

MONDAY OCTOBER 15, 2012

7:00 pm

- | | |
|--|-----------|
| 1. Call to Order | R. Barlow |
| 2. Approval of Agenda | |
| 3. Declaration of Conflict of Interest | |
| 4. Approval of Minutes - October 1, 2012 | |

ACTION ITEMS

- | | |
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| 5. Public Meeting re ECP Funding | D. Grant |
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MONITORING ITEMS

- | | |
|--|-------------------------|
| 6. HWDSB Secondary Program Strategy Report | J. Malloy/ J. Wibberley |
| 7. Staff Engagement Report | J. Malloy/P. Rocco |

- | |
|---------------------------------------|
| 8. Public Questions for Clarification |
| 9. Adjournment |

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Governance	Tuesday, October 16, 2012	6:00 p.m.	100 King St W - 6th Floor - Room E
Finance	Wednesday, October 17, 2012	1:00 p.m.	120 King St W- 11 th Floor - Room 5
Policy Working Sub-Committee	Thursday, October 18, 2012	5:45 p.m.	100 King St W - 6th Floor - Room E
Board	Monday, October 22, 2012	6:30 p.m.	City Hall - Council Chambers
SEAC	Wednesday, October 24, 2012	7:00 p.m.	Helen Detwiler School, 320 Brigade. Dr. Hamilton

PRESENT:

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

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

REGRETS:

Trustees: Laura Peddle (Ward 6)

Administration: Ken Bain, Mag Gardner, Sharon Stephanian.

1. Call to Order

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:55 p.m., welcoming everyone.

2. Approval of Agenda

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

That the agenda be approved.

CARRIED UNANIMOUSLY. Trustees Johnstone and Mulholland were not in the room during the vote. Student Trustees Ewing and Stenekes voted in favour.

3. Declaration of Conflict of Interest

None received.

4. Approval of the Minutes

A. September 10, 2012 Regular Committee of the Whole

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

That the minutes of the September 10, 2012 regular meeting be approved.

There were revisions to the minutes.

Trustees Johnstone and Mulholland returned to the meeting.

To the motion,

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

B. September 17, 2012 Special Committee of the Whole

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

That the minutes of the September 17, 2012 special meeting be approved.

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

ACTION ITEMS

**5. Correspondence forwarded from Board – Ottawa-Carleton District School Board
(Extended Use of Education Development Charges [EDC] Funds)**

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

That this correspondence be received and filed.

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

- D. Del Bianco updated the trustees on the history of the Educational Development Charges (EDC). HWDSB does not meet the requirements for EDC; therefore, land acquisition would need to be self-funded or obtained through a business case scenario.
- School boards have been pushing for Ministry changes to EDC.

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

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

Student Trustees Ewing and Stenekes voted in favour.

6. Correspondence forwarded from Board – Michael Tibollo (Italian Heritage Month)

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

That June be declared Italian Heritage Month.

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

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

Student Trustees Ewing and Stenekes voted in favour.

Trustee Turkstra left the meeting.

MONITORING ITEMS:

7. Long-Term Facilities Master Plan

Ellen Warling, Manager of Accommodation and Planning, presented the report.

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

- The Guiding Principles Report will go to the Board for approval in November 2012.
- A final report which includes implementation plans and recommendations will be before the Board for approval in January 2013. Monitoring reports on the progress will be brought back each year.
- Providing provincial context in terms of data collection from other Boards is time consuming as it entails large scale information. Trustees should give staff clear direction if they need this information.
- Information on students leaving the system is available from the school principal; trustees can access this information through their respective Superintendent of Education.

The Chair thanked E. Warling for her time and efforts.

8. Full-Day Kindergarten (FDK) Verbal Update

The following points were highlighted:

- There have been some construction challenges last summer.
- All FDK classrooms will be fully occupied by the end of October.
- Proactive strategies for solutions to construction problems are being developed.
- Planning for Year 4 FDK with principals and staff is underway.

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

- Addressing issues and delays with FDK projects is being facilitated by a structured team consisting of HWDSB and City staff.
- There are currently three FDK schools with grade 1 split classes.
- Thirteen out of 15 high needs classes have been preserved (two classes had to be closed due to enrolment implications). Staff continues to use the lens of equity for high needs schools, particularly class size. The Superintendents continue to work with their principals and school communities in determining the best accommodation and alternative solutions.
- Clear and prompt communication between staff and senior administration has been in place in monitoring and tracking ongoing FDK projects. Ministry approval for FDK projects can have some impact on timelines.

The Chair thanked E. Warling for the update.

9. HWDSB Foundation Report

The Director briefly reviewed the highlights from the March 15, 2012 report, noting the Hamilton Community Foundation's interest in exploring partnership with HWDSB. He added that there may be some implications with such partnership.

Moved by: J. Bishop
Seconded by: R. Mulholland

That a staff report regarding moving forward with the Hamilton Community Foundation be brought back by December 2012.

Some trustees would like to see more information given the complexity of partnering with Hamilton Community Foundation.

The motion was put to a vote.

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

FOR:	Trustees Brennan, Johnstone, White, Mulholland, Barlow, Bishop.	(6)
OPPOSED:	Trustees Hicks, Orban, Simmons.	(3)
ABSTENTIONS:	None.	(0)

Student Trustees Ewing and Stenekes voted in favour.

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

That a "Toonie Day" for the Equity Fund be held at HWDSB and a staff report be brought back on how this can be implemented.

One trustee considered it premature to decide on any fundraising for the Equity fund.

Trustees were advised that the current HWDSB Foundation officials are: Director Malloy, Superintendents Stephanian and Grant.

The motion was voted on.

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

FOR:	Trustees Bishop, Simmons.	(2)
OPPOSED:	Trustees Brennan, Johnstone, Hicks, White, Orban, Mulholland, Barlow.	(7)
ABSTENTIONS:	None.	(0)

Student Trustees Ewing and Stenekes abstained from voting.

10. Public Questions for Clarification

None received.

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

That the meeting be adjourned, this being done at 8:46 p.m.

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

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EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: October 15, 2012

TO: Committee of the Whole

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

RE: **Public Meeting re ECP Funding**

Action X Monitoring

Recommended Action:

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

Rationale/Benefits:

On June 26, 2012 a public meeting was convened as directed by the Board in order to share information pertaining to the funding of the Education Centre Project. Accordingly, the following benefits have been achieved as a result of this meeting/initiative:

- Information was shared and presented to help the public understand the funding strategy in support of the Education Centre Project. The HWDSB has demonstrated transparency and accountability to the public.
- Feedback received indicates that 91% of respondents to the Board online survey believe that they have, at least, 'Partial Understanding' of the Education Centre Project.
- Feedback received also provides useful information that may be used to inform future consultation exercises and future communications regarding the Education Centre Project.
- All of the requirements of Ontario Regulation 193/10 have been satisfied and Committee of the Whole is now in position to recommend that the Board give the necessary authorization to administration to access the Board's capital reserves as outlined in the above recommended action.

We would also like to acknowledge and commend members of both Corporate Communications and E-Best for their assistance and support in convening the Public meeting and preparations for this report.

Background/Introduction

After significant review and consideration of alternatives, the Board approved the Crestwood Site as the preferred location for the construction of the new Education Centre. As part of the funding strategy for the construction of the new Education Centre at the Crestwood Site, HWDSB intends to use proceeds of disposition from administrative sites. This will involve proceeds from existing non-instructional properties (ie The Memorial Building in Ancaster) as well as the proceeds from previously sold administrative properties. Ontario Regulation 193/10 provides Boards with the ability to use such capital reserves, after making public in a meeting its intent to use such reserves for the purposes of constructing an administrative site on lands owned by HWDSB. Members of the public were invited to attend a public meeting to learn about the funding strategy for the new Education Centre. The public was also invited to provide written comments about the Education Centre Project by completing an online survey.

The purpose of this report is to provide the Board with an update on feedback received from the public meeting held on June 26, 2012 and seek Board direction regarding the utilization of capital reserves for the Education Centre Project.

Background information for this report is organized under the following headings:

- Board plan regarding the Funding of the Education Centre Project
- Ontario Regulation 193/10 requirements
- Public Meeting

Attachments appended to this report are as follows:

- Appendix A Notice of Public Meeting
- Appendix B Education Centre Project information shared on Board website and at Public Meeting
- Appendix C Executive Summary of Consultation Findings

Board Plan regarding the Funding of the Education Centre Project:

In April, 2012 the Board approved the following motion:

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

The Board approved the location of the new Education Centre on the former Crestwood School site in March 2011. In June 2011, the Board approved the business plan for the project. Ministry conditional approval of the project was received in September 2011.

The new Education Centre is expected to:

- consolidate and replace all non-instructional facilities.
- reduce significant annual operating and capital costs associated with operating, repairing and renovating four aging facilities located in four diverse and isolated sites across the district and
- achieve operational synergies. Improved efficiencies between departments and overall organization effectiveness will be realized from consolidating into one facility.

Based on the concept site plan and the 113,500 square footage requirement, the projected cost of the new Education Centre is estimated at \$31.6 million.

This projected cost is summarized as follows:

	\$ millions
Construction	21.2
Site Costs	2.5
Furniture & Equipment	1.3
Fees, Permits, Demolition	3.4
Contingencies, Taxes, Other	3.2
Total Estimated Project Costs	<u>\$31.6</u>

Note: Cost estimates are based on detailed functional/space programs and design building plans as prepared by the HWDSB's architects.

The funding strategy approved by the Ministry of Education to pay for the construction of the new Education Centre requires that the Board self-finance the project and have no reliance on long-term debt.

Funding Strategy is summarized as follows:

	\$ millions
Accumulated Operating Surpluses	17.2
Other Operating Savings	.9
Proceeds of Disposition from Administrative Sites	13.5
Total Estimated Project Funding	<u>\$31.6</u>

Other Funding Notes:

- The Board is required to replenish most of the accumulated operating surplus balance used for the construction of the new Education Centre, over 5 years, commencing in 2014 once the project is complete, to comply with a stipulation of the Ministry approval of HWDSB funding strategy
- Other Operating cost savings: The Education Centre Project reduces the total area devoted to administrative purposes by approximately 44% from the current four non-instructional facilities totalling 201,932 square feet to a new footprint of 113,500 square

feet. This reduction of area combined with a more energy efficient and operational effective building solution will realize estimated cost savings of \$1.3 million per year

- Ontario Regulation 193/10 provides Boards with the authority to use the proceeds of disposition from administrative sites for administrative capital projects. However, the general public must be advised of the Board's intent to use such proceeds of disposition for this purpose.

Ontario Regulation 193/10 Requirements:

Ontario Regulation 193/10 Requirements fall under the following categories:

- Public Meeting
- Notice, and
- Public representation

Public Meeting:

Before a school board is able to utilize proceeds from the sale of administrative properties for other administrative purposes or for permanent improvements, a public meeting must be convened to disclose the proposal to use capital reserve funds for administrative purposes. The Meeting must be held no earlier than 21 days after the Notice is published. Final decision regarding the application of the capital reserves for administrative purposes should not be passed until, at least, 90 days after the meeting.

The public meeting took place on June 26, 2012 at 100 Main Street West, Hamilton from 5:00 pm to 7:00 pm. At the open house style meeting people had opportunity to view the information illustrated in Appendix B. Members of the public were advised both in the Notice and at the meeting of the opportunity to provide written comments. An online survey was also available to members of the public for this purpose.

Notice:

Pursuant to section 6.2(9)(1) of the Regulation, Notice requirements must include the following:

- 1) The board's proposal to use the proceeds for the stated purpose;
- 2) Sufficient information to understand, generally, the board's reasons for the proposed the use of the proceeds;
- 3) Sufficient information to understand, generally, the board's plans respecting the use of the proceeds;
- 4) Notice of the time and place of the Meeting; and,
- 5) Notice that the public will be able to have an opportunity to make representations at the Meeting.

Appendix A, attached, is a copy of the notice that was posted on the Board's website on June 5, 2012 which satisfied all of the statutory notice requirements.

Opportunity for Public Representations:

As stated above, the Public was advised that they would have opportunity to make representations at the Meeting and through the survey posted on the Board's website. The feedback received, as a result of this initiative, is summarized in the "Executive Summary of Consultation Findings" (see Appendix C); prepared by E-Best.

It is noteworthy that the online survey which ran from June 6, 2012 to July 6, 2012 garnered a total of 86 responses. 91% of respondents rated their level of understanding with the next steps involved in the education Centre Funding Project as 'Full to Partial Understanding'.



TAKE NOTICE that Hamilton-Wentworth District School Board (HWDSB) will hold a meeting in accordance with O.Reg.193/10 of the Education Act from 5 to 7 p.m. June 26, 2012 at 100 Main Street West, Hamilton, Room One.

HWDSB currently uses four facilities, including the downtown Education Centre, in full or in part as non-instructional accommodation facilities.

In March 2007, the Board of Trustees directed HWDSB Administration to develop a plan that would provide for the consolidation and replacement of these non-instructional facilities.

The new Education Centre will reduce significant annual operating and capital costs associated with operating, repairing and renovating the four aging facilities located across the district.


This will enhance operations, improve efficiencies between departments and increase organization effectiveness by consolidating staff in one facility.

After significant review and consideration of alternatives, the Board approved the Crestwood site as the preferred location for the construction of the new Education Centre.


