



To: Members of Hamilton-Wentworth District School Board

NOTICE OF STANDING COMMITTEE MEETING

Monday, April 15, 2013

6:00 p.m.

71 Main Street West, Hamilton, Ontario
City Hall, Council Chambers

From: John Malloy, Director of Education

AGENDA

1. Call to Order
2. Approval of Agenda
3. Declarations of Conflict of Interest
4. Private Session (to consider matters on the private agenda)
7 p.m., Meeting Resumes in Public Session
5. Confirmation of Minutes: March 4 and 18, 2013
6. [Consent Calendar: Interim Financial Report, January 31, 2013](#)
Action Items
7. [School Year Calendar](#)
8. [Secondary Program Strategy Report](#)
9. Policy:
 - A) [Revoke Staff Retirement Recognition](#)
 - B) [Revoke Quarter Century](#)
 - C) [Revoke Special Class Admission & Demission](#)
 - D) [Revoke Special Class/Program Locations](#)
10. [Cardinal Heights/Ridgemount Grade Reorganization](#)
11. [Allan A. Greenleaf/Guy B. Brown \(East Flamborough\) Boundary Review](#)
12. [Mission Services Lease](#)
13. [School-based Staffing](#)
Monitoring Items
14. [Ongoing Capital Project Report \(ARC\)](#)
15. [2012-13 Capital Renewal Projects Plan Update](#)
16. Adjournment

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Governance	Tuesday, April 16, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Student Senate	Wednesday, April 17, 2013	3:30 p.m.	Sir John A Macdonald - Library
Finance Committee	Wednesday, April 17, 2013	11:30 a.m.	120 King St w, Floor 11- Room 5
Policy Working Sub-Committee	Thursday, April 18, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Special Education Advisory Committee (Joint with HWCDSB SEAC)	Monday, April 22, 2013	7:00 p.m.	Dr. Nicholas Mancini Centre
Information Night	Monday, April 22, 2013	6:00 p.m.	City Hall - Council Chambers
Board	Monday, April 29, 2013	7:00 p.m.	City Hall - Council Chambers

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



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: Monday, April 15, 2013

TO: Standing Committee

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

RE: **Interim Financial Report – January 31, 2013**

Action **Monitoring**

Rationale/Benefits:

Budget to actual trends were reviewed in order to forecast August 31st year-end positions from a financial, enrolment and staffing perspective. The Interim Financial Report presented is based on the available information and assumptions as at January 31, 2013. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

Background:

As a result of the Operational Reviews conducted by the Ministry of Education, a provincial committee was formed to develop, based on best practices, a common template and format, for the presentation of interim financial information. The resulting template, named the Interim Financial Report, was brought to the Finance Advisory Sub-Committee (FASC) for review and approval.

The Interim Financial Report consists of:

- Enrolment information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Staffing information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Financial information comparing the year-end forecast to the Budget, with explanations of key variances;
- Summarization of all information presented, in numeric and graph format, with explanations of key variances

The Interim Financial Report is prepared three times per year; FASC has approved the following month end reporting dates:

- October 31 – report to the January Committee of the Whole
- January 31 – report to the April Committee of the Whole
- March 31 – report to the June Committee of the Whole
- August 31 (year-end results) – report to the December Committee of the Whole

Hamilton-Wentworth District School Board
Interim Financial Report - Based on Information as of January 31, 2013
For the Period Ending August 31, 2013

Summary of Financial Results

	Revised Budget	Forecast	In-Year Change \$	%
Revenue				
Grants For Student Needs	531,131,792	530,366,238	(765,554)	(0.1%)
Miscellaneous Revenue	24,279,527	24,971,222	691,695	2.8%
Prior Year's Surplus (Deficit)	-	-	-	-
Total Revenue	555,411,319	555,337,460	(73,859)	(0.0%)
Expenditures				
Program Instruction	431,529,127	430,121,627	(1,407,500)	(0.3%)
Program Support	77,243,652	78,523,452	1,279,800	1.7%
Capital & One-Time	46,638,540	46,692,381	53,841	0.1%
Total Expenditures	555,411,319	555,337,460	(73,859)	(0.0%)
Surplus/(Deficit)	-	-	-	-

Change in Revenue

Change in revenue results from the calculation of the Revised Estimates which reflect enrolment changes; teacher grid placement; and other adjustments. Grant revenue reflects a reduction to due to strike savings for the December 17th job action by Elementary Teachers and Early Childhood Educators. Miscellaneous revenue is projected to exceed budget due to changes in visa fee revenue and other miscellaneous adjustments.

Change in Expenditures

Change in expenditures includes the additional staff increases, changes in grid placement; and savings from teachers on leave being replaced by long-term occasional teachers and projected increases in both occasional teacher and occasional educational assistant usage.

Change in Surplus/Deficit

There is no projected surplus or deficit at this point in time.

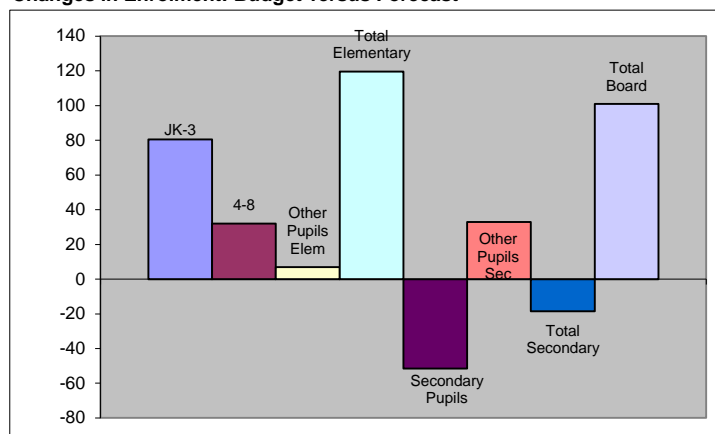
Risk Assessment and Recommendations

We will continue to monitor the assumptions and information used in compiling this forecast and we will revise the forecast as necessary.

NOTE: Budget to actual trends were reviewed in order to forecast August 31st year-end position. This report is based on the available information and assumptions as at January 31, 2013. As with all forecasts, as new information is received or as assumptions change, the Interim Financial Report will be updated accordingly.

Summary of Enrolment

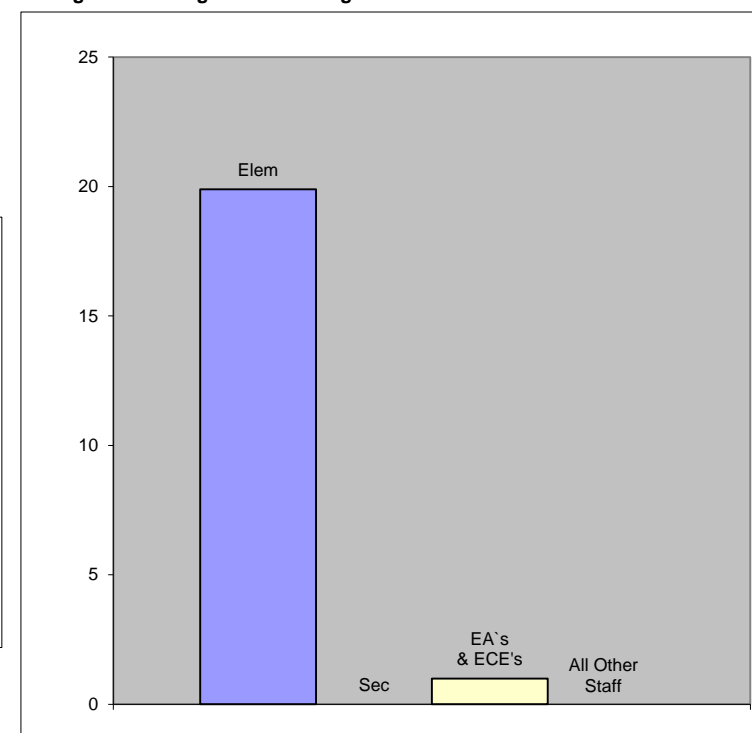
Average Daily Enrolment	Budget	Forecast	Increase (Decrease)	
			#	%
Elementary				
JK-3	13,327.00	13,407.50	80.50	0.6%
4-8	17,440.00	17,472.00	32.00	0.2%
Other Pupils	5.00	12.00	7.00	140.0%
Total Elementary	30,772.00	30,891.50	119.50	0.4%
Secondary <21				
Pupils of the Board	16,373.00	16,321.50	(51.50)	(0.3%)
Other Pupils	90.00	123.00	33.00	36.7%
Total Secondary	16,463.00	16,444.50	(18.50)	(0.1%)
Total	47,235.00	47,336.00	101.00	0.2%

Changes in Enrolment: Budget versus Forecast**Highlights of Changes in Enrolment:**

- Enrolment for JK-3 pupils is 80.50 ADE greater than budget projections, due to growth in FDK enrolment of 27.00 ADE, JK/SK enrolment 10.00 ADE greater than budget and Grades 1-3 enrolment growth of 43.50 ADE over budget.
- Enrolment in Grades 4-8 is 32.00 ADE greater than budget projections.
- Secondary enrolment is 51.50 ADE less than budget projections.
- Enrolment for Secondary Other Pupils is 33.00 ADE greater than budget projections.
- It should be noted that these projections are based on actual enrolment as of October 31, 2012 and projected enrolment for March 31, 2013

Summary of Staffing

Full-Time Equivalent	Revised Budget	Actual Jan 31/13	Forecast	Increase (Decrease)	
				#	%
Program Instruction					
Program Instruction	4,539.20	4,553.00	4,560.10	20.90	0.5%
Program Support	593.50	593.50	593.50	0.00	0.0%
Capital	11.00	11.00	11.00	0.00	0.0%
Total	5,143.70	5,157.50	5,164.60	20.90	0.4%

Changes in Staffing: Revised Budget versus Forecast**Highlights of Changes in Staffing:**

Elementary teachers reflect an increase of 19.9 FTE over budget in order to meet Ministry and Board class size compliance and school and student needs due to increased enrolment. Secondary teachers reflect no change in staffing levels. Early Childhood Educators reflect an increase of 1.0 FTE over budget due to the increase in full day kindergarten classes and enrolment.



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013

TO: Standing Committee

FROM: John Malloy, Director of Education
John Laverty, Lead Superintendent

RE: Elementary and Secondary School Year Calendars 2013-2014

Action Monitoring

Recommended Action:

The Trustees approve the 2013-2014 Elementary and Secondary School Year Calendars.

Rationale/Benefits:

The recommended calendars comply with Regulation 304. The Ministry of Education requires boards to submit their approved School Year Calendars by May 1st for the subsequent school year. The attached calendars have been recommended by Executive Council and the members of the School Year Calendar Advisory Committee which includes representation from HWETL, OSSTF, COPE, OSSTF-OCTU, HWPC, and Parent Involvement Committee.

Background:

The School Year Calendar Advisory Committee includes leaders from HWETL (elementary teachers), OSSTF (secondary teachers), COPE (educational assistants), OSSTF-OCTU (school clerical and office administrative), and HWPC (secondary and elementary Principals), Parent Involvement Committee.

According to Regulation 304, the school year shall include a minimum of 194 school days. The 2013-2014 calendars include 194 available days between September 3 and June 27. The Committee also recommended the placement of a total of 6 Professional Activity Days per panel and 10 secondary examination days.

There are 3 Professional Activity Days designated by the Ministry for the 2013-14 school year. The dates are October 11, 2013, December 20, 2013 and March 7, 2014. These are unpaid leave days for all teachers and administrators.

School will commence for students on Tuesday September 3, 2013.

The recommended calendar will see the Christmas Break from December 23, 2013 – January 3, 2014 as per Ministry placement. School will re-commence for students and staff on January 6, 2014.

The accompanying calendars are endorsed by Executive Council and the School Year Calendar Advisory Committee.

In preparing the attached calendars, the Committee consulted with the Hamilton-Wentworth Catholic District School Board as well as Grand Erie District School Board, Thames Valley District School Board and the Halton District School Board.

Background Continued

Executive Council will confirm the use of the Professional Activity Days to ensure compliance with Regulation 304 and Policy/Program Memorandum (PPM) No. 151. This includes ensuring that the professional activities on all P.A. Days are consistent with the definition of “professional activity” in the Regulation

The Critical Timelines for finalized 2013-2014 School Year Calendars are:

- | | |
|------------------------------|--|
| February 11, 2013 | - CTW – Trustees review and input |
| February 24 – March 27, 2013 | - Public Consultation and Committee Feedback from Membership |
| Week of April 5, 2013 | - School Year Calendar Committee meets to consider input |
| April 9, 2013 | - Executive Council – Final Calendars discussion |
| April 15, 2013 | - Standing Committee – Final Calendars presented to Trustees |
| April 29, 2013 | - Board Meeting Final Calendars approval |
| May 1, 2013 | - Calendars submitted to Ministry of Education |

7-3 School Year Calendar 2013 - 2014

Legend ▶ **H** - Statutory Holiday Schedule
 E - Scheduled Examination Day
 P - Professional Activity Day
 B - Board Designated Holiday
 ☐ Half Day

ELEMENTARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2013							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
September 2013	20			H	FD																												
October 2013	22	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
November 2013	21	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
December 2013	15	1			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	P	B	B	H	H	B	B	B						
January 2014	20	1				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24					P					
February 2014	19				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28									
March 2014	16	1																															
April 2014	20					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30						
May 2014	21																																
June 2014	20	1																															
July 2014						1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31					
TOTAL	194	6		<p>Note: The 2013-2014 calendar provides for 195 possible school days between September 1, 2013 and June 30, 2014. The 2013-14 school year shall include a minimum of 194 school days of which school boards are required to designate five mandatory PA days as well as allowing for one discretionary PA day for a total of six PA days. Three days have been designated by the ministry as unpaid leave days to be held on the following scheduled PA days: Friday, October 11, 2013, Friday, December 20, 2013 and Friday, March 7, 2014. Two PA days shall be used for assessment and completion of report cards at the elementary level. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p> <p>The First Day of school is September 3, 2013. The Last Day of school is June 27, 2014.</p>																													

7-4 School Year Calendar 2013 - 2014

Legend ▶ **H** - Statutory Holiday Schedule
 E - Scheduled Examination Day
 P - Professional Activity Day
 B - Board Designated Holiday
 ☐ Half Day

SECONDARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2013							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30					
September 2013	20			H	FD																												
October 2013	22	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
November 2013	21							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29					
December 2013	15	1																			P	B	B	H	H	B	B						
January 2014	20	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31					
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July 2014																																	
TOTAL	194	6	10	<p>Note: The 2013-2014 calendar provides for 195 possible school days between September 1, 2013 and June 30, 2014. The 2013-14 school year shall include a minimum of 194 school days of which school boards are required to designate five mandatory PA days as well as allowing for one discretionary PA day for a total of six PA days. Three days have been designated by the ministry as unpaid leave days to be held on the following scheduled PA days: Friday, October 11, 2013, Friday, December 20, 2013 and Friday, March 7, 2014. Two PA days shall be used for assessment and completion of report cards at the elementary level. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p> <p>The first day of school is September 3, 2013. The last day of school is June 25, 2014</p>																													

A. Purpose of Consultation

Every year, school boards across Ontario must submit school year calendars to the Ministry of Education. According to Regulation 304, school boards must design a school year calendar that includes 194 instructional days (including six Professional Activity (PA) Days) between September 1st and June 30th each year.

HWDSB is committed to effective, meaningful consultation with the Hamilton community and to a culture of consultation within and among its constituent groups and/or individuals. As a result, members of the public were invited to comment on the DRAFT 2013/2014 school year calendar. The draft calendar specifies the following dates:

- School begins on Tuesday, September 3rd, 2013 for staff and students and ends on June 27th, 2014
- December Holiday Break is scheduled from December 23rd, 2013 to January 3rd, 2014. School begins on January 6th, 2014
- Elementary Professional Activity Days include: (Fri November 22, 2013, Fri January 24, 2014 and Fri June 6, 2014)
- Secondary Professional Activity Days: (Wed January 29, 2014, Thur June 26, 2014 and Fri June 27, 2014)
- Ministry Mandated Elementary Professional Activity Days: (Fri October 11, 2013, Fri December 20, 2013, and Fri March 7, 2014)
- Ministry Mandated Secondary Professional Activity Days: (Fri October 11, 2013, Fri December 20, 2013, and Fri March 7, 2014)

Members of the public were invited to comment on the 2013/2014 School Year Calendar through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB. Respondents were advised that the Ministry PA dates were being provided for information purposes only, as these dates are mandated by the Ministry and therefore could not be part of the consultation process. This report summarizes the findings from the online survey and mailed correspondence.

B. Respondent Characteristics

The online survey ran from February 21st to March 27th 2013 and garnered a total of **331** responses. Of these responses, 1 survey was received via regular mail. The majority of the responses came from HWDSB staff members (N=182, 55%) and parents/guardians (N=140, 42%). 5 (2%) responses were received from community members and 4 (1%) responses were received from students.

186 (56%) responses were received from respondents with children currently attending an HWDSB school while 145 (44%) responses were from individuals without children in an HWDSB school. Of the 186 responses from individuals with children in an HWDSB school, 54 (29%) comments were from respondents with one child, 92 (50%) from respondents with 2 children, 28 (15%) from respondents with three children and 7 (4%) responses were from respondents with 4 or more children. 4 (2%) responses were received from individuals with children but who chose not to specify the number of children attending an HWDSB school.

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 or the Hamilton community. Therefore it is unclear whether the responses summarized 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 on the following areas: (1) to indicate whether they agreed, disagreed or were unsure about the proposed dates, and (2) to provide general comments about the DRAFT 2013/2014 School Year Calendar. The following is a summary of the feedback received across these areas.

- **General approval for proposed Calendar:**
 - Majority of comments (68% to 95% across the various dates) indicated that respondents approve the proposed dates. Reasons for approval include the following:
 - General approval of dates as specified, as scheduled the PA days will be easy to remember
 - Proposed dates will make arranging child care easy
 - Approval for scheduling PA days right before or after holidays and weekends
 - Pleased with work conducted
 - Approve of Calendar as long as the three Ministry Mandated PA dates remain as scheduled
- **Of those comments that indicated a concern, the following dates and areas of discomfort were identified:**
 - Majority of these comments (53%) indicated uncertainty with regard to approving the proposed Secondary Professional Activity Days (Wed January 29, 2014, Thur June 26, 2014, and Fri June 27, 2014)
 - Responses were mixed with regard to approving the Ministry Mandated Secondary Professional Activity Days (Fri October 11, 2013, Fri December 20, 2013 and Fri March 7, 2014) with 43% of responses indicating approval and 47% indicating being unsure about approval.
 - The Ministry Mandated Dec. 20th and March 7th PA Days received the most number of comments indicating concern and discomfort around these dates. The primary reason for concern included displeasure in having these additional PA days close to extended holidays (i.e., December and March break). Several respondents indicated that this will create difficulty in arranging additional child care. Respondents suggested rescheduling these days to alternate time of the year when there no other PA day or long break schedules (e.g., close to Family Day or Victoria day weekend, or a month like November when there are no scheduled breaks).
 - Respondents indicated a general disapproval for the calendar with some not citing any specific reason, while others indicated the following two reasons:
 - Displeasure about having PA days close to holidays
 - General concern about loss of teaching days during the year to provide PA days
 - Discomfort regarding the Ministry Mandated dates for the following reasons:
 - General disapproval of unpaid PA days and their proposed dates
 - Respondents indicated wanting the ability to vote for the dates of Ministry Mandated PA days
 - Concerned about the removal of 3 PA days to 3 Ministry Mandated unpaid days
 - Comments regarding March Break:
 - Delay March break by one week, or reschedule it during the week of 14-18, or 24-28
 - Unclear why March Break was moved to earlier than usual, this is problematic for families that have already planned for holidays based on usual schedule

- **Several comments were also received indicating the following suggested changes:**
 - Please schedule a PA day on the last day of June as this supports teachers plan and helps arrange year-end meetings
 - Consider adding a PA day after Halloween
 - Ensure Elementary Panel has same number of PA days as Secondary and that they are scheduled similarly
 - Allow more PA days between end of start of semesters to support planning
 - Consider adding a designated PA day to the holidays
 - Provide more PA days during the end of the school year so teachers can prepare their class for the following year
 - Schedule all PA days before long weekends (e.g., Family Day)
 - Change June PA day to May
 - Move all PA days to July or August so that students do not miss out on teaching days
 - Change June 6 PA day to June 27
 - Consider moving a PA day so that there is one in the fall to support teachers move and set up classrooms
 - Consider moving a scheduled PA Day to May 24
 - Rename Ministry Mandated PA days to another name that more closely matches that these are non-paid non-working days
 - Consider how Friday PA days will impact Kindergarten schedule
 - Introduce a Significance Day Calendar to embrace HWDSB diversity
 - Reduce number of PA Days and reformat PA delivery to other modalities (e.g., web seminars)
 - Evaluate efficacy of PA Days for staff development
 - Concerns regarding validity of consultation as could not comment on all PA days (i.e., Ministry Mandated dates)
 - Ensure that HWDSB's calendar aligns with other Boards' calendars
 - Highlight in colour PA days versus school days

- **Several areas of clarification were noted, these are summarized below:**
 - Clarify for parents that Ministry Mandated PA days are non-paid and therefore should not be portrayed as PA days
 - Clarify motivation for scheduling PA days before extended holidays
 - Unsure when Secondary graduation will take place
 - Clarify why Elementary PA day for end of June has been removed
 - Please comment on the need to start school on Sept 3
 - Please clarify why Elementary do not receive June 26 and 27 as PA days
 - Clarify whether March 7th is a PA day
 - Clarify the need for Jan 29 PA day - Unclear about whether schools are open between the end of exams on Jan 26th to the Jan 29 PA day
 - Clarify when the PA days that are legislated by Bill 115 are scheduled on the Calendar
 - Unclear why the three unpaid Ministry Mandated days are not part of the consultation
 - Unclear why the survey does not include gathering feedback on the Ministry Mandated PA days which are scheduled prior to holiday.



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013
TO: Standing Committee
FROM: John Malloy
RE: HWDSB Secondary Program Strategy

Action **Monitoring**

Recommended Action:

Trustees approve the consultation process for HWDSB's Secondary Program Strategy, with a report back to Trustees in June 2013 for final approval.

Rationale/Benefits:

Our proposed program strategy reflects the way we want to strengthen every school, offer programs and design facilities, so that we can best meet the needs of each of our students. We are putting our students first, by creating environments that support them and make every school a great school. Each one of our students will be able to work towards their goal at their local school, and in some cases, students will attend a different school for a Tier 3 program.

We are challenging traditional cultural beliefs, understandings and structures so that every student can find their appropriate pathway to success in their local school. Our commitment is for all students to achieve and graduate in HWDSB.

Background:

Over the past three years, HWDSB has conducted extensive consultation on secondary education through secondary education of the future, the accommodation review process and student voice forums. The reduction of secondary schools from 18 to 13 will mean expanded student choice and more pathways for students.

The remaining secondary schools are strategically located throughout the City of Hamilton, most with enrolments of over 1,000 students to ensure a wide range of program offerings. Where possible, school boundaries are designed to include students from diverse socio-economic backgrounds. We are working to dispel the perception of 'have and have not' schools and work beyond a culture of competition between our schools to create a system of great schools.

We are committed to engaging our students in environments where high expectations lead to increased achievement. It is important to note that the proposed changes are more about all schools offering effective programs than about the specialty programs offered in few schools. We believe revitalizing our secondary schools will lead to increased achievement, as well as a shift in culture, so students find what they need in every one of our schools.



HWDSB Secondary Program Strategy

April 2013



Program Strategy

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Introduction: Our Vision

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Section 2: Our Variety of Programs

Tier 1 All Schools-All Students

Tier 2 Some Schools-Some Students

Tier 3 Few Schools-Few Students

Section 3: Changing Culture, Changing Schools and Rethinking Program Locations

Section 4: Investing in the Program Strategy

Section 5: Enhancing Transportation to Tier 3 Programs

Section 6: Consulting our Community

Appendices

Appendix A: Proposed Secondary Boundaries and Enrolment Projections

Appendix B: Digital Approach to Learning Model

Appendix C: Tier 3 Enrolment Numbers

Appendix D: Tier 3 Program Proposed Locations

Appendix E: Trustee Information Session Questions and Answers

Introduction: Our Vision

Our proposed program strategy reflects the way we want to offer programs and design facilities, so that we can best meet the needs of each of our students in the 21st century. We want all of our secondary schools to be great schools, where students have choice, support and success within their local school communities.

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

In October 2012, 500 secondary school students attended the secondary annual Director's Student Voice Forums. The purpose of the forums was to create an opportunity for students to discuss desired programs and delivery models within secondary schools. Specifically, students were asked to provide feedback on what makes a great school and how student choice could be enhanced within local schools.

While there were specific questions about what engages students in their school, what makes a school great and how to make our schools more equitable to all students, the student responses clearly linked all the various questions together. Three major themes were identified across all of the topic areas, in all three clusters, and in all of the types of responses (small group, individual, blog responses, etc).

These themes were:

1. Presence of respectful and caring relationships within schools,
2. Providing learning opportunities for all, and
3. Offering a variety of activities and courses that would engage all students in school communities.

As we work through our program strategy, we are taking what we have learned from our students and incorporating this data.

We aim to ensure that every HWDSB secondary school is a great school that offers engaging programs for a diverse group of learners, regardless of whether they will head to an apprenticeship, college, the community, university or the workplace.

Section 1: Strengthening our Schools

Over the past three years, HWDSB has conducted extensive consultation on secondary education through the accommodation review process. Recent Board decisions have reduced the number of secondary schools from 18 to 13. HWDSB's decision to close secondary schools will allow funds to be redirected from the maintenance of underused facilities to the renewal of school facilities. The

remaining secondary schools are strategically located throughout the City of Hamilton, most with enrolments of over 1,000 students to ensure a wide range of program offerings. Where possible, school boundaries are designed to include a wide range of students from diverse socio-economic backgrounds.

See *Appendix A* for a system map of remaining secondary schools.

Section 2: Our Variety of Programs

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

Student voice will be captured prior to the distribution of option sheets in order to get a sense of what students want offered in their schools. Students will have an informed voice based on their understanding of career pathways and future employment opportunities. Every HWDSB school will support and value each pathway.

Implementing our program strategy gives us an opportunity to update our schools with the technologies, tools and environments that students will need for learning, working and living in the 21st century.

The new North Secondary School, with its associate elementary schools, will employ and learn from a new digital approach to student learning. This is much more than a technology project; it is about using a new approach to teaching and learning to support student achievement and engagement.

This is an innovative concept that will require broad dialogue beyond the present program strategy consultation with our staff, students, parents and community partners to come to fruition.

We believe that this groundbreaking direction will engage students in learning through a meaningful exploration of their interests. Learning in the digital approach will foster curiosity, initiative and a culture of high achievement. We will study its introduction at the North Secondary School and its associated schools closely, as we anticipate district-wide adoption. (see *Appendix B* for more information)

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

Tier 1 - All Schools–All Students

Tier 1 programs and interventions support the improved achievement for all our students, across all of our secondary schools.

Each school will be a place that includes the following:

- A wide range of course and experiential learning opportunities
- Engaging programs and the ability to access what students need to graduate
- A school climate where students feel safe, welcome and included within their school
- A wide range of interventions to promote nurturing and diverse learning environments
- Peer-to-peer support structures
- eLearning opportunities to support students who respond best to this flexible learning environment.

Tier 2 - Some Schools –Some Students

Tier 2 programs and interventions are offered in some schools if there is enough student interest within a school. Student interest will be captured through the option sheet process. These are programs such as Languages (i.e. Latin, Spanish), Outbound, and Strings that **do not** require specialized facilities or equipment and are offered to students living **within** the catchment of their home school.

Examples of programs that fall within the Tier 2 category are as follows:

Tier 2 Program/courses
Biotechnology
Energy
Environment
Health and Wellness
Languages (Latin, Spanish, Mandarin etc)
Non Profit
Outbound
Robotics
Strings

Larger school populations ensure students have choice from a wide range of program offerings. The remaining 13 HWDSB secondary schools are projected to have enrolments close to 1,000 students; therefore, there is greater choice in programming for students.

Schools will also offer targeted interventions to meet the needs of students who require them. The interventions will include programs and/or supports to students who are struggling academically, socially and emotionally.

Tier 2 Interventions/Supports	Examples
Literacy intervention programs	Empower High School, Wilson Reading Program
Numeracy intervention programs	Jump Math (with other strategies)
In-school personalized timetables	In-school alternative education, credit recovery, self-directed/self-paced

Specific Co-op and/or experiential learning opportunities	Workplace placements, job shadowing
Socio-emotional/mental health programs	Support from Student Services Team, Student Success staff or peer-to-peer support

Tier 3 - Few Schools–Few Students

Tier 3 programs and specialized interventions/supports are intended for a few students at limited school sites. Programs and interventions/supports within Tier 3 are those that require specialized facilities, equipment or funding enhancements. These programs would be located in a few school sites located strategically across HWDSB. Transportation would be provided according to Board policy.

Current data indicates approximately 1.5 per cent of the total secondary population choose to leave their home school to attend a Tier 3 program. This data is supported by responses collected during the October 2012 Student Voice forums, which indicate students prefer choice and programming within their home schools. See *Appendix C* for Tier 3 enrolment numbers.

Programs and interventions in Tier 3 include the following:

Tier 3 Programs	Descriptions
Arts & Culture: Digital Media*	Students have the opportunity to pursue creative practices using interactive and new technologies. This is an open and flexible program that encourages students to develop as creative digital and media designers. Students explore how art and technology reshape the future. Courses include animation, digital photography, advertising, digital video production, multimedia development etc.
ArtSmart	A program delivered in partnership with Theatre Ancaster. It is a one-semester co-op program offered to senior students across the system.
Aviation/Aerospace*	This SHSM allows students to explore the numerous pathways available within the aviation and aerospace industries.
Construction – Building Careers from the Ground Up*	This program provides students with the opportunity to experience the many skills and trades available in the home building industry. Students earn credits in senior construction technology through in class and co-operative education model on a building site in the city.
Cosmetology*	Students gain hands-on experience in hairstyling techniques and aesthetics that meet industry standards, using industry standard materials and equipment.
English as a Second Language/ English Literacy Development (ESL/ELD)	The purpose of high school ESL/ELD credit courses is to provide students with language learning opportunities to assist them to develop the level of proficiency in English required for success at school, the community, post-secondary education and the workplace.
French Immersion	A continuation of the elementary French Immersion program, leading to a Certificat d'Immersion.
Horticulture*	Students participate in Landscape Ontario horticultural technician training and gain a strong foundation for a wide variety of careers in the horticulture and landscaping sector such as planting and pruning

	training within a greenhouse setting.
Hospitality/Tourism* (Food Services)	Students learn about food preparation, hospitality services and tourism. Through experiential learning, students will connect with hospitality employers and explore careers in the industry.
Information/Communication Tech*	Information and Communications Technology enables students to build a foundation of sector-specific knowledge and skills in the areas of communication systems, computer systems, software and digital media.
International Baccalaureate (IB)	The International Baccalaureate (IB) Diploma Programme is a pre-university course of study, offered during the last two years of secondary school.
Manufacturing*	Manufacturing provides students with a strong foundation for a wide variety of careers in the manufacturing sector, from those focussing on the service, repair, and modification of machines and systems to those related to the organization and manufacturing services and mass-transit systems.
Ontario Public Service Program	This program provides an opportunity to earn secondary school credits while completing a specialized paid co-operative education placement in the Ontario Public Service (OPS) in government entry-level positions or with a non-profit organization.
Performing Arts Program	The Glendale Performing Arts program is an auditioned program where students will enter in Grade 9 and continue through their secondary school years until they graduate in Grade 12.
Transportation Technology*	The transportation program provides students with a strong foundation for a wide variety of careers in the transportation sector, from service, repair and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems.

*These programs lead to a Specialist High Skills Major (SHSM) designation for students who are heading for an apprenticeship, training, college, university or the workplace. SHSM programs allow Grades 11 and 12 students to focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they complete a specific bundle of eight to 10 courses in their selected field, earn valuable industry certifications including first aid and CPR, and gain important skills on the job with employers through co-operative education.

Tier 3 interventions and/or supports include:

- specialized support programs which require a low student-to-staff ratio in order to provide focused, direct and personalized assistance to students;
- non-credit special education programs for students who require intensive, continuous, and individualized support to such an extent that they require a low student-to-staff ratio in order to reach their potential;
- individualized credit-granting programs for students who are unable to attend a traditional school setting for a period of time;

These interventions and/or supports include the following:

Tier 3 Interventions and/or Supports	Description
ALPHA (Accelerated Literacy Program Hamilton Area)	<ul style="list-style-type: none"> • Accelerated program for students aged 14 -18 who have recently arrived in Ontario schools with limited prior schooling • Intended to provide programming support so that students make significant gains in English language development literacy and numeracy skills as well as academic skills and knowledge • The goal is for the students to be successfully integrated into the mainstream program
NYA:WEH (Native Youth Advancement with Education Hamilton)	<ul style="list-style-type: none"> • Provides a culturally based support for Aboriginal youth. The program combines two streams of education, Western and Traditional, which are integral to the success of Aboriginal youth. • Specific support for First Nation, Metis and Inuit students in the following areas: <ul style="list-style-type: none"> ○ Academic Assistance ○ Culturally Sensitive Resource ○ Social and Personal Consultation ○ Access to Tutors ○ Student Advocacy
Graduated Support Program	<ul style="list-style-type: none"> • Specific support for students including integration in the school and community, appropriate to the student's strengths • Although they may not be earning credits, students in this program have the ability to achieve a level of independence in the community upon graduation
Extensive Support Program	<ul style="list-style-type: none"> • Intensive, continuous, and individualized support • Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports
Personalized Learning Support Program	<ul style="list-style-type: none"> • An individualized educational alternative program for students who cannot learn in a regular school setting. Students remain connected to their home school.

Section 3: Changing Culture, Changing Schools and Rethinking Program Locations

We are putting our students first, by creating environments that support them and make every school a great school. Each one of our students will be able to work towards their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university and work.

We know that offering all five major pathways is not the current reality in some of our schools but we are committed to changing our culture to support students in every school across our district. We will support our staff as we implement the program strategy to ensure we achieve our goal of thirteen great schools. We believe in our students and are committed to creating environments of high expectations for everyone.

New and improved school facilities will ensure the program strategy can meet the needs of all students in the 21st century. This means providing learners with safe, inclusive, innovative and engaging school cultures. Programs have been strategically placed across the system according to the following criteria:

- Infrastructure already within a school
- Even distribution of programming specialities across the system
- Balancing enrolments across schools

The charts below outline the placement of Tier 3 programs across HWDSB. Tier 3 programs and specialized interventions/supports are intended for a few students at limited school sites. Currently, approximately 1.5 per cent of students choose to leave their home school to attend a Tier 3 program. Programs and interventions/supports within Tier 3 are those that require specialized facilities, equipment or funding enhancements. These programs will be located in a few school sites located strategically across HWDSB. Transportation is provided according to Board policy.

Tier 3 Programs	Location
Arts & Culture: Digital Media	Dundas, New North , Orchard Park
ArtSmart	New South
Aviation/Aerospace	Ancaster, Sir Winston Churchill
Construction - Building Careers from the Ground Up	Offsite location (depending on building site)
Cosmetology	Sir Winston Churchill, New South , Orchard Park, Waterdown
ESL/ELD	New South , Glendale, Westdale
French Immersion	Sherwood , Westdale
Horticulture	Saltfleet
Hospitality/Tourism (Food Services)	New North , Orchard Park, Sir Allan MacNab , Waterdown
Information/Communication Tech	Ancaster, New South
International Baccalaureate (IB)	Ancaster, Glendale, Westdale
Manufacturing	Dundas School, Sherwood, Sir Winston Churchill

Ontario Public Service Program	New North
Performing Arts	Glendale
Transportation Technology	Dundas School, Glendale, New South

* Bolded denotes new proposed locations

French Immersion

Schools may grant a certificate in French Immersion if a student has successfully completed a sequence of four courses in French Immersion and a minimum of six courses in other French subjects. A critical mass of 350 students is necessary to offer a variety of courses beyond the minimum compulsory subjects. A phased in program can be offered at Sherwood beginning in September 2016 based upon the projected French Immersion enrolment:

French Immersion Projected Enrolment - Planning and Accommodation April 2013

School	2016	2017	2018	2019	2020	2021	2022
Sherwood*	121	259	390	492	542	536	505
Westdale	416	398	407	406	453	464	448

* Program phased in starting with Grade 9s in September 2016

Tier 3 Interventions/Supports	Location
ALPHA	Westdale, New South
NYA:WEH	New North, New South , Sir Winston Churchill
Graduated Support Program	New North, New South , Orchard Park, Saltfleet , Sherwood, Sir Winston Churchill, Waterdown, Westdale
Extensive Support Program	Ancaster High, Dundas, Glendale, New North , Sir Allan MacNab, Westmount
Personalized Learning Support Program	Dundas School, Glendale, New South , Offsite location

*Bolded denotes new proposed locations

As per trustee motion, the Mountain and Parkview programs will be transitioned into the new North and South schools.

