



To: Members of Hamilton-Wentworth District School Board

**NOTICE OF STANDING COMMITTEE MEETING**

Monday, June 10, 2013

6:00 p.m.

71 Main Street West, Hamilton, Ontario

City Hall, Council Chambers

From: John Malloy, Director of Education

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**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)
5. **Meeting Resumes in Public Session**
6. Delegations
  - A) Morgan Wyatt, Fessenden's Home and School Association
  - B) Denise Massie, Canadian Parents for French Hamilton-Wentworth
  - C) Theresa Price and Paula Gallant, Barton Secondary School Teachers
  - D) Carol Town, Sir John A Macdonald Teachers
  - E) Shams Elmi, Samali Community and Pat Wright, HCCI
  - F) Mark Harrington and Stephanie Baschiera, Highview Elementary School Council
  - G) David Liscombe, Strings Program at Westdale
7. Consent Agenda
  - A) [Enrolment Summary March 31, 2013](#)
  - B) [Interim Financial Report March 31, 2013](#)

Action Items
8. [HWDSB Secondary Program Strategy](#)
9. Accommodation Review
  - A) [East Hamilton City Area I Accommodation Review](#)
  - B) [West Flamborough Accommodation Review](#)
  - C) [Central Mountain Accommodation Review](#)
  - D) [West Glanbrook Accommodation Review](#)

- 9E. [Millgrove Boundary Review](#)
- 10. [School Budget Surplus Carry Forward](#)
- 11. [Policy Committee Report, May 23, 2013](#)
  - A) [Student Behaviour and Discipline Policy](#)
  - B) [Revoke Expulsion and Suspension Policies](#)
  - C) [Community Engagement Scoping Document](#)
  - D) [Staff Development Policy](#)
- 12. [Finance Committee Report – May 8, 2013](#)  
Monitoring Items
- 13. [Average Class Size Report - Secondary](#)
- 14. [Riverdale Community Planning Team, Verbal Update](#)
- 15. [Adjournment](#)

**Upcoming Public Meetings**

<b>Meeting</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Policy Committee	Monday, June 10, 2013	2:00 p.m.	100 King St W - 6th Floor - Room E
Governance Committee	Tuesday, June 11, 2013	9:30 a.m.	100 King St W - 6th Floor - Room E
Parent Involvement Committee	Tuesday, June 11, 2013	6:30 p.m.	Marriott Hotel (Year End Event)
Special Education Advisory Committee	Wednesday, June 12, 2013	7:00 p.m.	Helen Detwiler School - Library
Board	Monday, June 17, 2013	6:30 p.m.	City Hall - Council Chambers
Finance	Wednesday, June 19, 2013	12:00 p.m.	120 King St. W., Flr 11, Room 5

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



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10, 2013

**TO:** Standing Committee

**FROM:** Dr. John Malloy, Director of Education  
Don Grant, Superintendent of Business  
Denise Dawson, Manager of Budget

**RE:** **Enrolment Summary – March 31, 2013**

Action       Monitoring

**Rationale/Benefits:**

The enrolment report for March 31, 2013 summarizes enrolment by school, grade, credit (where applicable), head count and full-time equivalent (FTE).

	<b>Rev Proj. March 31/13 FTE</b>	<b>Actual March 31/13 FTE</b>	<b>Increase (Decrease) #</b>	<b>Increase (Decrease) %</b>
Elementary	30,882.00	30,915.60	33.60	0.11 %
Secondary	<u>16,046.00</u>	<u>16,109.50</u>	<u>63.50</u>	<u>0.39 %</u>
	<u>46,928.00</u>	<u>47,025.10</u>	<u>97.10</u>	<u>0.21 %</u>

Enrolment information for 2008/09, 2009/10, 2010/11 and 2011/12 has also been included for comparative purposes.

Expenditures and revenues in the 2012/2013 Budget were calculated based on projected Average Daily Enrolment (ADE) which is calculated based on the October 31, 2012 and March 31, 2013 count dates. This enrolment is weighted at 0.5 for each of the count dates.

