



## Invitation to Information Session

**Topic: EQUITY OF ACCESS, OPPORTUNITY AND  
OUTCOME REPORT**

**Date: September 9, 2013**

**Time: 6:00 P.M.**

**Location: City Hall Council Chambers**

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# HWDSB Information Session

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## Topic: Equity of Opportunity, Access and Outcomes

Addressing equity of outcomes through equity of opportunity and access continues to be complex, multi-faceted work that is essential for achieving our vision of all students achieving their full potential and meeting our Expectations of:

- each student reading by Grade 2;
- each student engaged in personalized collaborative, inquiry-based learning environments;
- each student graduating and;
- each student improving in an authentic area of need as identified by each school's self-assessment process.

Our 2012/13 Work Plan (approved by Trustees) focused 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 a 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.

Systemic structural changes and establishing specific intelligent parameters has supported Hamilton-Wentworth District School Board in moving equity of opportunity and access forward in a number of areas:

### **Program Strategy**

- Secondary Program Strategy
- K – 2 Literacy Strategy
- HWDSB Arts Strategy (Instrumental Music)
- Wireless Everywhere Project

### **HWDSB Equity Fund**

- Equity Fund
- HWDSB Foundation

### **Human and Material Resources**

- Elementary Teacher Staffing
- Instructional Coaches
- LLI Support
- Educational Assistant Staffing
- Database to support decision-making

### **School and Program Fees**

### **Executive Council Capacity Building**

- Shifting the conversation to “equity of outcomes” on a shared foundational belief that all students can learn

**Name of Report:** Equity of Opportunity, Access and Outcomes

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

**From:** Executive Council

**Date:** September 9, 2013

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## **Organizational Alignment**

- **Strategic Direction:**
    - *Equity Matters: HWDSB will ensure equitable resource allocation to schools, staff and students. HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential*
  - **Annual Operating Plan:**
    - *Knowing Our Students: Continued development of approaches to equity of opportunity, access and outcomes*
  - **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.*
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## **Overview/Context**

Addressing equity of outcomes through equity of opportunity and access continues to be complex, multi-faceted work that is essential for achieving our vision of all students achieving their full potential and meeting our Expectations of:

- each student reading by Grade 2;
- each student engaged in personalized collaborative, inquiry-based learning environments;
- each student graduating and;
- each student improving in an authentic area of need as identified by each school's self-assessment process.

Our 2012/13 Work Plan (approved by Trustees) focused on the following areas:

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- continue to modify how we allocate **human and material resources** while reflecting an equity of outcomes framework;
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Systemic structural changes and establishing specific intelligent parameters has supported Hamilton-Wentworth District School Board in moving equity of opportunity and access forward in a number of

areas. This Report provides an update on progress in the above areas and highlights how our understanding and thinking around equity of opportunity, access and outcomes has evolved to inform our work going forward.

## ***PROGRAM STRATEGY***

### ***What We Did***

Our Hamilton-Wentworth District School Board **Secondary** Program Strategy is built upon the principles of equity of opportunity, access and outcomes. Approved by Trustees in June, 2013, the Program Strategy Vision includes:

- All secondary schools will be great schools;
- Students will have choice within their local schools;
- Expanded access for students looking for specialized programs and;
- All students achieving and graduating in HWDSB.

Students having choice within their local school supports providing both opportunity and access. With fewer secondary schools and an increased student population within our remaining 13 secondary schools, there is an opportunity to expand program offerings to better meet student interests and needs. Each of our students will be able to work towards their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university and work. Determining student interests and needs and supporting schools in how to respond to student voice (i.e. student option sheets process) will be part of our 2013/14 work related to Program Strategy implementation.

Implementing our Program Strategy gives us an opportunity to update our schools with the technologies, tools and environments that students will need for learning, working and living in the 21st century. The new North Secondary School, with its associate elementary schools, will employ and learn from a new digital approach to student learning. This is much more than a technology project; it is about using a new approach to teaching and learning to support student achievement and engagement. While our learning from this digital approach will ultimately expand to other schools, the decision to begin in the new North Secondary School reflects the equity of opportunity and access lens.