See *Appendix D* for program location charts, maps and associated boundaries

Section 4: Program Strategy Cost and Implementation

Revitalizing facilities is an important part of the implementation of HWDSB's secondary program strategy. The decision to close a number of secondary schools will allow funds to be redirected from the maintenance of underutilized facilities to the renewal of the remaining schools. The program strategy and facility renewal is inextricably linked. Facilities Management is required to integrate the program plan into its planning cycle.

Many of the proposed Tier 3 programs can be accommodated in the specialized classroom spaces already existing in our schools or part of the design and construction of our new schools. However, the preliminary estimate for upgrades and renovations to provide new infrastructure for Tier 3 programs at

existing secondary schools is approximately \$5 million dollars. This estimate is subject to change after field visits and final designs are completed. Implementation timelines must also be considered.

Funding sources available to HWDSB to implement the program strategy include School Renewal Grants (SRG) and Proceeds of Disposition (POD). As summarized in the February 11, 2013 Committee of the Whole report entitled "Strategy in Response to Capital Funding," a portion of the surplus funds identified in the Board-approved cash flow analysis (approximately \$12.6 million) could be used to fund the program strategy.

Section 5: Enhancing Transportation to Tier 3 Programs

An important feature of HWDSB's Program Strategy is providing greater choice of programs within a student's local school as well as enhancing transportation to those programs intended for a few students. Adding transportation to Tier 3 programs will require a change to the Transportation Policy. Policy changes will be processed in the 2013-2014 school year.

Administration recommends transportation be provided for students living further than 3.2 km from:

- their home school
- a Tier 3 program in accordance with the program's approved boundaries (see *Appendix B*)

The following assumptions were considered when estimating the cost of enhanced transportation:

- Current contract rates
- Current student population
- Estimated student access to HSR by cluster
- Estimated percentage of students requiring transportation to each program
- Currently proposed program locations

Estimated annual incremental costs for enhanced access

Programs	Costs
Tier 3 Programs (not including FI)	\$407,000
Tier 3 Interventions	\$158,000
French Immersion*	\$300,000
Total	\$865,000

*The projected increase in costs relates to the increased number of students receiving transportation services

The projected costing was based on a service parameter that includes centralized group stop locations for large black and yellow vehicles. In some rural cases, Hamilton-Wentworth Student Transportation Service (HWSTS) will examine the student residence locations and establish a reasonable compromise, which may include a home stop.

Section 6: Consulting our Community

Public consultation is an important part of Hamilton-Wentworth District School Board's commitment to accountability. HWDSB relies on feedback given to them by parents, staff, students and the broader community so they can make well-informed decisions that result in positive outcomes for students. The program strategy will go out for a 30 day consultation and the results presented to trustees in June 2013.

The purpose of the consultation is to gain feedback from students, parents, staff and community members on the program strategy implementation, which includes the vision, program placement, new boundaries and transportation.

A series of thirteen public meetings will take place in May for each of the secondary schools. Boundary recommendations have come forward as a result of extensive consultation through the accommodation review process and subsequent discussions. We will be following our board's boundary review process in the context of the larger accommodation review and program strategy consultation. Community meetings will be facilitated by the Superintendent of Student Achievement, E-Best and Facilities Management in consultation with School Council Chairs.

Corporate Communications will use a variety of communication vehicles to reach out to stakeholders, including letters, newspaper ads, media releases and social media tools. Childcare will be provided at community meetings and Corporate Communications will work closely with the Assessment Centre to reach out to diverse communities.

This end date will facilitate the sharing of consultation results with the Committee of the Whole in June 2013. The public will be asked questions around the placement of tier 3 programs and the associated effect on boundaries. All questions will also be available in an online survey to hear from those members of the public that are unable to make the public consultation dates.

Stakeholders

In order to gain feedback from a wide range audience, staff will be seeking feedback from both our internal and external stakeholders.

Internal Stakeholders
Staff
<ul style="list-style-type: none"> • Staff (includes all union groups and HWSTS)
Students
<ul style="list-style-type: none"> • Elementary (grades 7/8) • Secondary

External Stakeholders
Advisory Committees
<ul style="list-style-type: none"> • French Immersion Advisory Committee • Hamilton-Wentworth Home & School

<p>Association</p> <ul style="list-style-type: none"> • Parent Involvement Committee • Rural Schools Committee • School Councils • Special Education Advisory Committee • Student Senate
Parents
<ul style="list-style-type: none"> • Elementary • Secondary
Community
<ul style="list-style-type: none"> • As per all our consultations, we will send notification to all 95 identified community groups through our email distribution list.

Outreach

Staff will use a number of different methods to reach out to the public on the program strategy including:

- HWDSB Website
- Social Media
- Media Releases
- Letters to parents
- School Newsletters

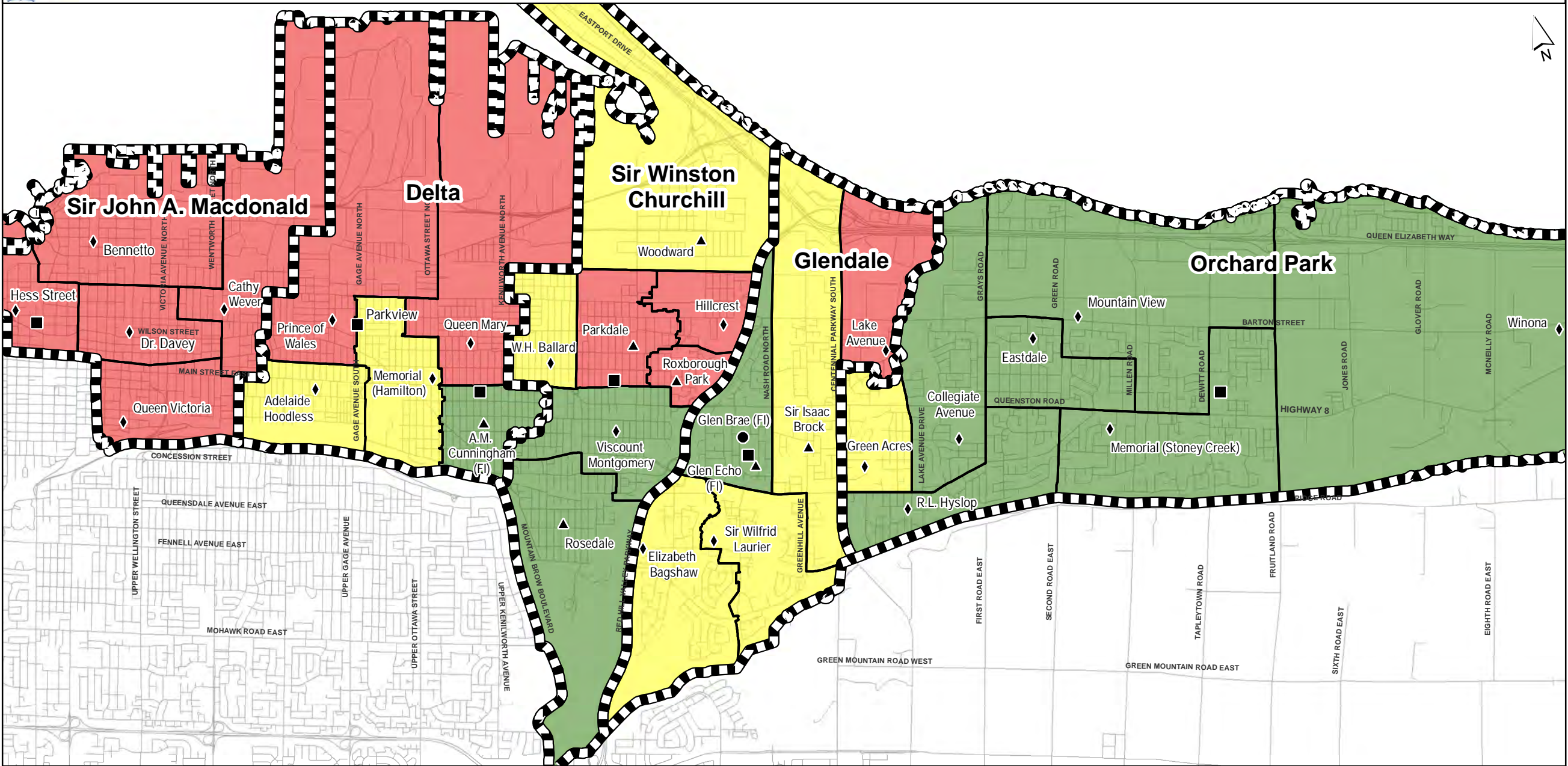
Staff will use the following to collect feedback.

- Online consultation
- Public meetings (13 meetings in May)

Proposed Consultation Timeline

Key Activities	Dates
Director's Student Voice Forums	October 2012
Ministry of Education Announcement	January 2013
Draft program strategy presented at Information Session	March 2013
Draft program placement presented at Standing Committee	April 2013
Community consultation	May 1-30 2013
Final report	June 2013

Appendix A

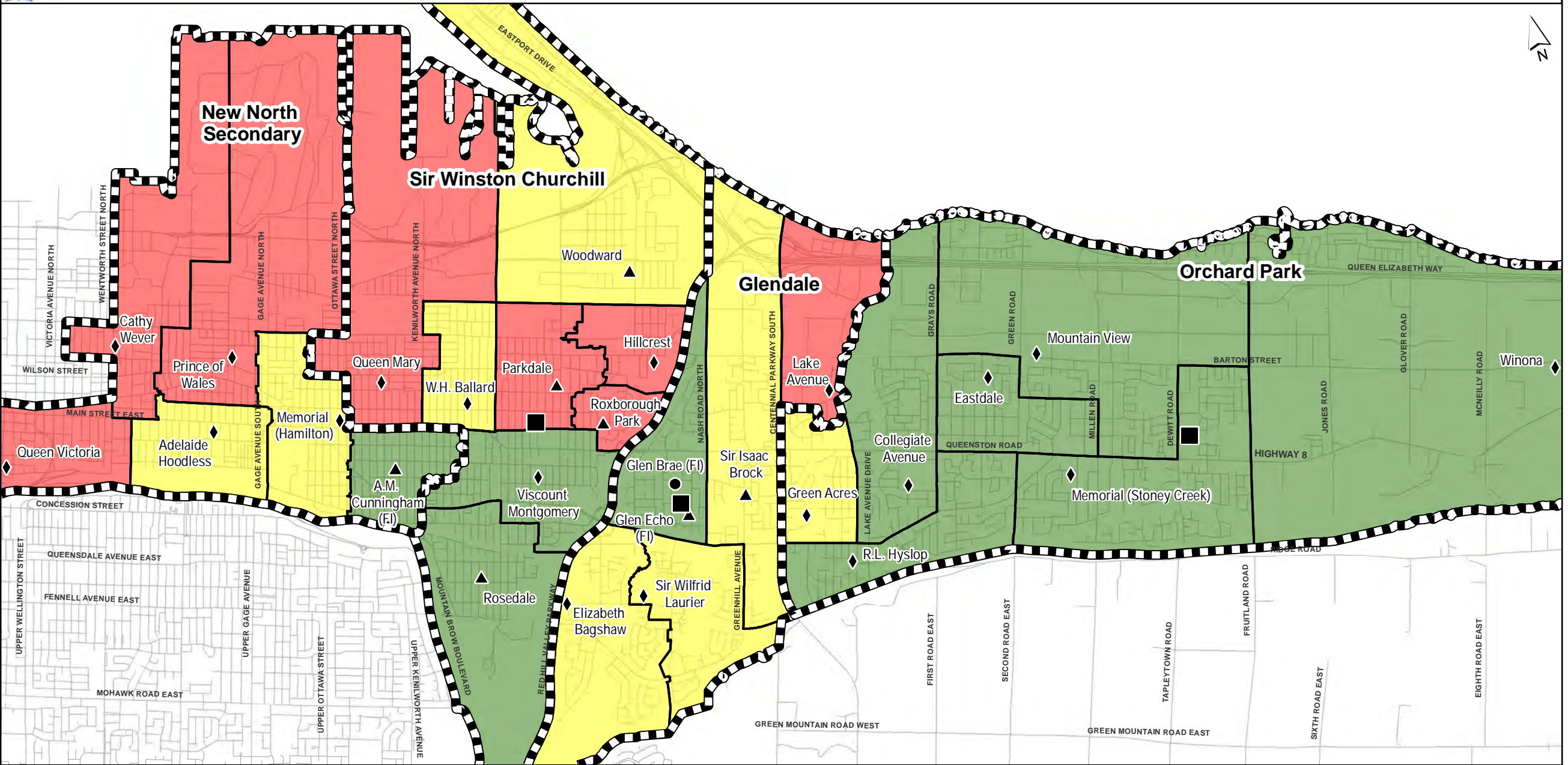


<p>HWDSB Schools</p> <ul style="list-style-type: none"> ▲ Jr Elem ◆ Elementary ● Middle School ■ Secondary 	Current Secondary Boundaries Elementary Boundaries	<p>Socioeconomic Ranking</p> <ul style="list-style-type: none"> High Moderate Low
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Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada

<p>HWDSB Planning and Accommodation 2013</p>



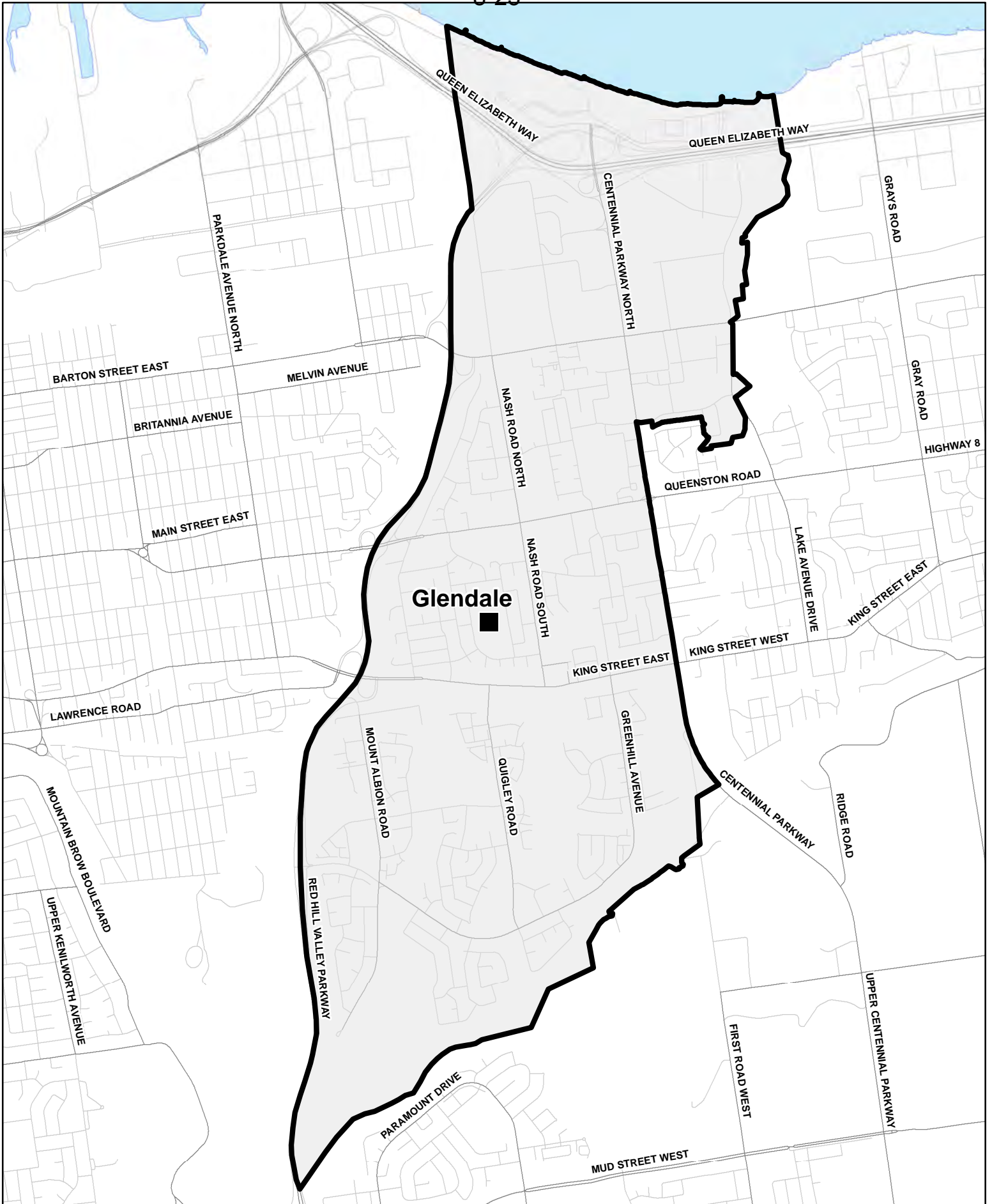
HWDSB Schools		Proposed Secondary Boundaries Elementary Boundaries	Socioeconomic Ranking	
▲	Jr Elem			High
◆	Elementary		Moderate	
●	Middle		Low	
■	Secondary			

Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



0 0.375 0.75 1.5 2.25 3 Kilometers

HWDSB
Planning and Accommodation 2013

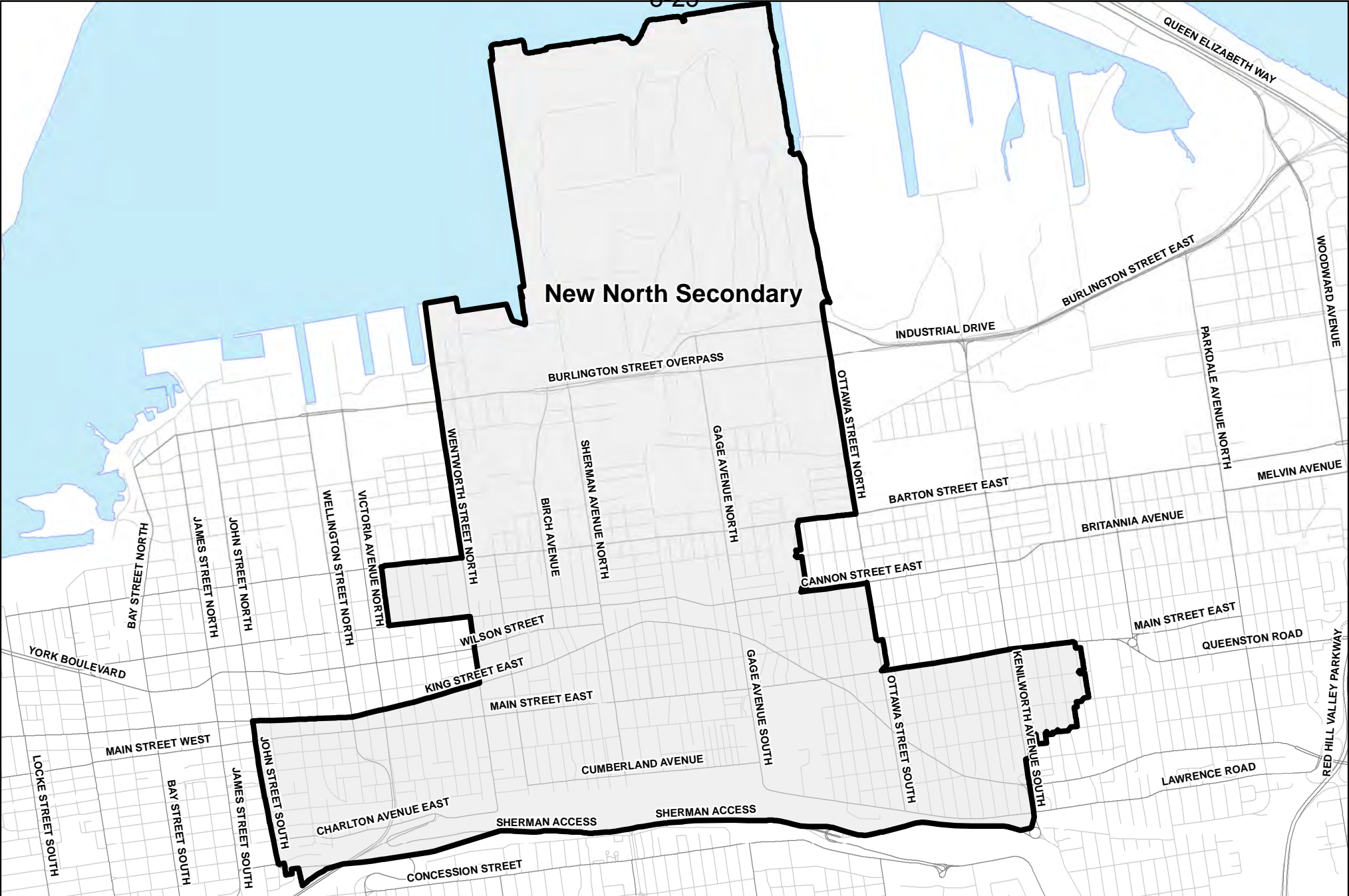


Proposed Secondary Boundaries



Glendale

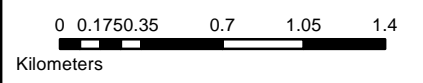
-  Secondary School
-  Proposed Secondary School Boundary





Proposed Secondary Boundaries
New North Secondary



-  Secondary School
-  Proposed Secondary School Boundary





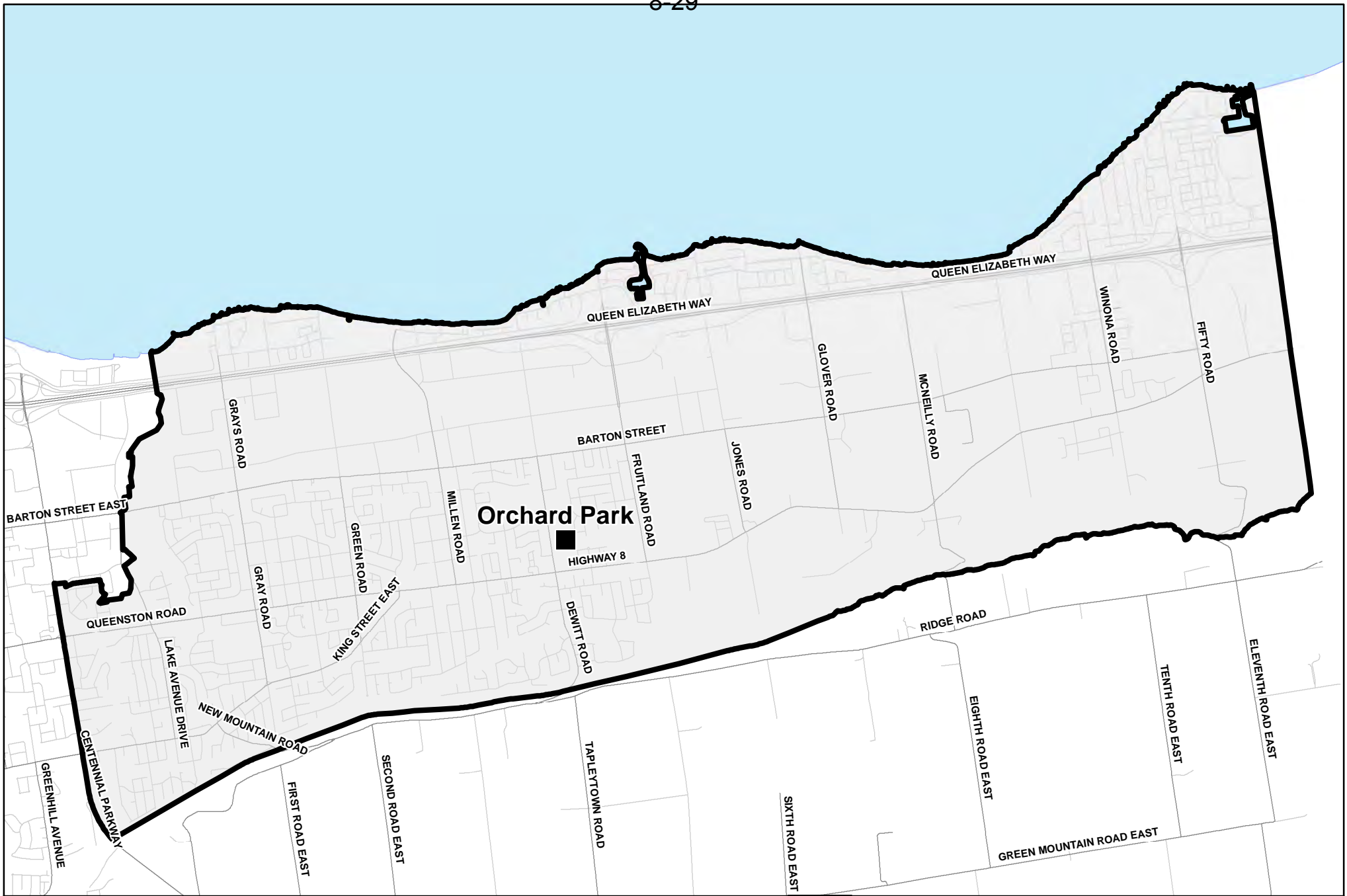
Proposed Secondary Boundaries

Sir Winston Churchill

-  Secondary School
-  Proposed Secondary School Boundary





HWDSB
 Planning and Accommodation 2013



Proposed Secondary Boundaries

Orchard Park

-  Secondary School
-  Proposed Secondary School Boundary

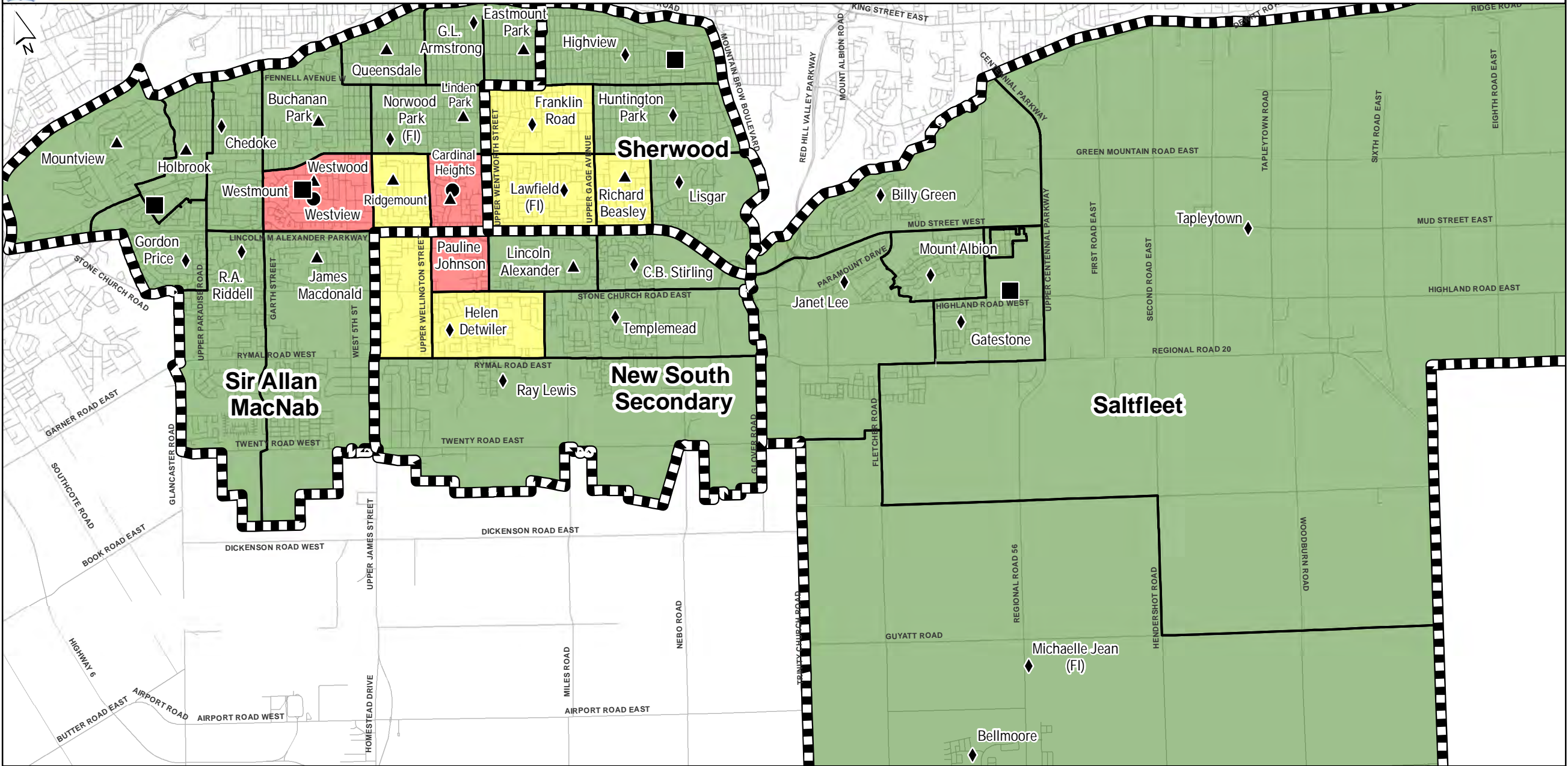



Planning & Accommodation



HWDSB
Planning and Accommodation 2013

Proposed South Secondary Boundaries and Associated Schools



HWDSB Schools

- ▲ Jr Elem
- ◆ Elementary
- Middle School
- Secondary



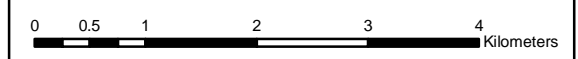
Proposed Secondary Boundaries
Elementary Boundaries