As part of the funding strategy for the construction of the new Education Centre at the Crestwood Site, HWDSB intends to use the proceeds of disposition from administrative sites. This will combine proceeds from the sale of existing non-instructional properties as well as from previously sold administrative properties.

Ministry of Education Ontario Regulation 193/10 provides Boards with the ability to use these capital reserves, after making public in a meeting its intent to use such reserves for the purposes of constructing an administrative site on lands owned by HWDSB.


Members of the public may provide written comments at this meeting. An online survey will also be available beginning June 11, 2012.



Education Centre Project



ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



Education Centre Project

Project Background

HWDSB now uses four facilities, in full or in part, as non-instructional space. These accommodate 478 HWDSB staff.

Name	Address	Area(sq.ft)	Year Built
Memorial Building	357 Wilson Street East	26,641	1947
Maple Lane	20 Miller Drive	15,888	1954
Crestwood	50 Millwood Place	68,200	1962
Education Centre	100 Main Street West	<u>91,203</u> <u>201,932</u>	1967

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Education Centre Project



Project Background

- In March 2007, the Board of Trustees directed Administration to develop a plan to consolidate and replace the non-instructional facilities
- A new Education Centre will reduce significant annual operating and capital costs associated with operating, repairing and renovating four aging facilities located in four diverse and isolated sites across the district
- Consolidating into one facility will lead to operational synergies, improved efficiencies between departments and overall organizational effectiveness
- After significant review and consideration of alternatives, the Board approved the Crestwood site as the preferred location for the construction of the new Education Centre

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Education Centre Project



Ed Centre



Maple Lane



Memorial



Crestwood

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Education Centre Project



New Education Centre – Crestwood Site



A L L S T U D E N T S A C H I E V I N G T H E I R F U L L P O T E N T I A L

Education Centre Project



Project Vision

Hamilton-Wentworth District School Board's Education Centre is a vibrant and collaborative place of work, learning, and interaction. This centre is also an iconic destination where students, parents and the general public converge to learn, access services, debate, and celebrate.

- The Board's non-instructional activities are consolidated to enhance operational synergies in attractive and flexible office environments that foster interaction and creativity among staff
- The Education Centre is welcoming to employees and visitors because of its landmark exterior design and connections to its neighborhood. Bright interior public spaces are used to host fairs, exhibits, ceremonies and events that celebrate learning, achievement and diversity in Hamilton

A L L S T U D E N T S A C H I E V I N G T H E I R F U L L P O T E N T I A L

Education Centre Project



Project Vision

- Generous meeting rooms and training facilities are available for Board activities, adult and continuing education programs, and community use. All spaces embrace technology
- The Education Centre is readily accessible by public transit and offers ample parking for staff and visitors
- The Education Centre reaches a high level of design with respect to energy use, environmental footprint and sustainable design. It also complies with the Ontarians with Disabilities Act in an exemplary manner

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Education Centre Project



New Education Centre



ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

Education Centre Project



New Education Centre



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Education Centre Project



Project Objectives

Objective #1

- Consolidate operations, to the greatest extent possible, in a seamless place of work and learning

Objective #2

- Develop a welcoming, convenient, accessible, and inclusive environment that mirrors the diverse and evolving constituencies served by the Board

Objective #3

- Provide a public venue for the celebration of student, staff, and community achievements

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Education Centre Project

Project Objectives

Objective #4

- Plan for the accommodation of wide-ranging learner and support services offered by the Board and community agencies

Objective #5

- Demonstrate a commitment to sustainability through building design. Anticipate organizational change through flexible accommodations

Objective #6

- Contribute to the vitality of the Centre's surroundings and stand as a civic landmark

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Education Centre Project

Staff at New Ed Centre

CATEGORY	FUNCTIONAL GROUP
Assembly, Meeting, Staff and Visitors Facilities	Education Centre Main Lobby Learning, Training and Conference Complex Boardroom Complex Staff and Visitor Services
Board of Governance and Administration	Board of Trustees Director's Office Superintendents of Education
Equity Engagement & Systems Programs	Partnership and Community Engagement Early Child Development and Parent Engagement Department Athletics

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL




Education Centre Project

Staff at New Ed Centre

CATEGORY	FUNCTIONAL GROUP
Leadership & Learning	Communication Services/Autism Services Special Education Services Social Work Services/Psychological Services Elementary Focus Program/Student Success E-BEST 21 st Century Fluencies/System Learning Commons
Operational Services	Business and Administrative Services Human Resources Facilities Management Computer Services
Physical Resources Operations	Mail & Printing Tradesperson, Technician & Caretaking Support Maintenance Workshops Warehouse – Heavy Duty Racks
HWDSB New Education Centre Proposed Total Building Area = 113,500 SF	

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Education Centre Project


Project Timelines

JAN
FEB
MAR 2007
APR
MAY
JUN

- Faced with \$28 million in deferred maintenance costs, Trustees direct administration to develop a business plan for the consolidation and replacement of non-instructional accommodation facilities

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Education Centre Project




Project Timelines

Spring 2008	JUN	JUL	AUG	SEPT	Late 2008
<ul style="list-style-type: none"> HWDSB presents Business Case to its Board of Trustees that proposed a redevelopment plan involving a tri-party agreement between the Board, the City of Hamilton and McMaster 					<ul style="list-style-type: none"> After consultation with the Ministry of Education and inability to develop a viable business relationship with its partners, the proposal was abandoned

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Education Centre Project




Project Timelines

JAN 2010	FEB	MAR	APR	MAY 2010	JUN
<ul style="list-style-type: none"> Education Centre Project Committee established to undertake the task of developing a Project Clarification Document and Space Program 				<ul style="list-style-type: none"> Education Centre Project Committee presents to the Board a clearly defined Project Vision, Project Objectives, and Key Elements of Design to steer the projects development 	

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Education Centre Project



Project Timelines

Summer 2010


- After consultation with Staff and Board members, the Functional Space Program is completed and presented to the Board, indicating in detail, the project planning requirements

SEPT 2010

- HWDSB Board of Trustees passed the approval of allowing Administration to develop business cases that are viable for the Education Centre

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Education Centre Project



Project Timelines

MAR 2011

- HWDSB Board of Trustees passed the approval of the Crestwood site as the new Education Centre, subject to Ministry of Education approval

APR

MAY

JUN 2011


- HWDSB Board of Trustees approves the New Business Plan outlining the recommended Crestwood Site

JUL

AUG

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Education Centre Project



Project Timelines

Summer 2011	SEPT 2011	Fall 2011
Submission of Project proposed to Ministry of Education for review and consultation	MOE approval to proceed with project. HWDSB Board of Trustees approval to proceed with project	Preliminary Design Development

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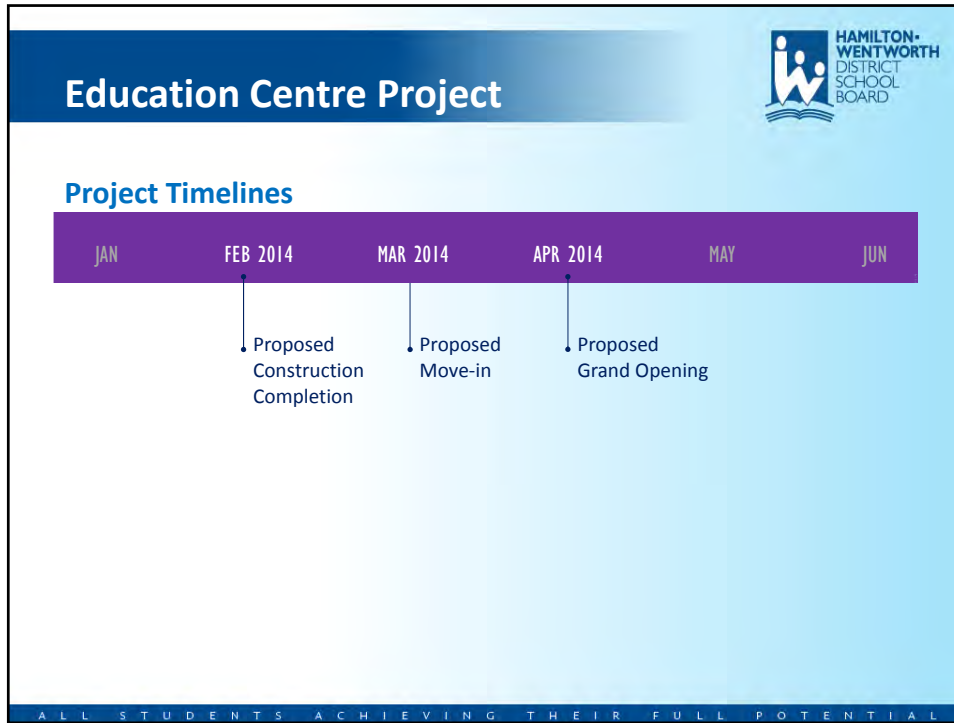
Education Centre Project



Project Timelines

JAN - JUN 2012	JUL	AUG 2012	SEPT	OCT	NOV
Design Development/ Construction Documents		Proposed Ground Breaking			

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Education Centre Project


Project Cost (estimated)

Cost estimates are based on detailed functional/space programs and design building plans prepared by HWDSB's architects. Based on the concept site plan and the 113,500-square-footage requirement, the estimated project cost of the new Education Centre is \$31.6 million.

Total Project Costs are summarized as follows:

	\$ millions
Construction	21.2
Site Costs	2.5
Furniture & Equipment	1.3
Consultant Fees, Permits & Demolition	3.4
Contingencies, Taxes & Other Costs	3.2
Total Project Costs	\$31.6

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



Education Centre Project


Project Funding

The funding strategy approved by the Ministry of Education to pay for the construction of the new Education Centre requires that the Board self-finance the project and have no reliance on long-term debt.

Funding Strategy proceeds are summarized below:

	\$ millions
Accumulated Operating Surpluses	17.2
Other Operating Savings	.9
Proceeds of Disposition from Administrative Sites	13.5
<div style="display: flex; justify-content: space-between;"> Total Project Funding \$31.6 </div>	

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



Education Centre Project

Project Funding

- The Board is required to replenish most of the accumulated operating surplus used for the construction of the new Education Centre. This must occur over five years, commencing in 2014 when the project is complete, to comply with a stipulation of Ministry approval of HWDSB’s funding strategy
- The other \$.9 million will come from operating cost savings. The 113,500-square-foot Education Centre reduces by 44% the total area HWDSB devotes to administrative space, which is currently 201,000 square feet at four sites. This reduction, combined with more efficient energy and operational systems, will save an estimated \$1.3 million per year

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL




Education Centre Project

Project Funding

- As part of the funding strategy for the construction of the new Education Centre at the Crestwood Site, HWDSB intends to use proceeds of disposition from administrative sites.
- This will come from the sale of existing non-instructional properties:
 - Education Centre (100 Main Street West)
 - Memorial Building (357 Wilson Street East)
- Proceeds will also be used from previously sold administrative properties

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL



Education Centre Project

Project Funding

- Ontario Regulation 193/10 provides Boards with the authority to use the proceeds of disposition from administrative sites for administrative capital projects. However, the general public must be advised of the Board's intent to use such proceeds of disposition for this purpose.
- Consequently, this information will be posted on the Board's website and be available to the public at an open house on Tuesday, June 26, 2012 from 5 to 7 pm at 100 Main Street West, Room One, on the first floor.
- Members of the public may provide written comments at this meeting or by filling out a printed version of the survey.

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

**A. Purpose of Consultation**

After significant review and consideration of alternatives, the Board approved the Crestwood site as the preferred location for the construction of the new Education Centre. As part of the funding strategy for the construction of the new Education Centre at the Crestwood Site, HWDSB intends to use the proceeds of disposition from administrative sites. This will combine proceeds from the sale of existing non-instructional properties as well as from previously sold administrative properties. Ontario Regulation 193/10 provides Boards with the ability to use these capital reserves, after making public in a meeting its intent to use such reserves for the purposes of constructing an administrative site on lands owned by HWDSB. As a result on June 5, 2012 members of the public were invited to attend a public meeting to learn about the funding of the new Education Centre. The public was also invited to provide written comments about the Education Centre Funding Project by completing an online survey.

B. Respondent Characteristics

The online survey ran from June 6, 2012 to July 6, 2012 and garnered a total of **86** responses. All responses were received through the online survey. The majority of responses came from parents/guardians (N=41, 48%), 38% (N=33) from community members, 8% (N=7) from HWDSB staff members, while 6% (N=5) of responses were received from students and respondents that identified themselves as 'other' stakeholders.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and the Hamilton community. Therefore it is unclear whether the responses summarized in this report accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

D. Summary of Findings

Members of the public were invited to provide feedback across three questions: (1) to rate their level of understanding with regard to the next steps of the funding project as detailed in the information provided alongside the survey, (2) to indicate what additional information the Board could provide the public, and (3) general comments about the Education Centre Funding Project. Following is a summary of the feedback received across the three questions.

E. Executive Summary

In response to Question 1 which asked respondents to rate their level of understanding with the next steps involved in the Education Centre Funding Project, the following feedback was received:

- 91% of respondents rated their level of understanding as 'Full to Partial Understanding' with 51% indicating 'Full Understanding' and 41% indicating 'Partial Understanding'
- only 8% of respondents indicated 'Limited Understanding'
- zero respondents rated their level of understanding as 'No Understanding'
- 1% of respondents chose not to answer the question.