The Program Strategy also envisions a tiered program offering, which addresses what all students need, what some students need and what a few students need. These tiers support the goal of meeting the needs of all learners, regardless of their program requirements.

Tier 1 programs and interventions support the improved achievement for all our students, across all of our secondary schools. Each school will be a place that includes the following:

- A wide range of course and experiential learning opportunities that align to the five major pathways (apprenticeship, college, community, university and work);
- Engaging programs and the ability to access what students need to graduate;
- A school climate where students feel safe, welcome and included within their school;
- A wide range of interventions to promote nurturing and diverse learning environments

- Peer-to-peer support structures and;
- eLearning opportunities to support students who respond best to this flexible learning environment.

Tier 2 programs and interventions are offered in some schools if there is enough student interest within a school. Student interest will be captured through the option sheet process. These are programs that do not require specialized facilities or equipment and are offered to students living within the catchment of their home school. Schools will also offer targeted interventions to meet the needs of students who require them. The interventions will include programs and/or supports to students who are struggling academically, socially and emotionally.

Tier 3 programs and specialized interventions are intended for a few students requiring specialized facilities, equipment or funding enhancements. These programs will be located in a few school sites located strategically across HWDSB. Transportation will be provided according to Board policy. Further, the placement of these programs contributes to creating diverse learning communities (i.e. diverse learning styles, learning needs, cultures, socio-economic backgrounds) which positively impacts student achievement and well-being.

In our **Elementary Schools** we have adopted a system-wide approach to addressing literacy through our K-2 Strategy. The purpose of implementing the K-2 Strategy was to increase the number of students reading at grade level by the end of grade 3. Various literacy strategies, directions, and interventions continue to be implemented as part of this strategy: programming that is good for all (tier 1) and essential for some (tier 2). The K-2 Strategy has included an increased emphasis on an interdisciplinary, collaborative team approach to respond to student needs. School staff, system staff, community partners, and parent(s)/guardian(s) have all provided support for students and contributed to the implementation of the various interventions.

Human and material allocations have continued to be reviewed and adjusted as needed to support our students, according to the needs identified at the school level through various forms of data collection, collaborative inquiry processes, and school-based self-assessments. Much attention is being paid to the timely application of tier 2 interventions, both in the classroom and in small group settings. Data collected to-date indicates that students' phonological skills have improved, which is key to early literacy development. Qualitative data indicates that students' confidence in their abilities also increases as they achieve reading success in the programs.

Structural changes in elementary staffing and “intelligent” expectations related to Arts programming for all students resulted in the following commitments (which form part of our **HWDSB Arts Strategy**):

1. All HWDSB students will have equitable access to a balanced and comprehensive arts education, based on the Ontario Arts Curriculum (K – 12), that develops their critical and creative thinking, collaboration and communication skills.
2. HWDSB will support the professional learning and capacity building of educators in the arts through rich educational experiences that enhance achievement, engagement and equity for all students.
3. HWDSB will collaborate with parents, school communities and partners (internal and external) to provide, support and celebrate meaningful arts experiences for all students to appreciate the value of the visual and performance arts for and by others.

As a first phase of strategy implementation, in 2012/13 we began with a focus on providing Music Instruction at the Intermediate level, grades 7 and 8. In order to ensure that all of our students have

access to a balanced and comprehensive arts education through music instruction, our goal was to have all schools with grade 7/8 programming have the following in place for 2013/14:

- The program should be taught by a qualified music instructor
- The program should include instruction with musical instruments
- There should be a standard amount of time spent on music instruction in a 5 day cycle

Students in K-6 across all of our will also continue to be provided with a quality music program including vocal or instrumental instruction and an appreciation for music embedded within the curriculum

In our HWDSB Strategic Directions, our expectation is that each student will be engaged in personalized, collaborative inquiry based learning through optimal environments and programs. In order to realize this expectation, we must create the essential conditions for an optimal learning environment in all classrooms, schools and departments.