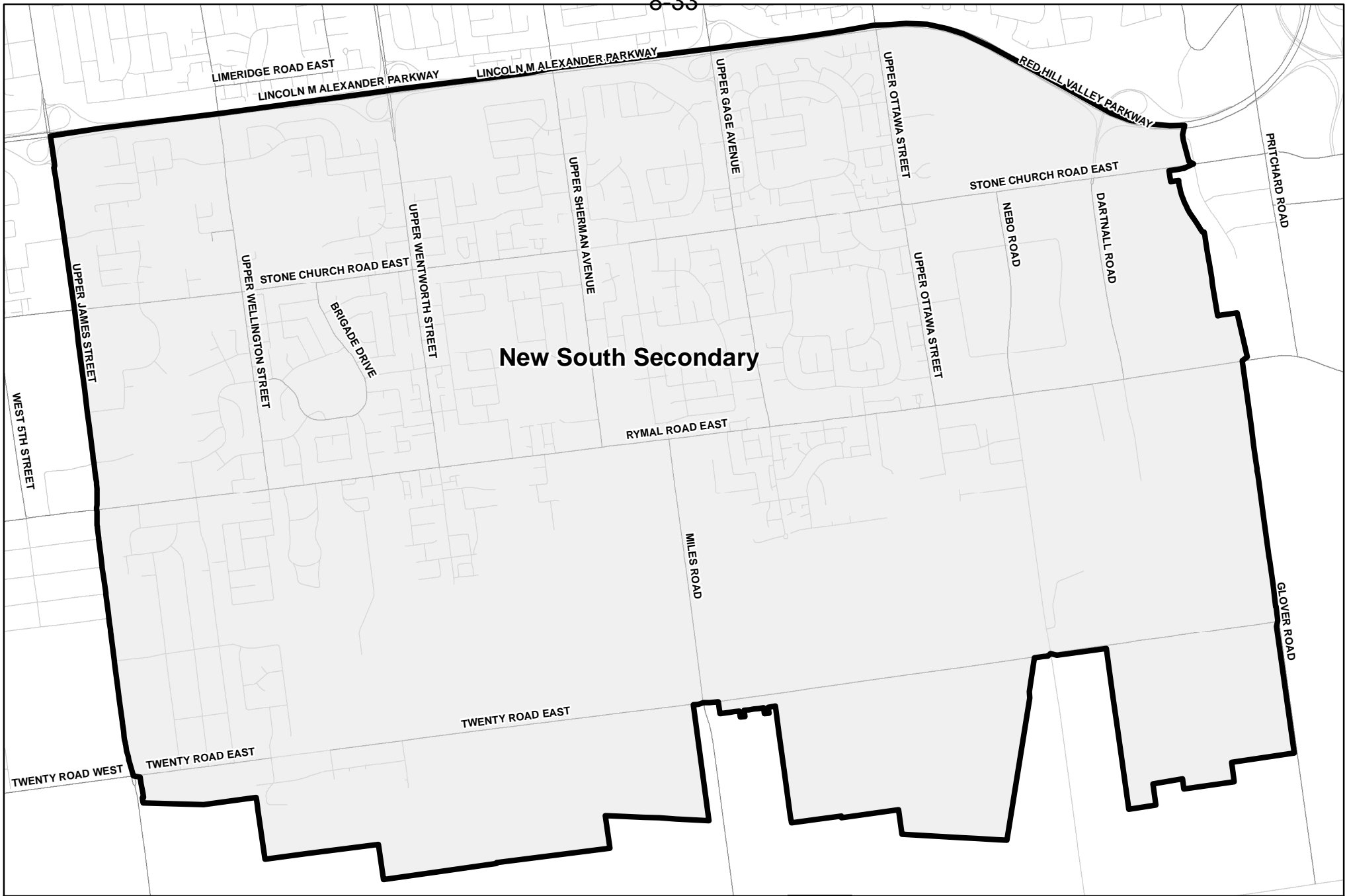
Socioeconomic Ranking

- High
- Moderate
- Low

Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013



* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



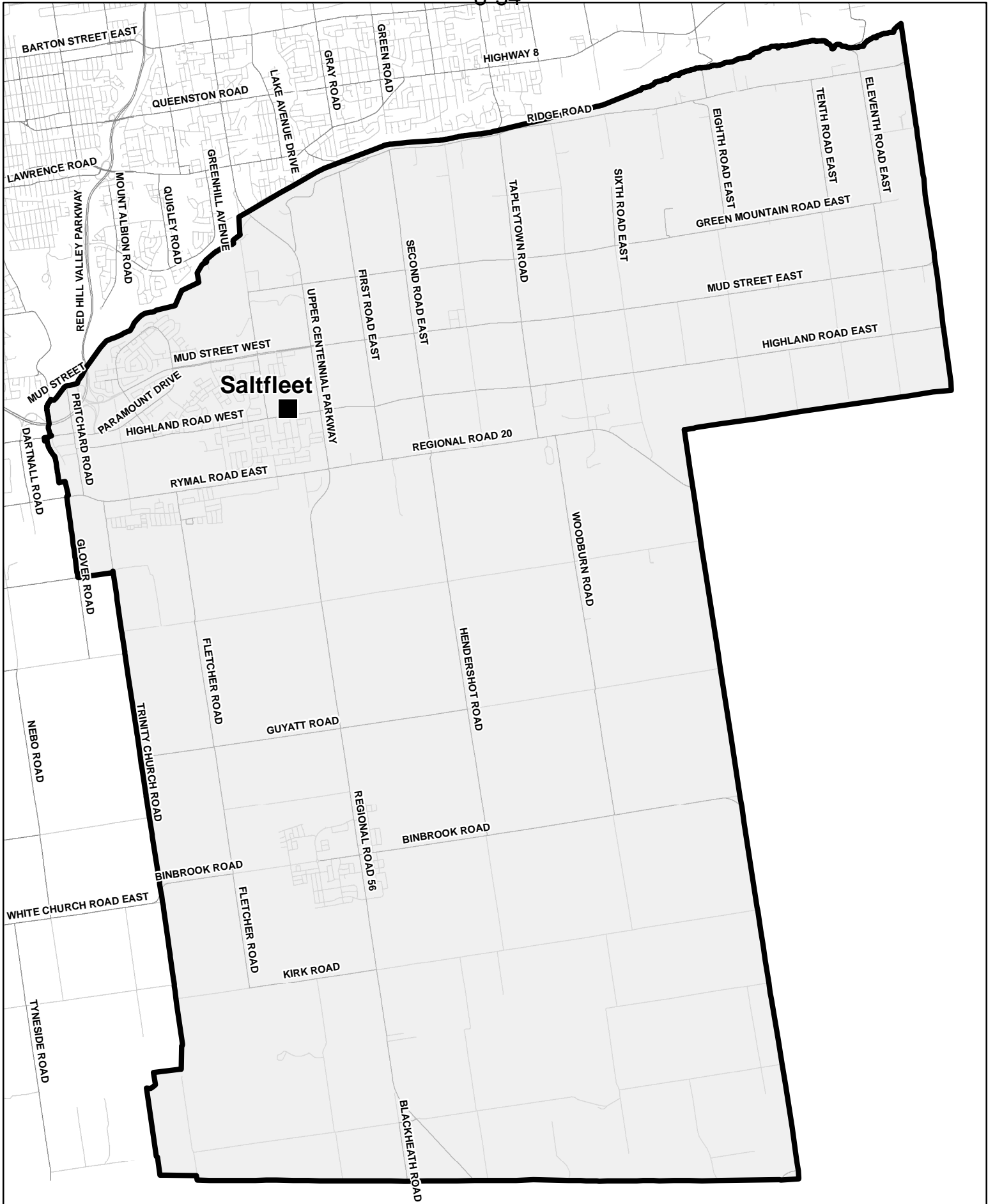


Proposed Secondary Boundaries

New South Secondary

-  Secondary School
-  Proposed Secondary School Boundary





Proposed Secondary Boundaries

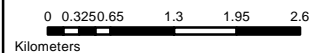
Saltfleet



Secondary School



Proposed Secondary School Boundary



CHARLTON AVENUE EAST

SHERMAN ACCESS

SHERMAN ACCESS

LAWRENCE ROAD

KENILWORTH ACCESS

MOUNTAIN BROW BOULEVARD

Sherwood



CONCESSION STREET

QUEENSDALE AVENUE EAST

FENNEL AVENUE EAST

UPPER GAGE AVENUE

UPPER KENILWORTH AVENUE

UPPER WENTWORTH STREET

UPPER OTTAWA STREET

MOHAWK ROAD EAST

UPPER WELLINGTON STREET

UPPER SHERMAN AVENUE

RED HILL VALLEY PARKWAY

MUD STREET

PRITCHARD ROAD

STONE CHURCH ROAD EAST

LIMERIDGE ROAD EAST

KINGFISHER DRIVE

LINCOLN M ALEXANDER PARKWAY

LINCOLN M ALEXANDER PARKWAY

Proposed Secondary Boundaries

Sherwood



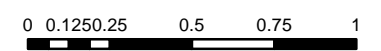
Secondary School



Proposed Secondary School Boundary

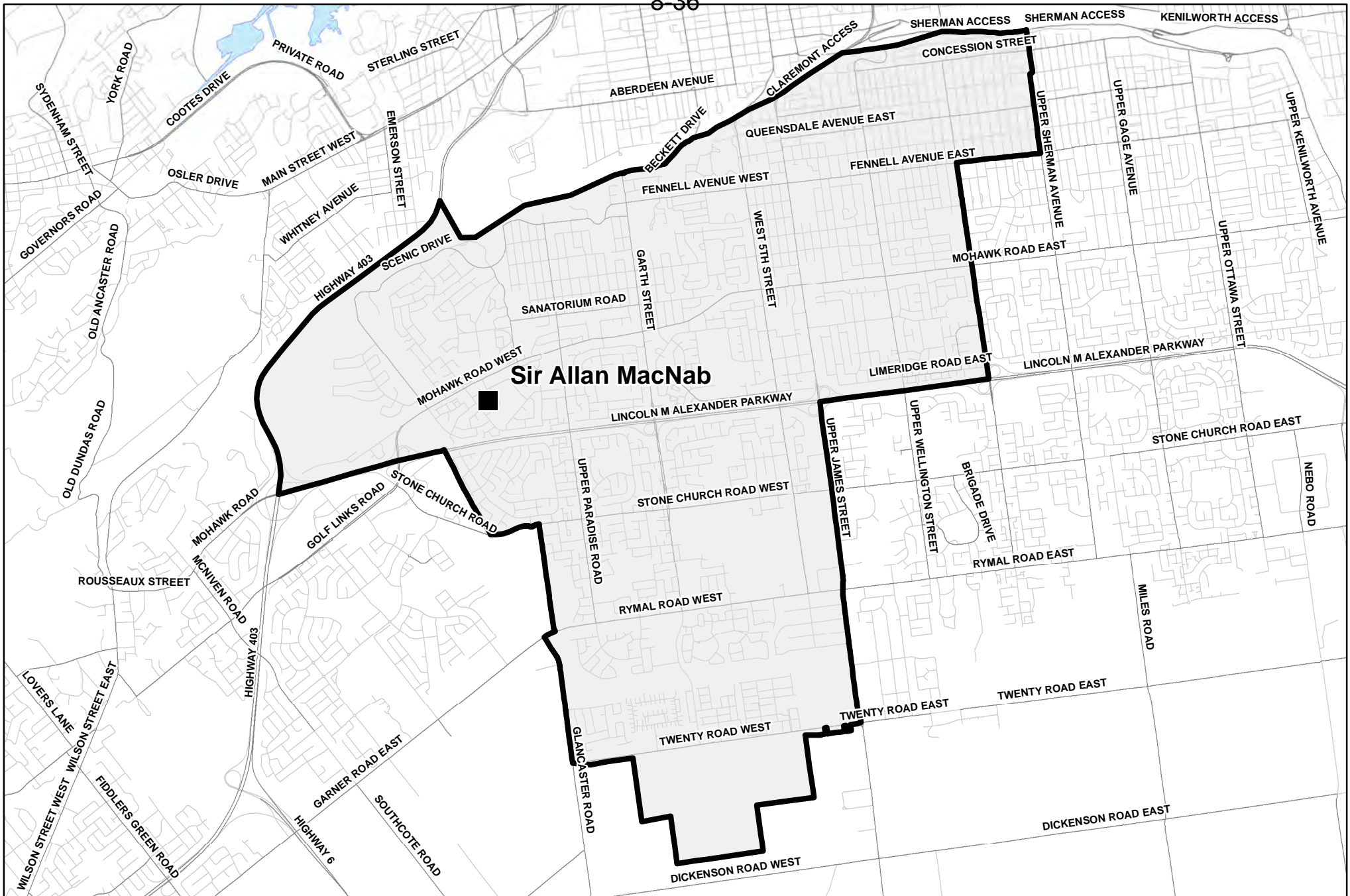


Planning & Accommodation





Kilometers

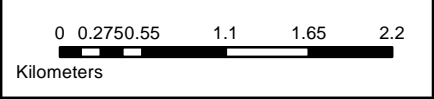
HWDSB
Planning and Accommodation 2013



Proposed Secondary Boundaries

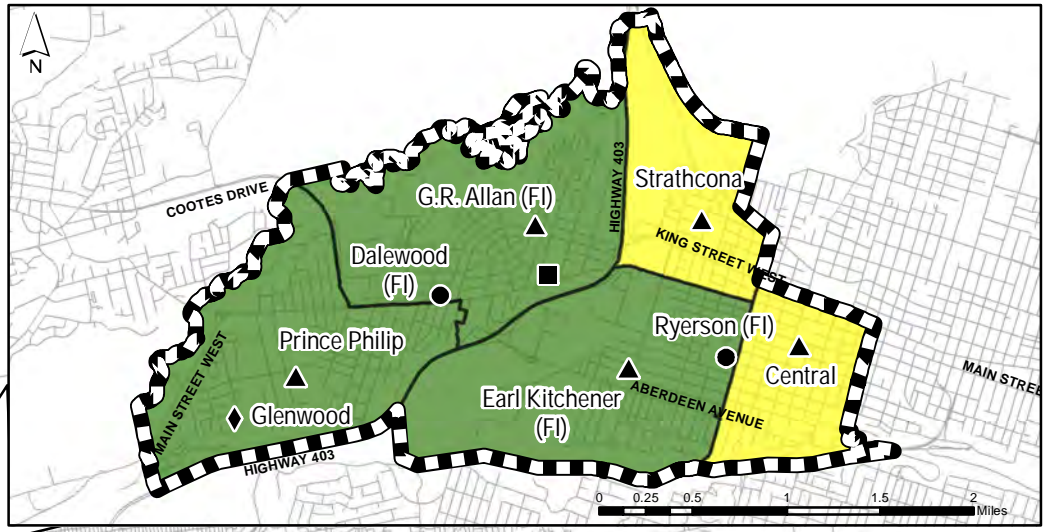
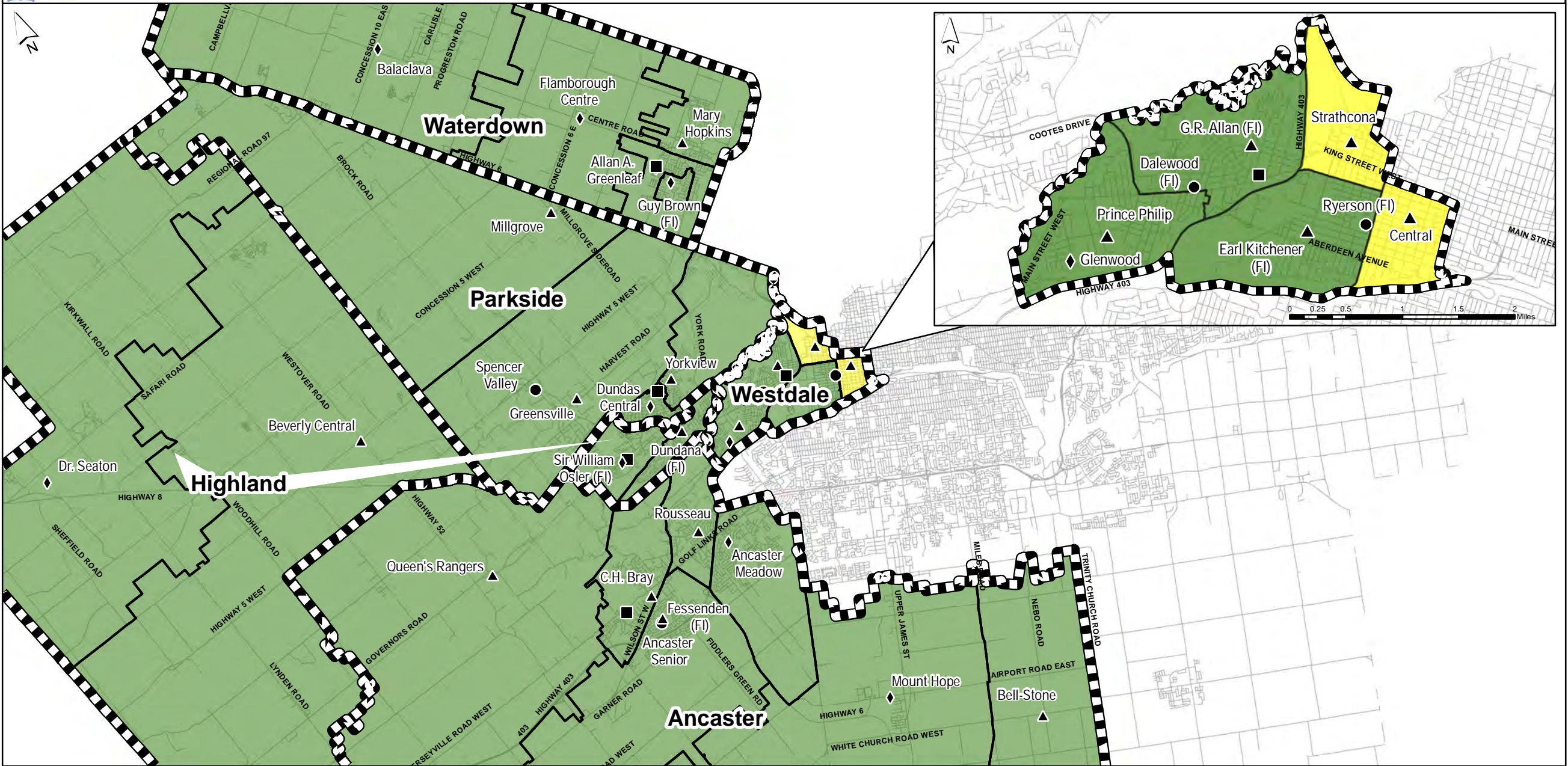
Sir Allan MacNab

-  Secondary School
-  Proposed Secondary School Boundary



HWDSB
Planning and Accommodation 2013

Current West Secondary Boundaries and Associated Schools



HWDSB Schools

- ▲ Jr Elem
- ◆ Elementary
- Middle School
- Secondary

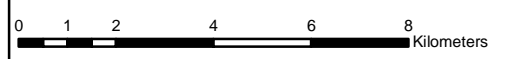
- Current Secondary Boundaries
- Elementary Boundaries

Socioeconomic Risk

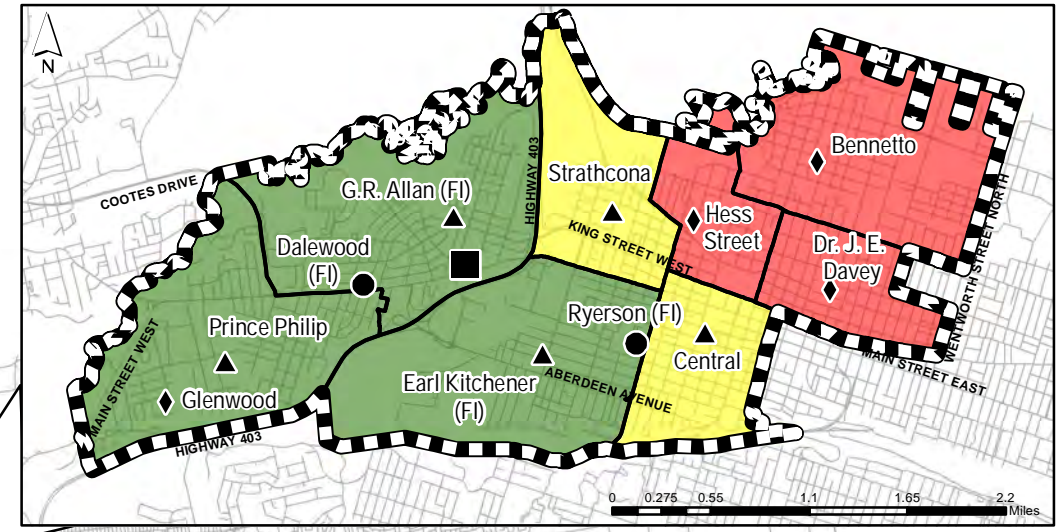
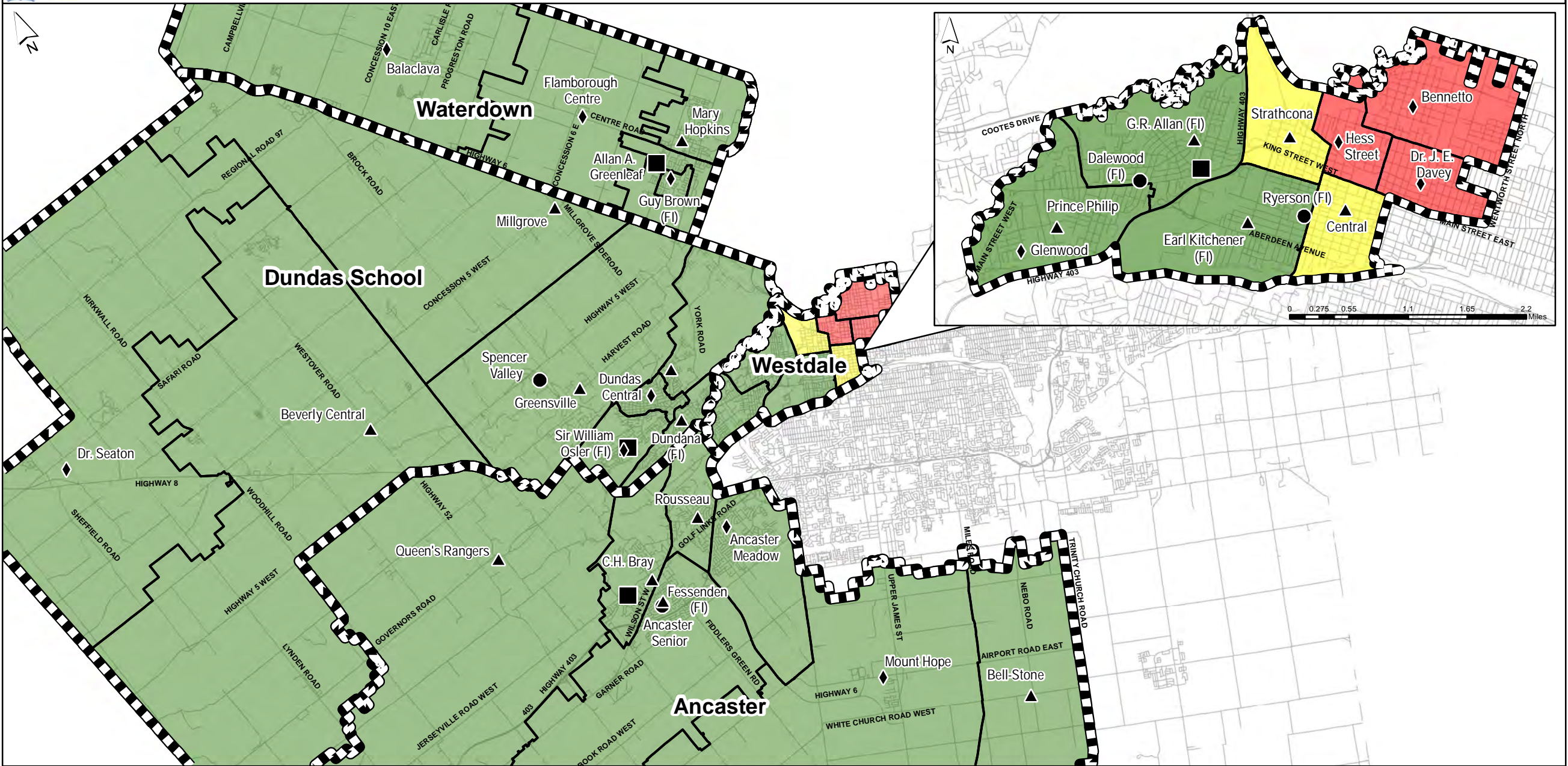
- High
- Moderate
- Low

Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



Proposed West Secondary Boundaries and Associated Schools



HWDSB Schools

- ▲ Jr Elem
- ◆ Elementary
- Middle School
- Secondary



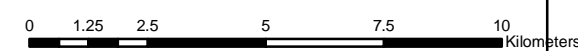
Proposed Secondary Boundaries
Elementary Boundaries

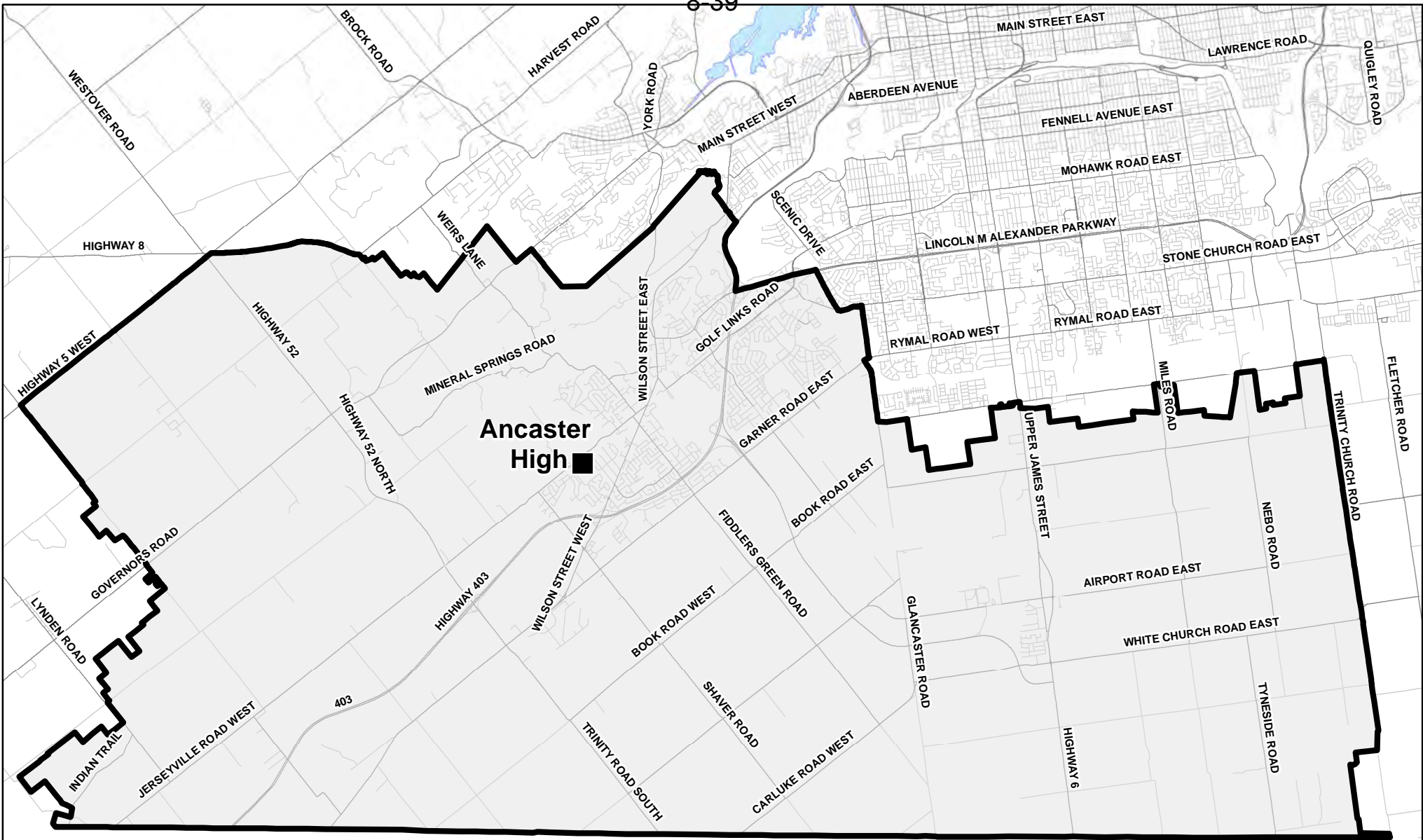
Socioeconomic Ranking

- High
- Moderate
- Low

Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013



* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



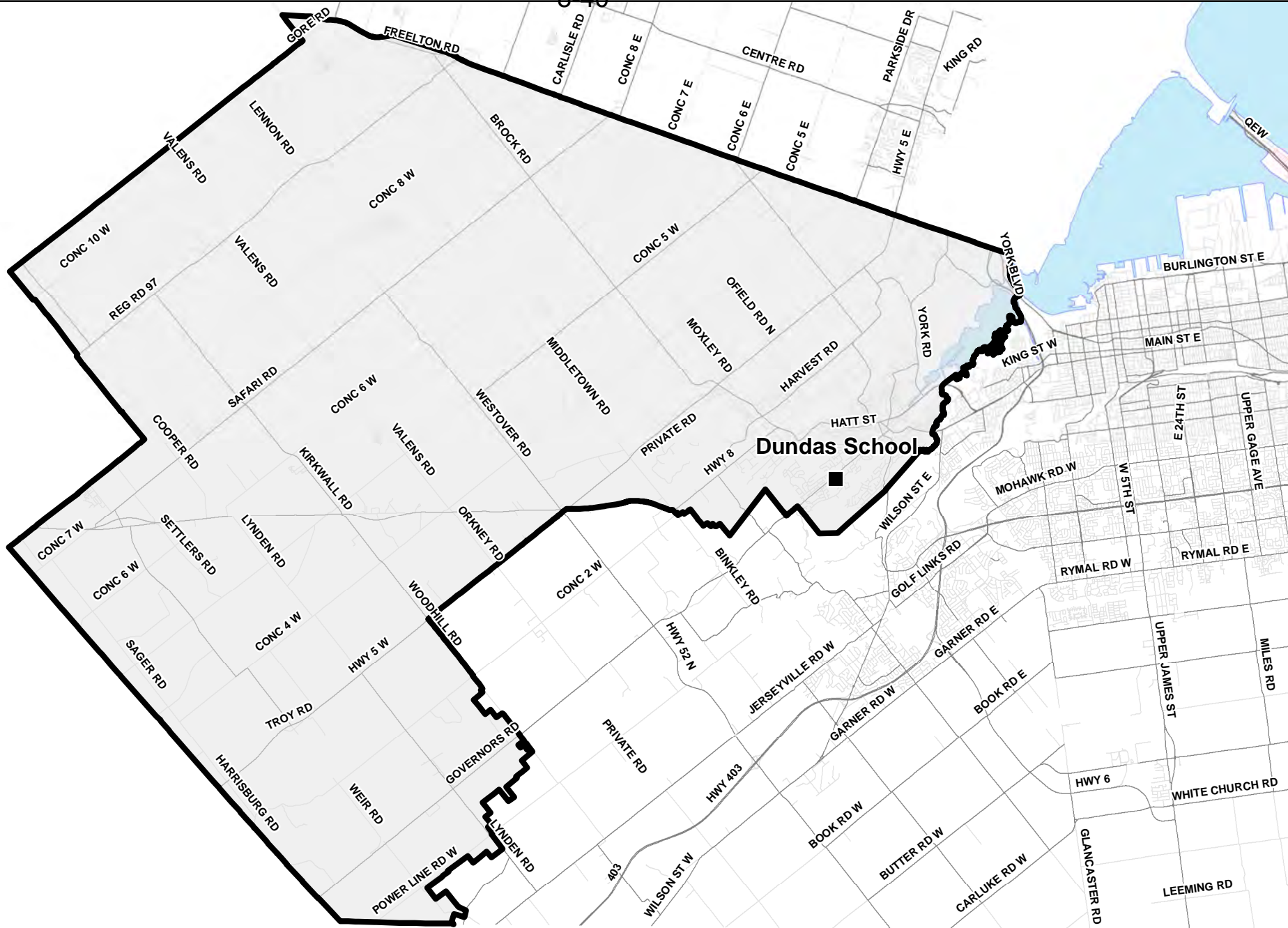


Proposed Secondary Boundaries

Ancaster High



-  Secondary School
-  Proposed Secondary School Boundary

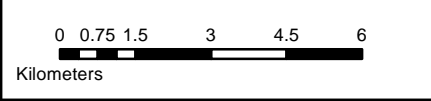




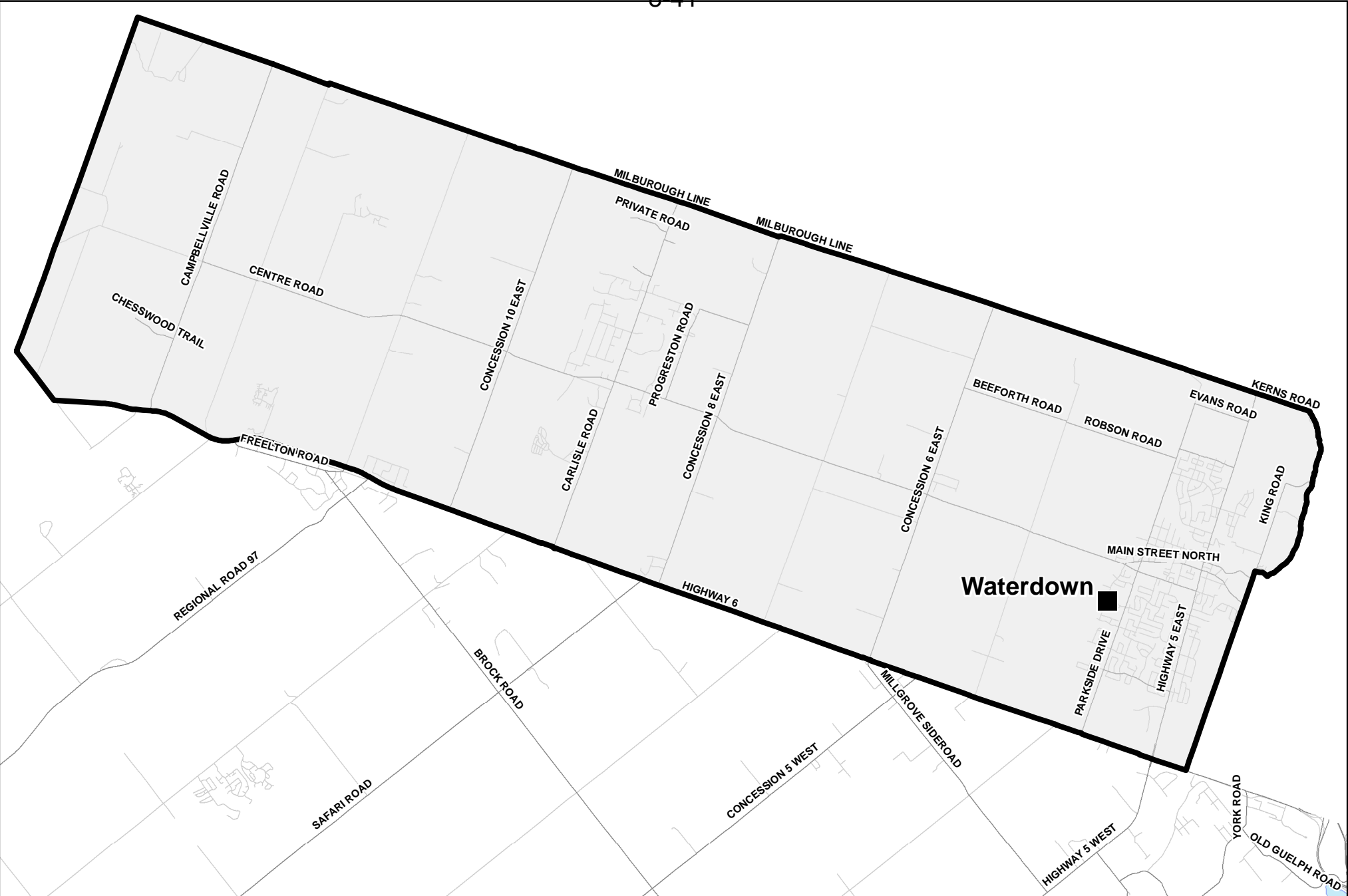
Proposed Secondary Boundaries

Dundas School

-  Secondary School
-  Proposed Secondary School Boundary





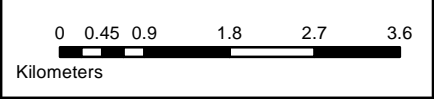
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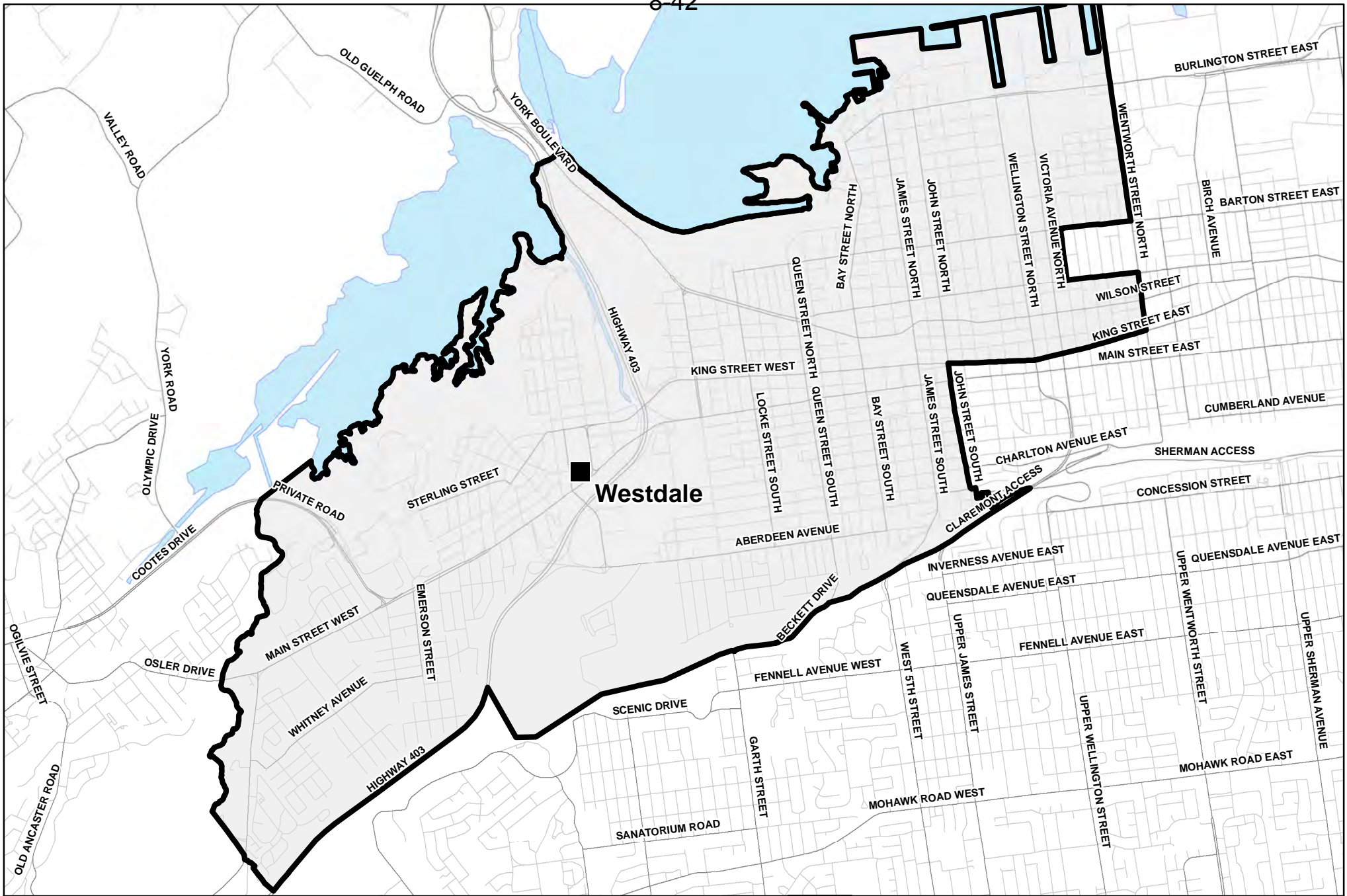
Proposed Secondary Boundaries

Waterdown

-  Secondary School
-  Proposed Secondary School Boundary



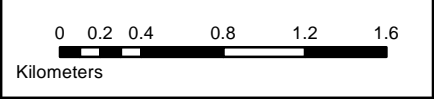
HWDSB
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Proposed Secondary Boundaries

Westdale

- Secondary School
- Proposed Secondary School Boundary



HWDSB
 Planning and Accommodation 2013

West Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
Ancaster	1,356	1,076 79%	1,134.0 84%	1,155.1 85%	1,181.6 87%	1,171.1 86%	1,154.9 85%	1,157.7 85%	1,090.8 80%
Highland	1,041	780 83%	1,041.0 100%	1,053.3 101%	1,026.2 99%	955.6 92%	942.5 91%	858.6 82%	797.3 77%
Parkside	756	458 61%	- -	- -	- -	- -	- -	- -	- -
Waterdown District	1,701	1,170 69%	1,154.1 68%	1,195.0 70%	1,096.4 64%	1,006.5 59%	1,062.3 62%	1,068.8 63%	1,122.0 66%
Westdale	1,521	1,684 111%	1,769.2 116%	1,668.4 110%	1,710.5 112%	1,659.3 109%	1,687.6 111%	1,721.3 113%	1,687.9 111%
Total	5,619	5,168.0 82%	5,098.4 91%	5,071.9 90%	5,014.6 89%	4,792.5 85%	4,847.2 86%	4,806.5 86%	4,698.0 84%

North Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
Delta	1,431	721 50%	- -	- -	- -	- -	- -	- -	- -
Glendale	1,122	979 87%	899.4 80%	915.0 82%	926.6 83%	944.2 84%	938.8 84%	944.9 84%	948.5 85%
New Sec School North	1,250	- -	1,278.3 102%	1,280.2 102%	1,255.8 100%	1,254.5 100%	1,329.8 106%	1,317.2 105%	1,328.2 106%
Orchard Park	1,293	1,109 86%	991.2 77%	983.7 76%	1,001.6 77%	984.7 76%	983.8 76%	1,021.4 79%	1,022.6 79%
Parkview	534	245 46%	- -	- -	- -	- -	- -	- -	- -
Sir John A. Mcdonald	1,569	1,180 75%	- -	- -	- -	- -	- -	- -	- -
Sir Winston Churchill	1,089	1,099 101%	1,188.5 109%	1,151.6 106%	1,119.4 103%	1,072.9 99%	1,102.7 101%	1,094.8 101%	1,133.3 104%
Total	4,754	5,333 76%	4,357.3 92%	4,330.5 91%	4,303.4 91%	4,256.4 90%	4,355.1 92%	4,378.3 92%	4,432.7 93%

South Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
Barton	1,092	700 64%	- -	- -	- -	- -	- -	- -	- -
Hill Park	1,194	741 62%	- -	- -	- -	- -	- -	- -	- -
New Sec School South	1,000	- -	1,116.7 112%	1,105.7 111%	1,141.0 114%	1,175.3 118%	1,167.1 117%	1,156.5 116%	1,155.8 116%
Mountain	534	176 33%	- -	- -	- -	- -	- -	- -	- -
Saltfleet	1,164	1,223 128%	1,454.0 125%	1,494.4 128%	1,526.7 131%	1,533.7 132%	1,587.2 136%	1,653.9 142%	1,751.1 150%
Sherwood	1,308	1,112 85%	1,090.0 83%	1,147.6 88%	1,254.9 96%	1,310.7 100%	1,344.2 103%	1,368.9 105%	1,321.6 101%
Sir Allan MacNab	1,413	874 62%	1,363.9 97%	1,382.5 98%	1,392.8 99%	1,322.6 94%	1,347.0 95%	1,313.0 93%	1,304.7 92%
Westmount	1,122	1,494 133%	1,295.1 115%	1,253.4 112%	1,208.3 108%	1,124.3 100%	1,107.5 99%	1,088.2 97%	1,068.5 95%
Total	6,007	6,320.0 81%	6,319.6 105%	6,383.6 106%	6,523.8 109%	6,466.7 108%	6,553.0 109%	6,580.5 110%	6,601.8 110%

	OTG	2012	2016	2017	2018	2019	2020	2021	2022
Grand Total	16,380	16,821 83%	15,775 96%	15,786 96%	15,842 97%	15,516 95%	15,755 96%	15,765 96%	15,732 96%

** 2012 On the Capacity (OTG) is 20,169

ALL OTGs 2016 and beyond include approved renovations/additions

Appendix B

Digital Approach to Learning: North Cluster

Implementing our program strategy gives us an opportunity to update our schools with the technologies, tools and environments that students will need for learning, working and living in the 21st century.

