fees, on a school-by-school basis. This data is currently being reviewed and a detailed report will be provided to Trustees in November.

Equity of opportunity, access and outcomes continued to be paramount in Executive Council's work in the following areas:

- K – 2 Strategy
- Tiered Intervention
- Responsive System
- Professional Learning Plan
- Partnership Inventory
- Literacy Improvement Teacher Allocation
- Student Success Teacher Allocation
- Mentoring EA Allocation

- Math Facilitator Allocation
- Educational Assistants Allocation
- Learning Resource Teacher Allocation
- English as a Second Language Teacher Allocation
- Policy development
- Focus on Youth
- Urban and Priority High Schools
- Priority Schools Initiative
- 12/12+ Re-engagement Initiative
- Pathways to Education
- Social Justice
- After School Scholars Program

What We Learned

Determining how to achieve equity of outcomes is an ongoing, complex and challenging endeavour. This work needs to move beyond changing actions to changing culture. Changing culture will take time. It requires us to know our students, our staff and our parents. It requires a shift from making accountable decisions (external judgment) to responsible decisions (we MUST do this…). During 2011/12 the Equity of Outcomes Advisory Group considered a number of factors related to a framework for decision-making in support of equity of outcomes. Executive Council is currently considering a model, based upon the research of Doug Willms, which considers interventions that can raise student performance and reduce inequalities. The model reflects decision-making in support of 5 types of interventions:

1. Universal Interventions – interventions to support improved achievement for all students, across all schools
2. Socio Economic Status (SES) Targeted Interventions – targeted interventions for students in low SES schools
3. Compensatory Interventions – interventions to target basic needs (i.e. food, clothing) or providing additional economic resources for students from low SES backgrounds
4. Performance Targeted Interventions – interventions for students who are not achieving (regardless of SES)
5. Inclusive Interventions – interventions that strive to include all students in mainstream schools and classrooms and to strive to make these classrooms as diverse as possible.

Executive Council will begin a review of the 2011/12 budget to determine how resources were allocated based upon the above framework and what changes may need to be considered when employing this framework. Specific attention will be given to the challenging decisions related to further differentiating our staffing model in response to improving student achievement and reducing the achievement gap.

Our resource allocation scan demonstrated a differentiated approach between high needs (Comp. Ed) and low needs schools in the following areas:

- bursaries for secondary students allocated at the school level
- secondary classroom teachers
- elementary school budget top ups
- elementary classroom teachers
- literacy improvement teachers
- learning resource teachers
- english as a second language teachers
- math facilitators
- mentoring EAs

- student success teachers
- office administrators
- vice principals
- professional development (see Professional Learning Report)

Executive Council will use the evidence-based framework to further define how we respond to the needs of Comp. Ed. Schools. We will continue to modify how we allocate human and material resources to reflect equity of outcomes, while being informed by our current practices (Appendix F). The Comp. Ed. Committee will consider their role within the context of this model and their connections to the framework. Much of their current work has focused on compensatory interventions and this framework provides a structure for further refinement of that work.

Building upon the Guiding Principles of the Equity Fund, the Terms of Reference will be developed in 2012/13. This work has already begun by the Comp. Ed. Committee and the Equity of Outcomes Advisory Committee. This includes consideration of the following questions:

- What will be the role of HWDSB Foundation in ensuring sustainability of the Fund?
- What will be the purpose/priorities of the fund?
- How will the fund connect to equity of outcomes and the proposed framework?
- Who can access the Fund? What will the application process look like?
- How will allocation decisions be made? Criteria for decision-making?
- How does the system Equity Fund relate to "school-based" funds?
- How do we ensure we "know our students"?

Our work continues to highlight the challenge related to addressing socio-economic equity. Individuals have their own definition of poverty and consequently what is needed to address the challenges of being in a low Socio-economic Status school. Some consider "equity" to be "equal" and want the same things. Establishing a shared understanding of equity of opportunity and access is essential. What is the threshold for equity of opportunity and access? Is it because an individual wants it? deserves it? needs it? We will continue to grapple with these questions in 2012/13.

Action Plan 2012 – 2013

Essential Component	Strategies	Evidence	Timelines
Knowing Our Students – Equity Lens	Implement a secondary Program Strategy and continue creating and implementing an elementary Program Strategy, which considers equity of opportunity and access	Shared understanding of equity of opportunity and equity of access Program Strategy, including program placement, is created for HWDSB secondary schools Elementary Program Strategy continues to be developed and implemented	September, 2012– June, 2013 December, 2012

Essential Component	Strategies	Evidence	Timelines
	Create Equity Fund Terms of Reference with supporting guidelines for use and access. - finalize the relationship of HWDSB Foundation to the Equity fund	Equity Fund operating	November, 2012
	Continue to modify the human and material resources allocation model to reflect the proposed equity of outcomes framework	An inventory of school resources (internal and external) is developed for each school New, responsive staffing model is implemented in elementary schools Implemented changes to model of resource allocation	December, 2012 January, 2013 – May, 2013 January, 2013 – May, 2013
	Review school and program fees and make changes in alignment with the equity framework	Report is shared with trustees	November, 2012

APPENDIX A – Equity of Outcomes, Guiding Principles

Guiding Principles based upon the overarching direction of **ensuring equity of outcomes for all students**.

Guiding Principles

- Equity of outcomes are driven by equity of access and opportunity. The equitable allocation of resources is "how" we achieve equity of access and opportunity.
- The framework and models will be driven by the principles of equity and will be aligned with HWDSB Policies
- All leaders will play a critical role in how the resources are allocated
- As an intelligent system (i.e. a system that collaboratively plans, acts, assesses, reflects and learns from that reflection), we will follow policies while committing to decisions, based on equity of opportunity to support equity of outcomes.
- The equity framework and models for allocations will be aligned with the school/system improvement plan and AOP and will be flexible to meet changing needs
- Decisions will support creating the conditions for all students to learn in a safe and inclusive environment
- Sustainability and building capacity are critical in the allocation of resources
- Equitable Allocation reflects both quantity and type of human and/or material resource
- Schools with a high concentration of needs (i.e. former Compensatory Education schools) require enhanced differentiated responses
- Traditional assumptions or beliefs must be challenged in generating a system-wide approach to equitable allocation

***APPENDIX B* – Accessibility Allocations**

SCHOOL	AMOUNT	PURPOSE
Queen Mary	$800.00	Leadership Camp
Bennetto	$8000.00	Grade 8 Outdoor Camp trip Grades 4&5 Medieval Times trip Grades 5-8 Cave Springs Camp
Prince of Wales	$7000.00	Grade 8 Mini-Yo-We Camp Muskoka Grad 6/7 Brock University Leadership Camp
Parkdale	$2285.00	Whole school Marineland trip
Roxborough Park	$3000.00	Hamilton Art Gallery and Marineland trips
Hess Street	$1500.00	Transportation and admission to Canada's Wonderland for Band
Hillcrest	$1070.00	3 Special Education Classes trip to Toronto
Queen Victoria	$7500.00	Whole School Trip to Marineland Go Girls Camp trip
W H Ballard	$1200.00	Trip Ottawa
Adelaide Hoodless	$3000.00	Camp Brebeuf for two grade 6 classes
Delta	$1300.00	Reduce cost per student of a Trip to Europe
Sir John A MacDonald	$5000.00	After School Athletics support
Alternative Education Programs	$2345.00	15 students for The Brothers Program – community trips 35 Students to Science Centre 35 students to the ROM
Mountain Secondary	$8000.00	40 students year end camping trip 40 students for the Prom 40 students Cosmetology trip
All high need schools K-3	$17 196.00	Visit to the Art Gallery for Matisse Exhibit
Walk in Closet support for all high need schools	$9750	Toiletries, clothing and non- perishable foods
Prince of Wales	$1500.00	Stop Now And Plan (SNAP) After School Program

***Appendix C* – Hamilton Partners in Nutrition (HPIN) Funding**

School	Subtotal	Total
Cathy Wever Elementary School		$ 18,525.00
Lake Avenue School		$ 16,245.00
Queen Mary School		$ 15,675.00
Hillcrest Elementary School		$ 15,000.00
Memorial School		$ 15,400.00
Helen Detwiller School		$ 14,585.00
Chedoke School		$ 14,535.00
Bennetto Public School		$ 14,350.00
Sir Wilfrid Laurier School		$ 14,000.00
Queen Victoria School		$ 13,000.00
Templemead E.S.		$ 12,400.00
R.A. Riddell School		$ 11,115.00
C.B. Stirling School		$ 10,688.00
Dr. J. Edgar Davey School (Breakfast)	$ 3,706.25	
Dr. J. Edgar Davey School (Snack)	$ 6,740.00	$ 10,446.25
Ridgemount Elementary School		$ 10,262.50
Central Junior Public School		$ 10,163.00
Cardinal Heights School		$ 10,136.00
Green Acres School		$ 9,975.00
Lisgar School		$ 9,519.00
Elizabeth Bagshaw School		$ 9,500.00
Adelaide Hoodless School		$ 9,395.00
Dalewood Middle School		$ 9,349.00
Viscount Montgomery School		$ 9,265.00
Hess Street School		$ 8,900.00
Glen Echo School		$ 8,835.00
Barton Secondary School		$ 8,550.00
W.H. Ballard Elementary School		$ 8,550.00
Westview Middle School		$ 8,550.00