	<b>Revised 2012/2013 ADE</b>	<b>Actual 2012/13 ADE</b>	<b>Increase (Decrease) #</b>	<b>Increase (Decrease) %</b>
Elementary	30,882.00	30,898.80	16.80	0.05 %
Secondary	<u>16,444.00</u>	<u>16,467.88</u>	<u>23.88</u>	<u>0.15</u>
	<u>47,326.00</u>	<u>47,366.68</u>	<u>40.68</u>	<u>0.09 %</u>

**Background:**

Grants For Student Needs (GSN) are based on two enrolment count dates: October 31 and March 31. Consequently a report is prepared for the Board of Trustees regarding each of these dates. Attached is the March 31, 2013 Enrolment Summary Report.

Attach.



# BUDGET DEPARTMENT

7A-2

2013

MARCH 31

THE HAMILTON-WENTWORTH  
DISTRICT SCHOOL BOARD

ELEMENTARY SCHOOL ENROLMENTS

Associate School Cluster-West	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SC-SPED	TOTAL	F.T.E.
Allan A. Greenleaf	50	47	37	35	39	49	50	57	75	70		509	460.50
Ancaster Meadow	63	89	73	76	85	75	89	62	81	76		769	693.00
Ancaster Senior									151	140	4	295	295.00
Balaclava	30	47	36	32	36	40	24	34	55	39		373	334.50
Bell-Stone	12	4	12	8	6	7	8	5				62	54.00
Beverly Central	14	28	17	24	28	30	20				4	165	144.00
C.H. Bray	27	39	37	42	49	30	48	52				324	291.00
Central	41	40	37	28	29	18	20					213	172.50
Dalewood								84	104	129	53	370	370.00
Dr. John Seaton	9	11	14	11	21	17	22	48	40	48		241	231.00
Dundana	32	47	76	47	47	61	37					347	307.50
Dundas Central	29	27	33	26	49	45	41	63	71	75	24	483	455.00
Earl Kitchener	57	84	85	73	79	67	72					517	446.50
Fessenden	29	58	64	59	75	61	41	48				435	391.50
Flamborough Centre	12	11	10	5	17	15	11	75	74	71		301	289.50
George R. Allan	59	61	52	65	83	70	68					458	398.00
Greensville	23	28	25	31	24	38	28					197	171.50
Guy Brown	37	62	79	54	60	65	50	48	50	31		536	486.50
Mary Hopkins	60	37	37	48	43	59	51					335	286.50
Millgrove	36	20	26	19	30	24	24					179	151.00
Mount Hope	30	35	23	32	22	30	26	25	29	35		287	254.50
Norwood Park		50	64	61	57	51	53	50	52	32		470	445.00
Prince Philip	36	39	31	24	21	26	15				12	204	166.50
Queen's Rangers	15	15	17	18	12	14	15	19				125	110.00
Rousseau	28	33	34	29	31	36	33	37				261	230.50
Ryerson								112	117	119	20	368	368.00
Sir William Osler	38	32	39	48	45	58	57	88	95	94	8	602	567.00
Spencer Valley								64	55	43	16	178	178.00
Strathcona	37	30	29	24	38	29	18					205	171.50
Yorkview	24	24	24	23	27	26	14					162	138.00
<b>TOTAL Cluster West</b>	<b>828</b>	<b>998</b>	<b>1011</b>	<b>942</b>	<b>1053</b>	<b>1041</b>	<b>935</b>	<b>971</b>	<b>1049</b>	<b>1002</b>	<b>141</b>	<b>9971</b>	<b>9058.00</b>