In response to Question 2, which asked respondents to indicate what additional information the Board could provide the public about the project, the most common themes that emerged included the following:

- providing the public with more *detailed* information regarding maintenance and building costs, budget and accounts of deliberations
- information on how HWDSB will reduce the perceived negative impact of moving the Education Centre to the Mountain including economic consequences of removing HWDSB staff from the city core and the increased traffic at the Crestwood site
- providing justification on site selection including detailed accounts of choosing the Crestwood site over more affordable and more accessible city options
- providing more opportunities for transparent public consultation that informs the public about the entire process rather than to inform on final decisions, providing more engaging consultations and information on appeal process
- information on how the project meets communities' and students' needs

A small number of respondents also indicated the following:

- they approved of current projected costs and fiscal management of project
- concerned that for some residents there may be a loss of pride associated with losing the Education Centre from the city core
- concerned about potential creation of super schools and their effect on student violence and alienation
- requested information on maintenance plan to ensure new building will be sustained
- requested information on the handling of historical items from the existing Education Centre

In response to Question 3 which asked respondents to provide general comments about the project; the following themes emerged from the feedback received:

Concerns that the project involves inappropriate use of public resources including:

- concerned spending funds on staff needs over students' needs
- using funds to build a new structure instead of using existing properties
- concerned that public properties are not managed properly
- believed forecasted costs are inaccurate

Concerns with the process involving the Education Centre closure:

- regarding decisions that have been made
- perception the project prioritizes staff needs over students' needs

Continued



Executive Summary of Consultation Findings

E. Executive Summary - Continued

Environmental issues:

- questioned the loss of green space due to the building of the new Education Centre
- concerned about the impact of demolishing the existing Education Centre
- concerned that plans for the new Education Centre may not be environmentally sustainable
- perception that excessive idling will occur at the Crestwood site due to the traffic flow from the planned one traffic lane

Concerned that the project has and will result in:

- lowered public trust and credibility in HWDSB
- reduced public engagement
- final decisions not reflecting the public's feedback

Location of new Education Centre:

- concerned that new location will displace high-risk students
- concerned that new location will reduce HWDSB's ability to serve students equitably
- concerned about placing the Education Centre in a residential neighborhood (Crestwood site)
- concerned about Education Centre leaving the city core

Vision of the project:

- concerned the projects' vision differs with Hamilton communities' vision of revitalizing the city core and making Hamilton the best city to raise a child
- concerned the project sets a negative example regarding the importance of heritage buildings

Respondents also provided the following suggestions to improve the consultation process:

- consulting in a different manner to increasing public engagement
- increase transparency
- respond to public's concerns
- inform public on consultation practices

This report was prepared by the Evidence-Based Education and Services Team (E-BEST).



EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: October 15, 2012

TO: Committee of the Whole

FROM: Executive Council

RE: HWDSB Secondary Program Strategy

Action

Monitoring

Background:

In June 2012, Hamilton-Wentworth District School Board (HWDSB) completed its review of secondary accommodations. After a thirteen-month review process, the Board recommended the closure of eight secondary schools and the construction of three new facilities.

The next phase of the process involves the placement of secondary programs across the remaining facilities. The goal is to ensure that every HWDSB secondary school is a great school that offers engaging programs for a diverse group of learners, regardless of whether students choose to attend university, college, an apprenticeship, go straight to the workplace or transition into the community. The remaining 13 schools will be safe, caring and inclusive full service schools.

The goals of our program strategy are as follows:

- Every secondary school is a great school
- Enhance student choice within local schools
- Equity of access to specific programs

Current Challenges

HWDSB has now entered the planning phase that will lead to the implementation of a reduced number of secondary schools and the program strategy. This planning must proceed in a deliberate and sequenced fashion so that interconnected matters are properly considered.

There are a sequence of events that impact the planning process. It is important that planning and communication are coordinated with these events. This includes the community consultation on the Board's program strategy. The current challenges with regards to this consultation are:

- The Board is waiting for the Ministry of Education's response to its capital requests to support the construction of new secondary schools. This announcement would impact the program strategy with regard to program locations and school boundaries.
- In the near future secondary school will be entering course selection process. School will be hosting grade nine information nights and explaining their program offerings for the 2013/14 school year. The secondary program and school organization for September 2013 is anticipated to remain unchanged. A fall community consultation on the Board's program strategy for 2015 could cause significant confusion in our school communities.

Current Challenges (cont.)

- The student voice project/conference this fall will help identify desired programs and delivery models. The “student voice” data should help to shape a broader community consultation. Students will be asked to provide feedback on what makes a great school.
- As per Board resolution 12-66, Facilities Management is required to integrate the program plan into its planning cycle. Significant time will be required to do this work. The department must assess the construction and renovations needs along with associated costs. The feasibility of implementation timelines must also be considered.

Information and consultation sessions in the spring of this school year would allow administration to present a well-developed picture to the various school communities. This could possibly include new school locations, the resulting boundaries, suggested program locations and realistic implementation timelines. This will inform the school communities in such a manner that they can see the “big picture” at the same time as they are asked for feedback on specific parts of the program strategy.

Proposed Consultation Timeline

Key Activities	Proposed Dates
Director’s Student Voice Forums	October 2012
Ministry of Education Announcement	Anticipated fall 2012
School boundaries determined (based on Ministry of Education announcement)	Subject to Ministry of Education timing
Facilities Management assessment as per board motion	Subject to Ministry of Education timing
Draft program placement presented to trustees	February 2013
Community consultation	April 2013
Final report	May 2013

Summary

We envision a school system in which all students can find what they need at any one of our schools: a place where the placement of programs, supports and facilities makes strategic sense (see Appendix A). Community consultation regarding the program strategy is an important part of realizing this vision.

Given that administration does not have the Ministry of Education’s decisions related to its capital requests, it is advised that consultation begin after the announcements are made and staff can do work related to accommodation, capital and program placement. This will allow the community to engage in a discussion around the program strategy as we move forward.



HWDSB Secondary Program Strategy

Our program strategy is rethinking the way we offer programs to our students, so that we can best meet the needs of each of our students in the 21st century. We want students to have choice, support and direction as they benefit from the knowledge and skills acquired from their educational program.

We are restructuring what we offer, where we offer it and how we can help all students achieve their full potential. We know today's learners require new approaches, and that we must respond with engaging programs and safe, nurturing and innovative learning environments.

We envision a school system in which all students can find what they need at any one of our schools. A place where the placement of programs, supports and facilities makes strategic sense: a place where students feel safe, welcome, included and energized as they are moving closer to their goals.

This is about providing a pathway to success for every single one of our students.

(Learning for All: HWDSB Program Strategy, p.2 – 2011)

All Pathways, All Schools

Each learner will make strategic choices based on the direction they wish to take after graduation. We want each of our students to be able to work toward their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university and work.

Student voice will be captured prior to the distribution of option sheets in order to get a clear sense of what courses students may want offered within their schools. Students will have an informed voice based on their understanding of career pathways and future employment opportunities.

Each pathway has great value. Each route to success will be supported in each school.

All Schools – All Students

These are programs and interventions that will support the improved achievement for all of our students, across all of our secondary schools.

All of our schools will be places:

- That are large enough to offer a wide range of course and experiential learning opportunities
- Where students find engaging programs and can access what they need to graduate
- Where students feel safe, welcome and included within their school. There are a wide range of interventions to promote nurturing and diverse learning environments.
- There are peer-to-peer support structures
- Where compensatory supports are provided where needed
- Where students can access 21st century technology

(Learning for All: HWDSB Program Strategy, 2011; Education in HWDSB, 2011)



Some Schools – Some Students

All schools may offer some targeted programs if there is student-interest within a school. For example, if students desire these programs, schools would have the ability to offer them within the parameters of their own staffing allocation, budget and facility. These are programs that don't require specialized facilities or equipment.

These programs would include the following:

- NYA:WEH
- Business
- Non-Profit
- Environmental
- Outbound
- Justice/Community Services
- Arts/Culture
- Health and Wellness
- Strings
- ESL

All schools may offer *Tier 2 targeted interventions* to meet the needs of some students who require them. These will include programs that provide additional support to students who are struggling academically such as the following:

- Literacy intervention programs (E.g. Empower High School, Wilson Reading Program)
- Numeracy intervention programs
- In-school personalized timetables (including in-school alternative education, credit recovery, self-directed/self-paced)
- Specific cooperative education and/or experiential learning opportunities

Some students experience socio-emotional/mental health difficulties, and will receive Tier 2 support from the in-school Student Services Team to meet their specific needs. These supports could, as individually appropriate, include peer-to-peer support or Student Success staff support. Supports could also include system Special Education/Student Services support and/or support from community partners.

eLearning

eLearning is learning that is facilitated by the use of digital tools and content, typically involving interactivity, which may include online interaction between the learner and their teacher or peers. Schools will offer this option to support some students who respond best to this form of a flexible learning environment through a natural interface with technology.

Few Schools – Few Students

Programs for a few students include any program requiring additional specialized facilities, equipment or Ministry funding. These programs are also contingent on student interest and availability of the resources to implement the program effectively.

These programs would include the following:

- Aviation/aerospace
- Building from the Ground up - Construction
- Chedoke Hospital Health and Wellness Program
- Cosmetology
- Digital Media
- Hospitality/Tourism (Food Services)
- International Baccalaureate
- Transportation
- Manufacturing

Tier 3 Targeted Interventions include non-credit special education programs for students who require intensive, continuous, and individualized support to such an extent that they require a high student to staff ratio in order to reach their potential. Transportation is provided.

Such programs include:

- Graduated Support Program
 - Specific support to students is provided plus integration in the school and community as appropriate to the individual student's strengths
 - Although not earning credits, students in this program have the ability to have a level of independence in the community upon graduation
- Extensive Support Program
 - Provides intensive, continuous, and individualized support in all areas
 - Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports
 - Students have significant developmental, executive functioning, communication, and/or behavioural needs (developmental disabilities; autism; multiple disabilities)
- Personalized Learning Support Program
 - Provides an individualized educational alternative program for students who, for one reason or another, cannot or are unable to attend in a regular school setting at a moment in time
 - Students remain connected to their home school



French Immersion

French Immersion does not require additional specialized facility or equipment. However, it will only be introduced when there is sufficient, demonstrated student need and/or interest. In the case of French Immersion, a demonstrated interest of 350-400 students is needed in order to achieve a full range of course options (Mathematics, Science, History and Arts courses) necessary to have full immersion. At this time, there are only enough students to offer the program at one site.



Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: Staff Engagement Report

To: Committee of the Whole

From: Executive Council

Date: Monday October 15, 2012

Organizational Alignment

Strategic Direction:

Engagement Matters:

HWDSB will maintain and strengthen collaborative relationships with employee groups.

Equity Matters:

HWDSB will provide safe, inclusive and respectful learning environments for all staff and students

Annual Operating Plan:

Knowing our Staff:

Professional learning for schools and departments within a responsive system
 Leadership development
 Equity lens
 Staff voice

Promoting Service Excellence

Differentiated service delivery models and support

Director's Performance Appraisal:

- Build a collaborative respectful and healthy culture in HWDSB that effectively achieves the commitments in our Strategic Directions
- Improve Labour/Employee Relations in HWDSB.
- Promote service excellence throughout HWDSB.

Overview/Context

The fundamental pillars of our work and Strategic Directions in Hamilton-Wentworth District School Board are Achievement Matters, Engagement Matters, Equity Matters. Essential to achieving our vision is that we know our students, know our staff and know our parents and community. When we truly understand these stakeholders, we are better able to respond to their needs. Knowing our staff is about employee engagement and embracing staff capacity to meet the needs of our students. Employee engagement begins with the functions within our Human Resources Department but extends far beyond. We all have roles when supporting employee engagement and our structures and processes also contribute to how our employees feel about the work they do and the contributions they make.

This comprehensive employee engagement report builds on the report presented to Committee of the Whole in 2011. We have continued our system-wide commitment to employee engagement that extends well beyond the functions of the Human Resources Department. This report highlights the breadth of that commitment and the manner in which we have integrated our strategies for enhancing staff engagement across the district to support our direction of knowing our staff in the areas of:

Strengthening our Learning Organization

Leadership Development and Succession Planning

Employee Voice

Recruitment and Retention

Employee and Labour Relations

Culture – Healthy Workplace

Employee Recognition

For Hamilton-Wentworth District School Board staff to be effectively engaged in their work and committed to the realization of our goals it is critical that we establish a culture of collective efficacy, trust and high expectations. The deeper the level of staff engagement, the better the performance of the organization. We strengthen our Learning Organization by having structures and processes in place to support collaborative inquiry and professional learning. Further, we create the conditions where staff believe and know they can make a difference.

Creating high levels of staff engagement is a long-term, complex commitment. Therefore, it is important that system leaders have the tools and resources necessary to support them with engaging their staffs. Building capacity begins one step at a time. With strong, knowledgeable and empowered leadership supporting that direction, capacity can be built and maintained with care, commitment and active involvement of system leaders.

The following report highlights our work over the past year in the areas listed above. Each of the sections describes how we addressed those strategies as outlined in our Next Steps for 2011-2012 in last year's Staff Engagement Report (see Appendix E).

Executive Summary:

Hamilton-Wentworth District School Board remains committed to being an effective organization that attracts and retains an effective and highly functioning workforce, ensure excellence in leadership and promote a collaborative culture that celebrates our strength as a learning organization. Building and nurturing positive, respectful and responsive relationships underlies what will ultimately result in the engagement of all employees in realizing our commitments to the students, staff and community that is HWDSB.