The new North secondary school, with its associate elementary schools, will employ and learn from a new digital approach to student learning. This is much more than a technology project; it is about using a new approach to teaching and learning to support student achievement and engagement.

This is an innovative concept that will require broad consultation, beyond the program strategy consultation, with our staff, students, parents and community partners to come to fruition.

We believe that this groundbreaking direction will engage students in learning through a meaningful exploration of their interests. Learning in the digital approach will foster curiosity, initiative and a culture of high achievement. We will study its introduction at the North secondary school and its associated schools closely, as we anticipate district-wide adoption.

Key features of the digital approach to learning:

- **Technology:** Using technology and tools to enable creative digital content, and to encourage the practice of critical and creative thought.
- **Problem solving:** Using interdisciplinary project-based assignments and activities that reflect student interests, while combining teacher- and student-directed learning.
- **Personalized learning culture:** Using of technology/assistive technology to address the specific learning needs, special needs, working strategies and abilities of each student.
- **Blended learning:** Combine mobile access to online resources as well as face-to-face interaction with teachers and peers. Learning will adjust to individual learning styles while encouraging creation of multimedia content.

A new learning environment for students:

Students will take ownership for their learning as creative and critical thinkers, able to collaborate anywhere at any time.

New learning and supports for teachers:

Teachers will benefit by having greater access to a variety of resources along with the ability to provide immediate and ongoing feedback to students to support their learning.

Changed Learning Environment

- One to One technology
- Professional learning to use the technology in a new learning environment
- Priority of digital resources over paper

Technology Cost Projections

- Minimal new spending – reallocation of budget dollars for learning resources.

Appendix C

Tier 3 Programs	Location	School Head Count (Mar. 31, 2013)	Students In Catchment	Students Out of Catchment	Total Students in Program
Arts & Culture: Visual Arts or Digital Media	Highland SJAM	774 1153	17 85	4 15	21 100
ArtSmart	Hill Park	715	10	20	30
Aviation/Aerospace	Ancaster	1044	11	2	13
Construction - Building Careers	System program	n/a	74	n/a	74
Cosmetology	Orchard Park Waterdown	1059 1104	72 60	13 0	85 60
ESL/ELD*	SJAM Glendale Barton	1153 921 659	264 155 57	n/a n/a n/a	264 155 57
French Immersion*	Westdale	1625	478	6	484
Horticulture	Saltfleet	1174	8	2	10
Hospitality/Tourism (Food Services)	Orchard Park	1059	59	8	67
International Baccalaureate (Includes grade 9 and 10 Pre-IB Students)	Ancaster Glendale Westdale	1044 921 1625	137 23 153	7 (includes 4 out of board) 0 131	144 23 284
Information/ Communication Tech	Barton	659	17	1	18
Manufacturing	Barton Highland	659 774	13 22	0 6	13 28
Ontario Public Service Program	Delta	665	4	16	20
Performing Arts**	Glendale	921	55	25	80
Transportation Technology	Dundas Glendale	n/a	n/a	n/a	n/a
TOTAL*	All Sec.	16,309	820	250	1,070
% of Total Secondary Head Count*			5%	1.5%	6.6%

Of **16,309** students enrolled in our secondary schools as of Mar. 31, 2013, 1,070 students or 6.6% of total secondary head count access Tier 3 programs. Of these, 250 students or 1.5% of the total secondary head count attended a Tier 3 program out of catchment.

*Calculations do not include students in French Immersion or ESL/ELD, because these are considered programs for language of instruction.

**The Performing Arts program at Glendale is undergoing changes to an auditioned program, but these are figures from the current program.

Appendix D



HWDSB Program Strategy Recommendations - April 2013

NORTH CLUSTER SCHOOLS	Tier 3 Program	Tier 3 Intervention/Support
Glendale	ESL/ELD International Baccalaureate (I.B.) Performing Arts	Extensive Support Personalized Learning Support Program
New North	Arts & Culture: Digital Media Hospitality/Tourism (Food Services) Ontario Public Service Program	NYA:WEH Graduated Support Extensive Support
Orchard Park	Arts & Culture: Digital Media Cosmetology Hospitality/Tourism (Food Services)	Graduated Support
Sir Winston Churchill	Aviation and Aerospace Cosmetology Manufacturing	Graduated Support

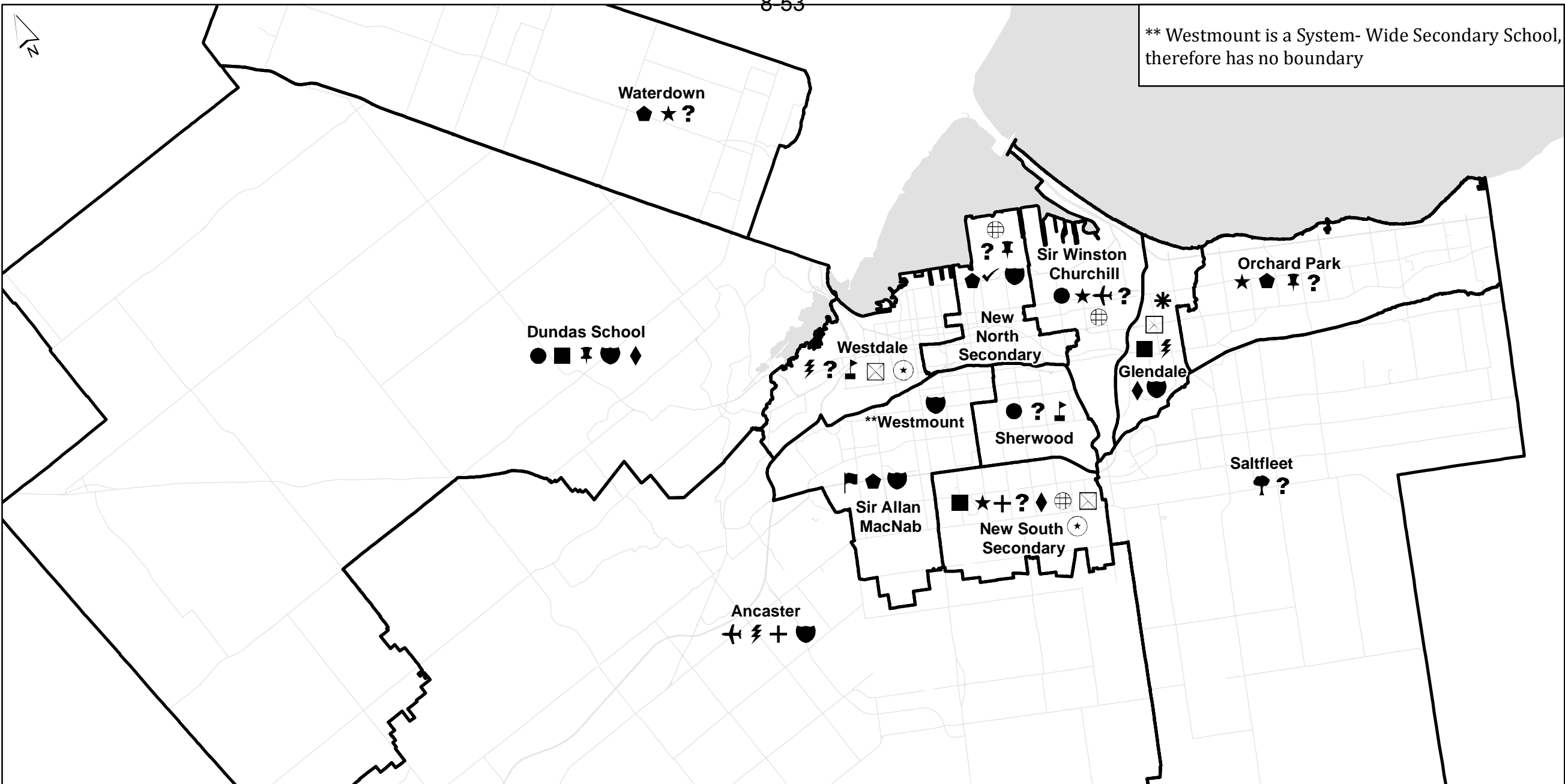
HWDSB Program Strategy Recommendations - April 2013

SOUTH CLUSTER SCHOOLS	Tier 3 Program	Tier 3 Intervention/Support
New South	Cosmetology ESL/ELD Information/Communication Technology Transportation	ALPHA NYA:WEH Graduated Support Personalized Learning Support Program
Saltfleet	Horticulture	Graduated Support
Sir Allan MacNab	ArtSmart Hospitality/Tourism (Food Services)	Extensive Support Program
Westmount		Extensive Support Program

HWDSB Program Strategy Recommendations - April 2013

WEST CLUSTER SCHOOLS	Tier 3 Program	Tier 3 Intervention/Support
Ancaster	Aviation/Aerospace Information/Communication Technology International Baccalaureate (I.B.)	Extensive Support Program
Dundas	Arts & Culture: Digital Media Manufacturing Transportation	Extensive Support Program Personalized Learning Support Program
Waterdown	Cosmetology Hospitality/Tourism (Food Services)	Graduated Support
Westdale	ESL/ELD International Baccalaureate (I.B.) French Immersion	ALPHA Graduated Support

** Westmount is a System- Wide Secondary School, therefore has no boundary



	NYA:WEH		Hospitality/ Tourism		Information/ Communication Technology		Graduated Support
	Horticulture		Cosmetology		Ontario Public Service (OPS)		Extensive Support
	Manufacturing		Arts & Culture		Performing Arts		Personalized Support/ Alt Ed
	Transportation		Aviation/ Aerospace		ESL/ ELD		French Immersion
	ALPHA		International Baccalaureate (I.B.)		Art Smart		Proposed SS Boundaries

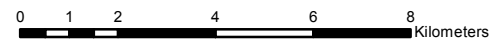


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



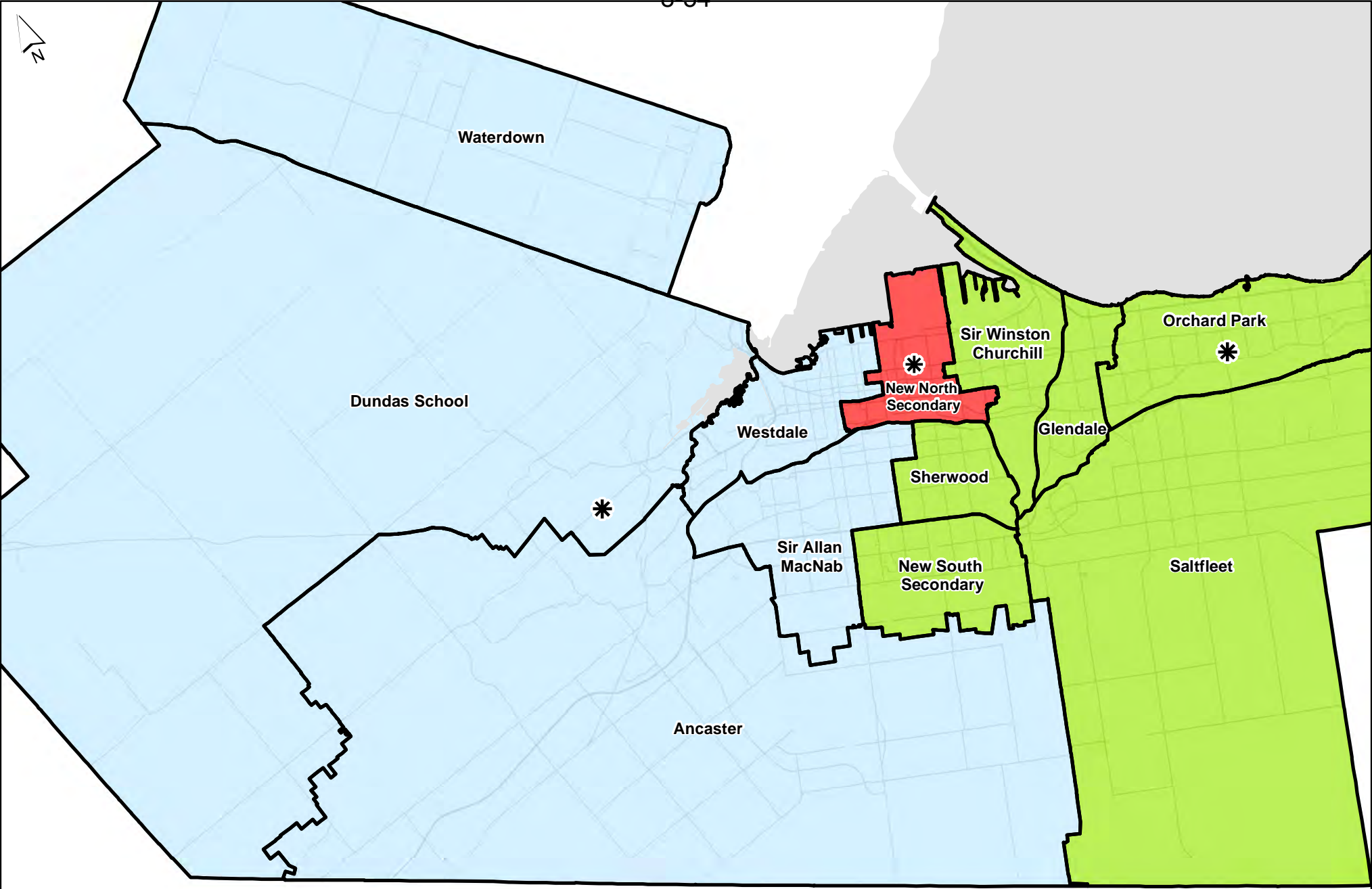
Planning & Accommodation

Secondary Program Strategy Proposed Locations





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HWDSB
Planning and Accommodation 2013






**Secondary Program Strategy
Proposed Locations**

Arts & Culture: Digital Media

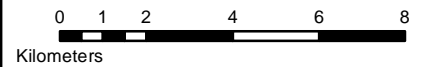
-  School Offering Program
-  Proposed SS Boundaries

Arts & Culture: Digital Media Program

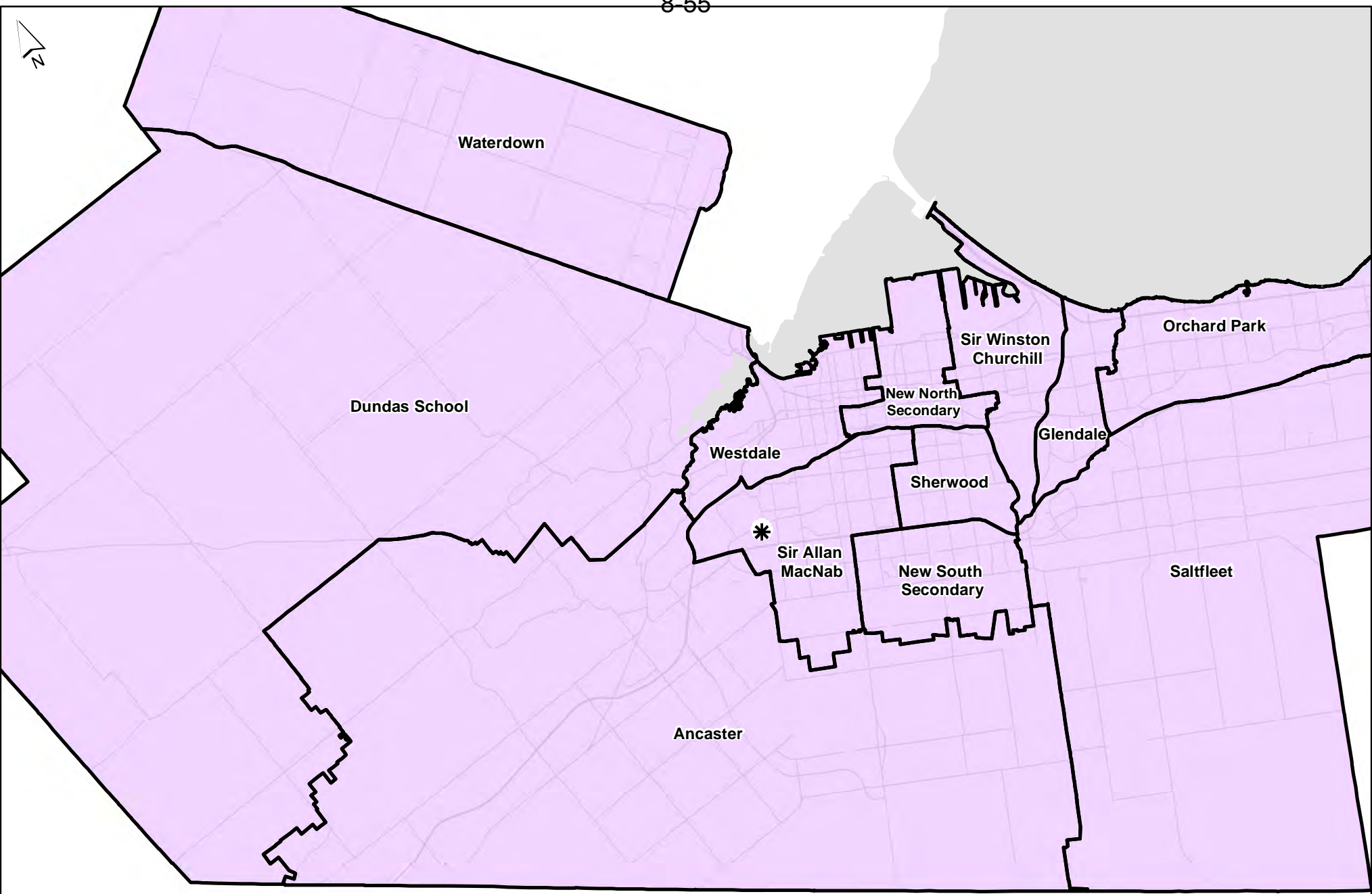
-  Orchard Park
-  Dundas School
-  New North Secondary



Planning & Accommodation



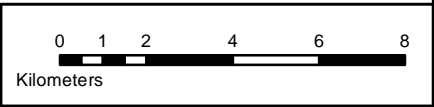
HWDSB
Planning and Accommodation 2013

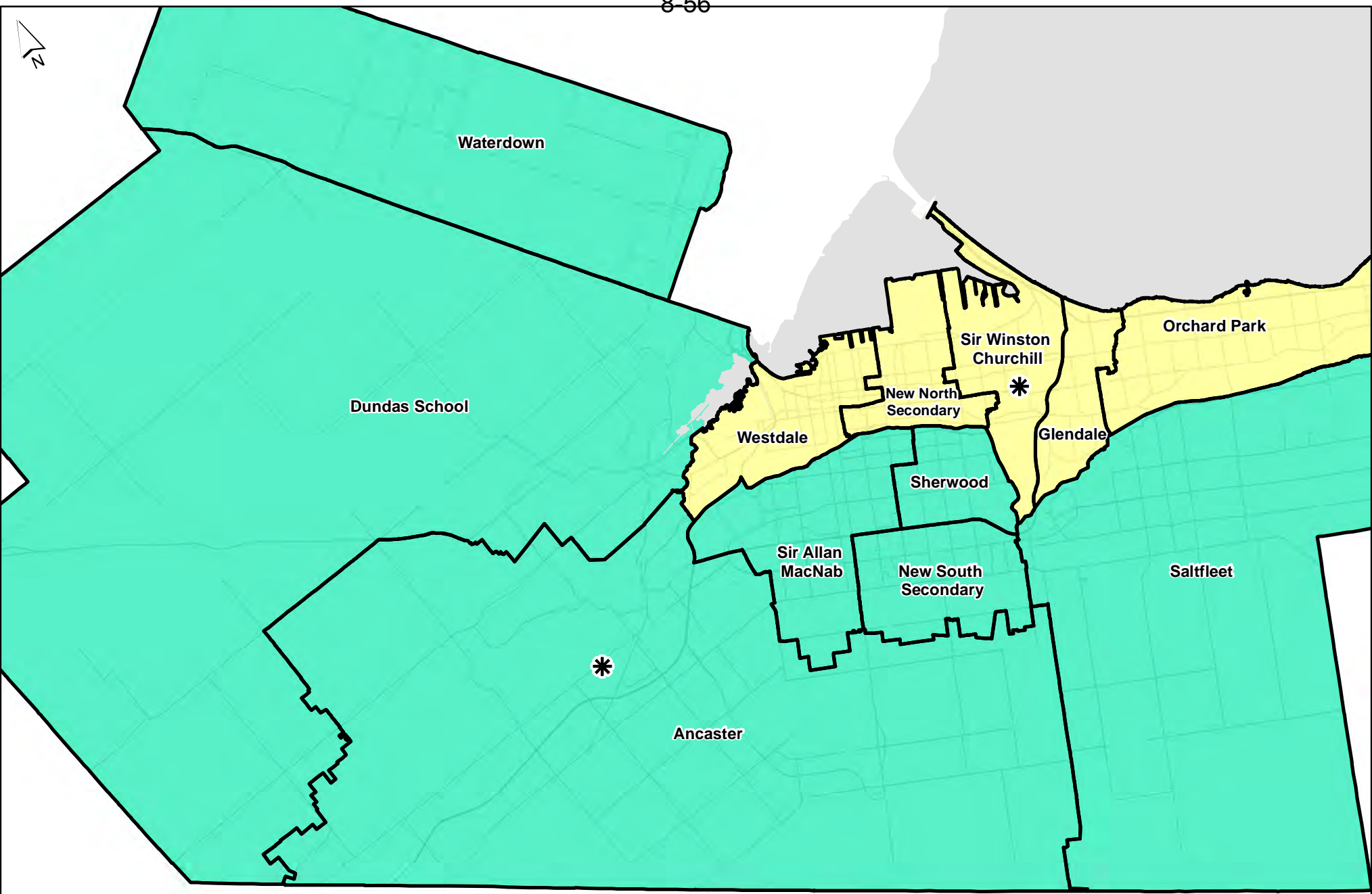


Secondary Program Strategy
Proposed Locations
Art Smart Program

- * School Offering Program
- Proposed SS Boundaries



Art Smart Program
 (Purple shaded area)







**Secondary Program Strategy
Proposed Locations**

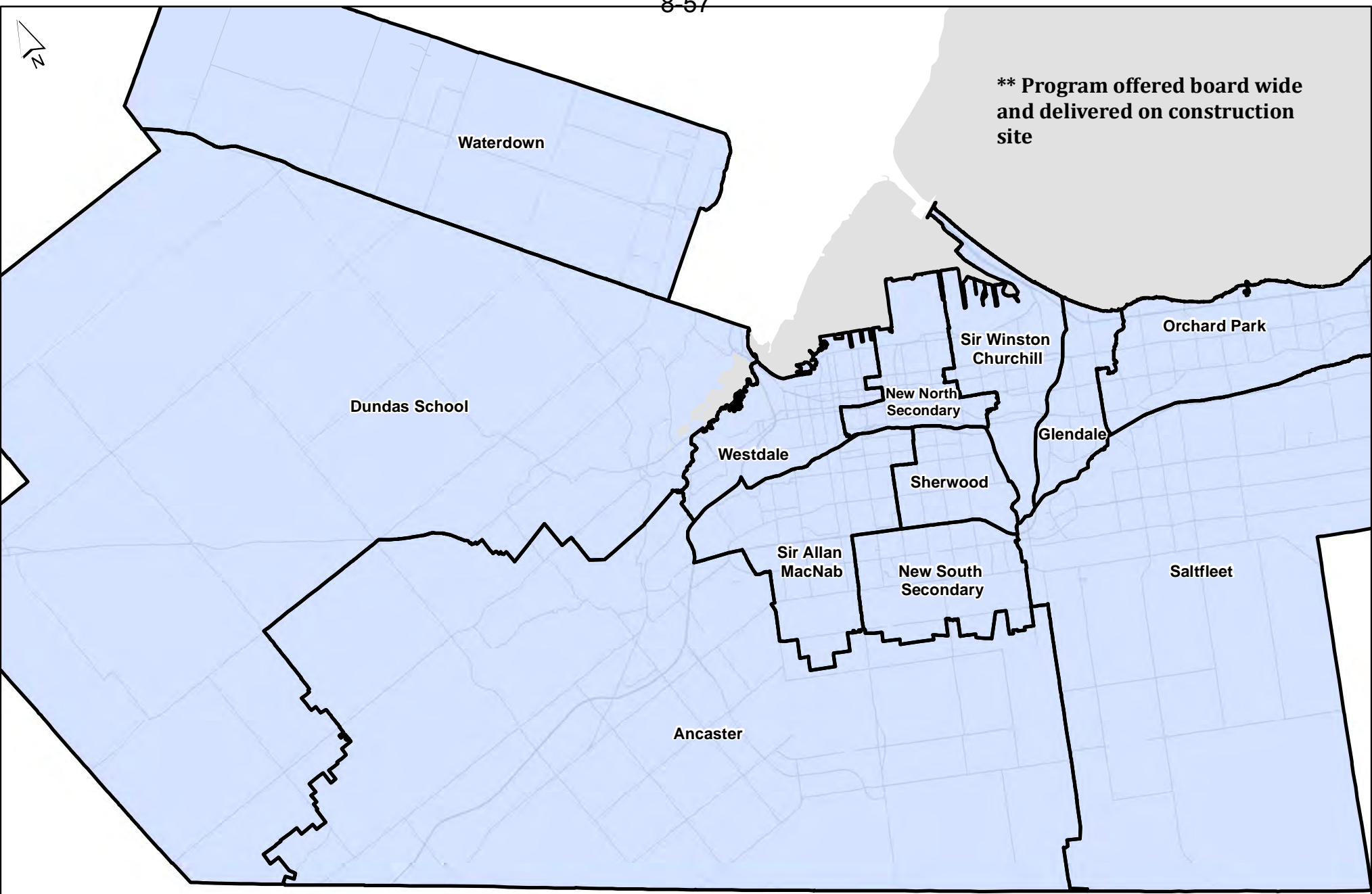
Aviation/ Aerospace Program

-  School Offering Program
-  Proposed SS Boundaries



Aviation/ Aerospace Program

-  Ancaster
-  Sir Winston Churchill





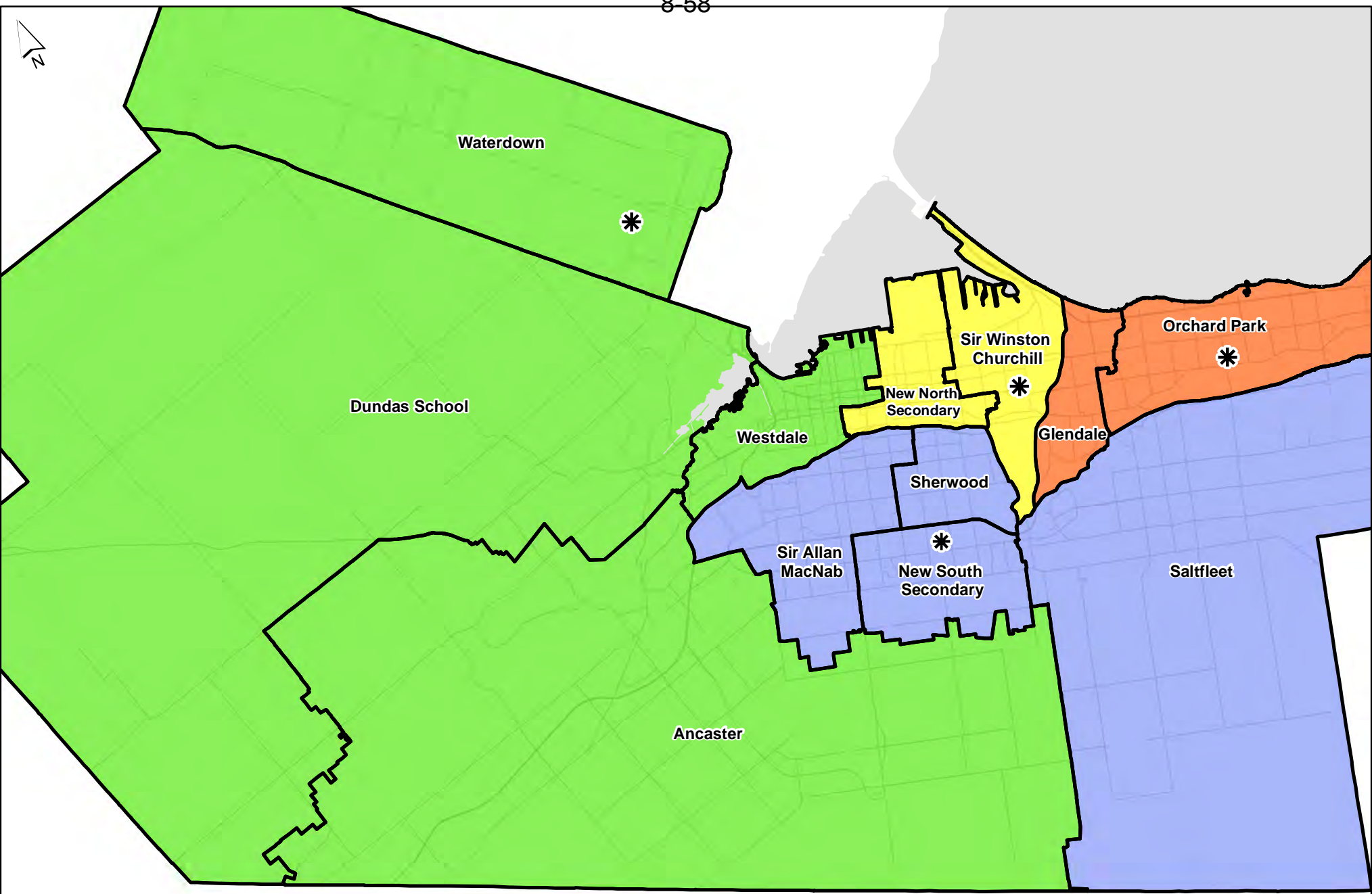
Secondary Program Strategy
Proposed Locations
Construction Program

-  School Offering Program
-  Proposed SS Boundaries





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 Kilometers

HWDSB
 Planning and Accommodation 2013




**Secondary Program Strategy
Proposed Locations**

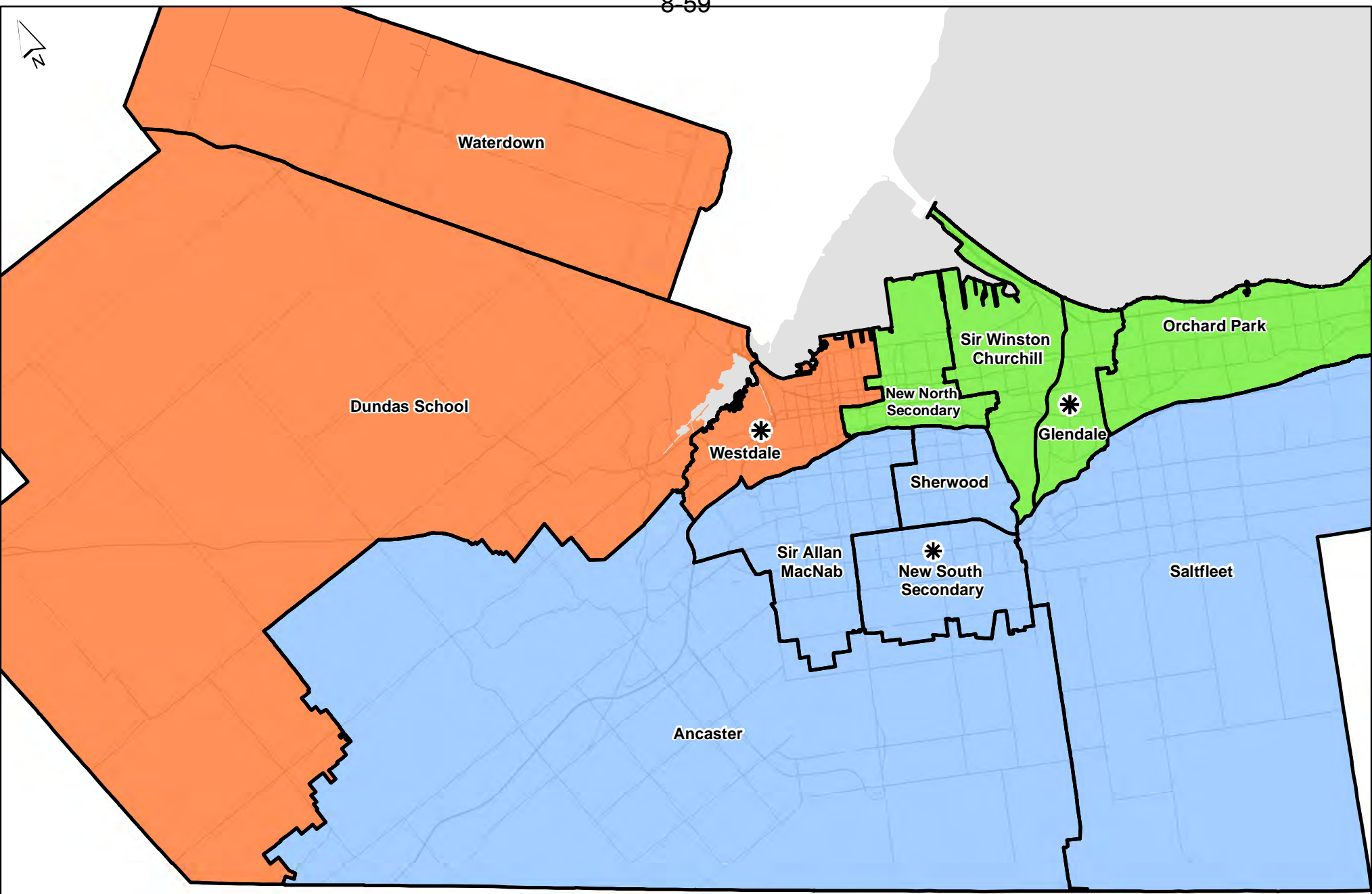
Cosmetology Program

-  School Offering Program
-  Proposed SS Boundaries

Cosmetology Program

-  Orchard Park
-  Sir Winston Churchill
-  New South Secondary
-  Waterdown





**Secondary Program Strategy
Proposed Locations**

ESL/ ELD Program

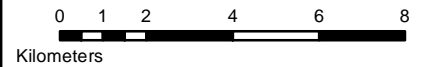
- * School Offering Program
- ▭ Proposed SS Boundaries