One of these essential conditions for learning requires equitable access to wireless network capability any time and everywhere so that all students and staff are able to make the necessary connections to content, tools and software in an effective and efficient manner.

The goal of the **Wireless Everywhere Project** is to provide, for all of our schools and departments, a standard, sustainable, pervasive, equitable, high capacity, high speed, high availability network infrastructure that will support HWDSB's present and future strategic directions and operating plans for educational technology in our schools and departments. We are in the midst of a two year implementation plan which is scheduled for completion by December 2014.

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

Systemic, structural changes related to the number of secondary schools, student voice driving option sheet choices, specialized program placement, K-2 Literacy approaches, intermediate music programs and the wireless everywhere project, have supported equity of opportunity and access. While work continues to be needed in this area, we need to facilitate a shift in conversation and thinking towards equity of outcomes for students. The secondary Program Strategy consultations surfaced the need to look toward our internal conversations and what they are saying about our beliefs and values related to student outcomes and student potential. This multi-faceted and complex work requires us to grapple with questions such as:

- Do we have shared beliefs and attitudes among all staff, around equity of outcomes? How would we know? What would the evidence be?
- Do we have barriers or systemic factors that contribute to deficit thinking related to outcomes?
- What is the role of the system in interrupting patterns that surface regarding equity of outcomes?

We have made good progress in our efforts to implement instrumental music in grade 7 and 8 schools, however, we have learned that there are some challenges in the full implementation of this initiative. These challenges are twofold, one being the lack of instruments in some schools, and secondly, not enough qualified music teachers. We are working with Human Resources regarding the need to hire teachers with music qualifications. This year, there are seven schools currently without instrumental music instruction. In these schools, vocal music, keyboarding using computers, and/or recorders will continue to be used.

## ***Next Steps***

With the Secondary Program Strategy approved by Trustees, the work of staff will focus on the creation and the implementation of a work plan which focuses on the commitments made during the ARC process and the Program Strategy outcomes. The Program Strategy is, at the core, about equity of opportunity and access, leading to equity of outcomes. Work to be addressed during the year includes (Appendix A):

- Determining what transition and communication processes need to be established;
- Revising the transportation policy;
- Creating a plan to enhance student voice and;
- Ensuring a tiered approach to supporting youth at-risk.

Appendix A includes a starting point for the work of staff with additional themes, issues and questions to be added throughout the process.

In addition, we need to consider our internal conversations and how to “bump up” the conversation and action around equity of outcomes and holding high expectations that all students can achieve.

With regard to the K-2 Oral Language and Literacy work, we will continue to monitor the progress of students at the school level, supported by system support staff. The examination of the data regarding the students’ achievement in reading will assist in determining any future adjustments to staffing and program implementation strategies.

As a next step, we will be pursuing sources of funding to provide instruments to the schools that do not have them. An update will be provided to Trustees in the Student Achievement report in November, 2013.

## **HWDSB EQUITY FUND**

### ***What We Did***

In 2012/13 Trustees approved the revitalization of the Hamilton-Wentworth District School Board Foundation, including establishing a formal relationship with the Hamilton Community Foundation and the hiring of a Foundation Development Officer. During 2012/13 staff have met with the Hamilton Community Foundation to discuss, conceptually, how the “HWDSB Student Support Fund” will operate and to begin discussions around the creation of a fund agreement. In addition, staff have been working with legal around the necessary steps related to the pre-existing HWDSB Foundation. In 2012/13 Trustees approved the 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 and;
- Sustained through external funding.

Subsequently, a committee was established to draft the Terms of Reference for the HWDSB Equity Fund (Appendix B) and a Foundation Development Officer was hired in July, 2013.

## **What We Learned**

During our collaborative work it was evident that the Equity Fund needed to support groups of students in schools located within high and moderate needs schools, in addition to individual students with financial needs in other communities. Further, it was identified that a systemic approach was needed to maintain recipient confidentiality and dignity. With the establishing of the HWDSB Foundation, attention will now turn to creating a sustainability plan for the Equity Fund. In addition, the relationship between the Equity Fund and the secondary Bursary process requires review. Currently, Board provided bursaries (Appendix C) are provided to all secondary schools in order to allow the schools to respond to student needs and support equity of access.