In 2011-2012 we remained committed to strengthening our learning organization by implementing programs and supports that challenged us to examine our processes and to use collaborative inquiry to identify how we can improve our practice both individually and collectively. Highlights from our work include:

Strengthening our Learning Organization:

- Focused on collaborative inquiry as a key strategy for professional learning.
- Continued to align the key areas of the draft Human Resources Pillar Policy– strategic focus of Human Resources, employee and labour relations, staffing and operations – with the Board’s Strategic Directions.

Leadership Development and Succession Planning

- Used the Ontario Leadership Framework to develop and implement the board’s leadership strategy and supporting tools for aspiring leaders, Principals and Vice-Principals.
- Finalized the Self-Assessment Tools for Aspiring Service Leaders and for Managers.

Employee Voice

- Conducted a Staff Voice Survey and Leadership Survey to gather input from staff on the key priorities in the board’s Annual Operating Plan

Recruitment and Retention

- Changed some of our hiring practices to support with attracting and selecting a workforce that reflects the diversity of our community.
- Provided orientation, training and learning programs to support employee morale, leadership development and individual achievement and to build system capacity. These programs assist employees with maintaining job currency, allow for career development and support employee growth and achievement.

Employee and Labour Relations

- The HR Department continued to work toward building strong relationships with staff from all of employee groups.
- Focused on working collaboratively with employee groups to meet the board’s bargaining mandates and to implement terms and conditions of all employment groups consistently.
- Human Resources provided up-to-date labour relations information and learning at all system leaders’ meetings to increase awareness and enhance their knowledge about management principles within mandated legislation, policies and terms of employment.

Culture – Healthy Workplace

- Health and Safety continued to promote a healthy workplace culture and support the safety of all employees by working collaboratively with the Central Joint Health and Safety Committee to develop prevention resources and supports for all staff.

- Promoting Positive Behaviour learning modules and Phase I of legislated Compliance Training modules were developed and implemented.

Employee Recognition

- Continued to recognize the contributions of employees through our Profiling Excellence Program.

In 2012-2013, we will continue our commitments by:

- Embracing the Teaching Learning Critical Pathway(TLCP) and the Service Delivery Critical Pathway(SDCP)that allow staff opportunities to engage in collaborative inquiry that enhances professional learning across the district;
- Supporting our priority of leadership development and succession planning for both school and service leaders that prepares employees to accept new professional challenges to support our continued success;
- Continuing to gather staff voice through our Staff Voice and Leadership surveys;
- Recruiting employees through transparent processes that attract a diverse workforce that is representative of the Hamilton-Wentworth community;
- Maintaining positive employee and labour relations where collective agreements are honoured and responsive processes to resolve differences are established;
- Building and supporting a healthy environment for all employees by examining our trends in workplace safety and responding to those trends with appropriate resources;
- Continuing to implement professional development aligned with the board's Professional Learning Plan that supports and engages all employees, focuses on student achievement and exemplary service and leads to the realization of the Board's Strategic Directions.
- Continuing to recognize the contributions of employees by building on the strong foundation of Profiling Excellence and further aligning our recognition with our Strategic Direction
- Implementing a new system leadership program entitled "Organizational Learning: A System Perspective" to support HWDSB as a learning organization by building capacity and developing talent in individuals interested in understanding leadership from a system perspective.

Measurements to determine the effectiveness of initiatives undertaken in 2012-2013 will be developed in collaboration with E-BEST, Executive Council, Human Resources, and Leadership and Learning. They will include measurement instruments such as the School Self-Assessment process, and a tool for measuring service standards across departments. We will also gather feedback from:

- program participants to understand program impact and the need for future improvements;
- system leaders about the application of AOP strategies in schools and departments;
- employee group leaders regarding the effectiveness of our personal interactions and communication processes;
- staff through our Staff Voice survey regarding strategies for Recruitment and Retention, Healthy Workplace, Strategic Directions and Communication.

Strengthening our Learning Organization

What we did:

HWDSB believes that strong collaborative relationships with employee groups are key to ensuring that students achieve their full potential and is dedicated to developing and implementing a professional learning plan designed to create a culture of collective efficacy, trust and high expectations (academic optimism) through collaborative inquiry and job embedded learning.

Collaborative inquiry is a problem-solving process that allows a group to consider a problem of practice, come up with a joint plan for addressing that problem, act on it, and then reflect on the success of their strategy. Following that cycle, the process begins again. This joint work generates new insights and understandings and that learning is applied directly to practice.

The HWDSB professional learning cycles, TLCP (Teaching Learning Critical Pathway) and SDCP (Service Delivery Critical Pathway), are examples of collaborative inquiry in action: Plan, Act, Assess-Observe, and Reflect. These professional learning cycles mirror the learning that leaders are engaging in at the system level and are currently being applied in departments and schools to support the board's strategic directions.

At the system level, our leaders are learning together to deepen their understanding of the knowledge and skills required to the advance the board's strategic directions and the school/service improvement plans. Executive Council provides leadership by setting aside dedicated learning time at their weekly meetings to engage with one another and address common problems of practice that have impact on the system. This past year secondary and elementary administrators dedicated time for co-learning in Principal Learning Teams (PLTs). This structure continues to be the main vehicle for school-based leaders to engage with the complexities of their work with peers that are encountering similar problems of practice. Managers' Cabinet also utilized dedicated learning time at their meetings to identify problems of practice common to all departments and together, problem solve next steps that support the board's direction and their department service improvement plan.

The following structures and processes are examples of collaborative inquiry within HWDSB:

- The Teaching Learning Critical Pathway (TLCP)
- The Service Delivery Critical Pathway (SDCP)
- School Self-Assessment Process
- Department Learning Plans
- Principal Learning Teams (PLTs)
- Networking Table
- Cognitive Coaching
- Organizational Leadership Meetings (OLMs) for School Administrators
- The School Effectiveness Framework (SEF)
- Managers' Cabinet and Managers' Operations Group
- System Meetings for all System Leaders
- District School Review Visit Process
- Teacher and Principal Performance Appraisal System
- Collaborative Inquiry for Learning –Mathematics (CIL-M)

In 2011-2012, all elementary schools participated in a School-Self Assessment process. School teams gathered both qualitative and quantitative data, asked questions and analyzed it together, devised and executed an action plan and assessed its effect. The School Effectiveness Framework is a key tool

supporting this inquiry; it clarifies the high yield strategies which support student achievement and school improvement. While this collaborative approach builds on past practices, the current model provides more opportunities for precision and personalization, that is to say, schools deeply focus on what their contextual data tells them is the priority. The net effect for our teachers is that they engage in problems that are relevant to their work setting and they can see firsthand, the impact of their efforts. This creates a positive energy, a learning contagion, that sweeps through a school and leads to fundamental improvements.

Similarly, the Service Delivery Critical Pathway (SDCP) continued to be used as a guide for monitoring department goals and renewing Service Improvement Plans. Improvement plans focused on providing service that was linked to the Board's Annual Operating Plan and were responsive to system need. Department goals were based on **c o - c o n s t r u c t e d a n d e x p l i c i t** professional standards and high expectations of results to support a culture of academic optimism.

In 2011-2012 managers continued to engage their staff in Service Improvement Planning by having them link their 'day to day' work to the achievement of department goals. Together, as part of their own professional learning, managers engaged in collaborative inquiry activities to assist them with supporting that practice in their departments.

Another example of inquiry in action is the Performance Appraisal process. It is designed to foster development by providing meaningful reflection and feedback that encourage professional learning and growth. In the Teacher Performance Appraisal process, all teachers enter into the appraisal process every five years, with new teachers receiving two appraisals in their first year of teaching. In addition, all teachers are required to complete an Annual Learning Plan (ALP) which documents professional learning and growth in the intervening four non-appraisal years on a yearly basis. In the Principal Performance Appraisal process (which entered its second year of implementation), all principals and vice-principals receive a performance appraisal every five years. Principals are appraised by their Superintendent and Vice Principals are appraised by their Principal. New Principals and Vice Principals are appraised during their second full year in the position. As part of this process all Principals and Vice Principals are required to develop an Annual Growth Plan, in consultation with his or her Superintendent. The purpose of the plan is to focus professional learning in areas identified by the Principal or Vice Principal. This appraisal system emphasizes professional growth and shows the importance of continual and connected learning that can deepen professional capacity. Supervisors are encouraged to facilitate reflective, coaching conversations to enhance this learning.

What we learned:

Authentic professional learning for school and service leaders is essential for developing a sense of collective efficacy that is focused on improving student achievement and closing achievement gaps. In order to accomplish this goal *it is important to* develop professional learning opportunities that are job-embedded and support collaborative inquiry through learning networks, such as Principal/Manager Learning Teams and school-based teacher networking teams. We will always have a need to deliver standardized compliance training to employees that meets our legislative requirements. However, we also recognize the importance of delivering differentiated professional training that is responsive to both specific employee and employee group needs.

We have learned that School Improvement Plans need to be owned by those that have the greatest impact in implementing the strategies: the teachers. The School Self-Assessment process continues to engage staff by bringing their collective professional judgment to the conversation prior to discussing and analyzing the "hard" data (i.e. EQAO, DRA). We have learned that teachers want to have a voice within an environment and process where it is safe to share, question and co-learn with

the formal leaders within the system. We have learned that the School Self-Assessment is a collaborative inquiry process that has brought teacher voice to the table in the defining and refining of a focused student learning need. It has also provided an opportunity for teachers and principals to identify the action/instructional strategies they will implement to support the student need as well as state the support they require from system support staff. We also learned that Superintendents of Student Achievement and Principals/Vice Principals need to closely monitor the evolving student learning need and the impact of the instructional strategies implemented on the specific learning need. We are learning that the process is shifting our culture from one of prescription to one that is becoming more responsive.

We have learned that providing department leaders with the tools and opportunities to practice collaborative inquiry will help them to engage staff in the development of Service Improvement Plans. Having managers validate and build standards of exemplary service in their departments provides staff perspective to system standards and reinforces the value of managers collaborating across departments.

Feedback gathered from system leaders (administrators, managers, supervisors, and consultants) in February indicated that collaborative inquiry, training and professional development were resources that supported them with implementing the board's Annual Operating Plan. Also, a large proportion (more than 60%) of responses from the 1941 staff who completed the Staff Voice survey indicated that their school or department used the collaborative inquiry processes to achieve their goals.

What we are finding is that these collaborative inquiry processes provide authentic opportunities for employees to embrace the challenges and take ownership for the work they are doing. It allows employees to make a difference—to contribute to system, school and department improvements while also learning at the same time. As we have witnessed anecdotally, it has the potential to enhance job satisfaction and improve school and department morale. With collaborative inquiry, the learning is differentiated and job embedded and importantly, it supports the unique needs of the group and their learners. For example, school based learning teams have facilitated staff's collaboration on a problem of practice related to instructional practice, and departments use collaborative inquiry to help staff reflect on the impact of the services they provide and adjust them as necessary to provide exemplary service. What we are learning, is that creating the conditions for this to occur in schools and departments is key.

Thus, the following actions will contribute to optimum learning conditions. We must:

- Repeat key messages about collaborative inquiry to make it accessible
- Break down silos by engaging diverse groups of learners to collaborate and solve problems together
- Deepen our understanding of system need by continually modeling and building on concepts that resonate across the system such as, establishing learning profiles and using common tools such as the professional learning and tiered intervention model
- Situate learning opportunities so that teams collaborate on a relevant problem of practice that is also linked to the Strategic Plan and Annual Operating Plan
- Recognize that learning has traction when the learning, insights, solutions and commitments come from within the learning group; this requires strong coaching and facilitation skills and a reluctance to provide the prescribed direction and or criticism
- Encourage leaders to be present and participate alongside their staffs in focused and deliberate learning
- Encourage continuous improvement in schools and departments that focuses on supporting student achievement by
 - acknowledging the value of responsible risk-taking in the learning process for staff
 - providing access to resources that assess and minimize risk associated with

- implementing new practice
- validating the process of new learning that occurs when we examine our failed past practices
- implementing next practice that supports student achievement, decreases risk and improves on past practice
- Be responsive and willing to adapt. Schools and service departments identify learning needs throughout the year that require support and leadership

Leadership Development and Succession Planning

What we did:

HWDSB recognizes the need for a systemic approach to leadership development and succession planning for school and service leaders. In addition, supporting informal leadership development in schools and service departments is critical to the sharing of expertise thereby building capacity at all levels of the organization. The continued development of leadership programs and the revision of the promotion process for Principals and Vice Principals enabled us to identify and support potential leaders needed to lead our schools and departments in a more responsive and timely manner.

In order to facilitate communication of our Board Leadership Development Strategy, the succession planning and leadership development processes and procedures continue to be available on the Leadership Development – The Path to Leadership website <http://www.hwdsb.on.ca/leadershipdevelopment>

This year, the Path to Leadership website is also accessible through the board's new web portal along with existing leadership development resources such as:

- Teacher Performance Appraisal (TPA) resource page for Principals and Vice Principals with TPA meeting demonstration videos, sample reports and process templates
- New Employee Orientation program with information about HWDSB processes, policies and procedures including eLearning resources for Respectful Working and Learning Environments, Violence in the Workplace and Health and Safety Orientation
- New Teacher Induction Program page with process information, links and resources
- The Respectful Working and Learning Environments website with eLearning for Administrators/Mangers/Supervisors

A new eLearning page for system leaders is currently under development in the web portal to support the Leadership Development Learning Path for system leaders to monitor their own participation in learning programs about processes related to HWDSB leadership development expectations and management requirements for relevant legislation, HWDSB policies and employment agreements. This will include learning modules and documentation for

- Understanding Collective Agreements
- Managing the Recruitment and Selection process
- Engaging Staff in the Performance Appraisal process
- Principles of Progressive Discipline (using the HWDSB Progressive Discipline Handbook)

The web portal will continue to be populated with additional resources, eLearning and information that supports leadership development needs.