ESL/ ELD Program

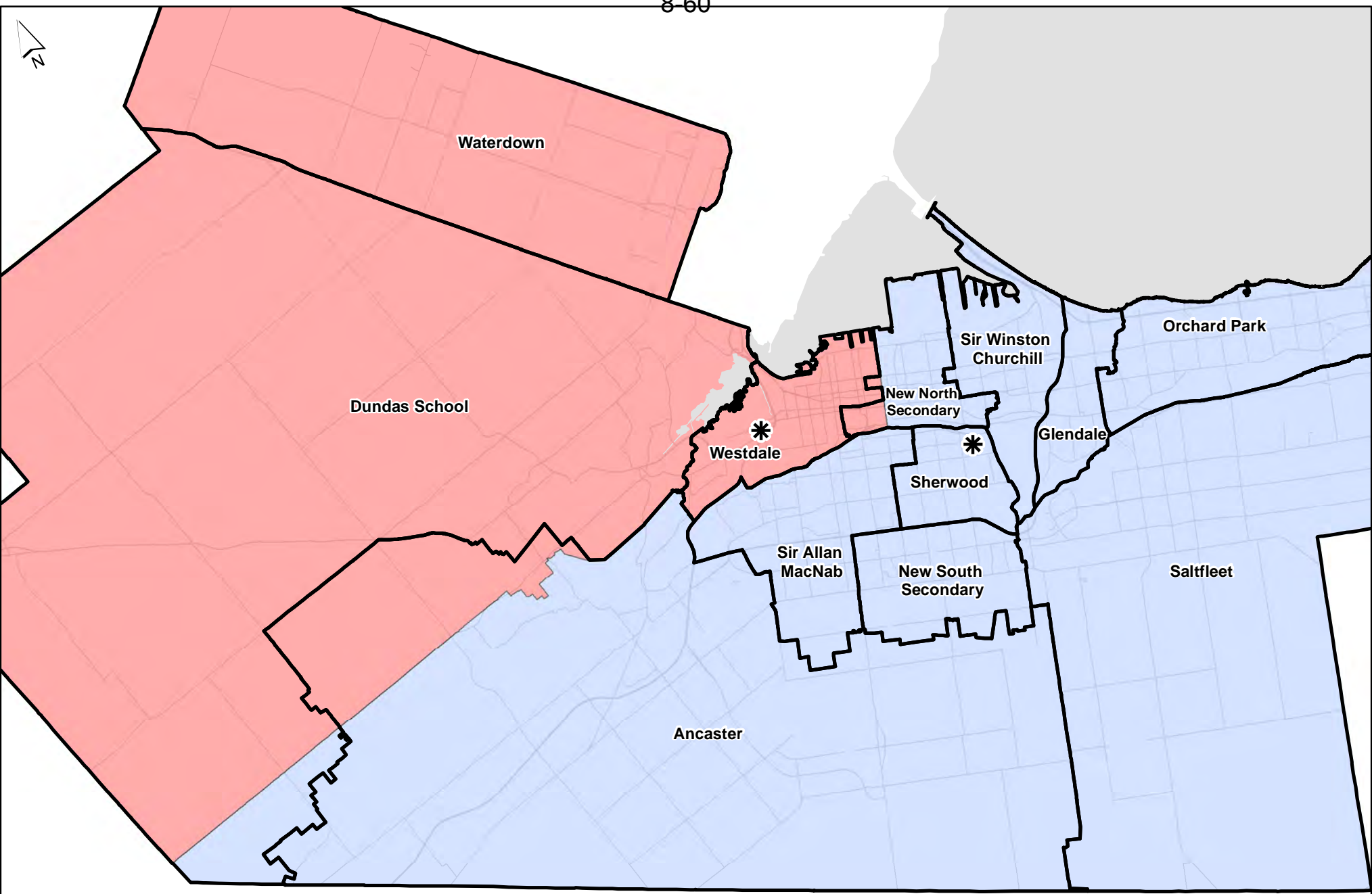
- Glendale
- New South Secondary
- Westdale



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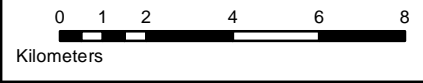
**Secondary Program Strategy
Proposed Locations**

French Immersion Program

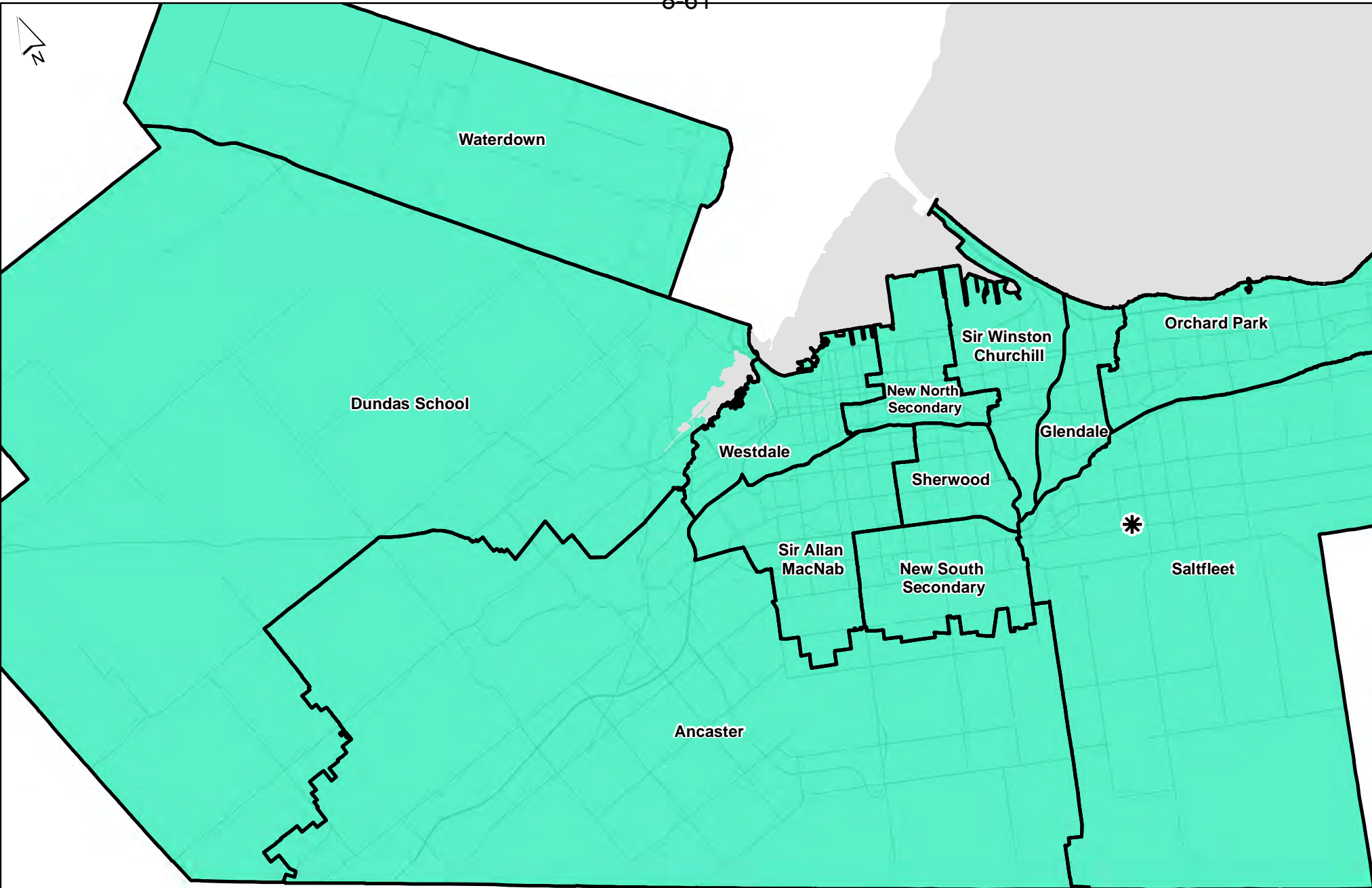
-  School Offering Program
-  Proposed SS Boundaries

French Immersion Program

-  Sherwood
-  Westdale





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Planning and Accommodation 2013

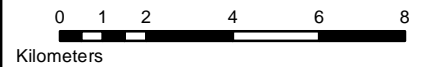


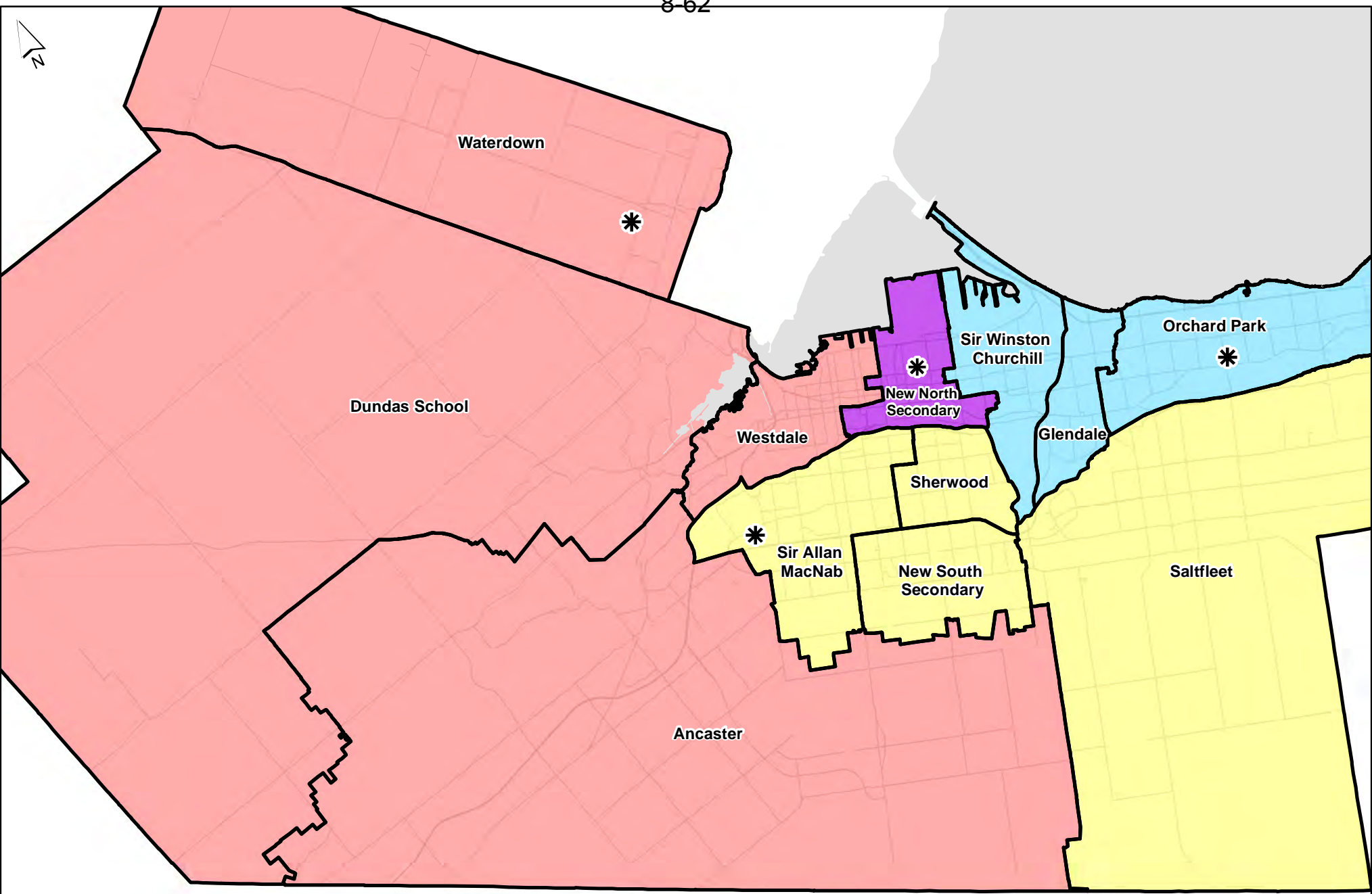
**Secondary Program Strategy
Proposed Locations**

Horticulture Program



-  School Offering Program
-  Proposed SS Boundaries

-  Horticulture Program
-  Saltfleet

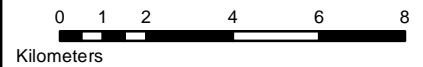


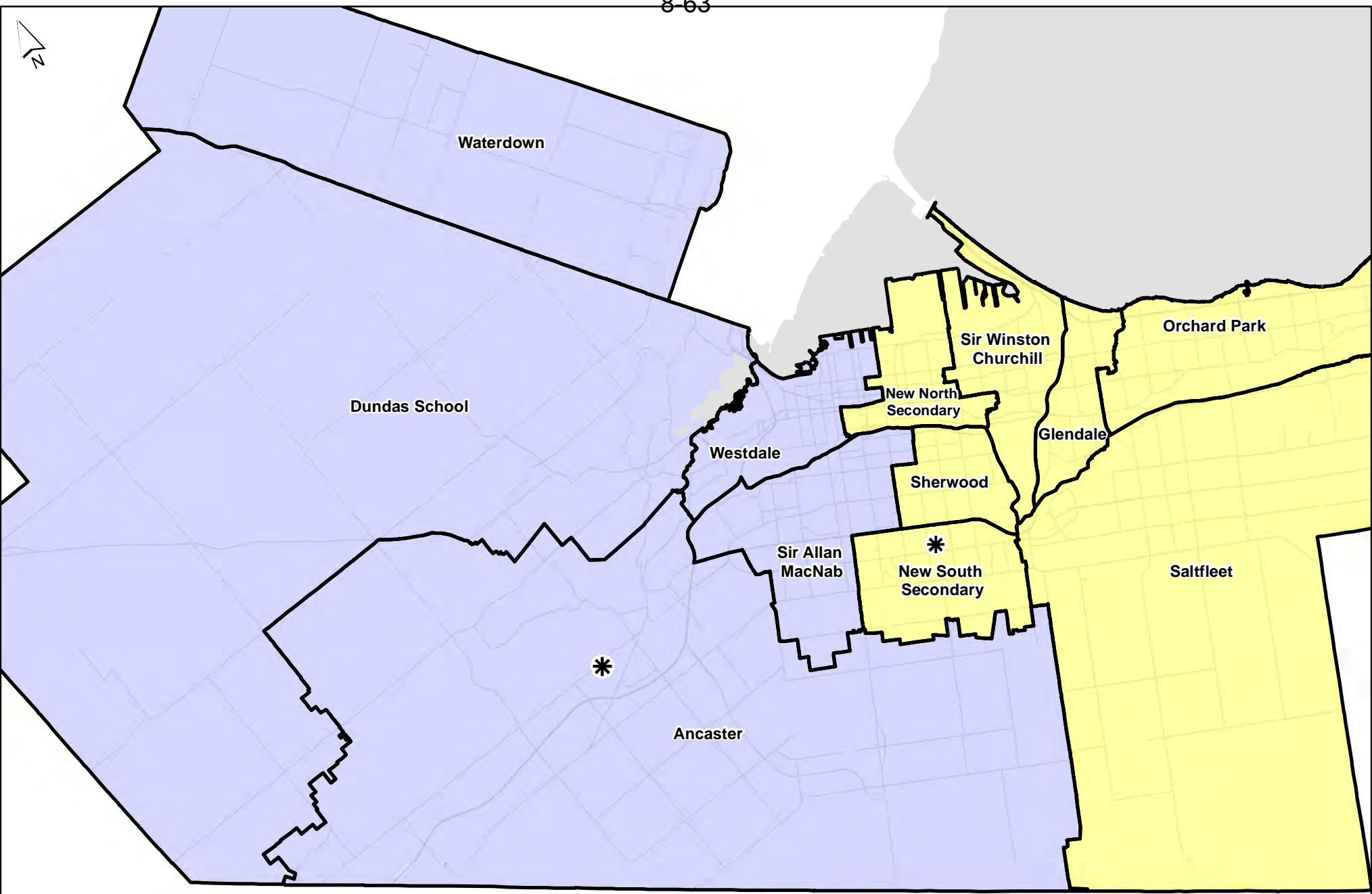


Secondary Program Strategy
Proposed Locations
Hospitality/ Tourism
(Food Services) Program



-  School Offering Program
-  Proposed SS Boundaries



- Hospitality/ Tourism Program**
-  Waterdown
 -  Sir Allan MacNab
 -  Orchard Park
 -  New North Secondary





Secondary Program Strategy
Proposed Locations
Information/ Communication Technology

-  School Offering Program
-  Proposed SS Boundaries

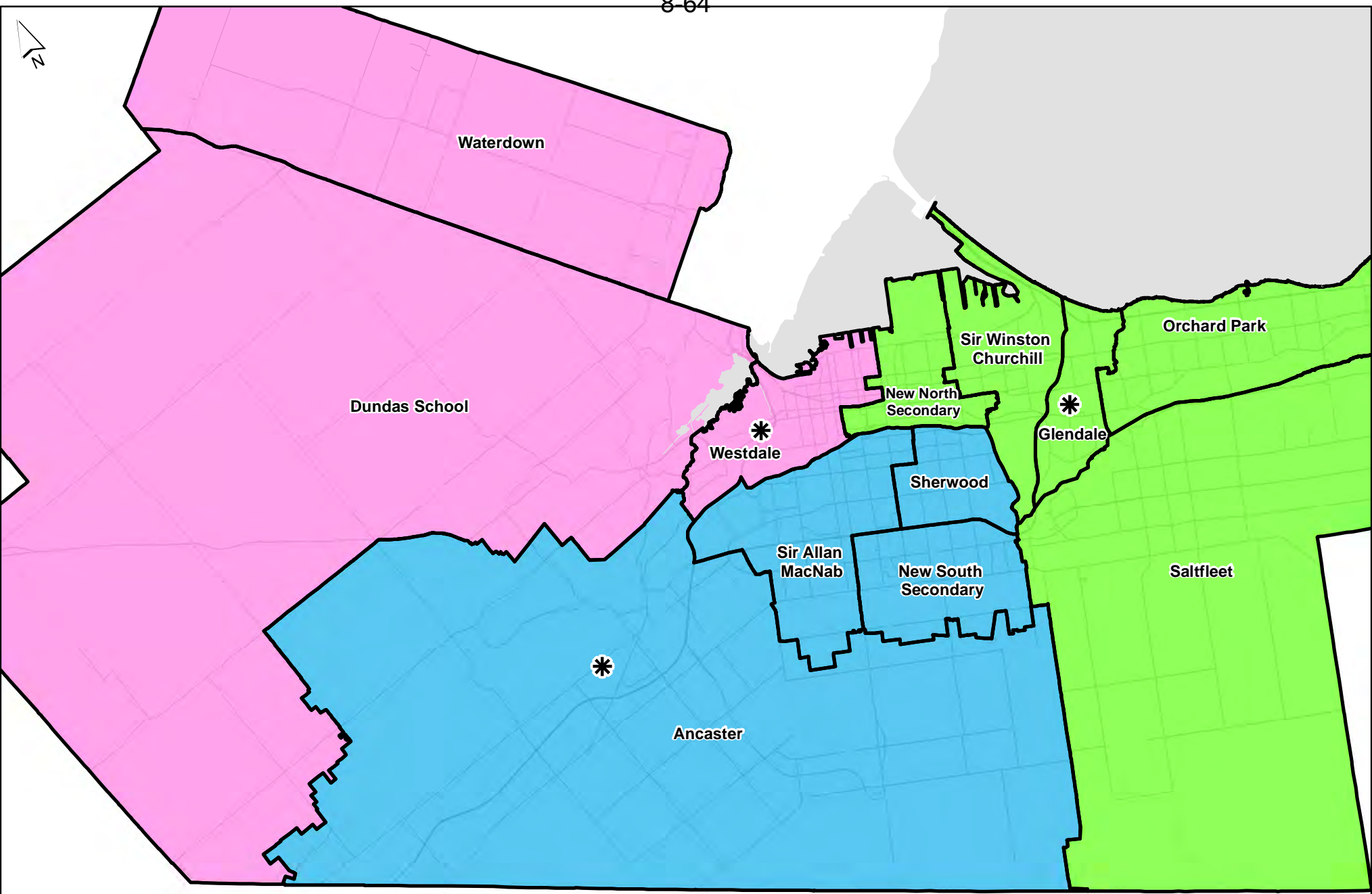
- Information/ Communication Technology Program**
-  New South Secondary
 -  Ancaster



Planning & Accommodation



HWDSB
 Planning and Accommodation 2013



Secondary Program Strategy
Proposed Locations
International Baccalaureate
(I. B.)

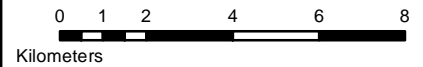
- * School Offering Program
- Proposed SS Boundaries

I. B. Program

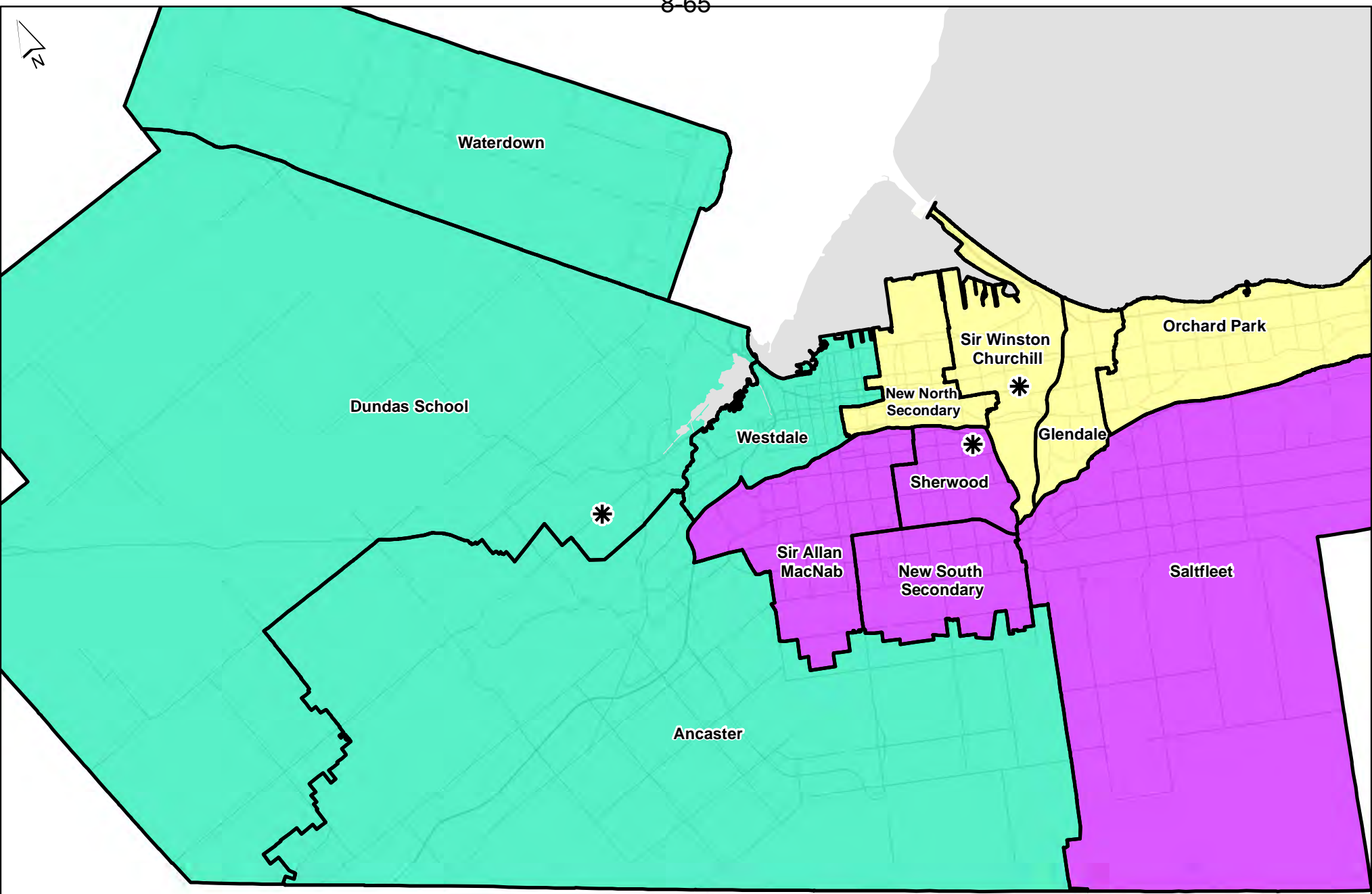
- Westdale
- Ancaster
- Glendale





Planning & Accommodation






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Secondary Program Strategy
Proposed Locations
Manufacturing Program

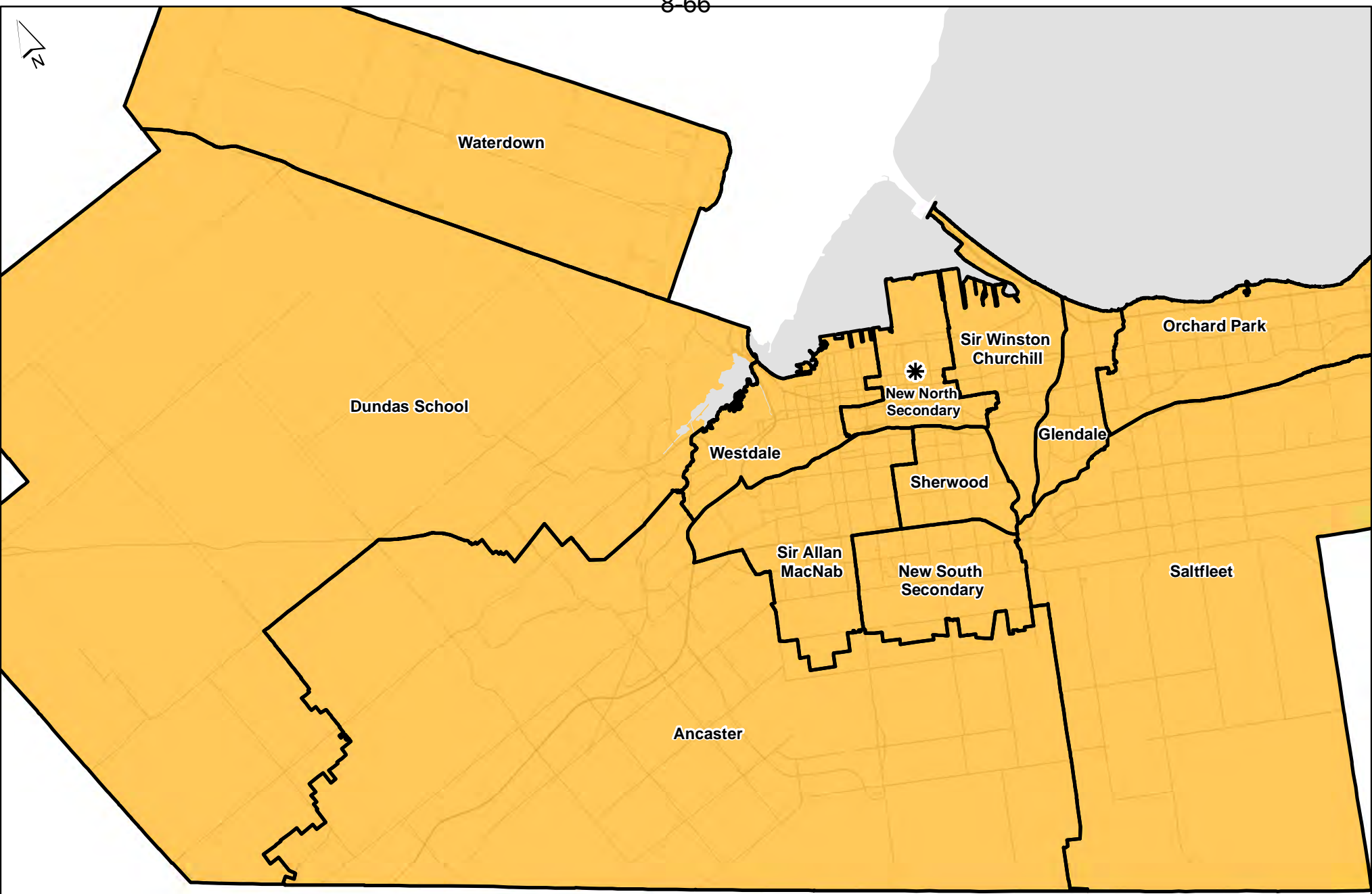
-  School Offering Program
-  Proposed SS Boundaries

- Manufacturing Program**
-  Sir Winston Churchill
 -  Sherwood
 -  Dundas School



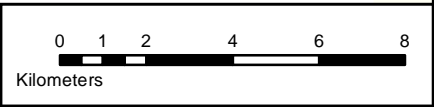
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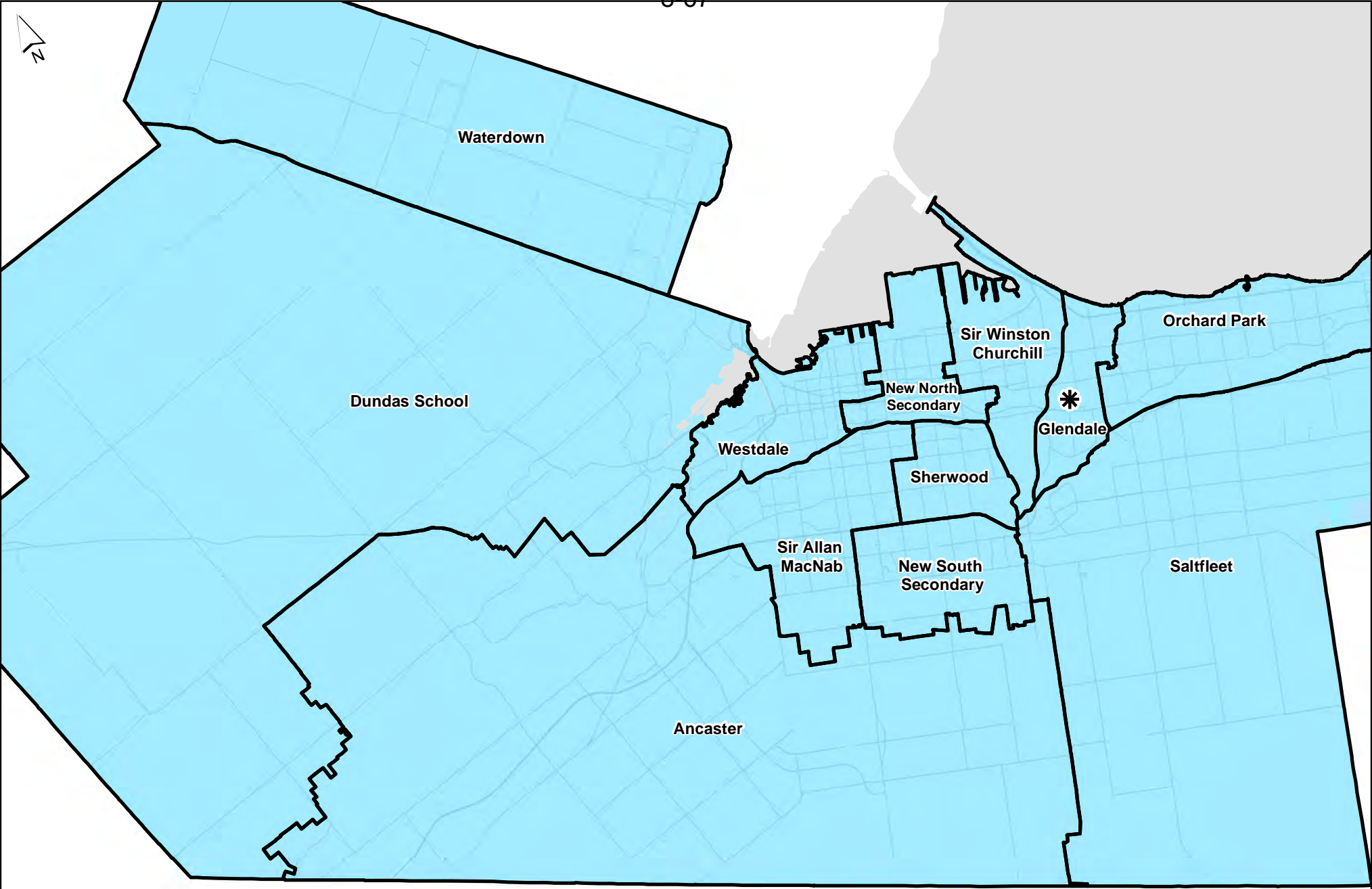


Secondary Program Strategy
Proposed Locations
Ontario Public Service
(OPS) Program

-  School Offering Program
-  OPS Program
-  Proposed SS Boundaries
-  New North Secondary



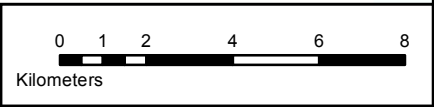
HWDSB
 Planning and Accommodation 2013

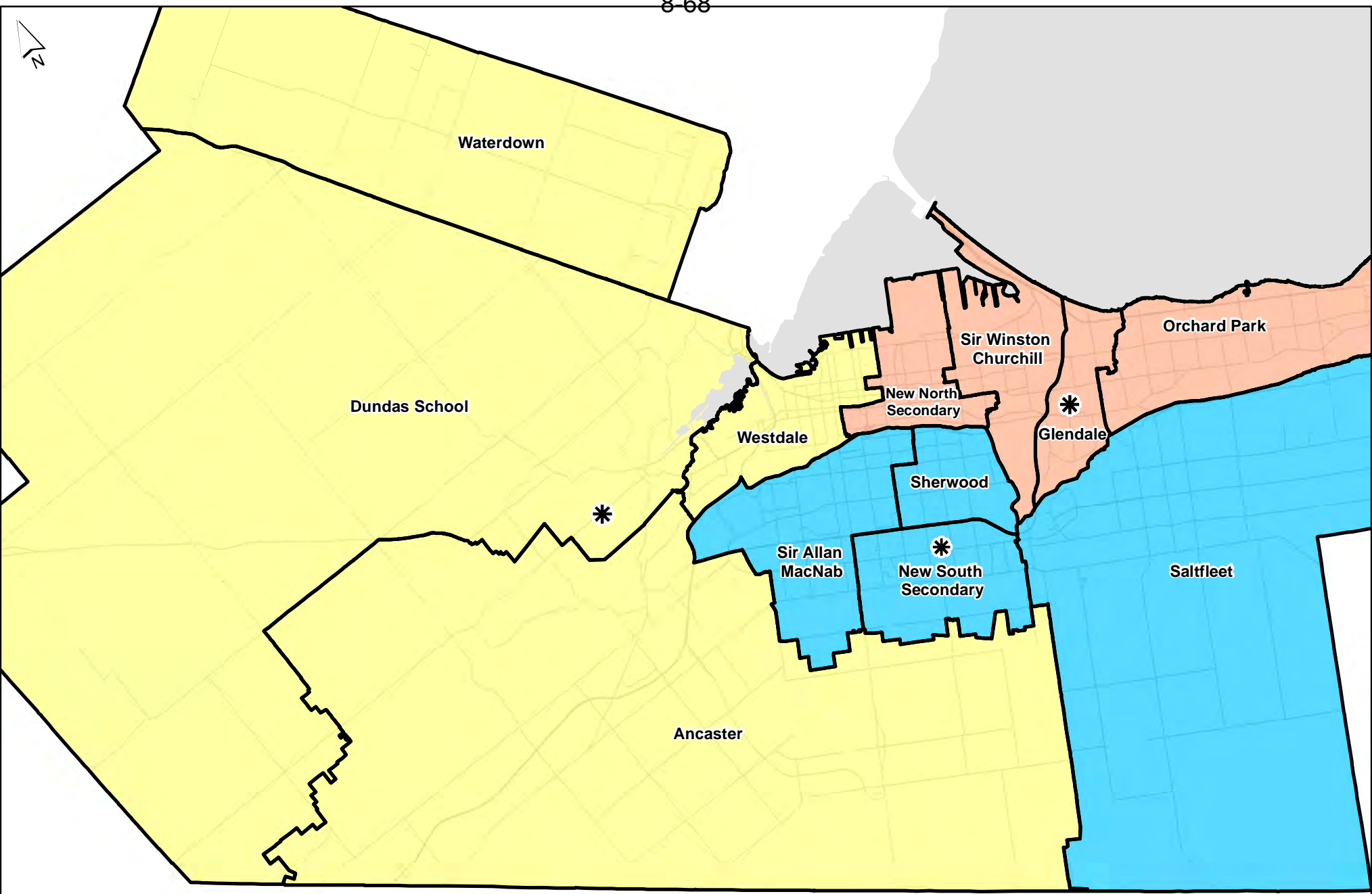


Secondary Program Strategy
Proposed Locations
Performing Arts Program

- * School Offering Program
- Proposed SS Boundaries



- Performing Arts Program
- Glendale








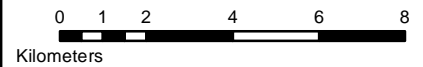
**Secondary Program Strategy
Proposed Locations**