Parkview High School		$ 8,500.00
Strathcona School		$ 8,088.00
Hill Park High School		$ 7,695.00
Westwood Public School		$ 7,410.00
Roxborough Park School		$ 7,150.00
Glen Brae School		$ 7,340.00
Holbrook School		$ 6,730.00
Delta Secondary School - Early Morning Meal (10:10 a.m. Break)	$ 3,887.50	
Delta Secondary School - Sit down Breakfast	$ 2,150.00	$ 6,037.50
Sir Isaac Brock School		$ 6,000.00
Sir Winston Churchill Secondary School		$ 5,980.00
Ryerson Middle School (Bkft, Lunch)		$ 5,500.00
System Alternate Education at Crestwood - Snack & Lunch		$ 5,380.00
Westdale Secondary School		$ 5,200.00
Richard Beasley Jr. PS		$ 5,130.00
Parkdale School		$ 5,000.00
Sir Allan MacNab Secondary		$ 4,678.00
Prince of Wales E.S.		$ 4,275.00
Strive Program		$ 4,178.00
Sir John A. MacDonald Secondary School		$ 4,432.00
Franklin Road E.S.		$ 4,000.00
Glendale Secondary School		$ 5,250.00
Pauline Johnson School		$ 3,100.00
Lawfield School		$ 3,000.00
Gateway Safe Schools (Millwood Place)		$ 2,945.00
Gateway Safe Schools (King William)		$ 2,941.00
SELF Alter Ed - Sherwood Secondary		$ 2,716.00
Canterbury Hills System Alternate Education (Snack)		$ 2,606.00
Highview School		$ 2,435.00
Mountain Secondary School		$ 3,783.00
Saltfleet District High School		$ 2,175.00
Phoenix Alter Education (Snack/Lunch)		$ 2,100.00
Orchard Park Secondary School		$ 1,900.00

King George School –Snack	$ 1,500.00	
King George School - Breakfast	$ 400.00	$ 1,900.00
Jamesville Breakfast Club		$ 1,890.00
Phoenix Alter Education (Breakfast)		$ 998.00
Adelaide Hoodless Alternate Education School		$ 428.00
System Alternate Education at Crestwood - Breakfast		$ 428.00
Canterbury Hills System Alternate Education - Breakfast Program		$ 342.00
TOTAL		**$ 486,554.25**

***Appendix D* – Advantage Program at Sir John A. Macdonald Secondary School**

The Advantage Program developed this past year, as a Community and Continuing Education Adult Day School (ADS) satellite pilot program, was designed for students whose families immigrated to Canada when they were in their late teens. These students are not able to complete their learning of English and accumulate all the credits needed to graduate before they turn 21 years old. The program was located at SJAM in response to a community need. This location eliminated the barrier of physical access for students.

This program, targeted but not limited to the Somali student community at Sir John A. Macdonald, assists adult students in completing their compulsory credits in class and obtaining optional credits in a co-op placement. The program was developed under the guidance of Jeff Moore CCE VP, Jim Mackrory CCE ADS and the SJAM Admin team lead by Don Pente, Principal. We also had the support of Lidija Biro, ESL/ELD Consultant.

2012 Pilot Program

Students had the opportunity to earn 5 credits between February and June 2012 in a CCE designed program.

- Grade 11 & 12 in class credits
- 2-3 Co-op credits
- Small class size and individual assistance
- College and work/career counseling

Thirteen students enrolled in the program. We had expected 12 additional students, but at the last minute they had moved out of province.

Course Overview:

- Info Sessions – Jan 23 & 31
- Intake Meetings– Feb 7 & 8
- In-class - February 10 – May 8
- Co-op Pre Placement - May 9 – 11
- Co-op - May 14 – June 28 (1 credit) July 30 (2 credits)

The courses offerings were literacy and numeracy based, as all students required their senior English courses (ENG4C/4E) and the Literacy course (OLC4O) and/or their third Mathematics credit (MEL3E) to meet O.S.S.D. requirements. CCE and the Assessment Centre collaborated on the completion of a Mature PLAR assessment in order to provide credit for the students prior learning.

While completing one or two in-class credits, the students traveled to Mohawk College for an introduction to the LINC Youth program. Students were also prepared for their co-op placements which included assistance with the Vulnerable Sector Screening check and visitations to possible co-op employers. Through a partnership with Career Works, students created a cover letter and resume and participated in an interview training workshop.

Students had monthly workshops with our partner organization, (Immigrant Culture and Art Association) ICAA, led by Marufa Shinwari, to discuss multiculturalism, cultural sensitivity, career planning, and setting goals.

Credit Acquisition:

COURSE	Student Started	Successful	Not Successful	TOTAL Credits
ENG4C	2	2	0	2
OLC4O	11	10	1	11
MEL3E	1	1	0	1
Co-op ~ 1 Credit	8	6	2	8
Co-op ~ 2 Credits	2	2	0	2
TOTAL				**24**

The students who completed the program were very grateful for the opportunity to attend the Advantage Program and continue to take credits needed for their O.S.S.D. The program allowed one of the students to graduate with the completion of the Literacy Course.

In the Pilot session, the students took pride in the program and came up with their own introduction to the Advantage Program. It reads:

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

Next Steps:

The plan is offer the Advantage Program for the 2102-2013 school year. An Information Session is planned for Tuesday, September 11 at 6:30 pm at SJAM. Intake Meetings and school start is planned for the week of September 17, 2012.

***Appendix E* – Differentiated Resources**

Our resource allocation scan identified that resources are allocated to schools considering a variety of components. Schools are classified as high, moderate or low needs based upon their Learning Opportunity Ranking. This ranking is based upon the following data:

- Mother's level of education
- Low income cut-off from census data
- Mobility of students in the school

For example, bursaries (i.e. funds that are provided to schools in order to support individual student needs) are provided to secondary schools based upon enrolment. The following per pupil factors (established by a committee that included school administrators) are used:

High Needs (Allocation based on Enrolment)	
Delta	$14.00 per student
Glendale	$14.00 per student
Mountain	$33.50 per student
Parkview	$33.50 per student
Sir J A MacDonald	$30.00 per student
Alternative Ed	$14.00 per student
Moderate Needs	
Barton	$7.00 per student
Hill Park	$7.00 per student
Sir A MacNab	$7.00 per student
Sir W Churchill	$7.00 per student
Low Needs	
Ancaster High	$4.00 per student
Highland	$4.00 per student
Orchard Park	$4.00 per student
Parkside	$4.00 per student
Saltfleet	$4.00 per student
Sherwood	$4.00 per student
Waterdown	$4.00 per student
Westdale	$4.00 per student
Westmount	$4.00 per student

The elementary school budgets are topped up in high and moderate needs schools by $10.00 /student. In addition, each Superintendent of Student Achievement has a support budget which is used to respond school needs.

In secondary schools, the number of credit granting classes is determined based upon six different weighting factors which reflect the types of courses students are selecting (i.e. locally developed, academic, applied etc.). This results in high needs schools receiving more staff than a same sized low need school.

Learning Resource Teachers, Educational Assistants, English as a Second Language Teachers and Student Success lines are allocated by staff on a school-by-school basis, after reviewing school and student needs. This a collaborative process involving Executive Council and appropriate staff.

Office Administrator support in schools is allocated after considering the factors of:

- mobility of students;
- number of students receiving ESL support;

- number of students receiving transportation;
- number of students whose achievement is of concern;
- total enrolment and number of staff in the school.

Vice Principal support in schools is allocated after consider the factors of:

- high and moderate needs weighting
- number of students receiving transportation;
- total school enrolment;
- type of student enrolment (i.e. special education)

Urban and Priority School funding provides over $600,000 to two Ministry identified high needs schools to provide support for schools and communities with a focus on increased student achievement and school safety Additional funding is provided to schools for First Nation, Metis, and Inuit programming and supports.