Associate School Cluster-North	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SC-SPED	TOTAL	F.T.E.
A. M. Cunningham	29	72	86	71	58	68	57					441	390.50
Adelaide Hoodless	42	33	34	39	34	49	32	42	37	45	10	397	359.50
Bennetto	48	59	53	52	47	58	57	50	42	41	18	525	471.50
Cathy Wever	61	70	81	53	63	58	62	60	63	63		634	568.50
Collegiate	32	21	23	18	19	29	29	27	42	24		264	237.50
Dr. J. E. Davey	63	92	76	69	58	56	51	65	41	49	12	632	554.50
Eastdale	13	24	18	15	22	23	23	20	21	24		203	184.50
Elizabeth Bagshaw	32	33	36	32	36	30	28	36	41	28	9	341	308.50
Glen Brae								89	84	91	9	273	273.00
Glen Echo	19	30	45	50	49	51	41				8	293	268.50
Green Acres	29	26	40	27	32	30	31	36	24	35	24	334	306.50
Hess Street	24	26	26	39	32	35	34	38	40	54		348	323.00
Hillcrest	12	23	22	31	25	25	26	101	84	79	33	461	443.50
Lake Avenue	57	76	53	65	68	58	57	45	55	50		584	517.50
Memorial (City)	46	44	41	36	43	41	45	51	68	80	10	505	460.00
Memorial (Stoney Creek)	31	34	36	33	34	27	32	40	24	36		327	294.50
Mountain View	30	40	28	30	32	33	29	24	37	36		319	284.00
Parkdale	30	27	31	21	24	21	19					173	144.50
Prince of Wales	88	82	76	69	64	65	54	52	47	56	12	665	580.00
Queen Mary	88	76	62	64	48	55	41	59	57	45	23	618	536.00
Queen Victoria	66	52	37	50	46	55	37	38	37	33	24	475	416.00
R. L. Hyslop	18	14	15	17	19	17	20	26	23	23		192	176.00
Rosedale	14	16	20	31	30	21	18					150	135.00
Roxborough Park	29	33	37	31	26	29	39					224	193.00
Sir Isaac Brock	39	33	31	28	32	23	28					214	178.00
Sir Wilfrid Laurier	50	45	49	56	41	47	44	52	52	51	7	494	446.50
Viscount Montgomery	30	24	20	34	14	33	22	55	56	54		342	315.00
W.H. Ballard	51	55	38	53	44	33	46	74	68	77	38	577	524.00
Winona	95	100	64	80	77	71	63	70	63	59		742	644.50
Woodward	16	19	17	20	19	18	16				10	135	117.50
<b>TOTAL Cluster North</b>	<b>1182</b>	<b>1279</b>	<b>1195</b>	<b>1214</b>	<b>1136</b>	<b>1159</b>	<b>1081</b>	<b>1150</b>	<b>1106</b>	<b>1133</b>	<b>247</b>	<b>11882</b>	<b>10651.50</b>

Associate School Cluster-South	JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SC-SPED	TOTAL	F.T.E.
Bellmoore	92	76	59	66	62	58	57	59	44	41	4	618	534.00
Billy Green	40	36	28	41	32	43	32	33	39	38	20	382	344.00
Buchanan Park	24	20	16	27	27	28	16	33				191	169.00
Cardinal Heights								90	94	118	10	312	312.00
Cecil B. Stirling	29	25	27	32	30	39	35	35	43	72		367	340.00
Chedoke	43	38	37	37	32	40	46	37	87	76	21	494	453.50
Eastmount Park	26	35	22	24	36	33	21	20				217	186.50
École élémentaire Michaëlle Jean			22	9	14	4	5	6				60	60.00
Franklin Road	37	30	34	34	38	31	30	43	29	30	12	348	314.50
Gatestone	57	65	53	71	62	62	66	81	67	75	11	670	609.00
George L. Armstrong	15	34	23	30	30	30	19	30	55	67	10	343	318.50
Gordon Price	37	35	41	48	35	54	47	47	48	49		441	405.00
Helen Detwiler	51	48	56	60	46	57	67	62	68	64		579	529.10
Highview	44	47	49	41	54	40	45	30	35	42		427	381.50
Holbrook	33	24	19	26	27	26	18	18			32	223	194.50
Huntington Park	38	51	48	36	34	34	49	39	43	51	6	429	384.50
James MacDonald	33	37	32	24	35	38	33	31				263	228.00
Janet Lee	38	52	39	46	31	51	34	45	46	40		422	377.00
Lawfield	40	57	84	78	79	85	68	90	66	81		728	679.50
Lincoln Alexander	30	28	32	20	22	20	26	29			9	216	187.00
Linden Park	24	26	19	16	20	24	20				14	163	138.00
Lisgar	26	28	30	26	24	22	35	17	36	28	13	285	258.00
Mount Albion	27	26	12	20	22	26	26	35	32	43	18	287	260.50
Mountview	24	23	25	24	24	29	24	33				206	182.50
Pauline Johnson	47	37	48	32	25	33	32					254	212.00
Queensdale	27	27	18	23	14	29	17	25			8	188	161.00
R. A. Riddell	50	51	53	57	71	70	77	81	118	107	23	758	707.50
Ray Lewis	62	54	81	70	53	78	77	79	62	66		682	624.00
Richard Beasley	27	34	32	27	29	19	27					195	164.50
Ridgemount	35	34	41	29	40	36	30	20				265	230.50
Tapleystown	19	23	10	18	16	23	20	24	18	25		196	175.00
Templemead	46	52	72	50	70	44	73	62	71	66	11	617	568.00
Westview								50	92	98	30	270	270.00
Westwood	22	43	30	36	34	24	32				6	227	194.50
<b>TOTAL Cluster South</b>	<b>1143</b>	<b>1196</b>	<b>1192</b>	<b>1178</b>	<b>1168</b>	<b>1230</b>	<b>1204</b>	<b>1284</b>	<b>1193</b>	<b>1277</b>	<b>258</b>	<b>12323</b>	<b>11153.10</b>
<b>GLENWOOD</b>													
Glenwood	0	0	0	0	0	0	0	0	0	0	53	53	53.00
<b>TOTAL GLENWOOD</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>53</b>	<b>53</b>	<b>53.00</b>
<b>2013 ELEM TOTAL</b>	<b>3153</b>	<b>3473</b>	<b>3398</b>	<b>3334</b>	<b>3357</b>	<b>3430</b>	<b>3220</b>	<b>3405</b>	<b>3348</b>	<b>3412</b>	<b>699</b>	<b>34229</b>	<b>30915.6</b>