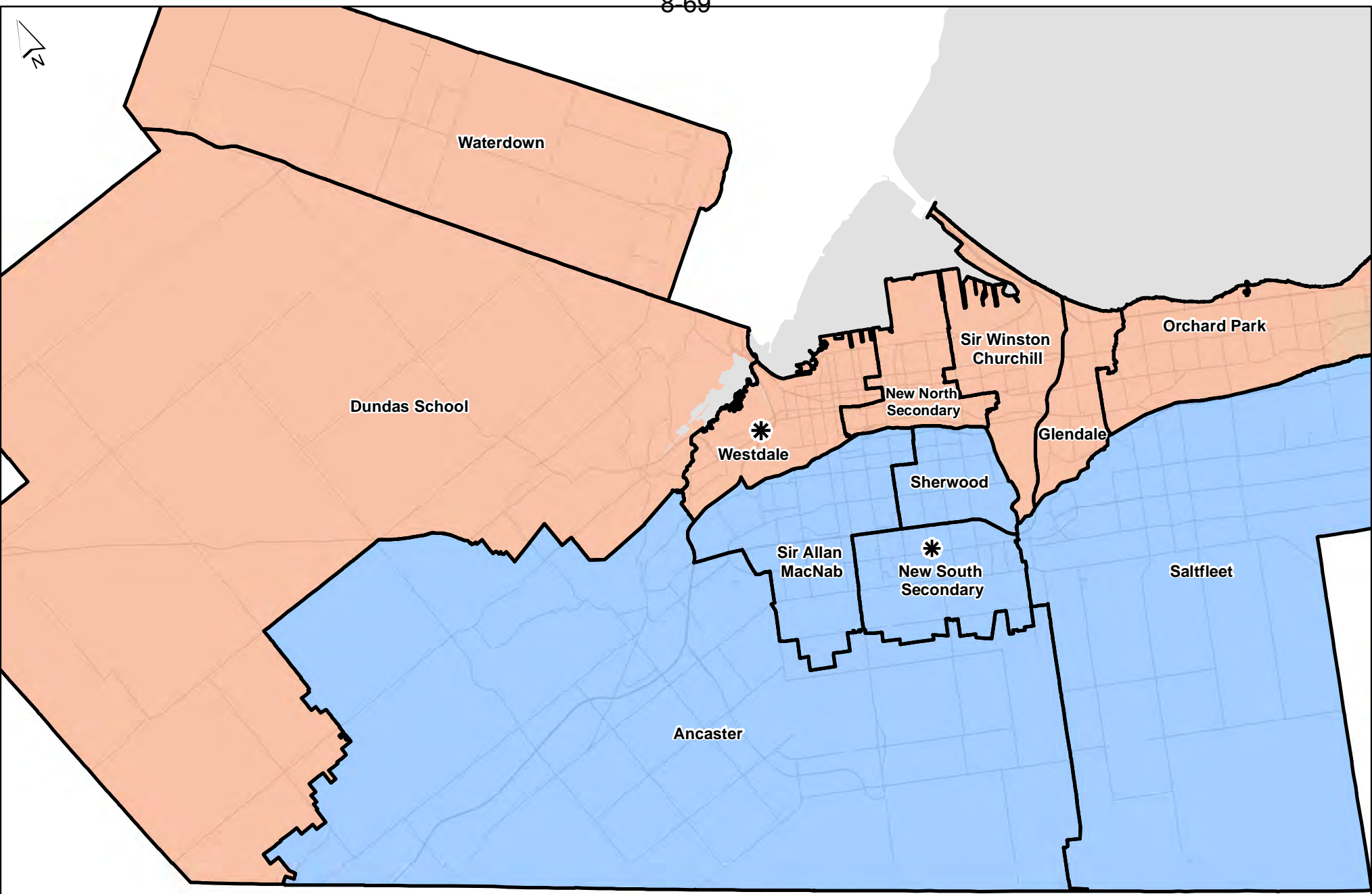
Transportation Program

-  School Offering Program
-  Proposed SS Boundaries

Transportation Program

-  Glendale
-  New South Secondary
-  Dundas School





**Secondary Program Strategy
Proposed Locations**

ALPHA Program

ALPHA Program

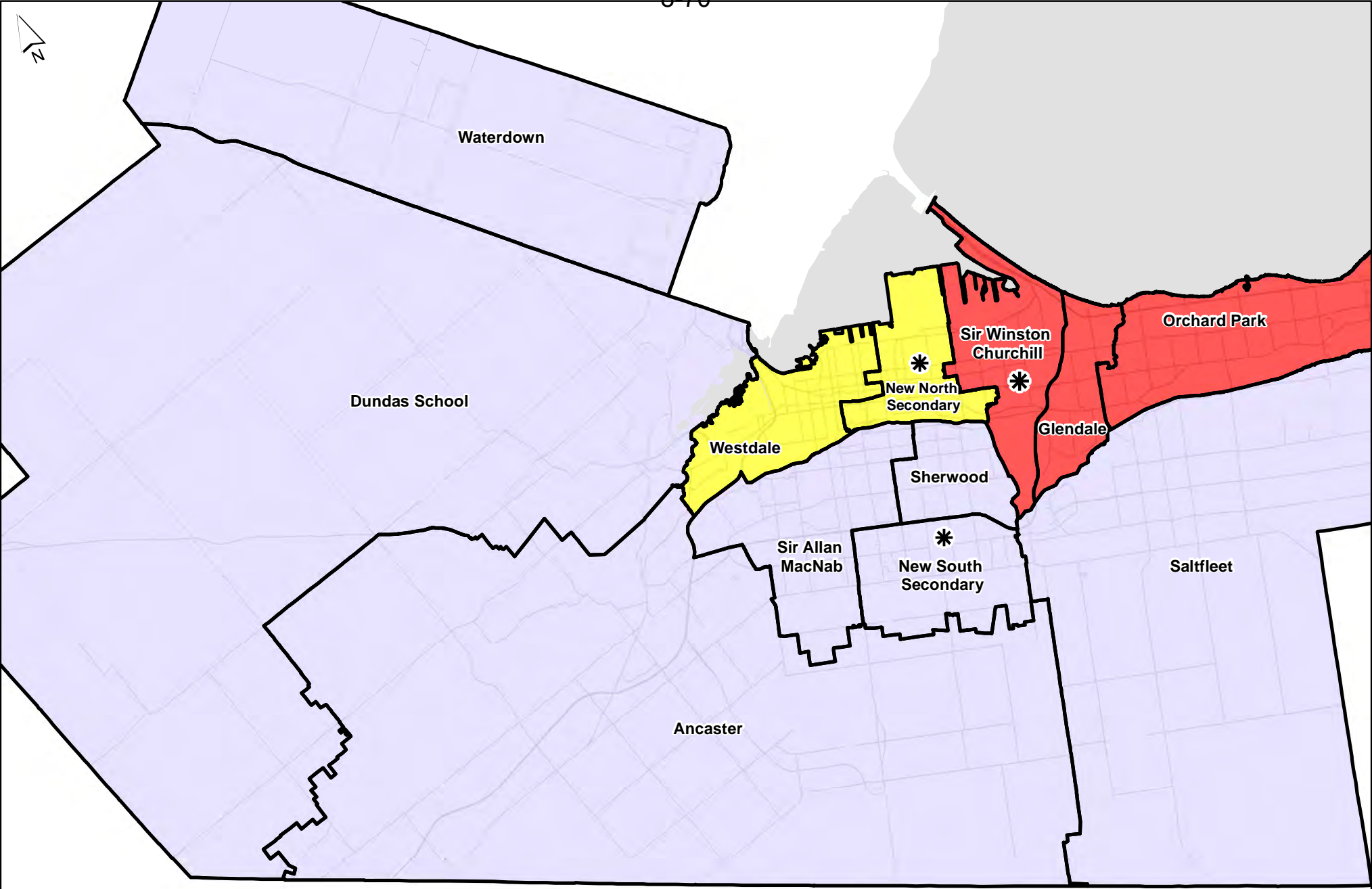
- School Offering Program
- Proposed SS Boundaries
- New South Secondary
- Westdale

HAMILTON-WESTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation






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Kilometers

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Planning and Accommodation 2013



**Secondary Program Strategy
Proposed Locations**

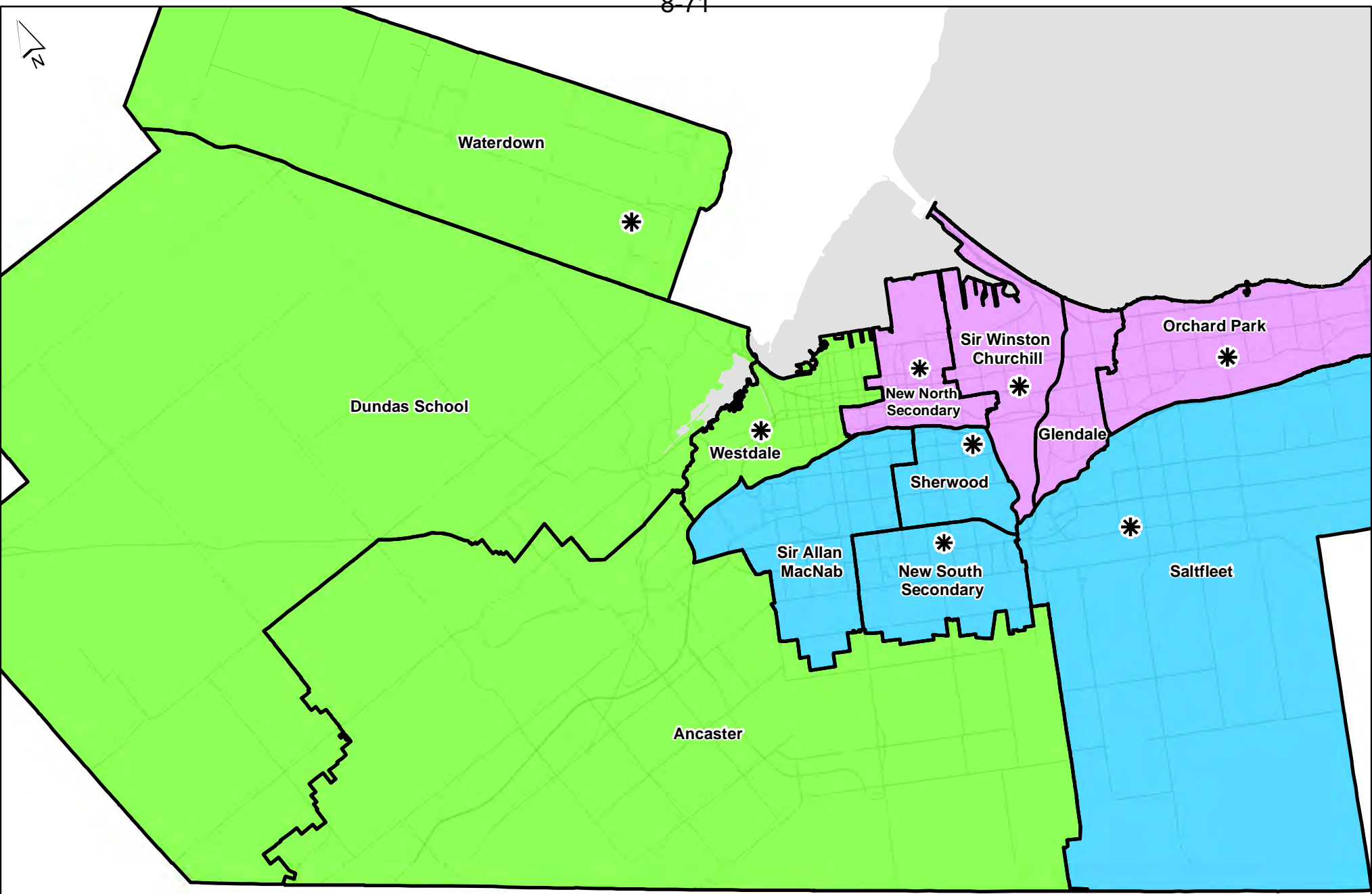
NYA:WEH Program

-  School Offering Program
-  New South Secondary
-  New North Secondary
-  Sir Winston Churchill
-  Proposed SS Boundaries



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Kilometers

HWDSB
Planning and Accommodation 2013



Secondary Program Strategy
Proposed Locations
Graduated Support Program

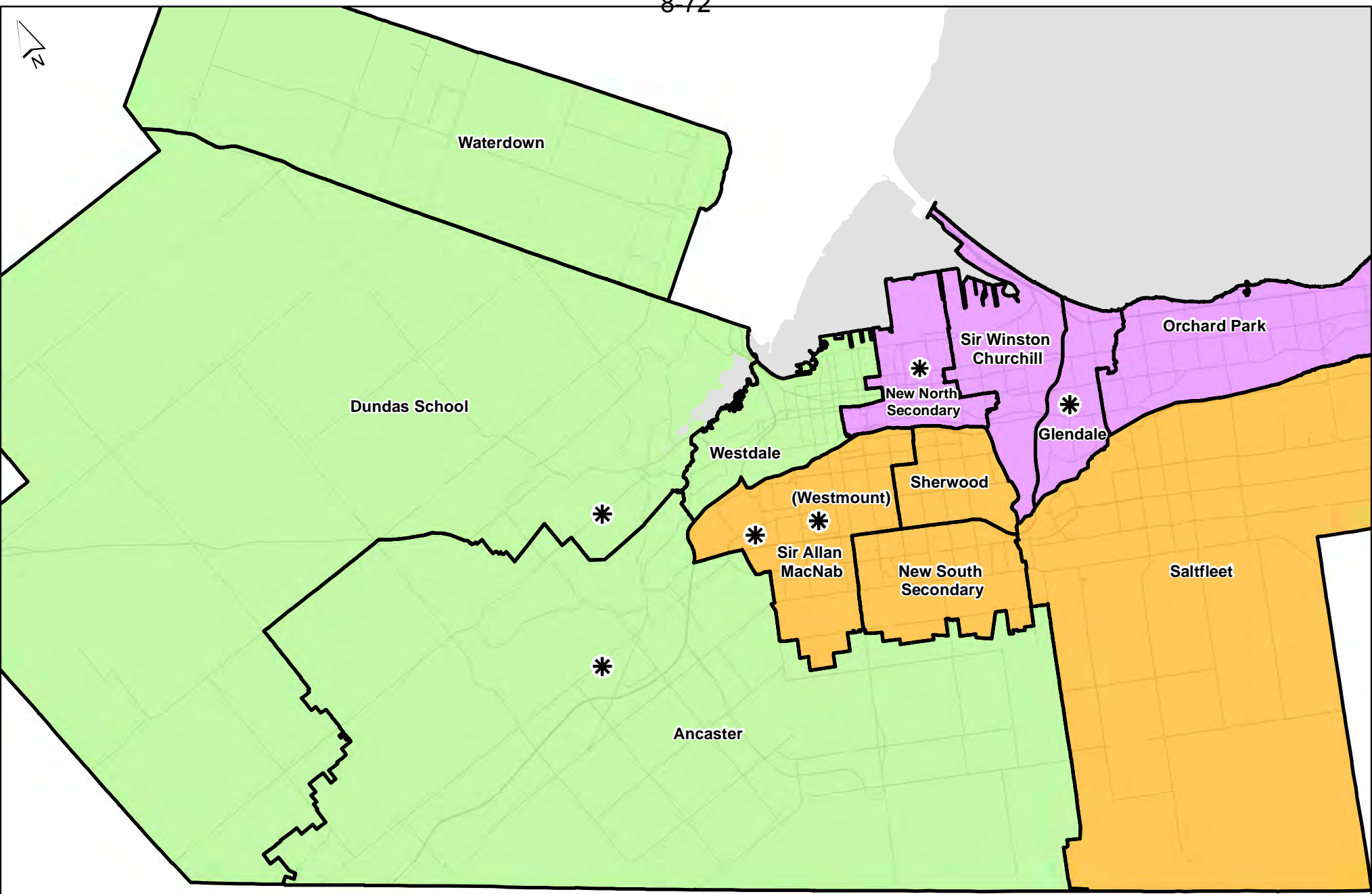
Graduated Support Program	School Offering Program
Waterdown & Westdale	Proposed SS Boundaries
Sherwood & Saltfleet & New South	
Sir Winston Churchill & Orchard Park & New North	

HAMILTON-WESTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

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Kilometers

HWDSB
Planning and Accommodation 2013



**Secondary Program Strategy
Proposed Locations**

Extensive Support Program

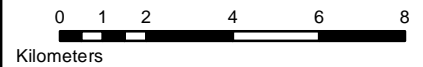
Extensive Support Program

- Glendale & New North
- Dundas School & Ancaster
- Sir Allan MacNab & Westmount

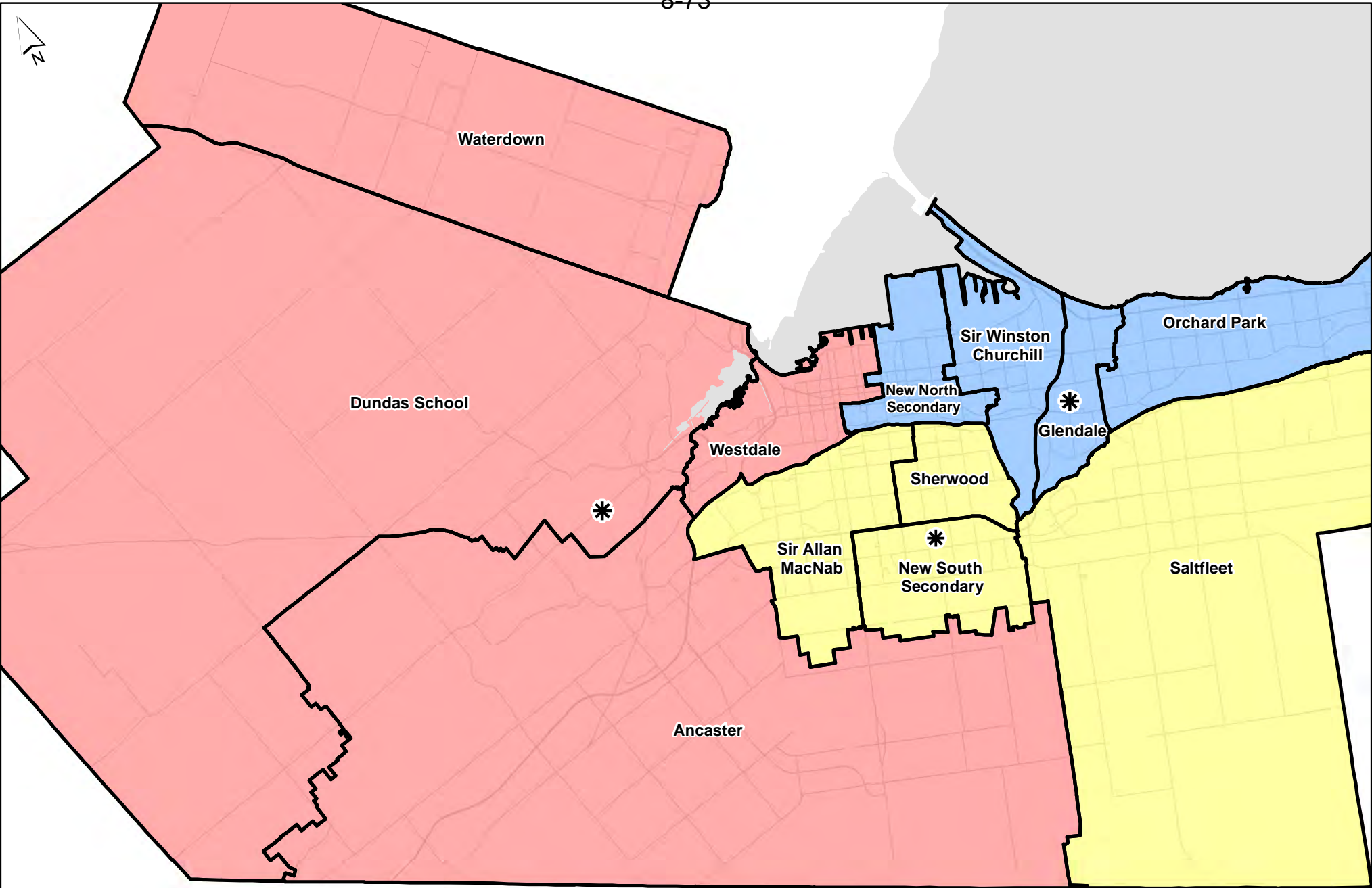
- * School Offering Program
- Proposed SS Boundaries



Planning & Accommodation



HWDSB
Planning and Accommodation 2013



**Secondary Program Strategy
Proposed Locations**

*Personalized Support/ Alternative
Education Program*

* School Offering Program

Proposed SS Boundaries

Personalized Support/ Alt Ed Program

Glendale

New South Secondary

Dundas School



Planning & Accommodation

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Kilometers

HWDSB
Planning and Accommodation 2013

Appendix E

Trustee Question and Answers

Program Strategy Information Session

March 25, 2013

How many students will be coming into Westdale as a result of the boundary change?

There will be an additional 593 students included as a result of the boundary change. Please see the attached map for a complete enrolment summary for the proposed Westdale boundary.

What are the current range of French Immersion courses offered at Westdale?

Westdale currently offers the following French courses along with the required FI courses from 9-12:

Grade 9

- Dramatic arts
- Canadian and world Studies (Geography)
- Math
- Science

Grade 10

- Visual Arts
- Canadian and World Studies (History)
- Career and Civics
- Math
- Science

Grade 11

- Introduction to Entrepreneurial studies
- Intro to Psychology, Sociology, and Anthropology

Grade 12

- Writer's Craft (this is new)

What are the current International Baccalaureate (IB) courses offered at Westdale?

IB Course	IB Ontario Grade attached	Number of Students
PreBacc 9 English	ENG1D1	81
PreBacc 10 English	ENG2D1	76
IB English Part 1	ENG3U1	54
IB English Part 2	ENG4U1	47
IB English Part 3 (HL)	ETS4U1	26
PreBacc 9 Math	MPM1D1	60
PreBacc 10 Math	MPM2D1	65
PreBacc 11 Math	MCR3U1	75
IB Math Part 1 SL	MHF4U1	40

IB Math Part 1 HL	MHF4U12	12
IB Math Part 2 SL	MCV4U1	23
IB Math Part 2 HL	MCV4U12	12
IB Math Part 3 HL	MDM4U12	13
PreBacc 9 Science	SNC1D1	74
PreBacc 10 Science	SNC2D1	74
IB Biology Part 1	SBI3U1	38
IB Biology Part 2	SBI4U1	49
IB Biology Part 3 (HL)	PSE4U1	39
IB Chemistry Part 1	SCH3U1	45
IB Chemistry Part 2	SCH4U1	36
IB Chemistry Part 3 (HL)	SNC4M1	24
IB Physics Part 1	SPH3U1	13
IB Physics Part 2	SPH4U1	6
IB Physics Part 3 (HL)	SES4U1	4
IB French Part 1 (SL only)	FSF3U1	31
IB French Part 2 (SL only)	FSF4U1	26
IB FI Part 1 (HL)	FIF3U1	10
IB FI part 2 (HL)	FIF4U1	0
IB FI Part 3 (HL)	EWC4U1I	10
IB Spanish Part 1	LWSBD1	10
IB Spanish Part 2	LWSCU1	5
IB Psychology Part 1	HSP3M1	34
IB Psychology Part 2	HHS4M1	37
IB Psychology Part 3	HSB4M1	8
IB History Part 1	CHW3M1	13
IB History Part 2	CHY4U1	13
IB History Part 3 (HL)	IDC4U1	7
IB ITGS Part 1	ASM4M1	8
IB ITGS Part 2	ASM3M1	10
IB Visual Art Part 1	AVI3M1	5
IB Visual Art Part 2	AVI4M1	5
Theory of Knowledge	HZT4U1	43

What are the number of students currently enrolled in IB at all three locations?

School	In catchment	Out of Catchment
Ancaster	137	7
Glendale	23	0
Westdale	153	131

What does an ideal French Immersion program look like?

A certificate in French Immersion requires 3800 hours of instruction in French. Students must successfully complete a sequence of four courses in French as well as a minimum of six courses in other subjects taught in French. A critical mass of 350 students is necessary to offer a variety of courses beyond the minimum compulsory subjects. These can include subjects such as dramatic arts, visual arts, Canadian and world studies, anthropology, introduction to psychology, sociology and writer's craft.

What would a partial French Immersion program look like?

If there is enough student interest within a school, and staffing is available, students could elect to take some secondary courses in French at a non-French Immersion site. However, students would not be able to access the required hours of instruction nor the course availability offered at a French Immersion school. Therefore, a course taught in French does not equal French Immersion.

What is the length of HSR trips based on the location of the programs? For example, how long will it take a student living in the East End to get to Sherwood for French Immersion versus attending Westdale?

Depending on the address, the travel time is approximately the same for either location. Please see attached maps for possible routes.

Is HWDSB working with the City on expanding HSR routes?

Yes, HWDSB is working with the City to expand HSR routes.

When will the boundary consultations take place?

The secondary school boundary consultations will take place at the same time as the program strategy consultations. Location of programs as well as the final school boundaries are linked. The proposed consultation timelines is as follows:

Key Activities	Dates
Draft program strategy presented at Information Session	March 2013
Draft program placement presented at CTW	April 2013
Community consultation (13 meetings)	May 1-30 2013
Final report	June 2013

Why are the boundaries for the new South not extended further south?

The proposed secondary school boundaries are included in Appendix A. The new school is projected to be at capacity and redirecting students living in the Mount Hope/Bellstone area to the new school would create a significant imbalance between the new school and Ancaster secondary school. Redirecting students from the Mount Hope/Bellstone area would put the new school over capacity and Ancaster significantly below capacity.

Why isn't the Millgrove community being redirected to Waterdown?

A boundary review is currently taking place in the Millgrove community. The results from the review are expected to come to Trustees in the near future.

Currently Glendale has 21 per cent of its students living in poverty (LICO). Why aren't staff suggesting an adjustment to Glendale's boundaries to allow for a greater socio-economic mix from Stoney Creek?

Both Glendale and Orchard Park are schools with smaller enrolment numbers. The closest elementary school between the two schools is Green Acres. Movement of students from Orchard Park to Glendale would create an enrolment imbalance between the two schools and does little to improve the socio-economic diversity within Glendale. If approved, the proposed Performing Arts program would likely bring in both a diverse enrolment as well as additional students to increase enrolment at Glendale.

HWDSB's Program Strategy contains recommendations to move some programs out of schools with large class sizes and replaced with programs with smaller class sizes. For example, academic classes have an average size of 30 students, while English as a Second Language classes have 22 students. How will schools such as Westdale accommodate the increased demand for additional classroom spaces?

Westdale's capacity is 1521. A composite secondary school offering multiple pathways is able to accommodate between 110 per cent and 115 per cent of its capacity before requiring temporary accommodation.

As socio-economic status will factor in the Program Strategy decisions, could the most current Learning Opportunities Plan for Elementary and Secondary (Weighted Rankings) be shared?

The Weighted Rankings for secondary and elementary are attached. Please note that the data relies on the 2006 census information. We expect the 2011 data to be released this fall.

How will we be addressing future growth at Saltfleet?

The growth at Saltfleet is based on a projected uptake of the planned and registered housing developments yet to be constructed within the Saltfleet boundary as well as the current retention rate from the existing schools within the boundary. Staff will continue to monitor assumptions around the new development timing and the impact of the new Bishop Ryan Catholic Secondary School on student retention as these two factors can significantly impact enrolment projections.

Where will the QUEST program currently at Parkside be located?

This program is an example of a Tier 2 program that could be offered at any secondary school where there is significant student interest.

Are the special sports programs at secondary schools going to continue?

Beginning September 2013, any student who is out of catchment and attends a sport focused course is no longer able to play that sport for their school team. For example, an out of catchment student attending a high school for their basketball program is no longer allowed to play for the school's basketball team. In light of this ruling, HWDSB will not be offering sports specific academies, sports schools or sports programs of choice.

Students will still be able to take sports-specific physical education courses at their local high school. These are courses offered through the Ontario Curriculum and enable students to choose from a variety of sports courses.

What is the research about the start-up of new programs within a school?

Anecdotally, we find that programs are most successful if they are driven by student interest within a school.

What are the elements needed for the successful growth of programs?

The following are important elements required for successful growth of programs within a school:

- A champion teacher team at the school with defined roles and responsibilities
- Clear purpose and pathway planning for students
- Student voice - the desire to pursue the program/pathway
- Demonstrated student success - student champions sharing their experiences with younger students
- Parental value/recognition of the program and school
- Recognition by sector partners and co-op employers - the desire to engage students from the program because they are more prepared

What are is the percentage of academic, applied, workplace, college and university classes offered at each school? What are the attendance rates for each school? What are the graduation rates?

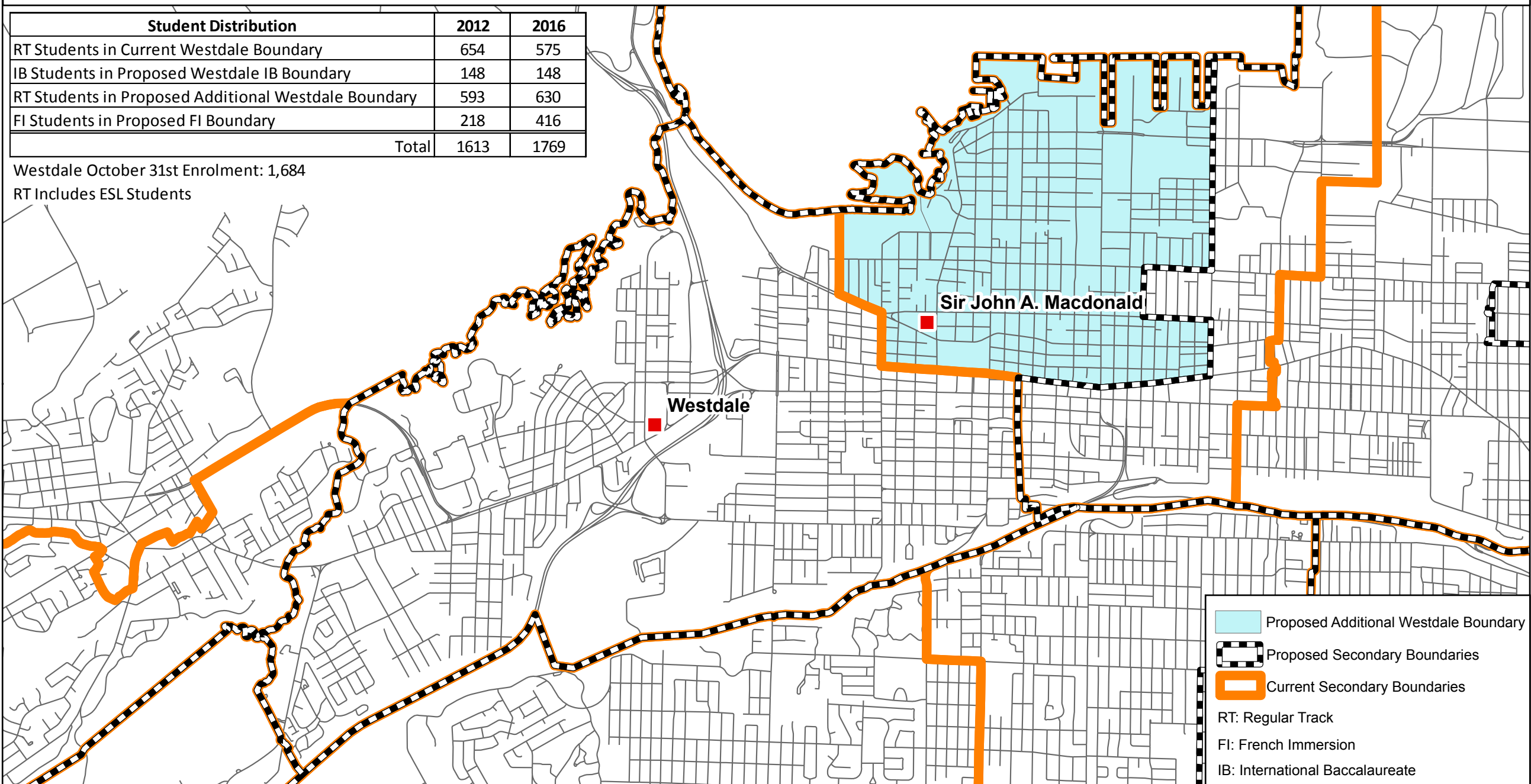
Please see the attached chart.

Proposed Westdale Boundary

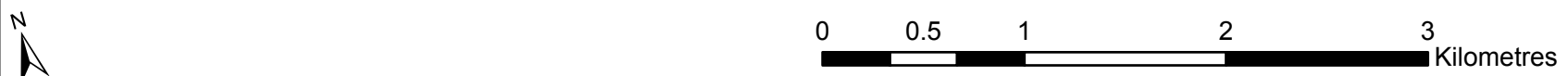
Student Distribution	2012	2016
RT Students in Current Westdale Boundary	654	575
IB Students in Proposed Westdale IB Boundary	148	148
RT Students in Proposed Additional Westdale Boundary	593	630
FI Students in Proposed FI Boundary	218	416
Total	1613	1769

Westdale October 31st Enrolment: 1,684

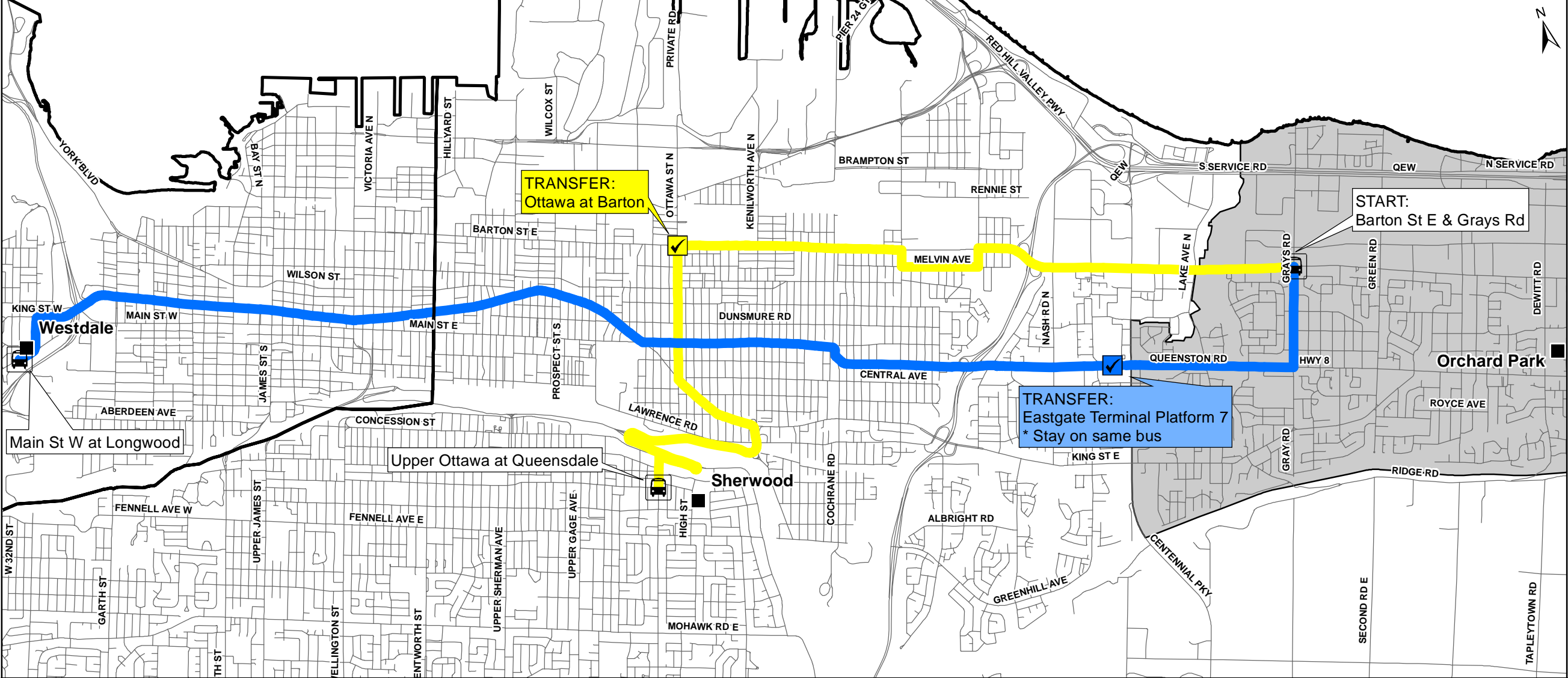
RT Includes ESL Students



- Proposed Additional Westdale Boundary
- Proposed Secondary Boundaries
- Current Secondary Boundaries
- RT: Regular Track
- FI: French Immersion
- IB: International Baccalaureate



Possible HSR Routes - Orchard Park FI to Sherwood Vs. Westdale



- Secondary Schools
- Orchard Park Boundary
- Proposed French Immersion Boundaries
- Barton St E. & Grays Rd to Westdale Route
- Barton St E. & Grays Rd to Sherwood Route

To Westdale: Duration- 41 mins, 1 transfer

	Depart:	BARTON at GRAYS	7:27a
	On route:	55 - STONEY CREEK CENTRAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7 (Stay on the same vehicle)	7:38a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	7:40a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at LONGWOOD	8:09a