Appendix F – Elementary Resource Review

Category of Support	2011-12	2012-13	Change
Literacy Improvement Teachers (LIPTs)	51	56	+5
System Resource Teachers (SERTs)	10	0	-10
Math Facilitators (MF)	15	16	+1
Mentoring EAs		+6	Equivalent of +3 teachers
Student Success Teachers	0	5.6	+5.6 NEW
Gifted Itinerant Teacher	0	1	+1

NORTH Cluster			
Category of Support	**2011-12**	**2012-13**	**Change**
Literacy Improvement Teachers (LIPTS)	18 FTE	25.5 FTE	+4.5 FTE +3.0 FTE "floater" LIPTS
Math Facilitators (MF)	5 FTE	5 FTE	
System Resource Teachers (SERTS)	6.5 FTE		- 6.5 FTE
Mentoring EAs	13 FTE	14.FTE	+ 1.0 FTE
STUDENT SUCCESS (new)	0	2.0 FTE	+ 2.0 Ministry funding

SOUTH CLUSTER			
Category of Support	**2011-12**	**2012-13**	**Change**
Literacy Improvement Teachers (LIPTS)	17.5 FTE	16.5 FTE	- 1.0 FTE
Math Facilitators (MF)	5 FTE	6 FTE	+ 1.0 FTE
System Resource Teachers (SERTS)	3.5 FTE		-3.5 FTE
Mentoring EAs	0	5.0 FTE	+ 5.0 FTE
STUDENT SUCCESS (new)	0	2.0 FTE	+2.0 FTE Ministry funding

WEST CLUSTER			
Category of Support	**2011-12**	**2012-13**	**Change**
Literacy Improvement Teachers (LIPTS)	15.5 FTE	14 FTE	- 1.5 FTE
Math Facilitators (MF)	5 FTE	5 FTE	0
System Resource Teachers (SERTS)			
Mentoring EAs	0	0	0
STUDENT SUCCESS (new)	0	1.6 FTE	+1.6 FTE Ministry funding

System Gifted Itinerent (new) 1.0 FTE

***2011/12* Review of Equitable Allocation of Human and Material Resources:**

Essential Component	Strategies	Evidence	Monitoring Highlights
Equity Lens – Continued development of criteria and models for equitable allocation of resources	Develop a shared understanding of equity Establish a work group who will reflect upon our learnings, challenging questions, and allocations made, over the previous year, and engage in a collaborative inquiry around equitable allocation • Criteria • Standards • Key questions Community Use of Schools Workgroup to pilot the criteria, standards and key questions against their framework Executive Council to expand their equitable approach based upon the criteria, standards and key questions Executive Council to collaborate with departments when grappling with complex decisions related to the various lenses of equity Expand Monitoring Reports to Committee of the Whole to include a section related to use of the equity lens	Established criteria, standards and key questions to support equitable decision-making Equity is reflected in monthly reports	- Shared understanding of equity of outcomes - -Equity lens used in decision making - Modified elementary staffing process to reflect school needs - Accessibility support allocations considered other resources available - Proposed equity of outcomes framework selected - Equity reflected in policy development and reports
	Develop measures for determining the effectiveness of the criteria, standards and key questions	Assessment tool created	- Next step once framework is adopted
	Create an Equity Fund with supporting guidelines for use and access. - explore the relationship of HWDSB Foundation to the Equity fund - explore the relationship of the Equity Fund to initiatives related to social justice and student voice - explore the relationship of the Walk In Closet, Accessibility and Nutrition Funds to the Equity Fund	Equity Fund operating	- Guiding Principles are established - Opening funds are allocated - Options for sustainability have been investigated
	Collaborate with the City of Hamilton on Strategic Initiatives related to the Neighbourhood Strategy and Health Strategy by exploring:	Collaboratively developed plan is established	- Staff participation in regular meetings

Essential Component	Strategies	Evidence	Monitoring Highlights
	- creating schools a “hubs” - role of community partners - equity of access - community voice		
	Compensatory Education Administrators Committee to redefine their areas of focus (including name) - from differentiated quantity of resources to differentiated quantity and type of resources - participation in all Equity Lens work groups - explore the relationship of the Walk In Closet, Accessibility and Nutrition Funds to the Equity Fund	Learning Plan and Work Plan are established that support learning needs and AOP	- Provided support around accessibility funding and the equity fund - Activities primarily operational in nature - Need to determine if this groups needs to exist as a “standalone” given our model of collaborative inquiry in networks

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: September 10, 2012

TO: Committee of the Whole

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

RE: Long – Term Facilities Master Plan

Action ☐ **Monitoring** X

Rationale / Benefits:

The Long – Term Facilities Master Plan (LTFMP) reflects Administration's recommendations that fulfill the Board's desire for a long-term strategy for its accommodation needs and program delivery. This strategy will serve as a comprehensive and sustainable forecast of school facilities in order to provide equitable and effective learning and teaching environments that support student achievement and engagement. With the appropriate strategy / plan in place, the Board can expect:

1) To ensure that students are accommodated in facilities that are safe, healthy, and promote a superior learning environment;
2) To achieve equity in school facilities across both the elementary and secondary panels over the long term;
3) Clear direction from a 'living' document that will consider a variety of available longer term viable accommodation and programming options;
4) To ensure an efficient and effective use of board resources; and
5) To manage available capital finance resources in a fiscally responsible manner.

In general, when Facilities Management efforts are aligned with the Board's mission, vision and strategic plan, our capital investments can be optimized to deliver increased value and effectiveness to our students, our staff and our community.

Background:

In June of 2012, Administration brought forward to the Board an update on the Long-Term Facilities Master Plan (LTFMP) outlining the next steps for the summer of 2012. The report outlined 3 three next steps;

1) Determine the detailed scope for the LTFMP, with more thought on the framework, and the contents of its structure. This work will be undertaken in collaboration with all four divisions of Facilities Management and HWDSB stakeholders, including Executive Council to ensure the LTFMP reflects HWDSB Program Strategy.
2) Complete a detailed environmental scan / review on the "state of the Board" as it relates to the operation of its facilities. This review will focus on an analysis of existing facilities, operations and the provincial context in which we are operating. It is the intent of this review to enable us to determine the context in which we need to develop the future plan. And finally,
3) Develop the guiding principles that will be utilized to develop the subsequent LTFMP.

To this end, the steps that have been completed during the summer of 2012 are:

1) **Environmental Scan / Review on the "state of the Board"–** Student and facility data analysis on variables such as 10 year projected enrolment (demographics) , school utilizations, student distributions, program locations, etc. (maps attached – Appendix A). Note: Senior administration will continue to share data and maps throughout the process.
2) **Researched Guiding Principles and Reviewed the Board's Strategic Directions -** Research and preparation, followed by a ½ day working session with members of HWDSB LTFMP Steering Committee
3) Establishment of **Working Group Member Meetings –** a series of four ½ day meetings scheduled for September/October 2012:
    I. Brainstorming session – review of Environmental Scan, establish draft guiding principles
    II. Assessing and Establishing Guiding Principles (part 1)
        i. Project Planning and Approval Processes
        ii. Planning and Design Standards
        iii. Capital Planning Sources Current & Future
        iv. Capital Funding Direction, Policy and Strategies
    III. Assessing and Establishing Guiding Principles (part 2)
        i. Applying Design Principles and Guiding Principles on a School-by-School Basis
    IV. Draft Guiding Principles

The following deliverables are proposed for the period between September 2012 and January 2013

September/October 2012	**October - December 2012** Implementation Plans
❖ Working Group Meetings	❖ Draft Guiding Principles Report to Board (November 2012) ❖ Detailed LTFMP ❖ Implementation Plans, Recommendations and Final Report (January 2013)

At this time the LTFMP is focused on delivering guiding principles and a long term accommodation strategy for the board. As the accommodation strategy becomes clearer, further work will be completed to draft a Maintenance and Energy Management, Capital, and Caretaking Plans as originally outlined in the LTFMP.