## **Next Steps**

With a Foundation Development Officer in place, next steps include:

- Creating a Strategic Plan for the Foundation;
- Finalizing legal requirements related to the Foundation;
- Formalizing the relationship with the Hamilton Community Foundation and;
- Determining links and establishing clarity between the revitalized HWDSB Foundation and pre-existing related operations (i.e. partnership and community engagement).

## **HUMAN AND MATERIAL RESOURCES**

### **What We Did**

During 2012/13 we took a new approach to elementary staffing that allowed for more flexibility and equitable allocation of staff to meet the needs of all schools across the system. We used multiple lenses (school, cluster, system) in order to ensure an intelligent-responsive approach to staffing. This approach moved from an electronic, centrally created school organization, to the creation of an organization by school administrators, which reflected school needs. Each Cluster had an Administrator Support Team who supported the capacity building of their colleagues in building school organizations. The established parameters facilitated a more equitable approach to staffing.

<b>Classroom Organization</b>	<b>Ministry/CA Compliance</b>	<b>Intelligent – Responsive</b>
Full Day Kindergarten (FDK)	26 system average 30 class maximum 15 or less no DECE	Some schools will intentionally have higher or lower class sizes to address specific school needs across the cluster/system
JK/SK – 3 classrooms	20 class size 10% can exceed to max. of 23	Some schools will intentionally have classes exceeding 20 students to address other specific needs across the cluster/system
Gr. 4-8 classrooms	25.1 system average	Some schools will intentionally have classrooms closer to 30 students to address specific school needs across the cluster/system
<b>Other Parameters:</b> - No FDK/1 combined grades		



- JK-SK/1 combined grades
- Create 3/4 combined grades whenever possible and they are considered a junior class (gr.4-8) with a maximum of 23 students
- Create combined grades whenever possible to reduce student movement/September re-organization

In addition, after 3 years of the K – 2 Literacy Strategy, we reviewed the approach to staffing in support of LLI.

The assignment of Educational Assistants to schools, continues to be a moderated process that is responsive to individual student needs. Special Education Staff work closely with schools and families to assess the ever changing needs of students who require Educational Assistant support. In collaboration with school administration and staff, Special Educational Consultants assess the needs of students based on four levels of support in the areas of:

- a) medical and physical assistance;
- b) safety and supervision needs; and
- c) communication assistance.

Each student being considered for support is assessed to determine which area of need is to be addressed and to what extent the student requires adult assistance. The level of support is determined to be either:

Level 1: intermittent (i.e., the student can manage in most situations but may need periodic assistance, support, or supervision);

Level 2: limited (i.e., the student may require assistance with some areas of personal care, support during less structured times, or assistance with organizational and social challenges);

Level 3: extensive (i.e., the student requires ongoing support throughout the day for needs related to mobility, safety, and/or to engage in tasks appropriately); or

Level 4: pervasive (i.e. the student is dependent on adult support for all areas all areas of personal health and care, or has pervasive difficulties with social interactions, and/or communication).

Each school receives their portion of the total system allocation of Educational Assistant support, based on their assessed overall needs. The allocation is reviewed periodically during the course of the year, to adjust for new student arrivals, student changes in needs, and student moves. In addition, schools work collaboratively with Special Education staff to accommodate emerging needs that arise between allocation reviews.

During 2012/13 staff have also been working on a database that may be used by Executive Council to inform decision making through a lens of equity. This database provides a summary of internal and external resources that are available to a school. This includes an enrolment summary of the school, staffing breakdown, budget information, school generated funds, partnerships and achievement data. Due to the pending rollout of our new student information system, the database development was delayed and is scheduled to be finalized by November, 2013.