To Sherwood: Duration- 36 mins, 1 transfer

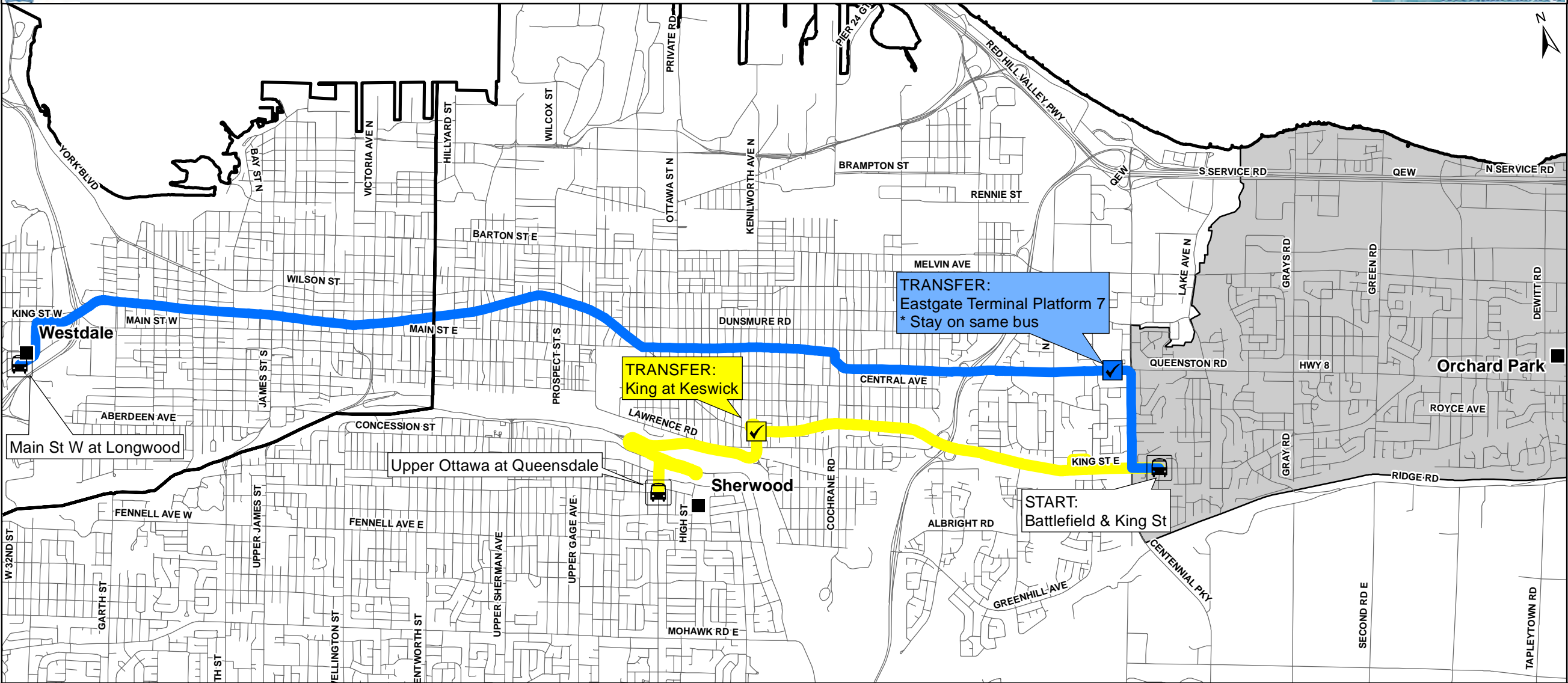
	Depart:	BELL MANOR LOOP PLATFORM 1	7:46a
	On route:	02 - BARTON	
	Arrive:	BARTON at OTTAWA	8:06a
	Transfer to:	OTTAWA at BARTON	8:08a
	On route:	41 - MOHAWK	
	Arrive:	UPPER OTTAWA at QUEENSDALE	8:22a

0 0.2750.55 1.1 1.65 2.2 Kilometers

Source: HSR Trip Planner:
www.busweb.hamilton.ca

HWDSB
Planning and Accommodation 2013

Possible HSR Routes - Orchard Park FI to Sherwood Vs. Westdale



- Secondary Schools
- Orchard Park Boundary
- Proposed French Immersion Boundaries
- Battlefield & King to Westdale Route
- Battlefield & King to Sherwood Route

To Westdale: Duration- 35 mins, 1 transfer

	Depart:	KING opposite BATTLEFIELD	7:43a
	On route:	58 - STONEY CREEK LOCAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7 (Stay on the same vehicle)	7:48a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	7:50a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at LONGWOOD	8:19a

To Sherwood: Duration- 25 mins, 1 transfer

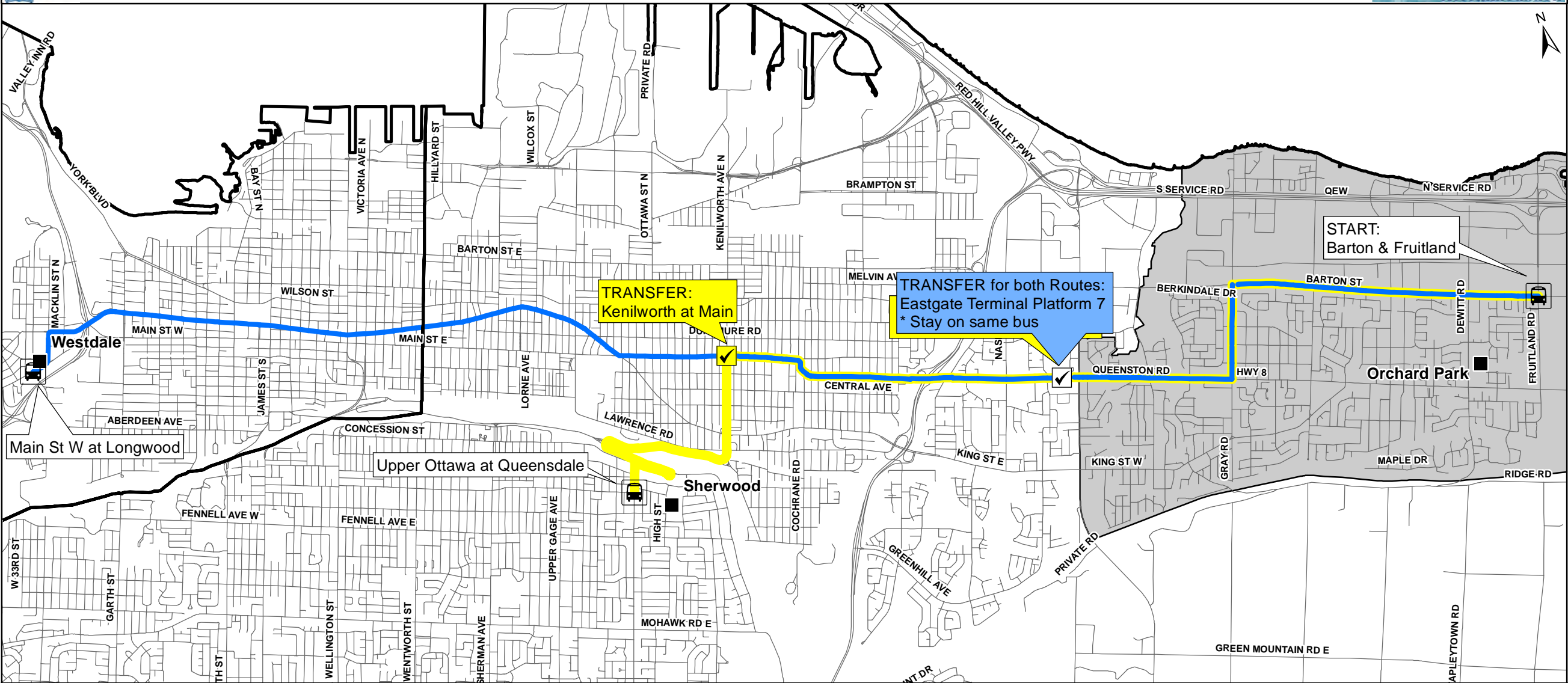
	Depart:	KING opposite BATTLEFIELD	8:27a
	On route:	05 - DELAWARE	
	Arrive:	KING at KENILWORTH	8:41a
	Transfer to:	KING at KESWICK	8:44a
	On route:	41 - MOHAWK	
	Arrive:	UPPER OTTAWA at QUEENSDALE	8:52a

0 0.275 0.55 1.1 1.65 2.2 Kilometers

Source: HSR Trip Planner:
www.busweb.hamilton.ca

HWDSB
Planning and Accommodation 2013

Possible HSR Routes - Orchard Park FI to Sherwood Vs. Westdale



- Secondary Schools
- Orchard Park Boundary
- Proposed French Immersion Boundaries
- Barton St E. & Fruitland to Westdale Route
- Barton St E. & Fruitland to Sherwood Route

To Westdale: Duration- 48 mins, 1 transfer

	Depart:	LEVI LOOP	7:21a
	On route:	55 - STONEY CREEK CENTRAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7 (Stay on the same vehicle)	7:38a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	7:40a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at LONGWOOD	8:09a

To Sherwood: Duration- 46 mins, 2 transfers

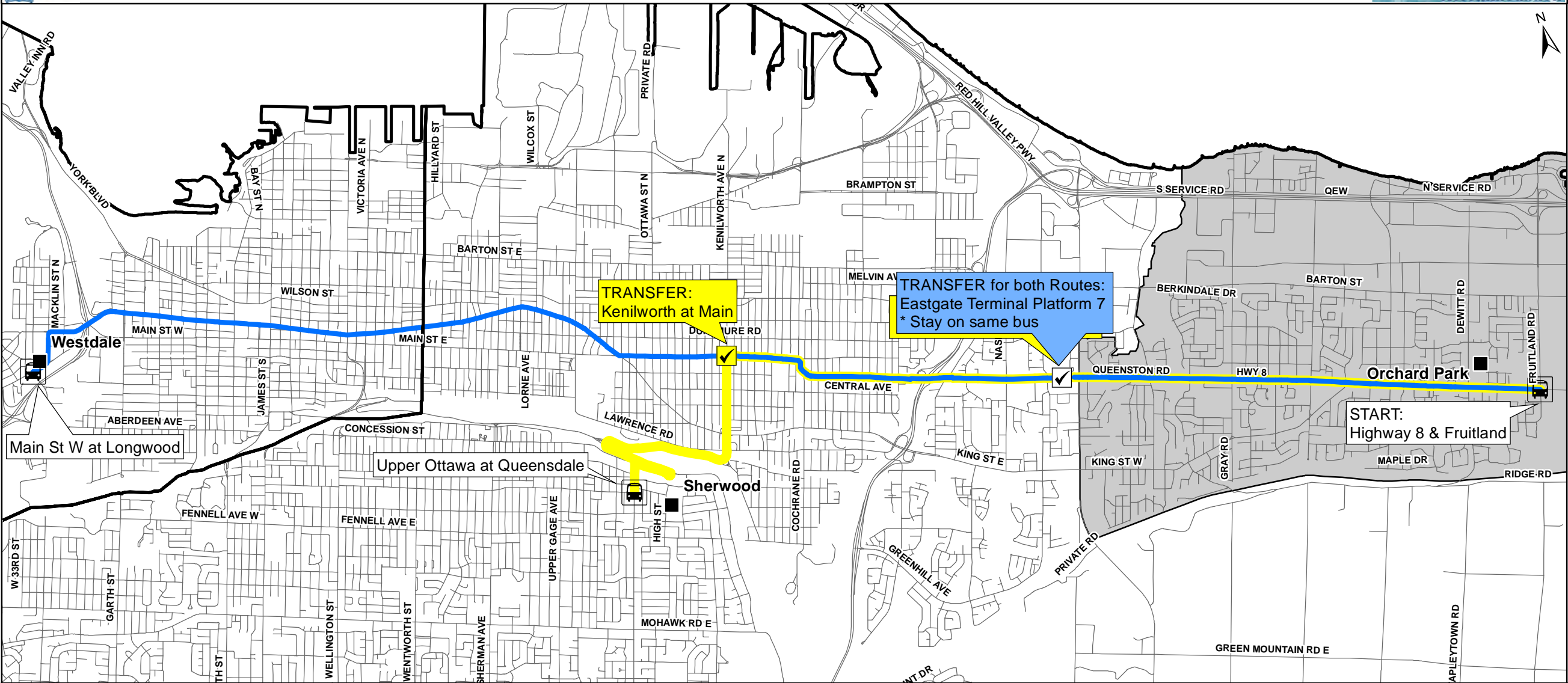
	Depart:	LEVI LOOP	7:51a
	On route:	55 - STONEY CREEK CENTRAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7 (Stay on the same vehicle)	8:08a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	8:10a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at KENILWORTH	8:19a
	Transfer to:	KENILWORTH at MAIN	8:26a
	On route:	41 - MOHAWK	
	Arrive:	UPPER OTTAWA at QUEENSDALE	8:37a

0 0.27 0.55 1.1 1.65 2.2 Kilometers

Source: HSR Trip Planner:
www.busweb.hamilton.ca

HWDSB
Planning and Accommodation 2013

Possible HSR Routes - Orchard Park FI to Sherwood Vs. Westdale



- Secondary Schools
- Orchard Park Boundary
- Proposed French Immersion Boundaries
- Highway 8 & Fruitland to Westdale Route
- Highway 8 & Fruitland to Sherwood Route

To Westdale: Duration- 46 mins, 1 transfer

	Depart:	HIGHWAY 8 at FRUITLAND	7:42a
	On route:	55 - STONEY CREEK CENTRAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7(Stay on the same vehicle)	7:58a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	8:00a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at LONGWOOD	8:28a

To Sherwood: Duration- 55 mins, 2 transfer

	Depart:	HIGHWAY 8 at FRUITLAND	7:42a
	On route:	55 - STONEY CREEK CENTRAL	
	Arrive:	EASTGATE TERMINAL PLATFORM 7(Stay on the same vehicle)	7:58a
	Transfer to:	EASTGATE TERMINAL PLATFORM 7	8:00a
	On route:	10 - B-LINE EXPRESS	
	Arrive:	MAIN at KENILWORTH	8:09a
	Transfer to:	KENILWORTH at MAIN	8:26a
	On route:	41 - MOHAWK	
	Arrive:	UPPER OTTAWA at QUEENSDALE	8:37a

0 0.27 0.55 1.1 1.65 2.2 Kilometers

Source: HSR Trip Planner:
www.busweb.hamilton.ca

HWDSB
Planning and Accommodation 2013

Hamilton-Wentworth District School Board
Learning Opportunites Plan - Elementary
Weighted Rankings - March 2013

	Oct.31/12								2006 Census Data	2006 Census Data			
SCHOOL	TOTAL POP	Transfers	Retirements	Grads	Total Admissions	Beginners	Mobility Rate	Mobility Ranking	Female		Low income cut-off	Low inc ranking	Weighted Ranking
									w/o post-sec	w/o post-sec ranking			
Weighting:								X1		X1		X4	
Cathy Wever	648	152	9	48	168	74	32%	16	64.5%	4.00	40.0%	2.00	28
Queen Victoria	496	131	10	32	157	53	43%	4	53.7%	21.00	39.0%	4.00	41
Hillcrest	481	149	3	83	148	25	40%	8	62.8%	7.00	27.6%	9.00	51
Dr. Davey	607	137	14	53	136	87	24%	37	60.8%	11.00	40.0%	2.00	56
Roxborough Pk	220	52	0	35	56	31	19%	52	69.8%	2.00	44.0%	1.00	58
Parkdale	175	56	1	19	50	29	34%	15	69.9%	1.00	25.0%	11.00	60
Prince of Wales	662	110	3	61	231	81	31%	20	62.2%	8.00	28.0%	8.00	60
Hess Street	345	86	5	54	68	25	23%	38	58.9%	14.00	39.0%	4.00	68
Lake Avenue	576	144	6	48	107	77	23%	38	59.5%	12.00	33.0%	6.00	74
Queen Mary	615	117	3	47	198	77	32%	16	64.3%	5.00	22.0%	14.00	77
Bennetto	535	92	6	42	115	59	21%	49	62.0%	9.00	29.0%	7.00	86
Pauline Johnson	254	76	6	31	79	37	37%	12	49.1%	29.00	20.0%	17.00	109
Westwood	223	85	3	34	49	43	27%	28	44.3%	45.00	23.0%	12.00	121
W H Ballard	576	164	4	77	123	56	27%	28	66.0%	3.00	17.7%	23.00	123
Adelaide Hoodless	399	131	0	43	99	35	38%	11	38.7%	65.00	23.0%	12.00	124
Ridgemount	260	86	2	18	62	31	39%	9	43.0%	49.00	20.0%	17.00	126
Sir W. Laurier	499	124	8	54	107	48	27%	28	47.4%	35.00	21.0%	16.00	127
Eliz Bagshaw	337	66	4	27	71	36	23%	38	46.9%	37.00	22.0%	14.00	131
Memorial (city)	514	126	2	78	184	43	37%	12	54.0%	20.00	16.9%	27.00	140
Central	227	38	6	22	88	44	29%	23	30.8%	78.00	27.0%	10.00	141
Strathcona	210	54	3	18	79	32	41%	5	43.0%	49.00	17.0%	24.00	150
Franklin Rd	351	94	3	29	73	29	32%	16	51.8%	24.00	15.0%	29.00	156
Richard Beasley	187	45	1	26	45	32	18%	56	51.2%	27.00	19.0%	20.00	163
Sir Isaac Brock	223	32	3	29	60	32	15%	64	61.9%	10.00	17.0%	24.00	170
Green Acres	335	54	0	34	70	27	19%	52	51.3%	26.00	17.0%	24.00	174
Lawfield	725	187	6	82	114	55	23%	38	53.2%	22.00	14.3%	31.00	184
Helen Detwiler	572	92	19	61	97	48	17%	57	39.3%	64.00	20.0%	17.00	189
Westview	270	136	0	97	123	51	41%	5	41.1%	59.00	14.0%	32.00	192
Woodward	131	37	0	16	31	17	27%	28	59.4%	13.00	12.5%	40.00	201
Cardinal Heights	318	123	2	118	141	89	19%	52	46.9%	37.00	16.0%	28.00	201
Eastmount Pk	219	33	2	21	39	35	8%	87	47.9%	32.00	18.0%	22.00	207
Vis. Montgomery	345	83	3	55	91	29	27%	28	55.2%	17.00	12.4%	41.00	209
Glen Brae	273	87	1	93	113	89	7%	89	57.0%	15.00	15.0%	29.00	220

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	Oct.31/12								2006 Census Data	2006 Census Data			
SCHOOL	TOTAL POP	Transfers	Retirements	Grads	Total Admissions	Beginners	Mobility Rate	Mobility Ranking	Female		Low income cut-off	Low inc ranking	Weighted Ranking
									w/o post-sec	w/o post-sec ranking			
Weighting:								X1		X1		X4	
Chedoke	489	130	11	76	142	37	35%	14	37.1%	70.00	13.7%	36.00	228
Ryerson	371	136	3	123	139	108	13%	72	31.0%	77.00	19.0%	20.00	229
Yorkview	162	42	1	14	31	25	22%	46	40.8%	60.00	14.0%	32.00	234
Templemead	615	99	13	65	97	52	15%	64	44.5%	44.00	14.0%	32.00	236
Cecil B. Stirling	365	94	10	71	73	22	23%	38	42.8%	51.00	13.0%	37.00	237
Collegiate Ave	265	48	4	22	58	20	26%	34	63.0%	6.00	11.0%	50.00	240
Rosedale	149	40	3	18	33	15	29%	23	54.7%	18.00	11.0%	50.00	241
Lisgar	292	50	3	28	76	29	25%	35	41.7%	54.00	13.0%	38.00	241
Billy Green	381	83	6	39	93	36	28%	26	38.7%	65.00	12.0%	42.00	259
Dundas Central	486	83	4	75	92	28	16%	60	35.5%	72.00	14.0%	32.00	260
Glen Echo	301	58	1	41	52	30	13%	72	51.8%	24.00	12.0%	42.00	264
Prince Philip	199	51	2	15	64	40	31%	20	29.3%	81.00	12.0%	42.00	269
George L Armstrong	338	111	2	65	86	35	29%	23	47.9%	33.00	9.2%	56.00	280
Eastdale	206	44	2	25	29	25	12%	75	54.6%	19.00	11.0%	50.00	294
Buchanan Park	186	38	0	33	37	17	13%	72	41.6%	56.00	12.0%	42.00	296
Bell-Stone	61	27	1	5	15	4	56%	2	48.8%	31.00	7.0%	68.00	305
Queensdale	190	28	1	25	40	27	9%	84	41.9%	53.00	12.0%	42.00	305
Holbrook	219	70	4	19	57	22	41%	5	31.4%	76.00	9.0%	57.00	309
Linden Park	157	53	1	20	36	27	27%	28	49.0%	30.00	8.0%	63.00	310
Gatestone	662	104	2	74	91	64	9%	84	40.6%	62.00	12.0%	42.00	314
Norwood Park	483	89	4	32	70	51	17%	57	40.4%	63.00	11.6%	49.00	316
George R Allan	445	79	10	62	87	59	12%	75	17.3%	93.00	13.0%	38.00	320
R L Hyslop	197	38	0	23	31	15	16%	60	47.8%	34.00	9.0%	57.00	322
Huntington Park	429	79	11	53	77	51	15%	64	45.8%	42.00	10.0%	54.00	322
Lincoln Alexander	209	30	2	27	53	25	16%	60	46.2%	40.00	9.0%	57.00	328
Highview	431	67	7	43	79	50	14%	69	46.6%	39.00	9.0%	57.00	336
Dalewood	367	130	7	130	119	84	11%	79	23.8%	89.00	12.0%	42.00	336
Mary Hopkins	328	72	2	49	88	39	23%	38	31.7%	75.00	9.0%	57.00	341
Millgrove	183	37	1	26	49	20	22%	46	50.1%	28.00	7.0%	68.00	346
Ray Lewis	668	99	5	65	124	54	16%	60	34.7%	73.00	10.0%	54.00	349
Mount Albion	282	234	0	44	64	23	82%	1	40.7%	61.00	6.0%	73.00	354
Spencer Valley	177	96	1	43	66	64	32%	16	44.0%	46.00	6.0%	73.00	354
A M Cunningham	452	80	6	59	66	73	4%	92	45.7%	43.00	9.0%	57.00	363
James MacDonald	257	50	7	31	66	36	22%	46	38.3%	67.00	8.0%	63.00	365
Earl Kitchener	509	90	4	68	100	82	9%	84	25.4%	87.00	11.0%	50.00	371
Gordon Price	434	89	7	49	81	36	21%	49	36.6%	71.00	8.0%	63.00	372
Winona	749	90	4	60	171	101	14%	69	41.7%	54.00	8.0%	63.00	375
R A Riddell	748	147	21	108	180	51	25%	35	37.7%	69.00	7.0%	68.00	376
Flamborough Ctr	292	92	1	67	76	11	31%	20	27.6%	82.00	6.8%	72.00	390

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	Oct.31/12								2006 Census Data	2006 Census Data			
SCHOOL	TOTAL POP	Transfers	Retirements	Grads	Total Admissions	Beginners	Mobility Rate	Mobility Ranking	Female w/o post-sec		Low income cut-off	Low inc ranking	Weighted Ranking
									w/o post-sec	sec ranking			
Weighting:								X1		X1		X4	
Mountview	211	46	2	32	44	24	17%	57	25.9%	86.00	8.0%	63.00	395
Ecole Michaele Jean	64	0	0	6	64	23	55%	3	44.0%	46.00	3.0%	87.00	397
Mount Hope	290	50	6	36	59	36	15%	64	46.1%	41.00	6.0%	73.00	397
Memorial (S.Ck)	325	47	4	35	56	34	12%	75	47.4%	35.00	6.0%	73.00	402
Bellmoore	596	35	2	42	312	73	39%	9	44.0%	46.00	3.0%	87.00	403
Janet Lee	411	66	3	38	68	52	11%	79	41.2%	58.00	7.0%	68.00	409
Dr. Seaton	243	69	3	49	56	11	28%	26	56.5%	16.00	2.6%	94.00	418
Greensville	197	47	3	28	32	27	14%	69	38.1%	68.00	6.0%	73.00	429
Ancaster Meadow	756	128	25	77	158	82	20%	51	23.8%	89.00	6.0%	73.00	432
Sir William Osler	596	130	7	94	123	30	23%	38	27.0%	84.00	5.0%	79.00	438
Beverly Central	166	37	1	20	25	27	10%	81	52.4%	23.00	4.0%	84.00	440
Mountain View	323	61	3	35	51	42	12%	75	41.4%	57.00	5.0%	79.00	448
Queens Rangers	131	37	4	19	24	16	23%	38	33.6%	74.00	3.0%	87.00	460
Tapleystown	199	25	2	25	29	23	4%	92	42.0%	52.00	5.0%	79.00	460
Allan A Greenleaf	508	125	6	69	83	46	19%	52	27.0%	85.00	4.0%	84.00	473
Dundana	348	63	4	38	55	48	10%	81	25.4%	87.00	5.0%	79.00	484
Balaclava	368	76	10	40	51	43	15%	64	30.7%	79.00	3.0%	87.00	491
C H Bray	322	47	5	51	54	38	5%	91	18.8%	92.00	5.0%	79.00	499
Ancaster Sr.	295	155	3	142	158	149	8%	87	23.4%	91.00	4.0%	84.00	514
Fessenden	431	52	9	48	70	58	6%	90	27.3%	83.00	3.0%	87.00	521
Rousseau	261	52	4	37	41	33	10%	81	17.3%	93.00	3.0%	87.00	522
Guy Brown	539	8	3	31	95	62	2%	94	29.6%	80.00	3.0%	87.00	522

Hamilton-Wentworth District School Board
Learning Opportunites Plan - SECONDARY
Weighted Rankings - March 2013

SECONDARY		Oct.31/12							2006 Census Data	2006 Census Data				
Female														
Female w/o post-														
SCHOOL	TOTAL POP	Transfers	Retirements	Grads	Total Admissions	Beginners	Mobility Rate	Mobility Ranking	w/o post-sec	sec ranking	Low income cut-off	Low inc ranking	Weighted Ranking	
Weighting:								X1		X1		X4		
H	Parkview	244	12	40	31	53	29	18%					0	
I	Mountain	176	10	26	35	49	29	12%					0	
G	Sir JA Macdonald	1176	87	266	183	372	192	30%	1	59.3%	2.00	37.0%	1.00	7
H	Delta	715	76	118	128	234	163	19%	3	55.1%	3.00	21.0%	2.00	14
	Glendale	953	50	172	133	298	190	21%	2	52.9%	4.00	21.0%	2.00	14
M	Sir W. Churchill	1097	60	217	182	330	240	17%	4	61.7%	1.00	19.0%	4.00	21
O	Hill Park	742	46	138	153	213	139	14%	5	47.5%	6.00	15.0%	6.00	35
D	Barton	700	52	124	146	190	138	12%	8	45.9%	7.00	15.0%	6.00	39
	Westdale	1684	42	309	335	437	353	6%	13	28.7%	15.00	17.0%	5.00	48
	Sherwood	1112	59	201	206	243	189	10%	9	42.5%	8.00	11.0%	9.00	53
	Parkside	449	37	109	106	96	79	13%	7	40.1%	11.00	11.0%	9.00	54
L	Westmount	1494	67	229	257	426	381	6%	13	40.8%	10.00	12.5%	8.00	55
O	Sir A.MacNab	874	49	165	168	274	195	14%	5	35.3%	13.00	10.0%	11.00	62
W	Orchard Park	1107	31	219	215	289	249	7%	10	48.4%	5.00	9.0%	12.00	63
	Saltfleet	1216	40	225	236	342	289	7%	10	41.6%	9.00	7.0%	13.00	71
	Highland	780	17	185	205	223	173	6%	13	35.7%	12.00	5.0%	14.00	81
	Waterdown	1165	35	226	270	317	267	4%	16	29.2%	14.00	5.0%	14.00	86
	Ancaster High	1063	24	221	226	350	293	7%	10	27.8%	16.00	4.0%	16.00	90
	TOTAL	16747	794	3190	3215	4736	3588							

2011/2012

School	Absense Rates (%)	Graduation Rates (%)	HWDSB Secondary Course Nature								
			Academic	Applied	College	Essential	Locally Developed	Open	University	University/College	Workpace
Ancaster High	9.37	96.77	9.19	8.07	9.42	0.22	0.9	34.53	19.73	12.33	5.61
Barton	12.8	70.38	6.69	8.41	13.96		3.06	38.05	14.91	12.24	2.68
Delta	17.47	69.18	7.47	10.76	9.72		3.65	34.55	9.9	10.59	13.37
Glendale	15.02	70.65	8.8	8.26	11.67		3.23	34.29	17.59	10.59	5.57
Highland	10.26	93.35	8.66	7.43	8.42		1.73	29.46	20.05	14.36	9.9
Hill Park	17.14	76.32	6.7	13.25	11.68		3.42	33.76	9.83	13.53	7.83
Orchard Park	12.12	86.46	6.43	10.59	13.99		2.65	34.4	14.93	10.59	6.43
Parkside	13.55	86.83	11.22	12.18	11.54		2.56	31.73	14.1	14.74	1.92
Saltfleet	11.41	85.71	7.1	7.25	11.73		2.01	33.95	15.59	15.43	6.94
Sherwood	12.27	82.92	6.88	7.4	12.91		1.38	36.49	15.49	14.97	4.48
Sir Allan MacNab	13.51	76.33	7.54	11.76	9.05		2.87	32.88	16.59	16.14	3.17
Sir John A. Macdonald	17.33	58.84	4.57	7.72	13.7		3.46	36.85	11.97	14.02	7.72
Sir Winston Churchill	17.54	72.32	6.77	9.38	12.31		2.77	34.46	13.38	13.38	7.54
Waterdown	8.28	91.48	10.32	6.94	13.37		2.2	26.73	21.83	13.37	5.25
Westdale	10.8	94.01	10.19	5.92	7.46		3.2	26.3	23.93	16.94	6.04
Westmount	9.69	90.97	11.41	8.51	12.77			29.01	20.7	15.86	1.74
Mountain	18.34	72.22		3.76	0.54		17.74	61.29			16.67
Parkview	17.66	27.59		4.04			24.66	52.02			19.28



POLICY COMMITTEE TO STANDING COMMITTEE

DATE: Monday, April 15, 2013

TO: Standing Committee

FROM: Todd White, Chair of Policy Committee

RE: Revoking 1) Staff Retirement Recognition Policy
2) Quarter Century Service Recognition Policy

Title of Document:

Scoping Document
Policy Review

Draft Policy
Policy Directive

Action

Monitoring

Policy Committee Motions:

That the Staff Retirement Recognition Policy be revoked and moved to the Committee of the Whole. Moved by J. Bishop, seconded by J. Brennan. The vote was unanimous (Feb 13/13)

That the Quarter Century Service Recognition Policy be revoked and be moved to the Committee of the Whole.

Moved by J. Bishop, seconded by J. Brennan. The vote was unanimous (March 21/13)

Rationale/Benefits:

The Human Resources Pillar Policy (approved December 2012) includes a commitment to continue to honour staff who are retiring and who have provided long service to the Board. The original policies were very operational, and as part of our ongoing commitment to policy review, the Policy Committee is recommending that they be revoked.

Background:

In the Policy Development Process, a policy may be revoked and 'replaced by statement(s) in another policy; and/or a new or expanded Policy Directive or Administrative Memo'. (HWDSB Policy Development Process).

The Quarter Century Service Recognition Policy (2002) policy statement states: "It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region."

The Staff Retirement Recognition Policy (1999) policy statement states: "It is the policy of The Hamilton-Wentworth District School Board to recognize retiring employees."

On December 2012, COTW approved the Human Resources Pillar Policy. The Intended Outcomes (Employee and Labour Relations section) in the Human Resources Pillar Policy includes the following statement: "**The contributions of staff members are recognized for 25 years of service to HWDSB and upon retirement.**"



STAFF RETIREMENT RECOGNITION

Date Approved: 1999 06 09

Projected Review Date: 2001 06

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize its retiring employees.

RESPONSIBILITY: Director of Education and Secretary

OPERATING PROCEDURES:

1. All retiring employees shall be invited to a Board-sponsored retirement reception. The invitation will include the opportunity for each retiree to bring a guest.
2. The reception will be held each year with the details planned by the Office of the Director of Education and Secretary in consultation and collaboration with the Chair of the Board.
3. A commemorative gift for each employee in recognition of the years of service shall be chosen by the Chair of the Board.
4. All Trustees and Senior Officials shall be invited to attend.
5. The cost of the reception not to exceed the approved budgeted amount.

Reference: Not applicable.



**Policy No. 8.08
Staff**

QUARTER CENTURY SERVICE RECOGNITION

Date Approved: April 22, 2002

Projected Review Date: April 2005

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth Region.

RESPONSIBILITY: Director of Education and Secretary

OPERATING PROCEDURES:

1. All employees who have completed 25 years of service with the public Boards in the Hamilton-Wentworth region shall be invited to a Board-sponsored reception.
2. The reception will be held each year with the details planned by the Office of the Director of Education and Secretary in consultation and collaboration with the Chair of the Board.
3. A commemorative gift for each employee in recognition of the years of service shall be chosen by the Chair of the Board.
4. All Trustees, Senior Officials and an Official from each Employee Group shall be invited to attend.
5. The cost to the Board shall not to exceed the approved budgeted amount.

Reference: Not applicable.



POLICY COMMITTEE TO STANDING COMMITTEE

DATE: Monday, April 15 , 2013

TO: Standing Committee

FROM: Todd White, Chair of Policy Committee

RE: Revoking the Special Class Admission & Demission Policy

Title of Document:

Scoping Document

Draft Policy

Policy Review

Policy Directive

Action

Monitoring

Policy Committee Motion:

That the Special Class Admission & Demission Policy be revoked and moved to the Committee of the Whole. Moved by J. Brennan and seconded by J. Bishop. The vote was unanimous.

Rationale/Benefits:

The direction provided through this Policy is now contained within the Special Education Report.

Background:

This policy was originally designed to ensure that Hamilton-Wentworth District School Board provided a range of services and programs for students with special needs, and that, in keeping with Ministry regulations, the Board offered placement options for exceptional students in regular class, special class and special day school settings. The policy established clear admission and demission criteria.

Currently, according to Ministry direction, the Hamilton-Wentworth District School Board Special Education Report contains the information and procedures as set out in the original policy. The Report is updated annually and must be posted on the Board website.

As the procedures are outlined in the Report and posted in accordance with Ministry direction, a separate policy to contain this direction and information is no longer required.



POLICY COMMITTEE TO STANDING COMMITTEE

DATE: Monday, April 15, 2013

TO: Standing Committee

FROM: Todd White, Chair of Policy Committee

RE: Revoking the Special Class/Program Locations Policy

Title of Document:

Scoping Document

Draft Policy

Policy Review

Policy Directive

Action

Monitoring

Policy Committee Motion:

That the Special Class/Program Locations Policy be revoked and moved to the Committee of the Whole. Moved by J. Bishop, seconded by J. Brennan. The vote was unanimous

Rationale/Benefits:

The direction provided through this Policy is now contained within the Special Education Report.

Background:

This Hamilton-Wentworth District School Board policy stated that the special learning needs of all students, wherever possible, should be addressed within the home school. Secondly, when determining the locations of special classes, several conditions were to be considered as part of the decision-making process, including transportation, accommodation needs, and inclusion opportunities.

The Hamilton-Wentworth District School Board Special Education Report, reviewed annually and posted on the Board website, contains sections which address special class placements and the conditions outlined in the original policy.

As the procedures are outlined in the Report and posted in accordance with Ministry direction, a separate policy to contain this direction and information is no longer required.



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15th, 2013

TO: Standing Committee

FROM: John Malloy, Director of Education
Mag Gardner, Superintendent of Student Achievement
Ellen Warling, Manager of Planning and Accommodation

RE: Cardinal Heights and Ridgemount Grade Reorganization

Action X

Monitoring

Recommended Action:

That the Board approves the following recommendation:

- Ridgemount becomes a JK-5 Elementary School and the Ridgemount grade 6s attend Cardinal Heights beginning in September 2013.

Rationale/Benefits:

This strategy promotes working and learning in safe environments that are not overcrowded and are conducive to supporting students in reaching their full potential.

Ridgemount is experiencing enrolment pressures, as seen in Appendix A. Ridgemount will be implementing Full-Day Kindergarten in September 2013 which calls for an addition and renovations to an existing classroom. Ridgemount currently has four portables onsite. Moving to a JK-5 grade structure reduces reliance on temporary accommodation and maximizes the use of built space. Cardinal Heights has space to accommodate the grade 6 students within its existing brick and mortar.

Background:

In March 2012, a preliminary meeting was held to discuss the potential for grade reorganization between Ridgemount and Cardinal Heights. The meeting members included Superintendent Mag Gardner, Principals of Ridgemount and Cardinal Heights, parent council members from Ridgemount, Cardinal Heights, Pauline Johnson and Linden Park and a member of the Planning and Accommodation division. The feedback from the meeting was positive and the option to allow Ridgemount students to attend Cardinal Heights for grade 6 as out of catchment students was offered. In September 2012, 14 grade 6s from the Ridgemount attendance area attended Cardinal Heights for grade 6 and 16 student remained at Ridgemount. The change in enrolment allowed Ridgemount's utilization to reduce from 115% to 104% while Cardinal Heights' enrolment reached 100% utilization.

Background continued:

In January 2013, the Board approved the formation of a Grade Reorganization Committee to discuss the following items in accordance with the Grade Reorganization Process:

Rationale for change: The rationale for this grade reorganization is described in the Rationale/Benefits section of the report.