The Board Leadership Development Strategy supports our focus on a collaborative learning leadership culture through very deliberate areas of focus. It includes opportunities for the leadership development needs of aspiring school and service leaders, newly appointed leaders and experienced leaders.

In 2011-2012 our strategies and areas of emphasis to support leadership development included:

- Ongoing review and revision of leadership programs (Leadership 1 and 2), based on the Ontario Leadership Framework
- Continued implementation of the Self -Assessment Tool for Aspiring Leaders as the basis for developing leadership growth plans
- The Path to Leadership HWDSB Conferences (learning programs) for aspiring school and service leaders
- Continued delivery of the Leaders Facilitating Learning program for school and service leaders and aspiring leaders
- Developed the Leadership Development Learning Path for system leaders

- Delivered the new Leadership 3 program for aspiring school leaders that includes a process for developing a leadership portfolio for aspiring leaders
- Delivered a leadership program for Secondary School Department Heads
- Finalizing the Self-Assessment Tool for Aspiring Service Leaders as the basis for developing leadership growth plans
- Supported the growth and development of Principal Learning Teams by identifying and utilizing the norms of collaboration and facilitation skills
- Supported the growth and development of managers by building collaboration skills at Managers' Cabinet and having them work in learning teams
- Reviewed the Managers' Self-Assessment Tool with Managers to prepare for implementation plans and links to ongoing development of Managers
- Introduced Principals to the concepts, skills and practices required to strengthen learning networks
- A summer institute on 'Engaging in Challenging Conversations' for administrators, managers, supervisors and consultants
- Provided mentoring for new Vice Principals and new Principals
- Professional development opportunities during Principals' meetings based on the expressed needs of Principals and Vice Principals
- Delivered Cognitive Coaching Level I for 54 school and service participants and HWDSB refresher clinics for 14 participants from the 2010-2011 Cognitive Coaching Level I cohort
- Created a five-year plan, which outlines appraisal expectations for Principal Performance Appraisals for all Principals and Vice Principals
- Continued implementation of the Ministry's Principal Performance Appraisal for all second year Principals and Vice Principals during the 2011-2012 school year with 24 Principals and 26 Vice Principals scheduled for appraisal
- Supported all Principals and Vice-Principals in the completion of an Annual Growth Plan, as part of Principal Performance Plan procedures

Promotion Process and Succession Procedures:

- Implementation and revision of the Principal/Vice Principals Promotion Process using practices and competencies from the Ontario Leadership Framework
- The use of the Self-Assessment Tool for Aspiring Leaders for Vice Principal candidates and the Self - Assessment Tool for Principals and Vice-Principals for Principal candidates as a means of self- reflection on leadership practices and competencies
- Development of the Leadership Experience Summary Form, linking experiences to Ontario Leadership Framework and Strategic Directions as part of the process for determining readiness for promotion

What we learned:

The Ontario Leadership Framework has enabled the development and implementation of a Board leadership strategy that is clear and consistent with the practices and competencies required for leadership in HWDSB. We know that encouragement and support for aspiring leaders needs to occur in a variety of ways and programs need to evolve in order to meet emergent needs. The responsibility for identifying, encouraging and supporting talented aspiring leaders needs to be a shared responsibility amongst all school and service leaders.

The use of the Self-Assessment Tool for Aspiring Leaders continues to be valuable in communicating to potential leaders the need to be first and foremost excellent educators. The practices and competencies for aspiring leaders are derived from those identified in the Ontario Leadership Framework and have been adapted to identify those required as a leader in the classroom. Aspiring leaders are able to design their leadership

growth plan, based on assessing their confidence and competence as a leader in their classroom and in their school. The Self-Assessment Tool for Principals and Vice-Principals provides new and experienced leaders the same opportunity to engage in reflection and to develop a plan for their personal growth and development. We learned that it is important to provide opportunities for leadership development that are responsive to the needs of aspiring, new and experienced leaders. Next steps for the Self-Assessment Tool for Managers will be identified early this year and developed over the 2012-2013 school year.

Professional Development for school and system leaders needs to adhere to adult learning principles and be clearly related to our goal of improving student achievement. The review and revision of all leadership programs and professional development opportunities has been done with this end in mind. We learned that we need to have a process for ensuring that all school and system leaders are developing skills that are consistent with those needed to facilitate the strengthened collaboration with all employee groups, which in turn will assist in the creation of a culture of collective efficacy.

Professional learning for newly appointed administrators needs to occur in a variety of ways. Providing mentoring has been important in their professional growth. We know that the mentoring of new school leaders needs to be planned and consistent and have provided that consistency through monthly in-service and mentoring sessions. Mentoring sessions that are differentiated and that address the needs of the mentee are important for the success of our newly appointed leaders. We recognize that there is a need to implement a formal mentoring program for newly appointed service leaders. That process has begun informally at Managers' Cabinet through the use of learning teams and collaborative inquiry. This school year, we plan to formalize some of the components of orientation and mentoring for newly appointed service leaders.

Employee Voice

What we did:

1) Staff Voice Survey

In 2011-2012, a Staff Voice Survey was developed by Human Resources, Executive Council and E-BEST. In Spring 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. The survey was designed to reflect the key priorities as reflected in the Annual Operating Plan and also drew upon research by Leithwood regarding characteristics of effective school districts. There was an excellent participation rate, with just over 1900 responses received to the online survey (although not everyone answered every question). The following highlight the main findings from the survey, while a more detailed report can be found in Appendix A.

Strengthening our Learning Organization

- 51% of staff indicated they had a high level of knowledge of our strategic directions (Achievement Matters, Engagement Matters, Equity Matters) and our Annual Operating Plan.
- While the above data indicates staff have partial knowledge of the Strategic Directions and Annual Operating Plan, other responses revealed that the majority of staff indicated high levels of alignment between the AOP, system directions and the work being done in departments and schools. For example, 67% agreed their school/department uses collaborative inquiry processes to achieve the goals in their school/service improvement plan (SIP).
- **What the results indicate:** There is a need for increased awareness among staff about how the work they are engaged in is in fact fulfilling the goals of the AOP. The AOP provides a high level of direction, while at the same time it provides staff room to determine the appropriate courses of action at the local level (i.e., in their school or department).

Communication

- 63% of staff agreed that HWDSB strongly communicated effectively with employees about Board issues and policies.
- 77% of staff agreed that their manager/administrator shares pertinent and important information effectively.
- Staff indicated their get most of their information from colleagues (75.2%), the board website (61.1%) and email (52.2%).
- **What the results indicate:** The majority of staff feel that within their school and department there is a good level of communication and they indicated that they receive most of their information from their colleagues. The way that information is shared with managers/administrators is critical, as these senior leaders are seen as providing pertinent information to staff in an effective manner. Focusing on the way we communicate with managers/administrators may also help to ensure that information that staff receive from colleagues is accurate.

Leadership and Professional Development

- 73% of staff agreed that their school/department provides appropriate learning opportunities so that staff can meet the needs of all students and clients.
- 68% agreed there are opportunities for networking and sharing of best practices, experiences and challenges with other colleagues.
- Over 70% agreed they had opportunities to demonstrate their leadership in formal and informal settings.
- Over 76% of staff agreed that it is OK in their school/department to discuss issues openly and to ask for assistance and support.
- Over 60% of staff agreed that leadership is shared in their school/department.
- **What the results indicate:** The majority of staff reported having opportunities to demonstrate leadership and network with colleagues through the use of processes such as collaborative inquiry. However, fewer respondents indicated that leadership was shared in their schools/department. It is important for schools and

departments to continue to encourage leadership among staff, while also highlighting when leadership is distributed among various stakeholders on different projects and initiatives. This may help staff make the connection between opportunities to demonstrate leadership and the concept of shared leadership.

Employee Satisfaction & Recognition

- More than 80% of staff agreed that if they have an issue, their administrator or manager will listen to the concern and work co-operatively to resolve the issues.
- 75% of HWDSB staff agreed that their opinions are valued by their manager or administrator.
- Over 70% of staff agreed that they receive expressions of appreciation for or celebrate the work they do.
- What the results indicate: The majority of staff feel supported and valued by their administrator or manager.

Workplace Culture

- Over 75% of educators agreed that the culture of their school holds high academic standards for students.
- Close to 85% of staff agree that they work in a safe environment and over 70% agree they work in a clean environment.
- Over 65% of staff reported they had not personally experienced any instance of bullying or harassment at work. The most common forms of bullying/harassment reported were verbal and social.
- Close to 80% of staff indicated they had someone they could talk to if they experienced bullying/harassment at work.
- What the results indicate: Staff recognized that schools are openly valuing academic achievement. The Majority of staff agree they work in a clean and safe environment. Most staff have not experienced bullying/harassment, while the majority have someone to talk to if they did.

The findings were used immediately by Executive Council in May 2012 when developing the 2012-2013 AOP. In general, staff indicated that we're on the right path as a system and that it was important to stay the course with the AOP. While preliminary findings were shared at the May 2012 System Leaders' Meeting, a summary report will be shared across the system (see Appendix B) and a more detailed online report will be available to all staff in Fall 2012.

2) Leadership Survey

In spring 2012, a Leadership Survey 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. With approval from the survey author, Ken Leithwood, we were able to implement the survey for a second time. The survey itself examines four 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).

The response rate increased by over 40% from 2010-2011 (Fall 2010, N=66) to 2011-2012 (Spring 2012, N=138). This increase was 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.

All items on the survey are rated on a scale of 1 to 5. While the majority of our scores are not above a 4, our results are comparable to those found by Ken Leithwood when surveying senior administrators from boards across the province. Overall results from the Leadership Survey indicated that significant improvements were seen in the areas of leadership efficacy and relationships with parents. For all other areas, no significant improvements or declines were found. Despite no statistically significant changes, we can celebrate that scores for several other areas are high and similar to provincial averages (e.g., Relationships - Internal). The results of the survey from both last year and this year can be found in Appendix D.

What we learned:

1) Staff Voice Survey

As this was the first Staff Voice Survey we have conducted at HWDSB, the results cannot be used to determine whether we are making improvements in areas we focused on in 2011-2012. The results can however be used to take a “snapshot” of where we are today, and to set goals for improvement in the coming year.

2) Leadership Survey

In June 2012 and in September 2012 the Leadership Survey results were reviewed by groups of senior leaders. They were asked to provide feedback regarding the processes and structures that could be put in place to improve conditions in HWDSB that support leaders. These suggestions will be collated and used to make decisions about conditions required for capacity-building among leaders.

Recruitment and Retention

What we did:

The recruitment of qualified, capable and highly skilled staff to HWDSB is critical to the realization of our goals. Strategies for recruitment must be far reaching and include transparent processes to ensure opportunities for a diverse workforce that reflects the diversity of our community. During 2011-2012 activities were carried out on an ongoing basis in consideration of both short and long-term organizational needs. While much of the recruiting was managed by the Human Resources Department, staff from many departments and schools were actively involved in recruiting activities. These activities varied based on the number of positions required and the specialized skills and qualifications that were necessary. Actions included:

- Redesigned the Careers Section of the HWDSB website to promote HWDSB as an employer of choice as well as to advise potential applicants of hire processes and employment opportunities at HWDSB
- Participated at 10 job recruiting fairs and met over 3000 potential teacher candidates
- Received over 2800 applications for teaching positions through Apply to Education
- Facilitated numerous hire processes for occasional staff that included screening over 1500 applications
- Posted in excess of 1000 job postings for teaching and support staff positions
- Participated in a recruitment committee partnership with Mohawk College for new graduates from the Executive Administrative Assistant Diploma Program

What we learned:

During 2011-2012 we experienced a competitive job market which presented some challenges when recruiting for specialized positions in Human Resources, Facilities Management and some teaching areas (e.g., French Immersion). It is important that we continue to look to change our recruitment and hiring practices to meet our need for a culturally diverse workforce. In part this will be realized by recruiting in areas outside of those traditionally visited during recruiting fairs and by utilizing available technologies when posting for positions. In addition we will need to thoroughly review our current hiring practices, engage those individuals and groups that can inform how we attract a diverse workforce and establish timelines for implementation. Human Resources will continue to develop centralized processes and supports that reflect good hiring practices and meet legislated and collective agreement requirements. These resources will provide support for system leaders in the hiring process. Our ultimate goal is to develop equitable hiring practices that will support consistent application in all of our hiring processes across the district.

Human Resources Staff worked closely with Managers to attract and retain qualified staff. When considering retention strategies, a number of indicators were reviewed, most specifically employee turnover. Variables that lead to turnover include, employee satisfaction and the competitive landscape. Employee satisfaction alone includes many different areas such as job satisfaction, quality of leadership, compensation, work autonomy, recognition, and physical environment. Another key factor when examining employee turnover, was the impact retirement may have on our employee groups (Appendix C). This year our efforts to support system leaders with hiring will reflect the requirements of the recently initiated hiring practices by the government.