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

Our first attempt at a new approach to elementary staffing allowed us to learn that utilizing a collaborative process to staffing (Human Resources, Business Services, Superintendents, Principals),

with provided intelligent parameters (i.e. class size compliance), we were able to be more equitable in our allocation of staffing to schools. This resulted in staffing being allocated based upon student need rather than a computer generated formula that provided equal staffing.

One challenge that emerged from the LLI delivery model was that students were being withdrawn for the LLI support and the strategies were not intentionally being utilized by the classroom teacher during guided reading. This operating approach required us to revisit our approach to LLI.

Providing consistency of trained personnel and the need to have more coaching regarding broad issues such as assessment and instructional strategies and how these are utilized in areas of language and mathematics has proved challenging at times. With input from school administrators regarding their school needs, for 2013/14 we moved to a new model of support that:

- continues to provide support for LLI (K to 2 Strategy);
- continues the training to build capacity for LLI within our grade 1 classrooms as we move toward sustainability;
- stages the delivery of support to promote and support effective instruction and assessment strategies within the classrooms.

Based upon research, the new model involves both capacity building for staff focusing on assessment and instruction and job embedded LLI support. Each elementary school, based upon student needs, has received a differentiated staffing complement for capacity building (Instructional Coach) and LLI support.

The EA allocation process has benefited from the continuing dialogue between special education staff and school personnel regarding specific student needs. The process has allowed the resource to be more equitably distributed across the system.

### ***Next Steps***

We will monitor the LLI support to ensure the strategies are embedded by the LLI support teacher co-planning and CI-teaching with classroom teacher within the classroom, rather than full withdrawal of students for LLI.

Instructional coaches supporting teacher learning teams within schools and across schools (networks) with collaborative inquiry with a greater focus on assessment (evidence) and reflection on the impact on the instructional strategies on the authentic student learning need.

## **SCHOOL AND PROGRAM FEES**

### ***What We Did***

In June, 2011, Trustees approved the HWDSB Interim Student Fees Policy with the stated purpose that “students are entitled to an education that ensures they achieve their full potential and that all students must be able to participate in all aspects of their school experience regardless of personal economic barriers that exist.” Subsequently, school administrators were briefed on the policy and the supporting policy directive. In 2012, E-BEST supported a review of the implementation of the policy in elementary

and secondary schools. Data was collected in five areas: Departmental Fees, Programs of Choice, Agenda/Planner and Yearbook Fees and Student Activity Fees. In addition, Business Services conducted a review of School Generated Funds for secondary schools and the two data sources were combined to determine the level of compliance with the policy and required next steps.

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

Prior to the introduction of the Interim Student Fees Policy, establishing and determining school and program fees was a site-based decision. Introducing a Policy to guide the establishment of fees represented a significant, but needed cultural shift for our schools, in support of equity of opportunity and access. As of the time of our review regarding policy implementation, 100% of our elementary and secondary schools were compliant with the Interim Student Fees Policy. Our review also indicated the following themes:

1. There is variation amongst our secondary schools as to the fee that is attached to the same course in other school locations. While this difference may reflect a difference in materials used by a student (i.e. mahogany vs. pine) the difference should not reflect the quality of the learning experience.
2. Schools are aware that fees are not mandatory and arrangements are made for those students who have limited capacity to pay. Where a fee may be a barrier, the HWDSB Equity Fund will be able to provide support for individuals or groups of students. There is a need to look at a systemic way to track student need thereby eliminating the need to students to regularly self-disclose their needs to multiple staff.
3. Schools do not appear to be charging fees for items that are not permitted under HWDSB's policy or Ministry guideline. All fees are for enhanced learning opportunities and are not required for purchase in order to complete the curriculum of the course.

### ***Next Steps***

HWDSB has an Interim Student Fees Policy in place. We now need to “dig deeper” into the themes that have surfaced. We will work with Secondary Administrators to better understand the data and then turn to the School Budget Working Group to help support the development of system parameters which will guide the setting of fees.