Appendix A

Map 1 - 2011/ 2012 Utilization Percentage for Elementary Schools

- The shading represents the elementary school utilization percentages using the 2011/ 2012 school enrolments, illustrated within 0- 70%, 71- 80%, 81- 90%, 91-110% and 11% +

Map 2 - 2016/ 2017 Utilization Percentage for Elementary Schools

- Same as map 1, however utilization shading is represented using the 2016/ 2017 projected enrolments for elementary schools

Map 3 - 2022/ 2023 Utilization Percentage for Elementary Schools

- Same as map 1, however utilization shading is represented using the 2022/ 2023 projected enrolments for elementary schools

Map 4 - 2011/ 2012 Utilization Percentage for Middle Schools

- Same as map 1, however all middle schools by location are illustrated, including their current attendance boundaries

Map 5 - 2016/ 2017 Utilization Percentage for Middle Schools

- Same as map 4, however utilization shading is represented using the 2016- 2017 projected enrolments for middle schools

Map 6 - 2022/2023 Utilization Percentage for Middle Schools

- Same as map 4, however utilization shading is represented using the 2022/ 2023 projected enrolments for middle schools

Map 7 - 2011/2012 Utilization Percentage for Secondary Schools

- Same as map 1, however all secondary schools by location are illustrated, including their current attendance boundaries

Map 8 - 2016/ 2017 Utilization Percentage for Secondary Schools

- Same as map 7, however utilization shading is represented using the 2016/ 2017 projected enrolments for secondary schools

Map 9 - 2022/ 2023 Utilization Percentage for Secondary Schools

- Same as map 7, however utilization shading is represented using the 2022/ 2023 projected enrolments for secondary schools

Map 10- Grade 1 French Immersion Participation Rates by Regular Tract Elementary School Boundaries

- Shading of the elementary school boundaries represents the percentage of grade 1s found in that area to be enrolled in grade 1 French Immersion

Map 11 - Grade 9 French Immersion Participation Rates by Regular Tract Secondary School Boundaries

- Shading of the secondary school boundaries represents the percentage of grade 9s found in that area to be enrolled in grade 9 French Immersion

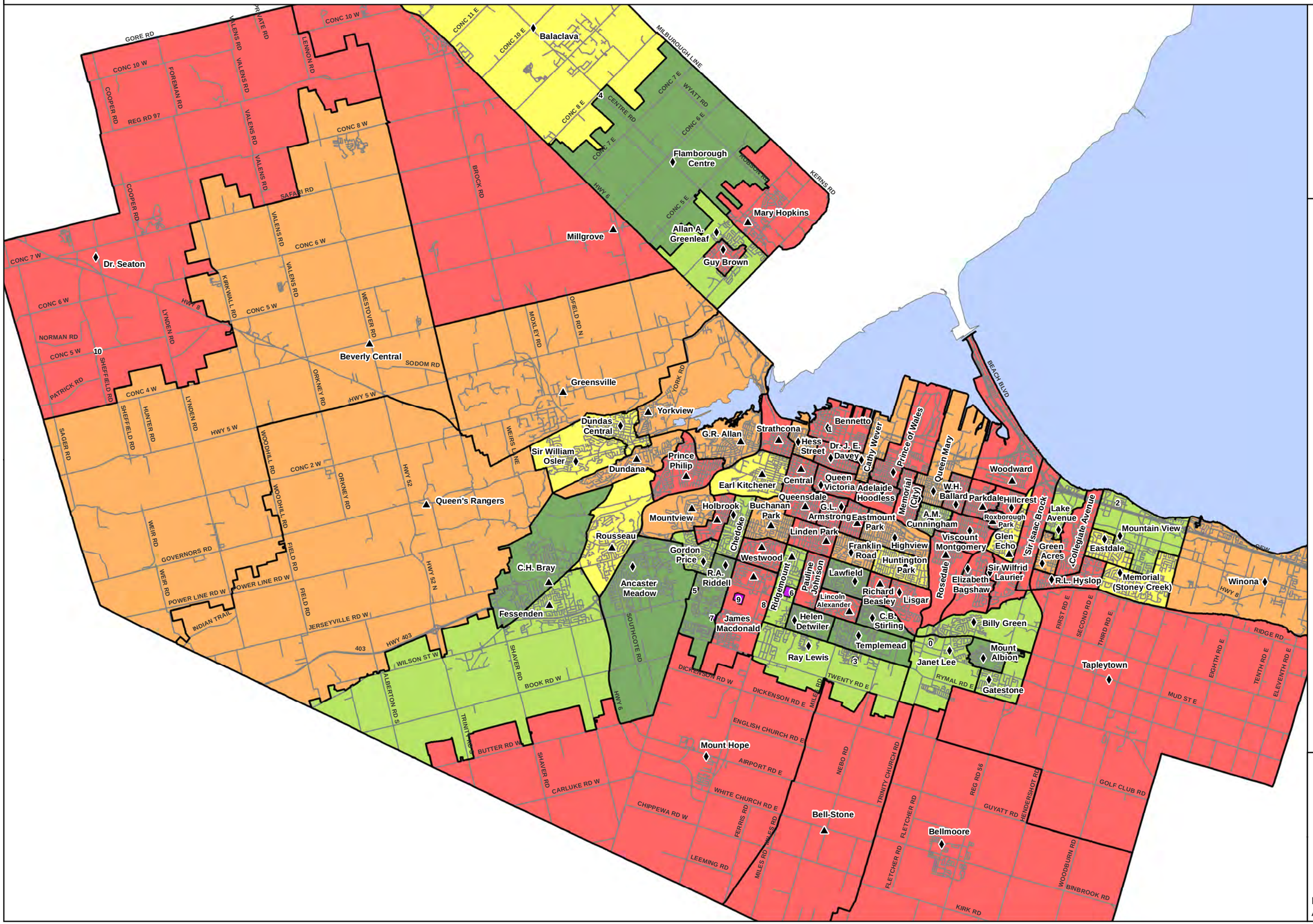
Map 12 - HWDSB Specialty Secondary Programs & Alternative and Continuing Education

- Illustrates Programs of Choice, SHSMs, Alternative Education and Continuing Education by location
- Number of coloured flags represents number of each program offered by location

Map 13 - HWDSB Grade 8 to 9 Retention Rates

- 2011/ 2012 to 2012/ 2013 school year retention rates from grade 8 to 9

2011/ 2012 Utilization Percentage for Elementary Schools



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- ▲ Jr Elementary Schools
- ♦ Elementary Schools
- Vacant Sites
- Elementary Boundaries

Note: Utilization rates for schools were derived from the 2011/ 2012 Enrolments

Vacant Site Key:

ID	Name	Acres
0	Albion (Ksivickis) Site	7.99
1	Bennetto Parking Lot Site	0.83
2	Confederation Beach Site	3.97
3	Broughton East Site	9.46
4	Victoria- Flamborough Site	5.57
5	Falkirk West Site	5.95
6	Jerome Site	26.68
7	Carpenter Site	9.93
8	Mewburn Site	4.99
9	Sheldon Site	29.02
10	Pleasant Grove	0.5