**BUDGET DEPARTMENT  
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**

**2013 MARCH 31  
SECONDARY SCHOOL ENROLMENTS**

Schools	GRADE 9				GRADE 10				GRADE 11				GRADE 12				Spec Ed		SC-SE	TOTAL				F.T.E.
	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	2C	1C	COUNT	FT	P/T	COUNT	FT	2C	1C	COUNT	
Ancaster	296			296	219			219	247			247	255	10		265	9		9	1026	10	0	1036	1031.00
Barton	135			135	137			137	144			144	210	5		215	10		10	636	5	0	641	638.50
Delta	162			162	151		2	153	152	1		153	182	2	3	187	18		18	665	3	5	673	667.75
Glendale	184	1		185	221	1		222	197	1		198	290	14		304	10	2	12	902	19	0	921	911.50
Highland	174	1		175	194	1	1	196	189			189	201	4	1	206			0	758	6	2	766	761.50
Hill Park	141			141	158			158	147			147	237	14	2	253	16		16	699	14	2	715	706.50
Mountain	30			30	38	1		39	32			32	52	2		54			0	152	3	0	155	153.50
Orchard Park	250			250	257		1	258	235		1	236	295		5	300	19		19	1056	0	7	1063	1057.75
Parkside	78			78	75			75	113			113	137	1		138	10		10	413	1	0	414	413.50
Parkview	33	1		34	59			59	47	3		50	75	5		80	11	1	12	225	10	0	235	230.00
Saltfleet	288	1		289	243			243	278	1		279	355	3	1	359			0	1164	5	1	1170	1166.75
Sherwood	187	2		189	228	1	1	230	278			278	305	19	1	325	9		9	1007	22	2	1031	1018.50
Sir Allan MacNab	185			185	167			167	182			182	242	5	1	248	29		29	805	5	1	811	807.75
Sir John A. Macdonald	201			201	222	3		225	221	4		225	481	14		495			0	1125	21	0	1146	1135.50
Sir Winston Churchill	236	5		241	220	4		224	232	3		235	268	15	1	284	28		28	984	27	1	1012	997.75
Waterdown	275			275	253			253	247	2		249	285	27	15	327			0	1060	29	15	1104	1078.25
Westdale	354			354	391	2		393	401	1		402	419	33	5	457	18		18	1583	36	5	1624	1602.25
Westmount	381	1		382	347	1		348	303	1		304	399	8	1	408			0	1430	11	1	1442	1435.75
Crestwood 9-12 Alt Ed	3			3	20	4		24	36	5		41	33	6		39			0	92	15	0	107	99.50
King William Alt Ed				0	10			10	19	1		20	19	2		21			0	48	3	0	51	49.50
James St/Turning Point				0	1			1	14			14	126	11		137			0	141	11	0	152	146.50
<b>2013 SEC TOTAL</b>	<b>3593</b>	<b>12</b>	<b>0</b>	<b>3605</b>	<b>3611</b>	<b>18</b>	<b>5</b>	<b>3634</b>	<b>3714</b>	<b>23</b>	<b>1</b>	<b>3738</b>	<b>4866</b>	<b>200</b>	<b>36</b>	<b>5102</b>	<b>187</b>	<b>3</b>	<b>190</b>	<b>15971</b>	<b>256</b>	<b>42</b>	<b>16269</b>	<b>16109.50</b>