## **EXECUTIVE COUNCIL CAPACITY BUILDING**

### ***What We Did***

In order to “dig deeper” into understanding equity of opportunity, access and outcomes, Executive Council is working with Dr. Joseph Flessa, (Associate Professor at OISE/University of Toronto) as a critical friend who is pushing our thinking around equity of outcomes. Joe worked with Executive Council around “confronting conceptual pitfalls when working for change in urban schools.” Specifically he challenged our thinking around the pitfalls of:

- trying to explain educational inequality;
- the allure of deficit thinking;

- looking for simple answers to complex problems and;
- thinking the solution is financial resourcing only.

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

As we have experienced in other areas, the use of a critical friend to question our thinking can bring a valued, new perspective to the work that we do. Inquiry and learning takes the right series of questions to activate what we know and what we need to learn more about. We also learned that we need to consider our decisions on both the macro and micro levels. For example, our elementary staffing process of considering the decision-making on the macro level and then on the school by school/classroom by classroom level, resulted in possibilities that likely would not have been considered otherwise.

### ***Next Steps***

Dr. Flessa has challenged us to think about our decision-making from four perspectives or frames based upon the work of Bolman and Deal: Structural Frame, Human Resource Frame, Political Frame and Symbolic Frame. While organizations may tend towards a single frame, the suggestion would be that organizational actions and decisions should represent all frames. Executive Council needs to dig deeper to understand how our “Frames” are communicating our beliefs and values related to equity of opportunity, access and outcomes and whether there may be greater benefits from considering the application of thinking related to the “4-Frame Model.” (Bolman and Deal, 1997)

**Work Plan 2013 - 2014**

<b>Essential Component</b>	<b>Strategies</b>	<b>Evidence</b>	<b>Timelines</b>
Knowing Our Students - Equity Lens	<b>Program Strategy</b>		
	A. Secondary Program Strategy implementation	Progress made on work plan (to be created)	Ongoing
	B. K – 2 Strategy	Increases in the number of student reading at grade level by the end of Grade 3.	Spring, 2014
	C. Arts Strategy – Music	Music qualified staff in each school with an intermediate division	Spring, 2014
		Musical instruments in each school with an intermediate division	Spring, 2014
		Dedicated music time on the timetable	Spring, 2014
		Dedicated music time, vocal program and instrumental (ukulele, recorder, drums) if possible in junior classrooms	Spring, 2014
		D. Wireless Everywhere Project	Wireless access in all schools
	<b>HWDSB Foundation</b>		
	A. Creation of a Strategic Plan for the Foundation	Strategic Plan created and communicated	February, 2014
	B. Finalize legal requirements of Foundation	Documents prepared	December, 2013
	C. Formalize relationship with the Hamilton Community Foundation	Agreement signed	October, 2013
	D. Relationships between Foundation and pre-existing operations	Role clarity communicated to the system	Sept., 2013

	<p><b>Human and Material Resources</b></p> <p>A. Elementary Staffing</p> <p>B. Instructional Coaches</p> <p>C. LLI Support</p> <p>D. Database to support decision-making</p> <p><b>School and Program Fees</b></p> <p>A. Meet with secondary administrators to review the emergent themes and begin to “unpack” the themes for understanding and action</p> <p>B. Actionable items are to be considered by the School Budget Working Group</p> <p><b>Executive Council Capacity Building</b></p> <p>Continue to challenge our thinking around equity of opportunity, access and outcomes, specifically how we ensure that, as a system, we believe and work towards equity of outcomes for all.</p>	<p>Equitable allocation of staffing based on both the Macro (Ministry Compliance) and the Micro (local school needs)</p> <p>Networked learning teams focusing on the high yield instructional strategies</p> <p>LLI strategies being delivered within the grade 1 classrooms by the classroom teacher</p> <p>Database populated and piloted by Executive Council</p> <p>Input received from secondary administrators on themes and parameters to be used when determining fees.</p> <p>Changes in the ways in which fees are determined are communicated</p> <p>Actions demonstrate a commitment to equity of outcomes.</p>	<p>Spring, 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>Dec., 2013</p> <p>October, 2013</p> <p>March, 2014</p> <p>Ongoing</p>
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## ***Appendix A - Program Strategy Themes, Issues, Questions (Ongoing Development)***