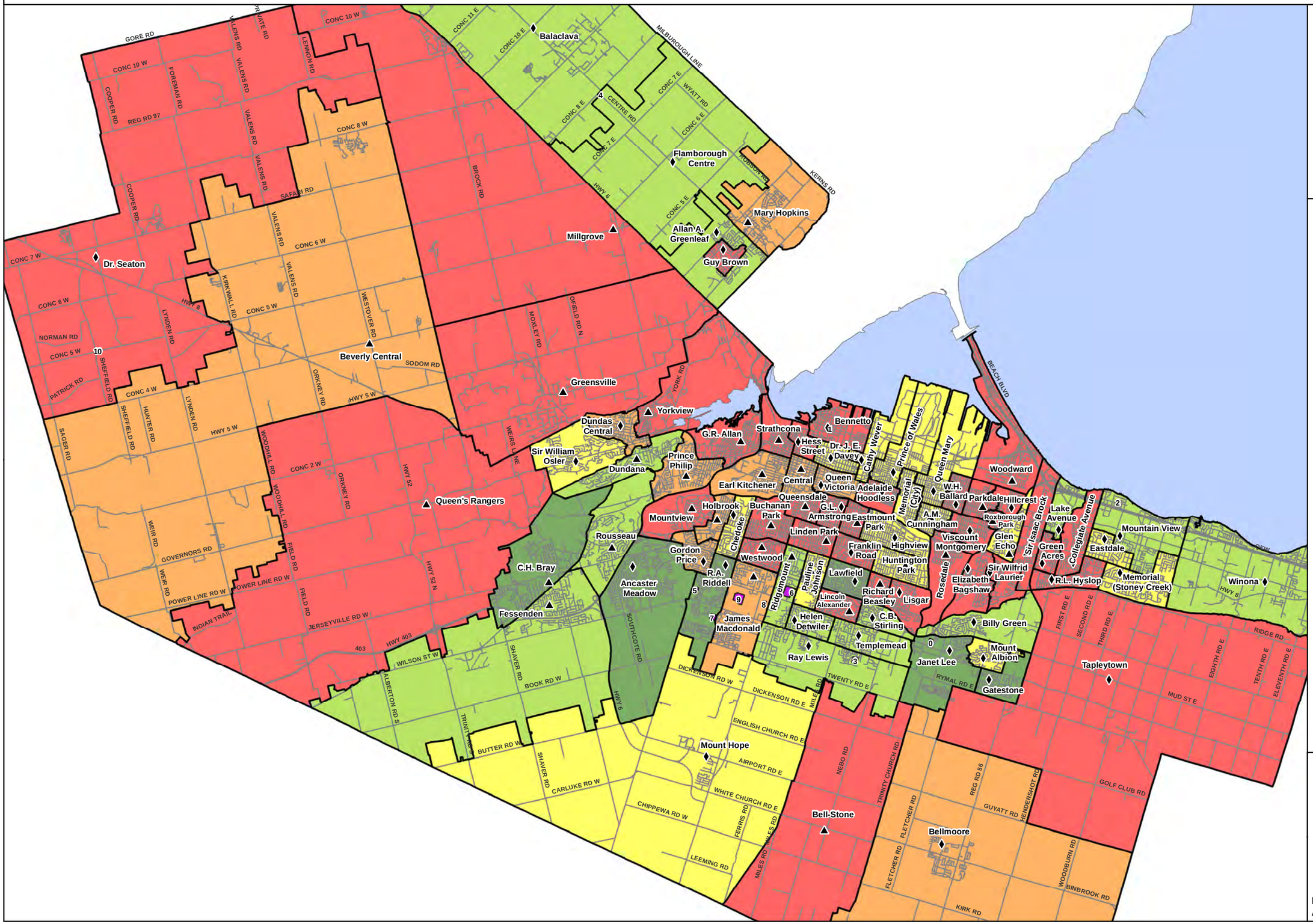
N

0 0.75 1.5 3 4.5 6

Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2016/ 2017 Utilization Percentage for Elementary Schools



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

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- 81- 90%
- 71- 80%
- 0- 70%
- ▲ Jr Elementary Schools
- ♦ Elementary Schools
- Vacant Sites
- Elementary Boundaries

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7	Carpenter Site	9.93
8	Mewburn Site	4.99
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10	Pleasant Grove	0.5

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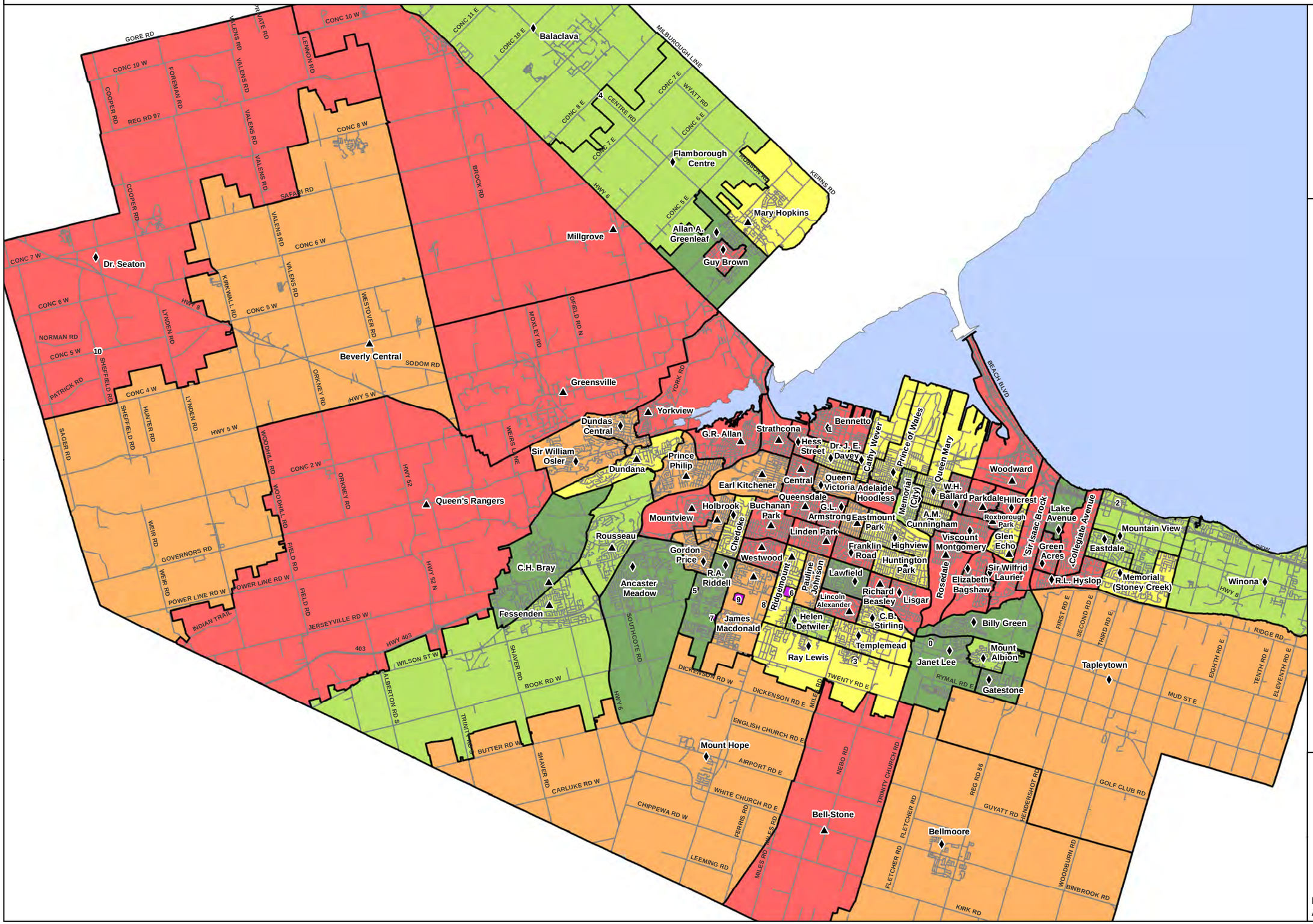
Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2022/ 2023 Utilization Percentage for Elementary Schools



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

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- 81- 90%
- 71- 80%
- 0- 70%
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- ♦ Elementary Schools
- Vacant Sites
- Elementary Boundaries

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6	Jerome Site	26.68
7	Carpenter Site	9.93
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9	Sheldon Site	29.02
10	Pleasant Grove	0.5

N

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Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2011/2012 Utilization Percentage for Middle Schools

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Spencer Valley
Dalewood
Ryerson
Westview
Cardinal Heights
Glen Brae
Ancaster Senior

Utilization

- 111% +
- 91% - 110%
- 81% - 90%
- 71% - 80%
- 0% - 70%
- Middle Schools
- Vacant Sites
- Middle School Boundaries

Note: Utilization rates for schools were derrived from the 2022/ 2023 Projected Enrolments

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6	Jerome Site	26.68
7	Carpenter Site	9.93
8	Mewburn Site	4.99
9	Sheldon Site	29.02
10	Pleasant Grove	0.5

N

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Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2016/ 2017 Utilization Percentage for Middle Schools

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- Middle Schools
- Vacant Sites
- Middle School Boundaries

Note: Utilization rates for schools were derrived from the 2016/ 2017 Projected Enrolments

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8	Mewburn Site	4.99
9	Sheldon Site	29.02
10	Pleasant Grove	0.5

N

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Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2022/ 2023 Utilization Percentage for Middle Schools

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- Middle Schools
- Vacant Sites
- Middle School Boundaries

Note: Utilization rates for schools were derrived from the 2022/ 2023 Projected Enrolments

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9	Sheldon Site	29.02
10	Pleasant Grove	0.5

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Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2011/ 2012 Utilization Percentage for Secondary Schools

HAMILTON- WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- Secondary Schools
- Vacant Sites
- Secondary Boundaries

Note: Utilization rates for schools were derrived from the 2011/ 2012 Enrolments

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N

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Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2016/ 2017 Utilization Percentage for Secondary Schools

HAMILTON- WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- Secondary Schools
- Vacant Sites
- Secondary Boundaries

Note: Utilization rates for schools were derrived from the 2016/ 2017 Projected Enrolments