School by Cluster	Oct 31/08 Actual FTE	Oct 31/09 Actual FTE	Oct 31/10 Actual FTE	Oct 31/11 Actual FTE	Oct 31/12 Actual FTE	Mar 31/09 Actual FTE	Mar 31/10 Actual FTE	Mar 31/11 Actual FTE	Mar 31/12 Actual FTE	Mar 31/13 Actual FTE	2008/09 Actual ADE	2009/10 Actual ADE	2010/11 Actual ADE	2011/12 Actual ADE	2012/13 Actual ADE
<b>Associate School Cluster-West</b>															
Allan A. Greenleaf	554.00	537.50	540.50	509.50	<b>460.00</b>	551.50	532.50	545.50	511.50	<b>460.50</b>	552.75	535.00	543.00	510.50	<b>460.25</b>
Ancaster Meadow	634.50	628.00	658.50	673.00	<b>681.50</b>	624.00	648.50	676.00	672.00	<b>693.00</b>	629.25	638.25	667.25	672.50	<b>687.25</b>
Ancaster Senior	319.00	278.00	276.00	286.00	<b>295.00</b>	316.00	278.00	280.00	295.00	<b>295.00</b>	317.50	278.00	278.00	290.50	<b>295.00</b>
Balaclava	395.50	364.00	355.50	355.50	<b>331.50</b>	386.00	368.00	354.00	364.00	<b>334.50</b>	390.75	366.00	354.75	359.75	<b>333.00</b>
Bell-Stone	68.00	79.00	67.00	65.50	<b>53.50</b>	67.00	75.50	66.50	65.00	<b>54.00</b>	67.50	77.25	66.75	65.25	<b>53.75</b>
Beverly Central	153.00	158.00	150.00	154.50	<b>145.50</b>	158.50	164.50	150.50	156.00	<b>144.00</b>	155.75	161.25	150.25	155.25	<b>144.75</b>
C.H. Bray	270.50	265.00	266.00	286.00	<b>289.50</b>	271.00	268.00	271.50	285.50	<b>291.00</b>	270.75	266.50	268.75	285.75	<b>290.25</b>
Central	152.50	159.50	155.50	160.00	<b>183.00</b>	160.00	145.00	156.50	157.00	<b>172.50</b>	156.25	152.25	156.00	158.50	<b>177.75</b>
Dalewood	398.45	381.00	377.00	390.00	<b>367.00</b>	396.45	378.00	379.00	388.00	<b>370.00</b>	397.45	379.50	378.00	389.00	<b>368.50</b>
Dr. John Seaton	292.50	266.50	266.50	241.50	<b>233.00</b>	288.00	266.50	264.50	244.00	<b>231.00</b>	290.25	266.50	265.50	242.75	<b>232.00</b>
Dundana	236.00	246.50	288.00	305.50	<b>308.50</b>	238.50	246.50	291.00	305.00	<b>307.50</b>	237.25	246.50	289.50	305.25	<b>308.00</b>
Dundas Central	467.50	470.50	460.50	450.50	<b>456.50</b>	473.00	468.00	466.00	450.00	<b>455.00</b>	470.25	469.25	463.25	450.25	<b>455.75</b>
Earl Kitchener	423.00	417.50	432.00	435.50	<b>440.50</b>	418.50	410.00	429.00	435.00	<b>446.50</b>	420.75	413.75	430.50	435.25	<b>443.50</b>
Fessenden	304.00	314.50	330.00	368.00	<b>388.50</b>	307.00	321.50	336.00	366.50	<b>391.50</b>	305.50	318.00	333.00	367.25	<b>390.00</b>