Effective orientation, training and learning programs also impact retention by improving morale and productivity, reducing accidents and time off, lowering training costs and facilitating learning. In general terms, training enables employees to remain current with job skills and adapt to constantly changing business and academic demands. Career development is focused on broadening general skills and competencies, often for future responsibilities. Along with improving skill and service levels in an organization, training and development are credited with reducing personal stress and conflicts in the workplace, accommodating growth and a sense of achievement, building system capacity, improving communication, morale and corporate image.

To support the development of staff, HWDSB provided registration in 459 in-services and programs for employees through Professional Development Place (PD Place). In total there were 10,413 staff who registered for in-services and/or professional development programs (Appendix D). The number of staff who registered reflects all registrations recorded in PD Place. Staff members who have registered to attend more than one in-service are counted each time they register for a different in-service.

PD Place continues to be used as the board's registration software application for scheduled in-services. This allows tracking of attendance at in-services. It provides the board with a professional development database for the system to both understand usage and to determine end user need. As well, it allows staff to keep an up-to-date record of system-sponsored training they have attended during their career at HWDSB.

Providing professional development learning opportunities in the workplace also allows us to attract many of the best candidates to apply for our vacant positions. A by-product of providing these learning opportunities can result in retention of staff. More importantly these learning opportunities develop knowledgeable, confident employees who are able to support the board's strategic directions and annual operating plan. This is a critical factor that supports our vision of "all students achieving their full potential".

As we continue to move toward a responsive model for providing professional development and decrease the number of scheduled in-services we provide, we will see an increase in job embedded learning that is not currently tracked through PD Place. This responsive model will also provide more relevant learning opportunities for staff as we differentiate learning based on meeting system, school/department and individual learning needs. We will continue to provide learning opportunities that

- engage all employees in relevant professional learning;
- support staff learning by providing both scheduled in-services and job-embedded learning;
- empower staff to continuously improve job related knowledge, skills and abilities;
- encourage continuous improvement within departments and schools to support student achievement.

Employee and Labour Relations

What we did:

Members of the Human Resources Department worked alongside staff from all branches of the organization to collaboratively meet the Board's bargaining mandates and to ensure the consistent application of terms and conditions for all employee groups. In 2011-2012 services included:

- Successful negotiation of a first contract with the Designated Early Childhood Educators
- Internal restructuring of the Employee and Labour Relations Team, and the hiring of the Manager of Employee and Labour Relations.
- Developing an internal grievance tracking mechanism to assist in identifying trends and maintaining timelines
- Actively working with our Union counterparts to attempt to reduce grievance backlogs and improve communication
- Providing regular updates to all Administrators through the OLM's on relevant labour relations issues.
- Continuing support for ongoing and emerging labour relations issues that occur Provincially and legislatively that affect Education.
- Providing guidance and support to staff
- Conducting seminars and workshops
- Providing labour relations training to Administrative Staff
- Providing advice to the Director of Education, Superintendents, and Supervisory Staff on contract implementation and interpretation
- Providing program administration (e.g., pensions, records, benefits)
- Providing policy recommendations
- Providing dispute resolution support
- Investigating and responding to grievances
- Coordinating arbitration processes
- Coordinating labour relations litigation before provincial Arbitrators, the Ontario Labour Relations Board, Human Rights Tribunals and the courts.
- Negotiating/interpreting employment terms and conditions
- Liaising with the Children's Aid Society, comparator School Boards and Ministries.

What we learned:

The Board's success in achieving its strategic directions relies on the strength of the relationships we build. It is imperative that we work to support all of our employees and improve labour relations in Hamilton-Wentworth District School Board. Reconnecting and developing trust between unions and administration is pivotal. We must enter into professional dialogue where we undertake to understand mutual interests, understand diverse needs, and understand the relationship between labour relations and student achievement.

The realignment of internal responsibilities within the Labour and Employee Relations division of Human Resources Services has allowed us to better serve our client groups, staff, internal management and union counterparts. The establishment of timely and open communication has assisted the division in re-establishing the trust required to foster positive labour relations in our system.

Where there are disagreements, the manner in which those disagreements are handled has the potential to further impact the relationships between parties. The process of working towards a mutual understanding of next steps or a resolution must be consistent, inclusive, thorough, respectful and fair. We will continually strive to do a better job of communicating clearly, being responsive and adhering to established processes and timelines in order to avoid strained relations.

Although the Human Resources Department has considerable influence on employee and labour relations, it is important that we come to view this as an organizational responsibility. A significant tipping point in relations occurs on the front line between supervisors and staff. It is imperative that the actions and practices of all employees in HWDSB demonstrate respect for our collective agreements.

With 2012 being a negotiations year with all of our occupational groups, labour relations issues will be at the forefront of our efforts. By engaging in regular discussions concerning labour relations challenges with our superintendents, principal representatives and managers we are identifying key areas which present operational challenges.

The staffing and placement process for teachers has been identified as one of these key areas. It is our intention to engage in discussions with the union representatives to provide suggestions to alleviate these operational challenges while providing enhanced opportunities for teachers to alter assignments before the start of a new school year.

Support staff posting and placement processes will also be a focus of our discussions in this round of negotiations. Highlighting the operational issues and working toward mutually beneficial solutions for our staff and students will be a primary goal to achieve.

Respectful and transparent discussions concerning the implementation of the provisions of Bill 115 will be another key focus in negotiations. The unprecedented changes to the educational climate with the introduction of this Bill will take some time to decipher and operationalize. By keeping our employee group representatives apprised of the evolving operational changes will be key in strengthening our labour relations relationships.

We will continue to engage the following additional measures to support the process of improving labour relations at HWDSB:

- Continued ongoing discussion at Executive Council to identify and discuss labour relations issues and potential resolution strategies
- Continued professional development and support for Principals, Vice Principals, Managers and Supervisors in managing collective agreements
- Regular relations meetings with employee groups to discuss issues, to listen to concerns, to establish next steps, to respond in a timely manner to disputes and grievances and to ensure consistency and fairness
- Continue to follow a process of responding quickly to matters that are clear violations of Collective Agreements; following the grievance process to address issues that require further investigation and consideration and referring to mediation/arbitration matters for which third party involvement is necessary

Culture – Healthy Workplace

What we did:

Again in 2011-2012 the Health and Safety Department worked with the Central Joint Health and Safety Committee. They also continued their work with the Facilities Management Caretaking Safe Work Practices Committee and coordinated the delivery of First Aid Training to staff and Inspection and WSIB certification training to Joint Health and Safety Committee members. In addition, they continued to support the board's machine guarding strategy by assessing the scope of work required in all secondary schools.

New partnerships this year included

- working with and supporting secondary school administrators in responding to legislated requirements from Ministry of Labour secondary school inspections such as completing a silica based clay assessment. This was part of the Ministry of Labour's focused strategy for secondary schools in the Province of Ontario
- assisting the Superintendent of Leadership and Learning with the development and implementation of the Promoting Positive Behaviour learning modules and staff training process
- collaborating with the Leadership and Learning Department to provide chemicals training to all secondary science teachers
- collaborating with a multidisciplinary committee, including two Superintendents of Student Achievement, to develop a compliance training program for system leaders to deliver to all staff.

New or revised resources and supports provided to the district by the Health and Safety Department this year included

- a Workplace Violence and Harassment z-card (brochure)
- a Chemical Spills Procedure
- a science room fume hood testing protocol
- Animals In Schools Administrative Memo
- procedures for Employee Home Visits
- an Education Centre Evacuation plan
- a technologies curriculum waste removal process
- personal protective equipment provided to all secondary science teachers
- Well Water Sampling program conducted in accordance with Ontario Regulation 170
- Emergency Response Procedures
- Safety Procedure SP-3 – Cleaning Clay in Art Rooms
- Administrative Memo P-6 Asbestos Training

Building on the work done in previous years to support a healthy workplace, the Healthy Workplace Committee continued to provide programs/initiatives during the 2011-2012 school year. Some of those activities included a Healthy Workplace Calendar, regular communication about committee initiatives and accomplishments through the virtual Blackboard and Healthy Workplace website and organized Volleyball activities for staff participation.

What we learned:

School inspections provide rich information regarding our healthy workplace. Last year, the province initiated a province-wide health and safety inspection of secondary schools as a result of a fatality in Eastern Ontario. 16 of the 18 secondary schools were inspected and the Ministry of Labour reported that secondary schools across the system were consistently demonstrating that they were meeting their responsibilities under the current Joint Health and Safety Committee Terms of Reference. We believe that our improved system tools are leading to better monitoring of Health and Safety requirements in our secondary schools. To support schools with meeting other legislative requirements we continue to evaluate Health and Safety requirements of specialized secondary

school programs such as Drama, Art, and Technologies. This year we are moving forward with a blended learning model, that includes online learning modules followed by a workshop component, to support training of staff.

Reported incidents is also important data collected to determine the health of our workplace. For the school year 2011/12 there was a total of 1392 reported incidents and the following chart indicates how they broke down into categories. This is an increase of 181 incident reports compared to the previous school year. Incident types broke down as follows and were recorded as:

- 78% were Hazardous Situations - Includes Record Only's and Near Misses; Record Only- injury is sustained but it does not require first aid or medical treatment; Near miss-property is damaged but personal injury is not inflicted
- 5% were First Aid – care administered by school personnel
- 9% were Health Care - an employee sought medical attention (includes an MD, Chiropractor, Physiotherapist) as a result of an incident
- 8% were Lost Time - injuries requiring medical attention and requiring time away from work

Hazardous Situations	First Aid	Health Care	Lost Time	Total
1086 (78%)	70 (5%)	125(9%)	111 (8%)	1392

In large organizations it is common to see fluctuations in incident reporting trends due to various physical (culture in school, climate, old equipment) and environmental factors, for example, weather fluctuations may lead to an increase in slips, trips and falls incidents. However, this year, we interpret that this increase in incident reports may be a result of increased awareness on the part of our employees to file a report. For example, while there has been an increase in reporting, there has been a decrease in incidents requiring first aid. This is the second year that we have seen a reduction in the category of First Aid. First Aid continues to be considered a priority, however; the Health and Safety department maintains a training plan to ensure facilities have the required number of first aiders.

As well, the increased awareness in reporting may explain 249 more incidents in the “struck or contacted by” (incident category used to describe incidents involving an object or person striking/contacting a person) category. Last year, with the legislation of Bill 157 (Managing violent student behaviour) the Health and Safety Department partnered with Leadership and Learning, to implement a protocol which included tools to support reporting and response at the school level. These tools included a new Promoting Positive Behaviour Website to educate and support staff, a system training plan dealing with violent and/or aggressive student behavior, a Risk assessment matrix and reporting document, as well as a strategy for responding with support when these risks are identified. While this is in its first year of implementation, staff have responded positively by reporting promptly. For example, of the 1085 hazardous situation incidents reported last year, 78% of them related to managing violent and aggressive student behavior. While this is an increase in reporting from the previous year, the majority of these incidents were considered minor and best explained by the increased awareness of the requirement to report. The employee group most affected were Educational Assistants who spend the majority of their day working with most of our students with behavioural based needs.

Another measure of a healthy workplace is gathering information on employees seeking medical attention and losing time from work. The WSIB collects information regarding employees that seek medical attention. The School Board Cooperative Inc. (SBCI) provides data showing those employees who sought medical attention and did or did not lose time from work. The SBCI provides the rates on frequency and how we compare with other boards (Peer Group). However, that is provided to us in January, thus, we are unable to speculate on our progress. We will provide this information and analysis next year in our annual monitoring report.

The chart below shows employees who did not lose time from work. There is a trend that fewer employees are seeking medical attention for incidents and not losing time.

Yearly Health Care Injury Totals: No Lost Time

Year	Total Number of No Lost Time Injuries	No Lost Time Accident Frequency (Injuries per 100 Staff)	Peer Group ** No Lost Time Frequency (Injuries per 100 Staff)
2007-2008	196	3.97	2.94
2008-2009	137	2.80	2.75
2009-2010	135	2.72	2.33
2010-2011	147	2.87	2.46
2011-2012	121	***	***

** Peer Group represents large school board members of the School Boards Cooperative Inc (SBCI)

*** Data provided by SBCI- not available at time of report, will be provided next year

The second chart shows injuries requiring medical attention and requiring time away from work. Many of these types of injuries require investigation and appropriate action by all stakeholders in the organization. While the board saw an increase in these lost time injuries in 2011-2012, as previously mentioned in this report, large organizations encounter fluctuations due to a number of factors. As well, there is increased reporting of incidents involving students.

Yearly Health Care Injury Totals: Lost Time

Year	Total Number of No Lost Time Injuries	No Lost Time Accident Frequency (Injuries per 100 Staff)	Peer Group ** No Lost Time Frequency (Injuries per 100 Staff)
2007-2008	122	2.47	1.73
2008-2009	127	2.60	1.74
2009-2010	108	2.18	1.55
2010-2011	97	1.9	1.67
2011-2012	115	***	***

** Peer Group represents large school board members of the School Boards Cooperative Inc (SBCI)

*** Data provided by SBCI- not available at time of report, will be provided next year

Both charts also compare our data to other boards (peer group). While the peer group category shows consistently fewer injuries per 100 staff, the Joint Health and Safety Committee and Leadership and Learning consider this a priority discussion item and constantly reviews its programs and resources to improve staff tools and supports. This comparison requires a detailed investigation as to the root cause(s), to evaluate the status of the Health and Safety system and to develop interventions to correct the source of the problem(s).