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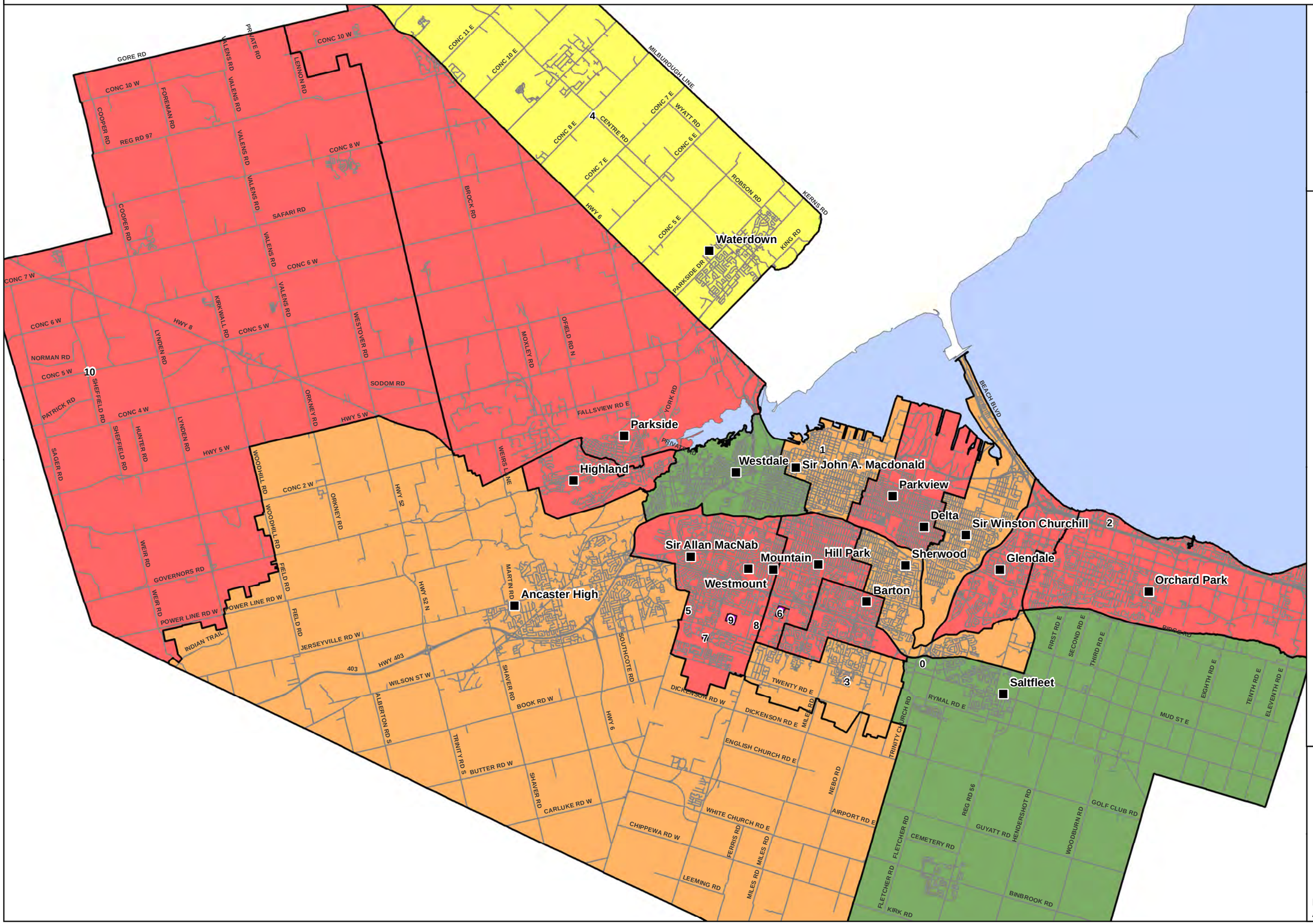
Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

2022/ 2023 Utilization Percentage for Secondary Schools



HAMILTON- WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Utilization

- 111% +
- 91- 110%
- 81- 90%
- 71- 80%
- 0- 70%
- Secondary Schools
- Vacant Sites
- Secondary Boundaries

Note: Utilization rates for schools were derrived from the 2022/ 2023 Projected Enrolments

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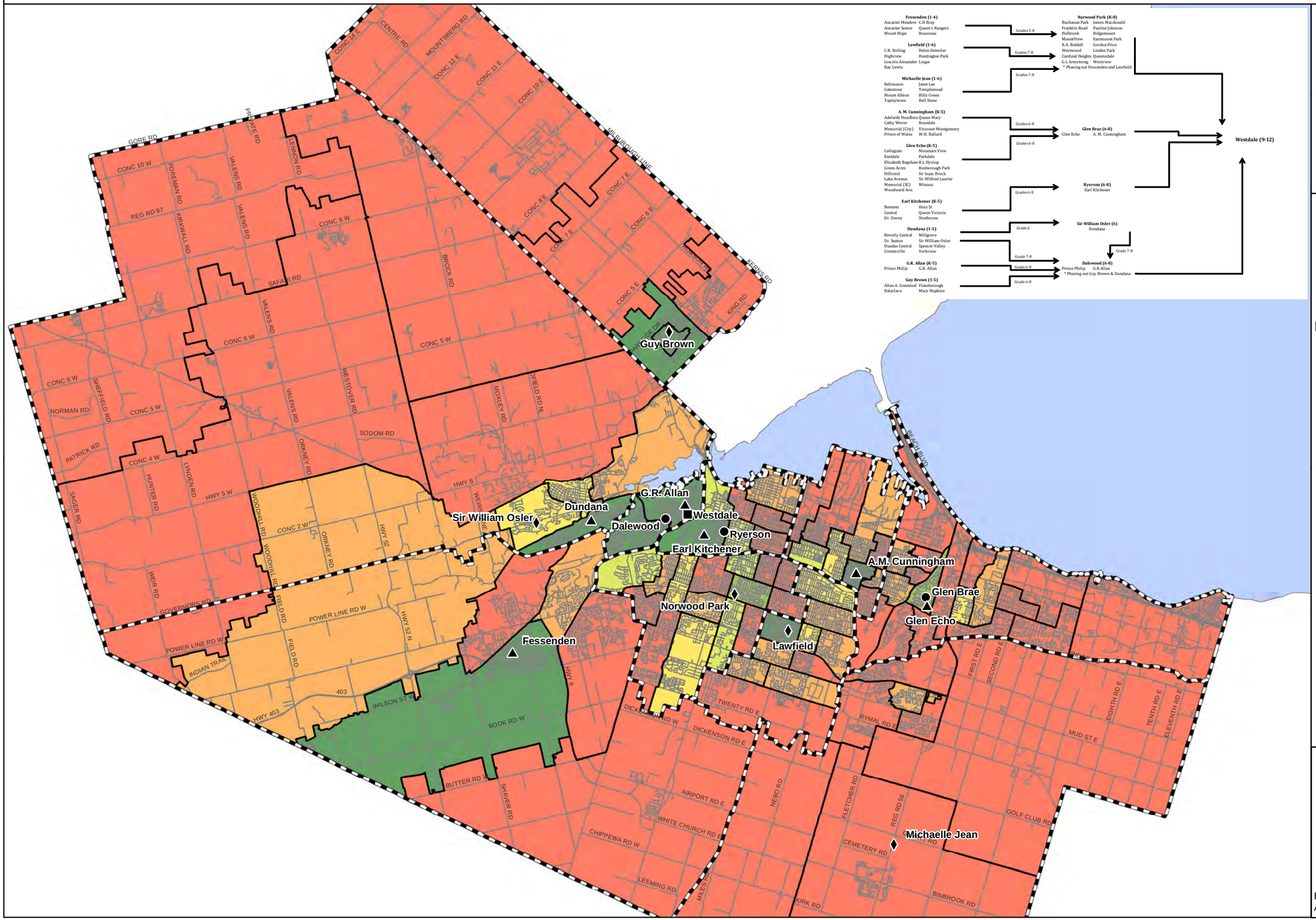
Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

Grade 1 French Immersion Participation Rates by Regular Tract Elementary School Boundaries



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Participation Percentage

- 30% +
- 25- 29%
- 20- 24%
- 15- 19%
- 10- 14%
- 0- 9%
- Elementary
- Jr Elem
- Middle School
- Secondary
- French Immersion Boundaries
- Elementary Boundaries