Preferred option and enrolment/utilization: Are discussed in the background section on page 1 of this report. Enrolment projections are located in Appendix A and display Cardinal Heights and Ridgemount projected enrolments with the proposed grade reorganization.

Implementation Considerations: Principals Simpson (Cardinal Heights) and Arsovic-Filice (Ridgemount) have initiated transitions activities. All existing grade 5 students plan to move to Cardinal Heights for grade 6, September 2013 and there is no need for grandparenting students.

Transportation impacts: If the recommended grade reorganization occurred, 18 additional students would qualify for transportation to Cardinal Heights. Based on this number, transportation would be able to use its existing fleet to accommodate these students.

Financial Implications: Ridgemount will not need additional portables therefore the Board will save costs to move, install and maintain/operate an additional portable at Ridgemount.

Political Implications and Community Consultation: As mentioned a meeting of school council chairs was held in spring, 2012. In February 2013, a meeting was held with the Ridgemount parent community; Trustee Orban, staff and six parents attended and all were in favour of the recommended action. Following that meeting, a letter was sent home to each grade 5 parent who reviewed the recommendation and invited them to contact the superintendent if there were any concerns. Principal Arsovic-Filice has also communicated with all parents and students at Ridgemount. There have been no concerns raised regarding this recommendation.

Principals Simpson (Cardinal Heights) and Arsovic-Filice (Ridgemount) have received enthusiastic support from parents, school council, and staff.

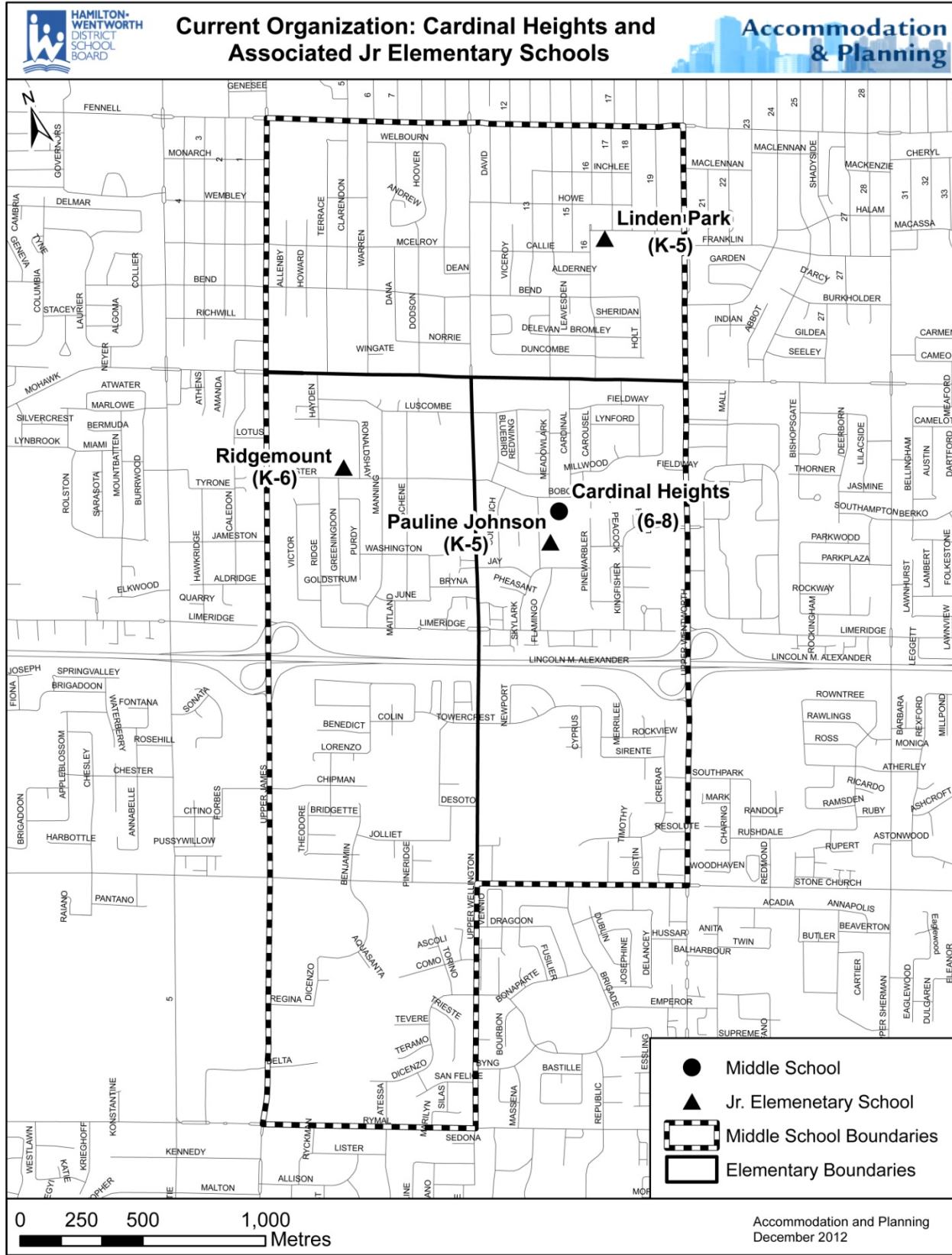
Appendix A - Cardinal Heights and Ridgemount Enrolment Projections with Ridgemount as K-5

Cardinal Heights		OTG: 308			
Year	6	7	8	Total	Util
2011	61	120	113	294	95%
2012	89	100	118	307	100%
2013	92	107	100	300	97%
2014	86	93	108	286	93%
2015	86	87	93	266	86%
2016	73	86	87	246	80%
2017	107	74	87	268	87%
2018	99	108	75	283	92%
2019	96	100	109	304	99%
2020	93	98	102	293	95%
2021	95	95	100	290	94%
2022	97	97	97	291	95%

Ridgemount		OTG:250								
Year	JK	SK	1	2	3	4	5	6	Total	Util
2011	31	38	32	49	34	34	34	32	284	114%
2012	35	31	40	28	41	34	33	18	260	104%
2013	35	34	31	40	28	41	34	0	244	98%
2014	35	31	34	31	40	28	41	0	242	97%
2015	36	31	31	34	32	41	29	0	233	93%
2016	36	31	31	31	34	32	41	0	236	94%
2017	37	32	32	32	32	35	33	0	234	93%
2018	38	33	33	33	33	33	36	0	240	96%
2019	38	34	34	34	34	34	34	0	242	97%
2020	39	35	35	35	35	35	35	0	247	99%
2021	40	36	36	36	36	36	36	0	253	101%
2022	41	36	36	36	36	36	36	0	259	104%

OTG: On the ground capacity

Appendix B- Boundary Map





EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013

TO: Standing Committee

FROM: John Malloy, Director of Education
John Laverty, Superintendent of Student Achievement
Ellen Warling, Manager of Planning & Accommodation

RE: Allan A. Greenleaf/Guy B. Brown (East Flamborough) Boundary Review

Action Monitoring

Recommended Action:

That the Board approve the following accommodation boundary review strategy to address pupil accommodation in the Allan A. Greenleaf (AAG) and Guy B. Brown (GBB) attendance area beginning in September 2013:

- GBB receives students from AAG (**see attached map – Appendix A**).

The following condition applies to the boundary change:

- Students from all grades (JK-8) will be granted opportunity to continue to attend AAG if requested (grandfathering)
 - No student transportation will be provided for those students choosing to remain at AAG

Rationale/Benefits:

This accommodation strategy promotes working and learning in safe environments that are conducive to supporting students in reaching their full potential.

AAG is experiencing enrolment pressures (Appendix B – Status Quo Enrolments). GBB attendance boundary is completely within the AAG boundary and can accommodate a portion of AAG's boundary.

Background:

Residential construction within AAG boundary is occurring. This will place enrolment pressures at AAG. There are currently 4 portables on site. Changing the school's attendance boundary will alleviate current enrolment pressures while making use of available spaces at GBB. Appendix A (Map) illustrates the proposed boundary (JK-8) for both AAG and GBB.

In January 2013, the Board approved the formation of a Boundary Review Committee to discuss the following items in accordance with the Boundary Review Process:

Rationale for change: The rationale for this boundary change is described in the Rationale/Benefits section of the report.

Preferred option and enrolment/utilization: Is discussed in this background section and illustrated in Appendix A and B of this report. The proposed new boundaries for AAG and GBB are shown in Appendix A. Enrolment projections are located in Appendix B.

Background Continued:

Implementation Considerations: The grandfathering of students currently attending at AAG was strongly supported by the survey results (Appendix C). More than 90% of the respondents from within the affected area supported the grandfathering of students currently attending at AAG. Approximately 60% of these respondents supported the grandfathering of all grades (JK-Grade 8).

Transportation impacts: If the recommended boundary change occurred, students newly assigned to GBB would qualify for transportation under the current eligibility operating procedures. Students opting to remain at AAG would no longer qualify for transportation. Requests for additional crossing guards could be made to the City by the school council at GBB. The Trustee for Flamborough and the Superintendent of Student achievement have convened a meeting with the Transportation Department and the City of Hamilton to address the concerns raised during the process of students needing to cross Hwy 5 to attend school.

Financial Implications: AAG should not require additional portables in the future and therefore the Board will eliminate possible costs associated with having more portables located there. GBB may require a portable, depending on the number of students who elect to remain at AAG.

Political Implications and Community Consultation: A Boundary Review Committee was struck and met on February 19th, 2013. The Committee members are:

John Laverty – SOSA

Karen Turkstra - Trustee

Robert Fex – Senior Planner

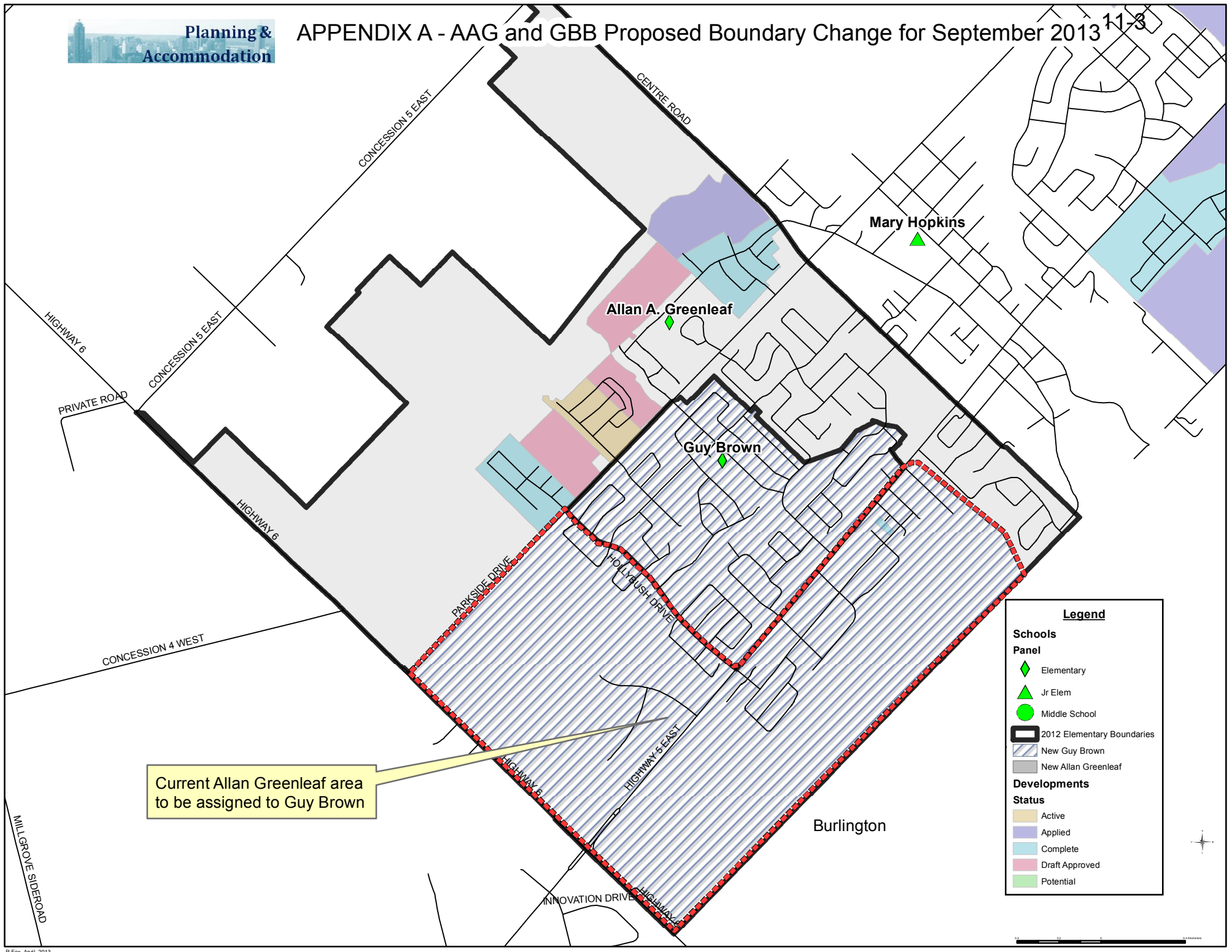
Lori Kyle - AAG

Holly Shanlin - AAG

Kelly Rizzo - GBB

2 Parent Council Reps from each school

A public meeting was held at AAG on March 5th, 2013. The public was informed of the proposed boundary change, provided with a presentation, and given the opportunity to ask questions. Minutes were taken and all information was accessible through the Board website. A survey was sent home to the families directly impacted by the boundary change proposal in order to provide them with a clear understanding of the proposal and to gauge their opinions (Appendix C). The results of the survey indicated strong support for grandfathering of the current students at AAG. Approximately 80% of the respondents indicated they would continue to send their children to AAG if the boundary change was approved. The results also indicated a concern for younger students crossing Hwy 5 in the south west corner of the proposed boundary and were concerned about the lack of transportation for these students. The survey also indicated a strong need to have sufficient before-and-after day school programs available at Guy B. Brown school if the boundary change is approved. A significant number of the respondents currently use the day care services at AAG.



Current Allan Greenleaf area to be assigned to Guy Brown

Legend

Schools

- Elementary (Green diamond)
- Jr Elem (Green triangle)
- Middle School (Green circle)

Panel

- 2012 Elementary Boundaries (Black outline)
- New Guy Brown (Blue hatched)
- New Allan Greenleaf (Grey hatched)

Developments

Status

- Active (Yellow)
- Applied (Purple)
- Complete (Light Blue)
- Draft Approved (Pink)
- Potential (Light Green)

School	School Capacity	Portables	Portable Capacity	2008	2009	2010	2011	2012	2013	2013 Utilization	2014	2015	2016	2017	2017 Utilization	2018	2019	2020	2021	2022	2022 Utilization
Status Quo Enrolments:																					
Allan A. Greenleaf	492	4	92	595	568	573	553	508	520	106%	528	556	580	593	121%	626	648	669	678	671	136%
Guy B. Brown	638	0	0	338	349	389	450	539	549	86%	543	537	528	513	80%	508	510	481	474	477	75%
Totals:	1130	4	92	933	917	962	1003	1047	1069		1071	1093	1108	1106		1133	1158	1150	1152	1147	
After Boundary Changes:																					
Allan A. Greenleaf	492	4	92	595	568	573	553	508	377	77%	398	425	453	471	96%	502	524	544	556	550	112%
Guy B. Brown	638	0	0	338	349	389	450	539	691	108%	672	665	651	633	99%	629	633	604	595	598	94%
Totals:	1130	4	92	933	917	962	1003	1047	1069		1069	1090	1104	1103		1132	1157	1149	1151	1147	
* Total number comparisons between Status Quo and After Boundary Changes may vary due to rounding																					

1) How many children do you currently have at Allan A. Greenleaf school?			
Options	Count	Percentage	100% of surveys returned answered this question
1	65	52.42%	
2	55	44.35%	
3 or more	4	3.23%	
2) If the Board was to approve the Boundary change would you:			
Options	Count	Percentage	97% of surveys returned answered this question
Send your child/ren to Guy Brown School	24	19.35%	
Continue to send children to Allan A. Greenleaf	97	78.23%	
3) Do you support grandfathering of students who are currently at Allan A. Greenleaf?			
Options	Count	Percentage	97% of surveys returned answered this question
YES	114	91.94%	
NO	7	5.65%	
4) If you answered yes to #3, what grades would you support being grandfathered?			
Options	Count	Percentage	91% of surveys returned answered this question
All Grades	74	59.68%	
Grade 5, 6, 7	12	9.68%	
Grade 6, 7	16	12.90%	
Grade 7	11	8.87%	

** Counts were done 1 per family (Surveys Numbered the same were counted as 1)

** Total returned surveys (counting 1 per family) were 124

Highlights from Comment Section

Grandfathering students who want to continue to attend Allan A. Greenleaf should be for ALL GRADES.

- Grandfathering for special education students was expressed as VERY important.

Transportation

- Large amount of comments that stated no transportation for grandfathered children was unfair, transportation should be given to these students so that they may finish their schooling at Greenleaf

- Large amount of comments disputing no transportation for south of Highway 5- stated this road is too dangerous to have small children crossing it

Day Care

- Many families use the before and after school program at Greenleaf and want to continue to have this available. Before/ After school at Guy Brown is full so therefore these families would have no other choice

Many families think that students already in the school board should be taken care of over the "proposed students" that will be coming into the developments



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013

TO: STANDING COMMITTEE

FROM: John Malloy, Director of Education
Dan Del Bianco, Senior Facilities Officer
Ellen Warling, Manager of Accommodation and Planning

RE: Licence Agreement – Mission Services

Action X Monitoring

Recommended Action:

That the Superintendent of Business be authorized to enter into a Licence Agreement with Mission Services of Hamilton Inc. (the “Licensee”), whereas the Hamilton-Wentworth District School Board (the “Licensor”) grants the Licensee a non-exclusive licence solely for the purpose to park not more than thirteen (13) vehicles on a portion (“Designated Area”) of the Cathy Wever Elementary School site located at 160 Wentworth Street North (the “Property”), subject to the following terms:

- 1) Designated Area identified in red on attached **Appendix “A”**;
- 2) Term of the agreement is for 1 year (Jan. 1st, 2013 to Dec. 31st, 2013) and shall be renewed automatically each year unless terminated in accordance with the terms of the agreement;
- 3) The Licensee accepts the use of the Designated Area “as is, where is”;
- 4) The Licensee has no obligations and shall not delineate or separate the Designated Area from the remainder of the Property;
- 5) The Licensee shall be responsible for its proportionate share of the construction, operation, administration, repair, maintenance and management for the Designated Area throughout the term of the agreement;
- 6) The Licensee at its sole cost shall, prior to erecting any signage for the Designated Area obtain written consent and approval of the Licensor to wording and locations of same;
- 7) The Licensor shall be entitled to access the Designated Area for its use and operation of the balance of the Property;
- 8) Either party may terminate the Licence upon delivery of 120 days written notice;
- 9) All terms and conditions in the Licence Agreement are in a form satisfactory to the Board’s solicitor.

Rationale/Benefits:

- Promotes a positive relationship between the Board, Cathy Wever Elementary School and Mission Services of Hamilton Inc.

Background:

In the fall of 2011, the Principal of Cathy Wever School expressed concerns regarding limited parking on the HWDSB Lands servicing the Cathy Wever School and the installation of parking signs claiming to indicate parking for the sole benefit of Mission Services Lands. A viewing of the site revealed that Mission Services had erected signage claiming exclusive parking rites for approximately 42 Board owned parking spaces abutting the property line between the two parcels.

When contacted by HWDSB Administrative staff, Mission Services expressed disagreement with the extent of the boundary between the Mission Services Lands and the HWDSB Lands. In addition, Mission Services claimed they could park on HWDSB Lands pursuant to a parking Licence Agreement that existed between Mohawk College (previous owner of the Mission Services property) and HWDSB which was allegedly transferred to Mission Services when they acquired the property in October 2011. HWDSB staff was not aware of such an agreement and Mission Services could not produce the document.

HWDSB legal counsel reviewed title to both properties and compared the Board's property reference plan 62R-5635 against the metes and bounds descriptions contained in the deed to both HWDSB Lands and the Mission Services Lands. The reference plan provided an accurate depiction of the boundaries of the titled property and confirmed that Mission Services has two rights-of-way over the HWDSB's Lands as contained in the deed. The right-of-way is simply to provide Mission Services with access to their parking lot across Board property. There is no mention of any parking rights in the deed.

Further examination of the Survey provided a better understanding of the overlay of the parking structures and other encroachments. The stone steps leading to the Mission Services building encroaches onto the HWDSB Lands and the chain link fence which abuts the two properties does not follow the boundary lines.

In conclusion, the registered right-of-way in favour of Mission Services does not reference a right to park vehicles on the Cathy Wever site. Since there is no agreement, Mission Services does not have a right to park vehicles on any portion of the HWDSB Lands.

Through various discussions between the Principal, Mission Services representatives, HWDSB staff and legal counsel, an amicable solution that will satisfy the needs of both parties and maintain the existing good neighbor relationship was reached.

TOPOGRAPHIC SURVEY
OF
SANFORD ELEMENTARY SCHOOL
#1 20
CITY OF HAMILTON

EXISTING
MOHAWK COLLEGE
BUILDINGS

HWDSB Granting Mission Services
the use of 13 Parking Spaces

BENCH MARK NOTE:
ELEVATIONS SHOWN ON THIS PLAN ARE GEODETIC AND ARE REFERRED TO
CITY OF HAMILTON BENCH MARK No 4-05.
ROBERT LAND SCHOOL (1914) AT NORTHEAST CORNER OF WENTWORTH
STREET NORTH AND MUNROE STREET; TABLE IN WEST FRONT CONCRETE
FOUNDATION WALL, 0.6m FROM SOUTHWEST CORNER, 0.15m BELOW BRICK
ABOUT 9m NORTH OF AND OPPOSITE NORTH EDGE OF FRANCIS STREET. No
85-U-144.

37 EXISTING PARKING
SPACES ON ASPHALT

WENTWORTH STREET
← (ONE WAY)

SANFORD AVENUE
↑ (ONE WAY)

PROPOSED TWO STOREY
JK-8 SCHOOL
F.F.L. 85.60

EXISTING
COMMUNITY CENTRE
TO REMAIN
(FINISHED FLOOR ELEV. = 85.32 m)

EXISTING BRICK
SCHOOL TO REMAIN
(POSSIBLE FUTURE DEMOLITION)

- The following notes apply to the plan on this site also:
- A. NOTES ON SITE PLAN
 1. All work involved in the construction, installation, repair of municipal services for the project shall be to the satisfaction of the Director of Development and Real Estate Division, Planning and Development Department.
 2. The South Gate and 3-999 Elm Highway shall be established to the satisfaction of the



**EXECUTIVE REPORT TO
STANDING COMMITTEE**

DATE: April 15, 2013
TO: Standing Committee
FROM: Don Grant, Superintendent of Business & Treasurer
Denise Dawson, Manager of Budget Services
RE: **2013/2014 School Based Staffing**

Action **Monitoring**

Recommended Actions:

a) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2013/2014 school based staffing:

Elementary Teachers	1,970.20
Secondary Teachers	1,075.80
Principals/Vice-Principals	167.00
School Clerical	209.50
School Custodial	383.50

b) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2013/2014 school based staffing:

Early Childhood Educators	185.00
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c) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2013/2014 school based staffing:

Educational Assistants	579.00
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Rationale/Benefits:

The accumulative total staffing approved by the foregoing recommended actions total 4,570 FTE positions, provide for the smooth start up to the 2013/2014 school year and enable the staffing process to ensure collective agreement compliance and effective school based staffing decisions can be addressed at this time.

On March 27, 2013, the Ministry provided summary information regarding 2013/2014 education funding through the Grants for Student Needs (GSN). The impact of this funding announcement will be calculated as soon as the Funding Model Technical Paper and Grant Estimates forms are made available to staff. In addition, the Ministry recently announced an agreement with Secondary Teachers and talks with Elementary Teachers are progressing positively, but the potential these agreements are not known at this point in time. Consequently, as the budget development exercise continues it may be necessary to increase or decrease the staffing levels suggested in the above recommended actions. We anticipate that any changes will be discussed prior to final approval of the Budget in June 2013.

Rationale/Benefits:

The Finance Committee has reviewed this report and supports the above recommended actions.

Staffing for elementary and secondary teachers, principals and vice-principals, school secretaries, and school custodians for 2013/2014 represents the continuation of programs, adjustments for decline in enrolment, impact of Ministry funding announcements received to date, compliance to collective agreements and Ministry regulations.

Staffing for Early Childhood Educators is to support the Early Learning Program in 195 classes at 64 school sites. The staffing is based on assumptions and information available at this point in time. (Please see Appendix A)

Educational Assistants Staffing for 2013/2014 has been increased by 6.0 FTE for Learning Opportunities despite a decline in projected Board enrolment. The recommended action represents the preliminary number of full-time equivalent positions for the 2013/2014 school year. These staffing levels will continue to provide support to students through the Special Education and Learning Opportunities programs. (Please see Appendix B).

Executive Council has reviewed this report and supports the foregoing recommended actions regarding 2013/2014 School Based Staffing.

Background:

Appendices A and B provide a summary of the school based staffing recommended for the 2013/2014 school year. Permanent full time equivalent positions included in the 2012/2013 Budget is provided for comparative purposes.

The Board has directed by resolution #01-55, that the number of Educational Assistants for the next school year be determined by the end of April each year. Such direction was established so that the staffing process can be completed prior to the end of June in preparation for the smooth startup to the next school year.

The process of presenting School Based staffing recommendations in April for the following school year is consistent with prior years.

Appendix A
April 15, 2013**School-Based Staffing**

	2013/2014 School Based Staffing	2012/2013 Revised Budget	Increase (Decrease)
Elementary Teachers	1,970.20	1,919.60	50.60
Secondary Teachers	1,075.80	1,116.80	(41.00)
Principals/ Vice-Principals	167.00	173.00	(6.00)
School Clerical	209.50	213.50	(4.00)
School Custodial	383.50	383.50	0.00
Early Childhood Educators	<u>185.00</u>	<u>116.50</u>	<u>68.50</u>
Sub Total	<u>3,991.00</u>	<u>3,922.90</u>	<u>68.10</u>
Educational Assistants (see Appendix B)	<u>579.00</u>	<u>573.00</u>	<u>6.00</u>
Total	<u>4,570.00</u>	<u>4,495.90</u>	<u>74.10</u>

**Appendix B
April 15, 2013****School Based Staffing - Educational Assistants**

	2013/2014 Budget	2012/2013 Budget	Increase (Decrease)
Special Education Programs	537.00	537.00	-
Learning Opportunity Programs	<u>42.00</u>	<u>36.00</u>	6.00
Total	<u>579.00</u>	<u>573.00</u>	6.00

Educational Assistant Staffing History

	Special Education Permanent FTE	Learning Opportunities Permanent FTE	Total FTE	Total Hours
2013/2014 Budget	537.00	42.00	579.00	822,759
2012/2013 Budget	537.00	36.00	573.00	814,233
2011/2012 Budget	537.00	30.00	567.00	805,707
2010/2011 Budget*	481.00	40.00	521.00	740,341
2009/2010 Budget* At November 2009 COTW, the Board approved an additional 16.0 FTE for the 2009/10 school year The 2009/10 Budget also included 30.0 one-time educational assistants	481.00	40.00	521.00	722,784
2008/2009 Budget* At November 2008 COTW, the Board approved an additional 20.0 FTE for the 2008/2009 school year	481.00	40.00	521.00	687,460
2007/2008 Budget	481.00	40.00	521.00	654,506
2006/2007 Budget	481.00	38.0	519.0	625,914
2005/2006 Budget	487.00	38.0	525.0	630,000
2004/2005 Budget	454.00	32.0	486.0	583,200
2003/2004 Budget	409.00	32.0	441.0	529,200
2002/2003 Budget	400.00	22.0	422.0	506,400

*The collective agreement effective September 2009 has increased the number of hours worked per week from 30.00 hours in 2006/2007 to 35.00 hours in 2010/2011.



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013

TO: Standing Committee

FROM: Dr. John Malloy, Director of Education
Daniel Del Bianco, Senior Facilities Officer

RE: Ongoing Capital Projects Report (ARCs)

Action Monitoring X

Rationale/Benefits:

The following report is intended to provide Trustees with an update on the status of the ongoing capital projects directly related to the elementary and secondary accommodation reviews. Status updates on ARC related capital projects will be provide to Trustees on a quarterly basis throughout the school year.

Background:

The five capital projects currently underway as a result of an accommodation review process include the following:

1. New North Secondary School

Project: New 1250 pupil place secondary school

Targeted Opening Date: September 2016 (As per Ministry requirement)

Land Acquisition: City of Hamilton has agreed to a joint project, final site selection is still ongoing.

Construction Status: Board staff is working with the City of Hamilton to develop a joint-use facility within the Scott Park precinct. MHPM Project Managers Inc. have been retained by the Board to assist with the North Secondary School project. Facilities Management staff is working towards finalizing the scope of the project and will issue a request for proposal (RFP) for prime consultants in late May 2013.

2. New South Secondary School:

Project: New 1000 pupil place secondary school

Targeted Opening Date: September 2016

Land Acquisition: Negotiations are ongoing to secure a site on the south/east mountain.

Construction Status: MHPM Project Managers Inc. have been retained by the Board to assist with the South Secondary School project.

Background (Con't):**3. Highland Secondary School Renovation:**

Project: New gymnasium and science labs (Phase 1), school renovations and upgrades (Phase 2)

Anticipated Completion Dates: Phase 1- Fall 2014, Phase- 2 Fall 2015

Land Acquisition: n/a

Construction Status: Facilities Management staff have had an initial meeting with the Transition Committee (March 2013) to review the scope of the project. MHPM Project Managers Inc. have been retained by the Board to assist with the project. The selection of an architect will occur in mid-May (2013) with construction targeted to begin in November 2013.

4. George R. Allan Addition/ Renovation

Project: Office and Staff Room renovations (Phase 1) 4 full day kindergarten (FDK) rooms, gymnasium addition, 3 new classrooms, workroom renovations, lift and parking lot expansion (Phase 2).

Anticipated Completion Dates: Phase 1- September 2013, Phase 2- September 2014

Land Acquisition: n/a

Construction Status: Facilities Management staff have met with school administration, Parent Councils, Home and School and the community at an Open House Information Session (April 4, 2013) to review the concept plans and receive comments. Phase 1 is scheduled to go out to tender April 22, 2013 and work is anticipated to begin June 1, 2013. Phase 2 will be tendered in late summer 2013 and work will begin October 2013.

5. Dalewood Renovation

Project: Boiler and controls, new roof, electrical, fire and alarm and security panel upgrades (Phase 1). Accessibility upgrades (lift, washroom etc.) plumbing, windows, exterior wall repairs (Phase 2).

Anticipated Completion Dates: Phase 1- Late Fall 2014, Phase 2- Fall 2015

Land Acquisition: n/a

Construction Status: Initial meeting with school administration to outline the scope of work in Phase 1 took place on April 2, 2013. We anticipate that the design and tender documents being prepared for the first phase of work will be released in late June 2013.



EXECUTIVE REPORT TO STANDING COMMITTEE

DATE: April 15, 2013

TO: Standing Committee

FROM: Dr. John Malloy, Director of Education
Daniel Del Bianco, Senior Facilities Officer
Ron Gowland, Manager Capital Projects- Facilities Management

RE: 2012-13 Capital Renewal Projects Plan Update

Action Monitoring X

Rational/Benefits:

- 1) Facilities Management staff can ensure timely and prudent capital planning decisions each year with approved *Capital Projects Criteria* informing the allocation of capital renewal budgets.
- 2) In order to comply with the Broader Public Sector Supply Chain Guidelines and in order to ensure projects are completed in time for September, Facilities Management must be provided with the flexibility to begin the project tendering process.

Background:

At the March 26, 2012 Board meeting Trustees approved a motion directing Facilities Management to proceed with capital renewal projects that meet the *Capital Projects Criteria* in order to comply with Broader Public Sector Supply Chain Guidelines and other applicable regulations. The purpose of this report is to identify the capital renewal projects scheduled for the 2012-2013 budget year.

Capital Projects Criteria to be used annually when developing the Capital Renewal Projects Plan include the following:

- a) **Health and Safety:** There are monthly inspections by “in school” Health and Safety representatives and yearly inspections by members of the Board’s Joint Health and Safety Committee. Capital items identified from these inspections are prioritized and completed based on impact on students, staff and public.
- b) **Regulatory Compliance Orders:** Occasionally code changes are retroactive and require the Board to replace or update elements or systems immediately. The most recent change is installation of back flow prevention on the water service at all schools

- c) **Risk that failure of one or more components might cause closure of a portion or all of the building:** This work is often a component in the heating or ventilation systems. Replacement of a failed roof membrane would also meet this criteria.

- d) **Urgent or High needs:** When the condition assessment of all building components is completed or updated each item is rated based on its estimated life cycle against its current age and condition. A predetermined rating value is then applied to determine the priority of the item. Often these items are related to site services, windows etc.

- e) **New Program Initiatives** Current work included in this item is additional replacement of items required at schools receiving Full Day Kindergarten programs and renovations at Bellmoore (old) for French Immersion. This could include renovations and upgrades for other program items to support 21st century fluencies.

The list of capital renewal projects for 2012-2013 budget year are attached as Schedule "A"

Criteria	Facility	Current Existing Projects	
Health & Safety	Central	Site/Property - P1 Fence	
	Central	P1 Slate Roof Repairs	
	Dr. John Seaton	P1 Water Matrix	
	Dundana	P1 PA System	
	Elizabeth Bagshaw	P1 PA System	
	Gatestone	Site/Property - Field upgrades	
	Mary Hopkins	Site/Property - Parking Lot Lights	
	Mount Albion	Site/Property - Balance of field repair	
	Mount Hope	P1 Asphalt ramp	
	Orchard Park	Structural upgrades and floor stabilization	
	Saltfleet	Site/Property - Field - included with addition	
	Sir Allan MacNab	P1 PA System	
	Sir Allan MacNab	P1 Boiler Ventilation	
	W. H. Ballard	P1 Platforms	
	Various Schools	Health and Safety	
Various Schools	Security		
			1,017,000.00
New Program Initiatives	Various Schools	Renovations	
	Various Schools	Accessibility/Special Ed.	
	Various Secondary	Transition/Program Strategy Professional Fees	
			1,600,000.00
Regulatory Compliance Orders	Ancaster High	Fire Route	
	Ancaster High	Accessibility -Door hold opens	
	Bell-Stone	Fire connection	
	Buchanan Park	Accessibility - Ramp	
	Central	Accessibility - Washrooms	
	Elizabeth Bagshaw	P1 Fire Hydrant line	
	Flamborough Centre	Fire Connection	
	Flamborough Centre	Accessibility - Ramp	
	Glenwood	Accessibility	
	Highview	P1 Replace two concrete steps	
	Janet Lee	Accessibility	
	Millgrove	Accessibility	
	Mountain View	Accessibility	
	Mountain View	Oil Tank Remediation	
	Rousseau	Accessibility	
	Sir Allan MacNab	Cost Share for Track Joint use upgrades	
	W. H. Ballard	P1 HVAC -Boiler stack	
	Various Schools	Life Safety and Regulatory Compliance (Locks)	
	Various Schools	Life Safety and Regulatory Compliance	
Various schools	Oil Tank Remediation		
Various Schools	Drawings updates		
Various Schools	P1 equipment Guards for schools		
			1,088,100.00
Risk of School Closure	Helen Detwiler	Heating and Ventilation	
	Highland	Heating and Ventilation	
	Memorial (City)	Facility Management System	
	Queen Mary	Heating and Ventilation	
	Taplestown	Asbestos Remediation	
	Various Schools	Maintenance Priority One Projects	
			769,890.00
Urgent or High Needs	Adelaide Hoodless	Roofing	
	Balaclava	P1 Replace Central A/C system	
	Cathy Wever	Demolition of Sanford building	
	Glen Echo	P1 Transformer Vault	
	Green Acres	P1 Sump pump trigger alarm	
	Highview	Renovations - windows, accessibility	
	Huntington Park	P1 Replace sanitary line	
	Huntington Park	P1 Electrical transformers from tunnel	
	Lake Avenue	Paving and Sidewalks at rec-centre	
	Lake Avenue	P1 Asphalt play ground	
	Michaëlle Jean	Renovations	
	Mount Albion	Office, staff room, and remove portapak	
	Mountain View	Heating and Ventilation	
	Orchard Park	P1 Asphalt	
	Sherwood	Heating and Ventilation	
	Sir Isaac Brock	Facility Management System	
	Sir Winston Churchill	P1 Asphalt	
	Taplestown	Roofing	
	Templemead	P1 Replace flooring	
	Westmount	Renovations- Gynasium floor	
Westmount	Renovations		
Westview	Paving and Sidewalks		
Yorkview	Heating and Ventilation		
			1,749,000.00
Contingency	Various Schools	Capital Projects	
			2,426,648.00
Total amount allocated			8,650,638.00