1. Examine the commitments made through the ARC process and in the Program Strategy report and create our work plan.
2. Determine the various transition/communication processes that need to occur. This plan should be created by the end of September.
3. Bring recommended revisions to the transportation policy to Trustees by October.
4. Work quickly to propose to the Board changes to the timelines. E.g. holding school in the south.
5. Support Facilities management to create the two new schools, the Dundas addition and alteration to other physical plants.
6. Use the lens of equity when we think about our secondary facilities.
7. Address collective agreement issues and other staffing concerns. (Tier 3)
8. Create plan to enhance student voice, especially as it relates to the Tier 2 option sheet process and continue to educate the difference between Tier 2 and 3.
9. Focus efforts on the New North elementary project so that students are ready for the new north school in 2016.
10. Ensure
  - A tiered approach to at-risk youth
  - Academic rigor, all pathways at each school
  - Challenge existing attitude and beliefs that impact student learning
  - A coherent community engagement plan especially in the north
  - Effective partnerships with post secondary destinations and interventions
11. Create a plan to accommodate and staff Tier 3 programs.
12. Engage our elementary colleagues so they advise Grade 8 students and their parents effectively about high school programming.
13. Ensure all schools are great schools.
14. Consider the implication of OFSAA rules on student transitions.
15. Determine our approach to “out of catchment.”

## **Appendix B – DRAFT - Equity Fund Terms of Reference**

It is understood that all elementary and secondary schools in Hamilton – Wentworth District School board may access support from the Equity Fund as need can be found across the district. (*Other Equitable Allocations of Resources are supported through staffing, additional programming, bursaries etc.*)

### **Background:**

As an intelligent responsive system, the HWDSB Equity Fund is based upon the following *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

As school staff “know their students” best, this fund may be accessed by schools to support individuals or groups of students. Funds may be accessed in support of the education of students in areas including, but not limited to, HWDSB Policy 15.1 (Educational Excursions Policy) and Policy 13.1 (Interim Student Fees Policy). Funds must be used to support the education of students (not for staff or school needs or for staff development).

Utilizing the work of Doug Wilms funds will be allocated within the categories of:

- Opportunity and Access- (Wilms Socio Economic Status, Compensatory & Inclusive Interventions)
- Other Compensatory Needs (e.g. Nutrition (where there isn't a nutrition program,) Walk in Closet) (Wilms SES, Compensatory Interventions & Inclusive Interventions)

### **Eligibility**

The annual budget for the Equity Fund will be determined in June for the subsequent school year. The annual budget will be a maximum of 70% of the total Equity Fund available at that time. The annual budget excludes any monies that are donated with an expectation of utilization for a specific purpose or for a specific timeframe.

In an effort to support schools in high needs communities, a minimum percentage (to be determined) of the annual budget for distribution, will be allocated to schools in high needs communities that will be determined by HWDSB Learning Opportunities scores.

Any student regardless of school or cluster, who is identified as having a barrier to opportunity, access, nutrition and other compensatory needs, may receive support if identified by the student or school staff. An individual student could receive a maximum of \$200/year.



## **Selection Process:**

*Access to funds will not be on a first come first serve basis; rather an annual communication will be developed including clarification on the amount of funds available with a clear and transparent process for allocation.*

- Schools will be given an opportunity, in October and February, to apply for funds to support students in any of the categories identified above. Applications will be collected, reviewed by a designated committee composed of board staff (including Engagement Department, Social Work Services, Foundation Department and school administration). Committee recommendations will be forwarded to Superintendents of Student Achievement for final decisions. Communication back to schools on the allocation of funds will be done in a timely manner.
- Applications will be received every two months for individual student needs where there is a barrier to opportunity, access, nutrition or other compensatory needs.
- Emergency applications for individual students may be submitted at any time.
- Wherever possible, the school is able to demonstrate that it has exhausted any available local resources prior to applying to the system equity fund. More specifically, the school has a commitment to support equity through community partnerships, school to school partnerships, fundraising, grants etc.
- To ensure HWDSB is intelligent in its response to student need, a system will be developed whereby once a student is identified as having financial barriers their name will be logged into a school database where staff will be aware of the need and address it prior to the student requesting support, ensuring the dignity and confidentiality of the student is maintained.