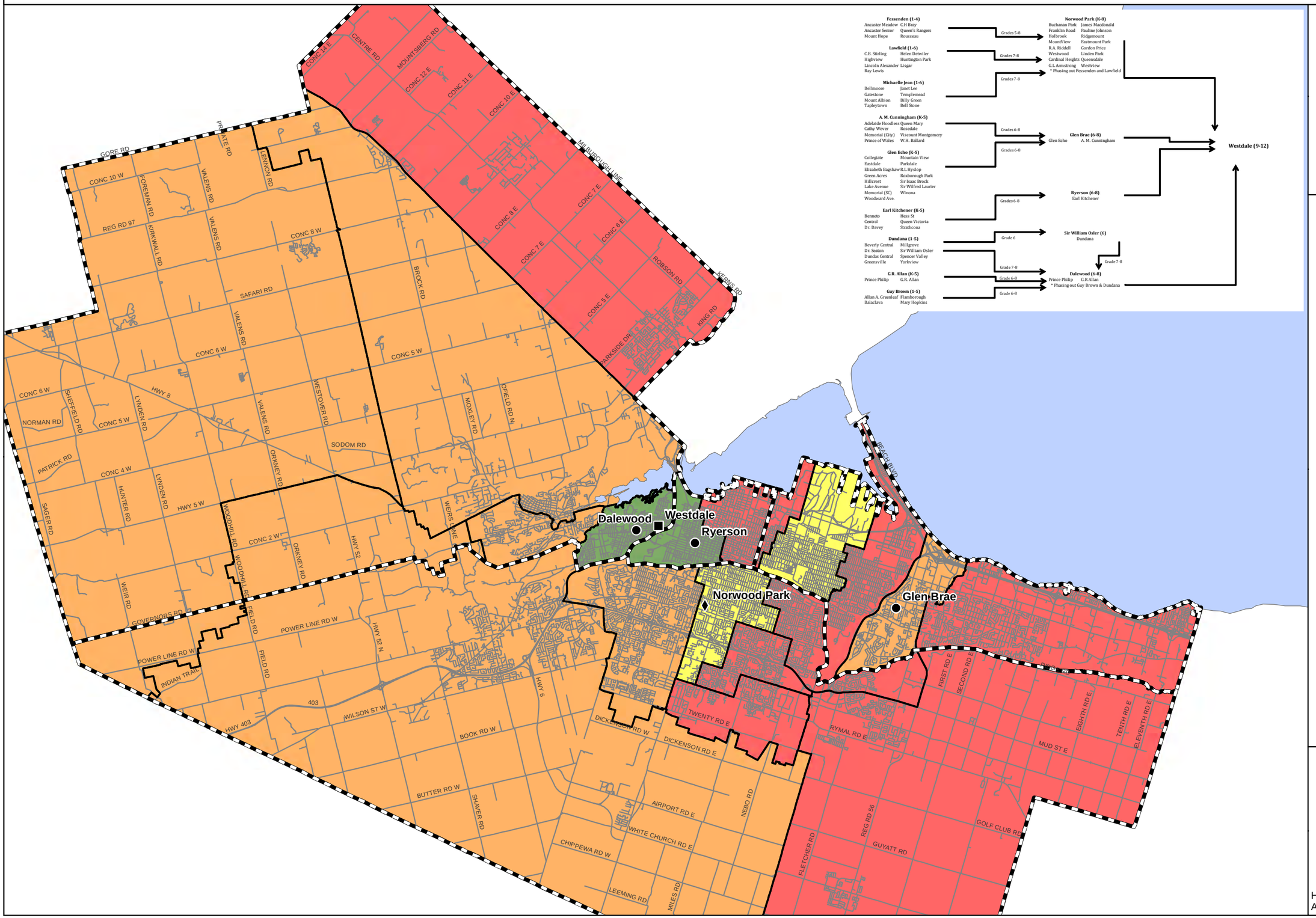
N

0 1.75 3.5 7

Kilometers

Hamilton - Wentworth District School Board
Accommodation and Planning 2012

Grade 9 French Immersion Participation Rates by Regular Tract Secondary School Boundaries



Fessenden (1-4)
Ancaster Meadow, C.H Bray
Ancaster Senior, Queen's Rangers
Mount Hope, Rousseau

Lawfield (1-6)
C.B. Stirling, Helen Detwiler
Highview, Huntington Park
Lincoln Alexander, Lisgar
Ray Lewis

Michaelle Jean (1-6)
Bellmoore, Janet Lee
Gatestone, Templemead
Mount Albion, Billy Green
Tapleytown, Bell Stone

A. M. Cunningham (K-5)
Adelaide Hoodless, Queen Mary
Cathy Wever, Rosedale
Memorial (City), Viscount Montgomery
Prince of Wales, W.H. Ballard

Glen Echo (K-5)
Collegiate, Mountain View
Eastdale, Parkdale
Elizabeth Bagshaw, R.L Hyslop
Green Acres, Roxborough Park
Hillcrest, Sir Isaac Brock
Lake Avenue, Sir Wilfred Laurier
Memorial (SC), Winona
Woodward Ave.

Earl Kitchener (K-5)
Benneto, Hess St
Central, Queen Victoria
Dr. Davey, Strathcona

Dundana (1-5)
Beverly Central, Millgrove
Dr. Seaton, Sir William Osler
Dundas Central, Spencer Valley
Greensville, Yorkview

G.R. Allan (K-5)
Prince Philip, G.R. Allan

Guy Brown (1-5)
Allan A. Greenleaf, Flamborough
Balaclava, Mary Hopkins

Grades 5-8 → **Norwood Park (K-8)**
Buchanan Park, James Macdonald
Franklin Road, Pauline Johnson
Holbrook, Ridgemount
MountView, Eastmount Park
R.A. Riddell, Gordon Price
Westwood, Linden Park
Cardinal Heights, Queensdale
G.L Armstrong, Westview
* Phasing out Fessenden and Lawfield

Grades 7-8 → Norwood Park (K-8)

Grades 7-8 → Norwood Park (K-8)

Grades 6-8 → **Glen Brae (6-8)**
Glen Echo, A. M. Cunningham

Grades 6-8 → Glen Brae (6-8)

Grades 6-8 → **Ryerson (6-8)**
Earl Kitchener

Grade 6 → **Sir William Osler (6)**
Dundana

Grade 7-8 → Dalewood (6-8)

Grade 7-8 → Dalewood (6-8)

Grade 6-8 → **Dalewood (6-8)**
Prince Philip, G.R Allan
* Phasing out Guy Brown & Dundana

Grade 6-8 → Dalewood (6-8)

Westdale (9-12)

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Participation Percentage

- 13% +
- 10- 12%
- 7- 9%
- 4- 6%
- 0- 3%
- Elementary
- Jr Elem
- Middle School
- Secondary
- FI Grade 8 Boundary
- Secondary Boundaries

N

0 1.75 3.5 7
Kilometers

Hamilton - Wentworth District School Board
Accommodation and Planning 2012

HWDSB Specialty Secondary Programs & Alternative and Continuing Education

School	POC	SHSM
Ancaster	Biotech, Hockey, IB	Aerospace and Aviation
Barton	Basketball, Communications and Art, Manufacturing Plus	Information and Communications, Technology-Creative Communication, Manufacturing
Delta	Fitness and Wellness, Tennis, Outbound	Health and Wellness
Glendale	IB, Soccer Academy	Arts and Culture
Highland	Global CONNECT	Arts and Culture, Manufacturing
Hill Park	Performing Arts Academy	Arts and Culture, Justice, Community Safety and Emergency Services
Mountain		Hospitality and Tourism
Orchard Park	Basketball, Fashion Industry, Football Academy, Robotics Program	Hospitality and Tourism
Parkside	Basketball, Quest	
Parkview		Hospitality and Tourism
Saltfleet	Fitness and Wellness, Construction, Rugby	Construction, Horticulture and Landscaping
Sherwood	Basketball, Hockey	Health and Wellness
Sir Allan MacNab	Basketball, Fitness and Wellness, Football Academy, Soccer Academy	Health and Wellness
Sir John A. Macdonald	Basketball, Fitness and Wellness, NYAWEH, Visual Arts Academy	Energy, Hospitality and Tourism
Sir Winston Churchill	Hockey	Health and Wellness
Waterdown	Hockey, Outbound	Environment
Westdale	IB, Multimedia Descovering a Digital Voice	Arts and Culture, Construction
Westmount	Social Justice, Sports Academy	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

POC

SHSM

Alternative Education

Continuing Education

Secondary Schools

Learning Centres

Secondary Boundaries

N

0 0.5 1 2 3 4 Kilometers

Hamilton- Wentworth District School Board
Accommodation and Planning 2012

HWDSB Grade 8 to 9 Rentention Rates

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Accommodation & Planning

Retention Rates

- > 90%
- 86% - 90%
- 81% - 85%
- 76% - 80%
- 71% - 75%
- < 70%
- First Year with Grade 8
- Elementary
- Middle School
- Secondary
- Catholic Secondary Schools
- Elementary Boundaries

N

0 1.5 3 6

Kilometers

Hamilton - Wentworth District School Board
Accommodation and Planning 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **September 10, 2012**

TO: **Committee of the Whole**

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

RE: **Secondary Transitions Planning**

Action ☐ **Monitoring** ✹

Rationale Benefits:

The post-ARC transitioning of a large number of students requires comprehensive planning. It is the intent of senior administration to map out the tasks and begin the work in a timely manner. This will allow for decisions to be properly sequenced, coordinated and budgeted.

Background:

1. Overview

The pending closure of a number of secondary schools will result in the building of new schools and the renewal of the remaining schools. This presents a planning opportunity for Hamilton-Wentworth District School Board. In order to ensure that each of our remaining schools is exemplary, offering all pathways and a myriad of choices to our students, our program options, placement and delivery will need to be reviewed in order to renew secondary education in HWDSB. Further, a number of students will be relocated to different schools and there will be a redistribution of teaching and administrative staff.