Employee Recognition

What we did:

During 2011/2012, we continued to recognize the contributions of employees through our Profiling Excellence Program. Profiling Excellence originally began as a way to recognize exemplary programs, that were contributing to improved student achievement and well-being. The staff connected to these programs are recognized at our annual Profiling Excellence Program Awards celebration.

For 2011-12 we will be recognizing nine (9) programs that are making a difference in our schools.

Class Act Communication Services
HWDSB Strings Program Community and Continuing Education
Reach Ahead Community and Continuing Education
Girls ONLY HWSBD
“Literacy for Life” Wilson Reading System Mountain Secondary School
Parkside - Dundas Central Mentorship Program Parkside Secondary & Dundas Central Elementary Schools
<3 NOT H8 (Love Not Hate) Saltfleet Secondary School
Sherwood Enrichment Band Sherwood Secondary School
Fatherhood Course Sir Winston Churchill Secondary School

In our second year of recognizing staff for extra-curricular contributions, 221 people were recognized. Staff came from elementary and secondary schools and supported a range of activities including Music, Special Olympics, Knitting Club, Breakfast of Champions and Neighbour to Neighbour.

In addition, these individuals are invited to monthly Board meetings where their award winning HWDSB program is featured.

This year we continued to recognize the contributions of our staff outside of HWDSB, through our monthly Profiling Excellence Staff Recognition at our Board meetings. Profiling Excellence is celebrated throughout the year with a reception for the winners and is divided among three distinct areas of Profiling Excellence. Profiling Excellence recognizing staff extracurricular contributions is celebrated in April, Profiling Volunteer Excellence is celebrated in May and Profiling Excellence recognizing Programs is celebrated in October.

Individual staff and students continue to be nominated throughout the year and are invited to celebrate with the Board of Trustees at a board meeting.

What we learned:

The expansion of Profiling Excellence to include an extra-curricular celebration was a welcome addition to the Program. We will continue to build on the strong foundation of Profiling Excellence and further align our recognition with our Strategic Directions.

Going forward, we plan to continue hosting events for Profiling Excellence groups on an annual basis through each academic year.

Next Steps 2012-2013

Staff engagement is integral to the realization of the Board’s Strategic Directions. For Hamilton-Wentworth District School Board staff to be effectively engaged in their work and committed to the realization of our goals it is important that we continue to support a culture of collective efficacy, trust and high expectations.

To that end, our next steps for 2012-2013 will build on strategies implemented last year by continuing to provide: equitable recruitment and retention practices to attract a diverse, representative workforce while meeting new provincial legislative requirements; labour relations initiatives that build trusting relationships that respect the term of Collective Agreements; enhanced leadership development programs that address employee learning needs and support succession planning; enhanced system tools to effectively improve Health and Safety initiatives.

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation and Monitoring</u>
Review and change hiring processes as required so that our staff reflects the diversity of our community.	Build on 2011-2012 equitable hiring practices that were implemented to support access to job postings and opportunity for qualified individuals to interview for available positions.	A question bank for each employee group with standardized questions will be provided to system leaders for recruitment and selection processes	April 2013
	Adjust our hiring processes to adhere to and align with the new legislative hiring required practices.	Ongoing communication and relationships with diverse community groups exist that will allow for posting of job vacancies outside of traditional avenues	October 2012 – June 2013
	Provide learning opportunities to system leaders that align with management expectations required under relevant legislation and HWDSB policies	Recruitment and selection learning resources for system leaders linked to the Leadership Development Learning Path are available through various learning methods (‘face to face’, self-directed, elearning in web portal, print material)	October 2012 – June 2013
	Research the possibility of expanding apply to Educate and other web-based applications to post for support staff positions	Recruitment for support staff positions will be processed through an electronic system where possible	January 2013
	Continue with the 2011-2012 strategy of attending job fairs for teaching staff at Faculties of Education outside of those where recruiting has traditionally occurred	Candidates from the York, OISE and Charles Sturt Faculties of Education apply for positions in HWDSB	October 2012 – June 2013
Manage Collective Agreements effectively, prepare for Collective Bargaining and improve Labour Relations	Educate Principals, Vice Principals, Managers and Supervisors on specific areas of collective agreements through elearning programs, training sessions and print documents.	Time provided at Organizational Leadership, Operations and Cluster Meetings and Managers’ Cabinet to discuss emerging labour relations and collective agreement items	October 2012 – June 2013
		Collective Agreements learning resources for system leaders linked to the Leadership Learning Path are available through various learning methods (‘face to face’, self-directed, elearning in web portal, print material)	October 2012 – June 2013
		Learning for newly appointed administrators and managers incorporates connections to collective agreement articles and how they apply in the workplace	October 2012 – June 2013
	Enter into Collective Agreement bargaining with all occupational groups	All provisions of Bill 115 incorporated into each Collective Agreement. Key issues identified by both parties discussed and reflected in agreements	December 2012 – June 2013

<p>Implement Human Resources processes and Procedures as required to align with the Human Resources Pillar Policy and related Policies</p>	<p>Human Resources Pillar Policy approved</p> <p>Key Human Resources processes and procedures are aligned with Pillar Policy (e.g., Progressive Discipline, Respectful Working and Learning and Environments, Attendance Support)</p> <p>Regular communication occurs with employee groups to discuss issues, concerns and identify next steps</p> <p>Dispute resolution process identified in collective agreements are followed and respected</p>	<p>Policy submitted to PWSC for final review and submission for final approval by Committee of the Whole</p> <p>Human Resources Staff confirms alignment with various stakeholder groups(e.g. Principals, Managers, Supervisors)</p> <p>Communication occurs with all Employee groups on a regular, timely basis. Items requiring clarification are discussed regularly</p> <p>System grievance tracking log is used for managing grievances so they are heard and responses provided to meet timelines</p>	<p>November 2012</p> <p>January 2013 - June 2013</p> <p>Continuous</p> <p>September 2012 – Ongoing</p>
<p>Sustain and expand leadership development and mentoring opportunities using collaborative inquiry at the school and system level</p>	<p>Continue to utilize the Self-Assessment Tool for Aspiring Leaders to assist in developing leadership portfolios and leadership growth plans</p> <p>Continue to provide professional development opportunities for experienced Principals and Managers through OLMs, SLMs, Principal and Manager Learning Teams, Operations Meetings, Coaching and Cognitive Coaching clinics and on-line training</p> <p>Continue to offer mentoring for Principals, Vice Principals and formalize mentoring for Service Leaders</p>	<p>Self-Assessment Tool is distributed to aspiring school leaders and finalized, implemented and distributed to aspiring service leaders to identify areas of potential professional development</p> <p>A collaborative inquiry approach is followed during available learning time to inform, instruct and clarify topics of interest</p> <p>The Leadership Development Learning Path is implemented and supports/provides ‘just-in-time’ training and resources related to operational items</p> <p>Implement new system leadership program “Organizational Learning: A System Perspective</p> <p>Mentors are identified with a view to address targeted areas of need</p> <p>Formalized mentoring established for newly appointed service leaders</p>	<p>October 2012 - June 2013</p> <p>October 2012 – June 2013</p> <p>October 2012 – June 2013</p> <p>January 2013 – June 2013</p> <p>October 2012 – June 2013</p> <p>January 2013 – June 2013</p>
<p>Strengthening our Learning Organization through gathering employee voice</p>	<p>Continue to gather employee voice through the Staff Voice Survey and apply the results to strengthen HWDSB as a Learning Organization</p>	<p>Review the results of the Staff Voice Survey from May 2012 and share with stakeholders across the system</p> <p>Support will be provided to system leaders with applying the results with staff in their schools and departments</p> <p>Implement the second annual Staff Voice Survey</p>	<p>September 2012 – December 2012</p> <p>October 2012 – June 2013</p> <p>May 2013</p>

<p>Continue to support service department excellence and promote a healthy workplace</p>	<p>Finalize draft Service Standards with Managers' Cabinet and communicate those standards to the district</p>	<p>Service excellence standards are shared with staff and exemplary service based on standards are implemented in all service departments</p>	<p>November 2012 – June 2013</p>
	<p>Continue to strengthen employee group relationships through collaboration with the Central Joint Health and Safety Committee.</p>	<p>Central Joint Health and Safety Committee meets monthly with representative from Management and all employee groups attending</p>	<p>October 2012 – June 2013</p>
	<p>Learning resources to support Administrators, Managers and Supervisors with sustaining a healthy work environment in schools and departments are provided</p>	<p>Mental Health elearning pilot project is implemented with a small group of Administrators and Managers and feedback is gathered regarding the viability of implementing a full program to support system leaders with managing mental health in the workplace</p>	<p>October 2012 – June 2013</p>
	<p>Standardized training is developed to support Administrators, Managers and Supervisors with providing consistent messages to staff for compliance and legislative requirements</p>	<p>Phase I of Compliance Training Modules developed and provided to system leaders</p>	<p>September 2012</p>
	<p>Continue to support system leaders with tools and resources to ensure continuous improvement of Health and Safety outcomes in schools and offices.</p>	<p>Additional compliance training modules developed for system leaders</p>	<p>May to June 2013</p>
	<p>Further develop structures, resources and tools to support secondary teaching staff and curriculum delivery in the areas of Science, Technology, and Art.</p>	<p>Proposed program, procedures and tools are vetted through the Human Resources Advisory Team (HRAT) which consists of a multidisciplinary team of system leaders.</p>	<p>September 2012 – June 2013</p>
	<p>Increase access to medical resources to support staff requiring accommodation due to illness or injury</p>	<p>Strategies are developed and vetted through the Central Joint Health and Safety Committee after which they are shared with the system</p>	<p>September 2012 – June 2013</p>
		<p>Service contracts developed and in place for staff to have timely access to services during an accommodation</p>	<p>September 2012 – June 2013</p>
		<p>Service providers will provide detailed restriction and limitation reports to Human Resources staff to assist with providing employees timely accommodation supports</p>	<p>September 2012 – June 2013</p>
		<p>Psychological assessments provided for management of recovery/illness support in collaboration with family doctors</p>	<p>September 2012 – June 2013</p>

2011-12 HWDSB Staff Voice Survey - Overview of Results

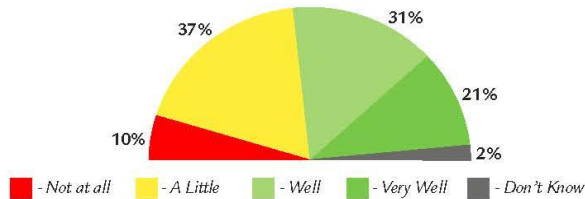
To better know our staff, the first HWDSB Staff Voice Survey asked all employees their opinions on key issues across the district. In all, 1,941 people responded to the online survey.

This is a 'snapshot' of where we are. Future results will help identify trends and areas for improvement.

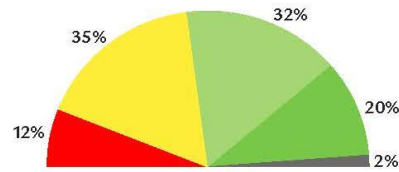
Find full results on the myHWDSB staff portal at <http://my.hwdsb.on.ca> under E-BEST

STRENGTHENING OUR LEARNING ORGANIZATION

How well do you know HWDSB's strategic directions for the next 3 years?

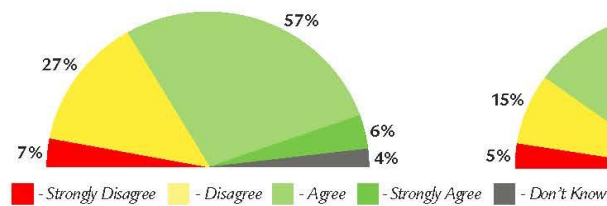


How well do you know HWDSB's Annual Operating Plan?

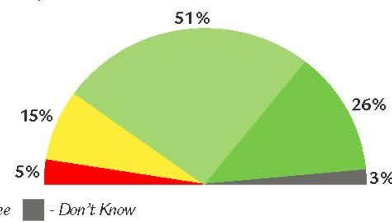


COMMUNICATION

HWDSB effectively communicates with staff about Board issues & policies.



My supervisor effectively shares pertinent/important information.

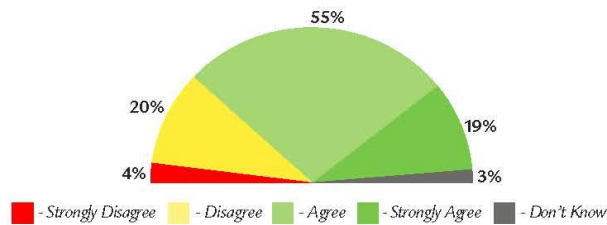


Top staff information source about HWDSB?

- 75% Colleagues
- 61% Board website
- 52% Email

LEADERSHIP & PROFESSIONAL DEVELOPMENT

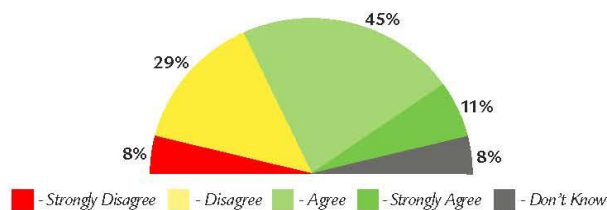
My school/dept. provides appropriate learning opportunities so staff can meet the needs of all students/clients.