## ***Accountability and Reporting:***

Any school receiving funds will be required to submit a brief summary of how the funds were used and the information will be logged into the Equity Fund Database for tracking purposes. Schools will be required to submit brief stories/testimonials on how the funds impacted the student(s) education and future goals as a means of documenting and sharing the impact of community donations.

An annual system-level report will be made available online so that donors (internal and external) and potential donors are aware of how the monies were spent and will include stories and testimonials.

## ***Fund Sustainability:***

An annual plan will be developed the Foundation Office to maintain the Equity Fund. In addition, all distributions from the Hamilton Community Foundation HWDSB Fund will be directed into the Equity Fund.



Hamilton-Wentworth District School Board  
2012-13 Proposed Budget Allocation for Bursaries

**Total Budget for the year**

School	2012-13 Projected Enrolment ADE	Rate per Student	Base Allocation per School (Rate x ADE)	Deduct Advances from 2011-12 Unused	Revised Allocation for 2011-12 Unused Funds	% of Total Allocation
<b>High Needs (Allocated Based on Enrolment)</b>						
Delta	703.25	\$ 15.00	10,549	-	10,549	7.2%
Glendale	948.75	\$ 15.00	14,231	-	14,231	9.7%
Mountain	169.50	\$ 34.00	5,763	-	5,763	3.9%
Parkview	245.50	\$ 34.00	8,347	-	8,347	5.7%
Sir J A MacDonald	1,170.50	\$ 33.00	38,627	-	38,627	26.3%
	<u>3,237.50</u>		<u>77,517</u>	-	<u>77,517</u>	<u>52.7%</u>
Alternative Education	125.25	\$ 15.00	1,879	-	1,879	1.3%
	<u>3,362.75</u>		<u>79,395</u>	-	<u>79,395</u>	<u>54.0%</u>
<b>Moderate Needs</b>						
Barton	705.25	\$ 7.50	5,289	-	5,289	3.6%
Hill Park	740.50	\$ 7.50	5,554	4,000	1,554	3.8%
Sir A MacNab	866.00	\$ 7.50	6,495	1,100	5,395	4.4%
Sir W Churchill	1,090.00	\$ 7.50	8,175	-	8,175	5.6%
	<u>3,401.75</u>		<u>25,513</u>	<u>5,100</u>	<u>20,413</u>	<u>17.3%</u>
<b>Low Needs</b>						
Ancaster High	1,059.25	\$ 4.25	4,502	-	4,502	3.1%
Highland	773.75	\$ 4.25	3,288	300	2,988	2.2%
Orchard Park	1,117.25	\$ 4.25	4,748	-	4,748	3.2%
Parkside	442.50	\$ 4.25	1,881	900	981	1.3%
Saltfleet	1,222.50	\$ 4.25	5,196	-	5,196	3.5%
Sherwood	1,067.75	\$ 4.25	4,538	-	4,538	3.1%
Waterdown	1,124.25	\$ 4.25	4,778	-	4,778	3.2%
Westdale	1,629.50	\$ 4.25	6,925	-	6,925	4.7%
Westmount	1,489.75	\$ 4.25	6,331	-	6,331	4.3%
	<u>9,926.50</u>		<u>42,188</u>	<u>1,200</u>	<u>40,988</u>	<u>28.7%</u>
<b>Total</b>	<b>16,691.00</b>		<b>147,096</b>	<b>6,300</b>	<b>140,796</b>	<b>100.0%</b>
Contingency (significant enrolment changes, higher needs)					2,004	
<b>Total Budget</b>					<b>142,800</b>	