Senior Administration has identified both short-term and long-term planning needs. The short-term is primarily about decisions that must be made to move forward with more detailed transition planning.

2. Planning Considerations

Many of the students presently in HWDSB secondary schools will not be impacted by the school closures. As of September 2012 only the students entering grade nine (for the most part) this fall will still be in the system in September 2015. In September 2013 and 2014 a new set of impacted students will be introduced to the secondary system.

The challenges faced by each area (North, South, West) are not exactly the same. However, the Board's program plan offers a consistent vision of secondary education across the system.

The design of new schools and planning for physical plant renewal in the remaining schools will be a major undertaking for Facilities Management. Much of this work will relate to decisions about current and future programs. In addition, new delivery models may impact decision making in this area. The planning horizon for major changes to schools and the design of new schools is relatively short given the time required for design, approval and construction.

The planning window may seem long given that the closure of secondary schools will occur in 2015. In reality, the planning window is much shorter than three years. A number of key decisions must be addressed in the 2012/13 school year. In addition, many planning decisions intersect (see section 4). This means that the sequencing of decision-making is critical to the success of this project.

There are significant costs and potential savings associated with this project. A long-term budget view will enhance the planning and implementation process. The Board has committed to a renewal that, in part, will come from the reinvestment of savings into the system. School communities will undoubtedly be monitoring this.

3. Planning Tasks

Executive Council has identified a number of tasks associated with its short-term and long-term planning requirements. Some of these tasks will take place in Fall 2012 while others extend beyond this time period.

We will prepare a set of suggested timelines for each planning task. The planning timelines will serve to keep the work on track and allow for timely and informative reporting to the Board of Trustees. Decision points will be noted on each timeline. It will also be necessary to prepare a definition of success for each planning task. This will allow for planning with the end in mind.

Consultation and information sessions with our secondary principals must be built into each of the tasks. Principals have a keen insight into the needs of their communities and they can provide valuable feedback. In addition, school communities will be looking to their principals for information about the transition process and will be included in consultations throughout the process.

Task	Description	Key Planning Intersections	Timeline
Program Placement	Define and chart program locations	Transportation Consultations Facilities	Begin -Fall 2012 End – Fall 2012
Community Consultations on Program Placement	Determine how the consultations will be conducted (format and timing).	Program Placement	Begin - Fall 2012 End –Fall 2012
Secondary Delivery Models	Explore and confirm the impact, if any, of new delivery models (e.g. eLearning)	Facilities Transportation Cost Control	Begin - Fall 2012 End- Fall 2012
Out of Catchment Transitions	Monitor for understanding the post-ARC movement of students	Boundaries	Begin - Fall 2012 End – ongoing to 2014
Cluster Specific Student Transition Planning	Determine and address the transition challenges unique to each area	Transportation Facilities	Begin – Fall 2012 End- Fall 2015
Transition Committees	Determine the terms of reference for these committees and the committee make-up	Delivery Models Transition Planning	Begin – Fall 2012 End – Spring 2013
Vocational Transition	Vocational schools will have needs different from other schools.	Transportation Facilities Consultations	Begin – Fall 2012 End – Fall 2015
Boundaries	School boundaries need to be set early along with out-of-catchment rules	Transportation	Begin – Fall 2012 End- Winter 2013
Collective Agreements and Union Relations	These agreements must be respected as staff will be transitioning along with the students	Specialty Programs Transition Planning	Begin – Fall 2012 End – Fall 2015
Transportation	Examine possible transportation costs as program decisions are made	Cost Control	Begin – Fall 2012 End – Fall 2015
Cost Control and Planning	There will be competing priorities for limited funds so a full understanding of costs is required to make informed decisions	Should be considered with all tasks	Begin – Fall 2012 End – Fall 2015
Facilities	Planning for Facility must reflect the Board's program plan. Develop clear timelines.	Specialty Programs Delivery Models	Begin –Fall 2012 End – Fall 2015

4. Planning Intersections

It is important to note that very few of the planning tasks listed above are discrete. Most, if not all, influence other planning tasks. These are called planning intersections. It is important to both be aware of planning intersections and to account for them as decisions are made. These planning intersections require that work on certain tasks be undertaken in a planned sequential or simultaneous manner

5. Summary

Executive Council recognizes the critical nature of this work and has made it a priority. The planning timeline templates developed for each task will help to ensure that work proceeds in a timely manner consistent with the needs of the system. Good planning will also allow for proper budgeting and cost controls consistent with sound financial stewardship.

Hamilton-Wentworth District School Board

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **Monday September 10, 2012**

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

FROM: **Ken Bain, Associate Director**
Ron Gowland, Manager, Capital Projects

RE: **Year Three Full Day Kindergarten**

Action ☐ **Monitoring X**

Rationale/Benefits:

To provide an update on the status of Year Three Full Day Kindergarten (FDK) projects.
HWDSB will continue to implement Full Day Kindergarten in 2012-2013.
Most of the Year Three schools that required renovations/construction to accommodate students are complete and ready for students. Project supervisors worked with principals and superintendents to develop strategies to accommodate students in schools in which rooms were not ready for students. There is a variety of strategies that are site-specific. (See Appendix A)
In locations where rooms can be occupied but there is work to complete and/or deficiencies, project supervisors and contractors will work with school administration to develop schedules to allow for completion of work without interfering with students, staff or program delivery.
In an attempt to expedite Year Four FDK projects, Capital staff has reviewed the Year Three process and will make modifications to the process for Year Four.
Some changes:

- Senior board staff will meet with city staff with the goal of establishing a process to accelerate site plan approval and issuance of building permits.
- We will increase the number of architects retained to work on Year Four FDK projects and will reduce the number of schools in each tender package. Also we will allocate additional project supervisors to each package during the construction phase.

Background:

In March 2011 the Ministry approved $10,967,661 in funding for fifteen room renovations and eighteen classroom additions at twenty schools within HWDSB. This included two additional purpose build kindergarten rooms at the new Winona School which were completed and opened when the school opened in January 2012. It is expected that the Year Three projects will come under budget.

We received approval for renovations to create three additional Kindergarten Rooms at Memorial (City) in late June 2012, once the Elementary ARC involving King George, Prince of Wales and Memorial (City) concluded. Work at this site did not begin until late July 2012.

The original plan was to begin construction on those schools with additions or major renovations in April 2012. Construction did not begin until late April/early May due to a delay in Site Plan Approval and Building Permit issuance. Other construction challenges emerged that caused delays to the efforts to complete all projects on time.

Facilities management staff worked tirelessly over the summer to complete the renovations and additions in advance of school opening.

Appendix 'A'

Schools Ready for September 2012 (Some of these locations require additional minor work. This will be scheduled to ensure student and staff safety and program conituation)

- Beverly Central
- Buchanan Park
- Dr John Seaton
- Eastdale
- Greensville
- Highview
- Mountain View
- Queens Rangers
- Queen Victoria
- Rousseau
- Tapleytown

Schools Not Ready for September 2012

	Reason for Delay	Contingency plan
Adelaide Hoodless	Contractor did not deliver as scheduled.	Use Gym for two classes
Billy Green (2 of 3 rooms in use)	Site conditions . Moisture content in new concrete floor slab delayed installation of flooring material.	Use Gym for one class
Cecil B Stirling	Encountered bedrock conditions during construction delaying pouring of footings and foundations .	Use double classroom for classes
Chedoke	Various existing site conditions encountered during construction Tiime to obtain quotations for renovations for work to restore school after fire. Magnitude of work to complete with FDK and Fire restoration in 7 weeks.	Two portables to remain on site to accommodate students if required.
Helen Detwiler	Lighting installation and Fire Alarm verification may not be complete	Use Library for two FDK classes
Janet Lee	Late construction start due to change in scope	Portables to remain on site and use Library for classes
Lake Ave	Late receipt of permits - in particular, the site servicing permit. City's revised comments re: site servicing resulted in having to re-order precast catch basins, manholes, etc. as the design was changed. This delayed pouring of footings and foundation.	Use three portables on-site. Three FDK classes to temporary spaces within school, move three intermediate classes to Portables and small Gym
Memorial City (3 of 5 rooms in use)	Ministry approval was not received until July. School requested relocation of two new FDK rooms which was accommodated, However there was additional work in the new location to remove old flooring.	Use gym for two FDK classes
Mount Albion	Site servicing delays - had to construct a temporary fire route in order to begin site servicing. Sanitary/storm drains were in same location as footings - could not pour all of the footing/foundations until new sanitary/storm lines were installed.	Schedule rooms in sixr oom portapak on-site
General Delays	Existing Conditions encountered in some locations that required additional work and repair	