70 to 83% agree...
that they have opportunities to demonstrate formal or informal leadership.

LEADERSHIP IN SCHOOLS

In my school, shared leadership is coordinated so everyone knows who is performing which leadership function.



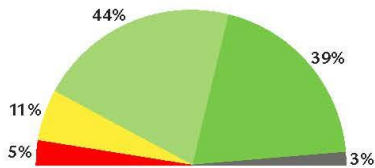
64 to 90% agree/strongly agree...
it is OK in my school/ dept. to discuss issues openly & ask for support.

62 to 74% agree/strongly agree...
that leadership is shared in my school or dept.

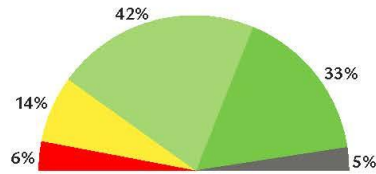
2011-12 HWDSB Staff Voice Survey - Overview of Results

EMPLOYEE SATISFACTION & RECOGNITION

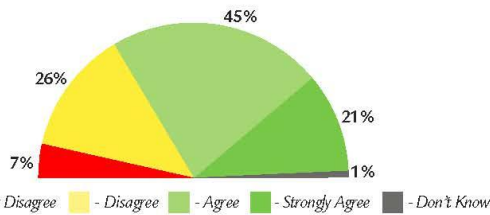
If I have an issue, my supervisor will listen to the concern & work co-operatively to resolve it.



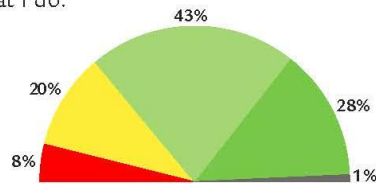
My supervisor values my opinions/ideas.



I am provided with the resources I need to do my job well.

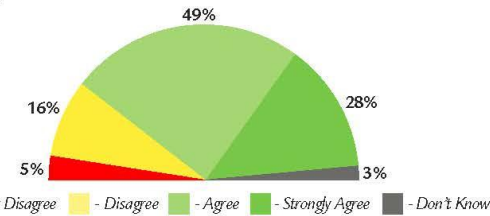


I receive expressions of appreciation/celebration for the work that I do.

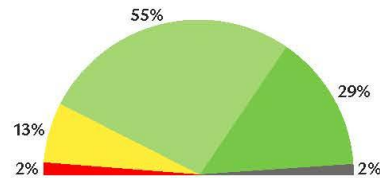


WORKPLACE CULTURE

My school holds high standards for student academic success.

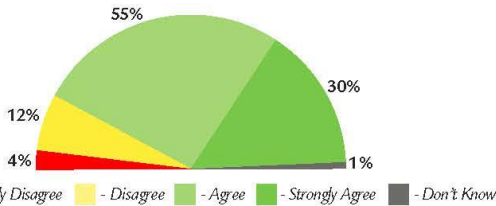


My school celebrates academic achievement.

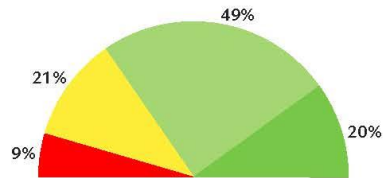


SAFETY

I work in a safe environment.

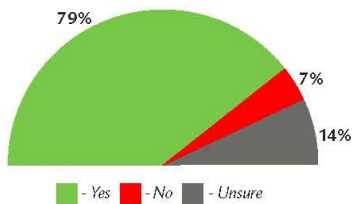


I work in a clean environment.



BULLYING & HARASSMENT

I feel I have someone at work I could talk to if I was bullied/harassed.



23%...
of staff have experienced bullying or harassment in the past year.

Top forms of bullying/harassment were:
18% Verbal
10% Social
5% Gender-based

Appendix B

**District Effectiveness Survey Results - 2010/2011 and 2011/2012
Overview for Principals and Vice-Principals**

- The following highlights responses from the Leadership Survey that many of you participated in this past spring.
- The survey examined the extent to which the system and its leaders support schools' efforts in areas that the Ontario Leadership Framework has determined necessary for effectiveness in improving student achievement. The survey questions addressed 4 broad areas:
 - 1) Core processes
 - 2) Supporting Conditions
 - 3) Leadership
 - 4) Relationships
- The following table reflects the responses received from Principals and Vice-Principals both last year (Fall 2010, N=66) and this year (Spring 2012, N=138).
- The scores for each section are out of 5.

	2010-2011		2011-2012		CHANGE (over one year)
	Principals (N=66)		Principals (N=138)		Principals
	Mean		Mean		Difference[Mean]
Core Processes					
<i>Curriculum and Instruction</i>	2.96		2.91		-0.05
<i>Uses of Evidence</i>	2.80		2.77		-0.03

Supporting Conditions					
<i>Professional Development (PD)</i>	2.65		2.66		0.01
<i>Alignment</i>	3.01		3.04		0.03

Leadership					
<i>Efficacy</i>	2.78		3.02		0.24**

Relationships					
<i>Internal</i>	2.86		3.06		0.19
<i>Parents</i>	2.54		2.91		0.37**

Note: ** denotes significant difference between the two means.

Appendix C

Staff Eligible to Retire (December 31, 2012)

Support Staff	PASS	CUPE	OCTU	EA	ESL	PSSP	Total	%
90 factor & above (eligible)	7	26	50	19	2	2	106	6.16
89 (eligible to retire in 2013)	1	3	4	11	0	1	20	1.16
88 (eligible to retire in 2014)	0	5	1	8	0	3	27	1.57
87 (eligible to retire in 2015)	4	7	4	6	0	0	21	1.22
86 (eligible to retire in 2016)	2	16	9	9	0	1	37	2.15
85 (eligible to retire in 2017)	3	10	7	6	2	1	29	1.69
Total	17	67	85	59	4	8	240	13.95

Teaching	Elem & Sec	Elem VP	Elem P	Sec VP	Sec P	Total	%
85 factor & above (eligible)	140	83	0	19	1	244	5.94
84 (eligible to retire in 2013)	16	12	2	1	0	31	.75
83 (eligible to retire in 2014)	17	22	0	2	0	43	1.05
82 (eligible to retire in 2015)	29	21	0	4	1	56	1.36
81 (eligible to retire in 2016)	31	26	0	4	1	62	1.51
80 (eligible to retire in 2017)	26	12	0	4	0	42	1.02
Total	259	176	2	34	3	478	11.63

Executive Council						Total	%
85 factor & above (eligible)	6					6	46
84 (eligible to retire in 2013)	0					0	0
83 (eligible to retire in 2014)	0					0	0
82 (eligible to retire in 2015)	0					0	0
81 (eligible to retire in 2016)	0					0	0
80 (eligible to retire in 2017)	0					0	0

2008, 159 employees retired, 148 received gratuity payout.
 2009, 112 employees retired; 98 received gratuity payout.
 2010, 131 employees retired; 122 received gratuity.

Appendix D

**Participation of HWDSB Staff (by Employee Group)
in Sessions Managed through Information Place - September 2011 - August 2012**

HWETL	5002
OSSTF	902
P.S.S.P.	118
P.A.S.S. Administrative Staff	110
OCTU Clerical and Technical, OCTU Casual	1044
COPE	1274
Elementary Occasional Teachers	847
Secondary Occasional Teachers	79
OSSTF Continuing Education	21
Elementary Principals, Vice Principals	562
Secondary Principals, Vice Principals	169
ESL	3
CUPE	11
Employees not identified by Occ. Group	8
ECED	263
Total registrants:	10413
Total In-services Reported on Information Place	459

Appendix E

Next Steps 2011 – 2012

Staff engagement is integral to the realization of the Board’s Strategic Directions. For Hamilton-Wentworth District School Board staff to be effectively engaged in their work and committed to the realization of our goals we must establish a culture of collective efficacy, trust and high expectations. Our Action Plan for 2011 – 2012 must focus on: implementing recruiting and equitable hiring practices that attract a diverse, representative workforce; improving labour relations by building trusting relationships that respect the terms of Collective Agreements; continuing with leadership development programs that address employees learning needs and support succession planning; developing effective system tools to better respond to Health and Safety initiatives

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation and Monitoring</u>
Review and change hiring processes as required so that our staff reflects the diversity of our community.	Establish hiring practices that ensure an equity of access to job postings and an equity of opportunity for qualified individuals to interview for available positions	Applications are available publically using both print and electronic media Applicants selected for interviews are highly qualified and capable and are representative of the cultural diversity in the Hamilton-Wentworth community	October 2011 – June 2012
	Attend job fairs for teaching staff at Faculties of Education outside of those where recruiting has traditionally occurred	Candidates from the York, OISE and Charles Sturt Faculties of Education apply for positions in HWDSB	October 2011 – June 2012
	Use Apply to Education and other web-based applications to post for teaching positions (both Occasional and Permanent)	Postings for Occasional and Permanent Teaching positions appear on Apply to Education, Workopolis and the HWDSB website	October 2011 – June 2012
	Consult with Principals, Managers and Employee Groups to determine best practices to hire for school and service department needs	Contacts are made with various agencies and groups and employment information is shared	October 2011 – June 2012
	Consult with community colleges, agencies and cultural groups about potential opportunities for employment in HWDSB	Candidates apply for teaching positions following a centralized posting process (e.g. Apply to Education) and interviews are conducted centrally by teams of administrators	January 2012 – June 2012
	Use system teams comprised of Principals and Vice Principals to interview for both Occasional and Permanent teaching positions using applications that were collected and managed centrally	Qualified and highly skilled candidates are selected from a centrally managed pool of applications	October 2011 – June 2012

<p>Manage Collective Agreements effectively, prepare for Collective Bargaining and improve Labour Relations</p>	<p>Educate Principals, Vice Principals, Managers and Supervisors on specific areas of collective agreements</p> <p>Professional development and resources (e.g., Collective Agreement Summary Page) are provided to Administrators, Managers and Supervisors in terms of managing collective agreements</p>	<p>Time provided at Organizational Leadership, Operations and Cluster Meetings and Managers' Cabinet to discuss emerging labour relations and collective agreement items</p> <p>Collective Agreement Summary Pages provided for Principals and Vice Principals</p>	<p>October 2011</p> <p>October 2011 – June 2012</p>
<p>Change Human Resources processes and procedures as required to align with the Human Resources Pillar Policy and related Policies</p>	<p>Human Resources Pillar Policy approved</p> <p>Key Human Resources processes and procedures are aligned with Pillar Policy (e.g., Progressive Discipline, Respectful Working and Learning and Environment, Attendance Support)</p> <p>Regular communication occurs with employee groups to discuss issues, concerns and identify next steps</p> <p>A flowchart is created to identify: what the issue is; what is the response; what are the timelines; who is going to respond to ensure follow-up</p> <p>Dispute resolution process identified in collective agreements are followed and respected</p>	<p>Policy approved at Committee of the Whole</p> <p>Human Resources Staff confirms alignment with various stakeholder groups(e.g., Principals, Managers, Supervisors)</p> <p>Communication occurs with all employee groups on a regular, timely basis</p> <p>Items requiring clarification are discussed regularly</p> <p>Process and procedures identified in flowchart are implemented and maintained</p> <p>Grievances are heard and responses are provided to meet timelines</p>	<p>December 2012</p> <p>February 2012 – June 2012</p> <p>October 2011 – June 2012</p> <p>October 2011</p> <p>October 2011 – June 2012</p>
<p>Sustain and expand leadership development and mentoring opportunities using collaborative inquiry at the school and system level</p>	<p>Utilize the Self-Assessment Tool for Aspiring Leaders to assist in developing leadership portfolios and leadership growth plans</p> <p>Continue to provide professional development opportunities for experienced Principals through OLMs, Principal Learning Teams, Operations Meetings, Cognitive Coaching and on-line training</p> <p>Continue to offer mentoring for Principals, Vice Principals and Service Leaders with a view</p>	<p>Self-Assessment Tool is used to identify areas of potential professional development</p> <p>A collaborative inquiry approach is followed during available learning time to inform, instruct and clarify topics of interest</p> <p>Mentors are identified with a view to address targeted areas of need</p>	<p>April 2012 – June 2012</p> <p>October 2011 – May 2012</p> <p>October 2011 – June 2012</p>

<p>Continue to support service department excellence and promote a healthy workplace</p>	<p>to differentiating the program to meet divergent and emergent needs</p> <p>Work with Managers" Cabinet and service delivery teams to develop service excellence standards for the system</p> <p>Develop prevention strategies for Slips, Trips and Falls, and Musculoskeletal Disorders (Over Exertion/ Strain) incidents</p> <p>Continue to focus on Struck or Contacted by and Struck Against or Contacted With incidents involving staff and students with emphasis on Educational Assistants</p> <p>Continue to strengthen employee group relationships through collaboration with the Central Joint Health and Safety Committee.</p>	<p>Service excellence standards are established with input from staff and are implemented in all service departments</p> <p>Strategies are developed and vetted through the Central Joint Health and Safety Committee after which they are shared with the system</p> <p>Information is shared with Administrators and Educational Assistants to gain a better understanding of causes and prevention strategies</p> <p>Central Joint Health and Safety Committee meets monthly with representative from Management and all employee groups attending</p>	<p>November 2011</p> <p>January 2012</p> <p>October 2011 – June 2012</p> <p>October 2011 – June 2012</p>
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