Flamborough Centre	341.50	326.00	314.00	293.50	<b>281.00</b>	343.00	330.00	315.00	298.00	<b>289.50</b>	342.25	328.00	314.50	295.75	<b>285.25</b>
George R. Allan	424.50	408.00	404.50	394.00	<b>387.00</b>	424.50	408.00	401.50	394.27	<b>398.00</b>	424.50	408.00	403.00	394.14	<b>392.50</b>
Greensville	228.50	210.00	200.00	192.00	<b>171.50</b>	224.00	206.50	202.50	189.50	<b>171.50</b>	226.25	208.25	201.25	190.75	<b>171.50</b>
Guy Brown	289.00	303.50	338.50	396.50	<b>489.50</b>	288.00	305.00	332.50	399.50	<b>486.50</b>	288.50	304.25	335.50	398.00	<b>488.00</b>
Mary Hopkins	310.00	303.00	291.50	269.50	<b>279.50</b>	305.50	301.50	294.50	275.00	<b>286.50</b>	307.75	302.25	293.00	272.25	<b>283.00</b>
Millgrove	162.50	148.00	148.00	149.50	<b>155.00</b>	163.00	148.50	149.00	151.00	<b>151.00</b>	162.75	148.25	148.50	150.25	<b>153.00</b>
Mount Hope	220.00	233.50	226.00	251.50	<b>256.50</b>	219.00	232.50	237.50	256.50	<b>254.50</b>	219.50	233.00	231.75	254.00	<b>255.50</b>
Norwood Park	462.50	503.00	518.50	493.50	<b>457.50</b>	449.50	495.50	505.50	481.00	<b>445.00</b>	456.00	499.25	512.00	487.25	<b>451.25</b>
Prince Philip	176.00	167.00	150.50	159.00	<b>162.50</b>	173.50	167.50	147.00	152.00	<b>166.50</b>	174.75	167.25	148.75	155.50	<b>164.50</b>
Queen's Rangers	145.50	143.50	139.00	133.50	<b>114.50</b>	149.00	142.00	138.50	131.50	<b>110.00</b>	147.25	142.75	138.75	132.50	<b>112.25</b>
Rousseau	211.00	216.00	229.00	237.50	<b>230.50</b>	212.50	224.50	229.50	240.50	<b>230.50</b>	211.75	220.25	229.25	239.00	<b>230.50</b>
Ryerson	347.00	334.00	360.00	378.00	<b>371.00</b>	346.00	340.00	364.00	369.00	<b>368.00</b>	346.50	337.00	362.00	373.50	<b>369.50</b>
Sir William Osler	604.00	614.50	581.50	576.00	<b>562.50</b>	609.50	615.50	583.50	576.50	<b>567.00</b>	606.75	615.00	582.50	576.25	<b>564.75</b>
Spencer Valley	230.00	235.00	210.00	207.00	<b>177.00</b>	229.00	231.00	211.00	208.00	<b>178.00</b>	229.50	233.00	210.50	207.50	<b>177.50</b>
Strathcona	185.00	163.50	180.00	170.00	<b>175.50</b>	181.00	170.50	174.50	166.00	<b>171.50</b>	183.00	167.00	177.25	168.00	<b>173.50</b>
Yorkview	172.50	163.50	159.00	151.00	<b>137.50</b>	169.00	165.50	161.00	149.00	<b>138.00</b>	170.75	164.50	160.00	150.00	<b>137.75</b>
<b>TOTAL Cluster West</b>	<b>9,177.95</b>	<b>9,037.50</b>	<b>9,073.00</b>	<b>9,133.00</b>	<b>9,042.00</b>	<b>9,141.45</b>	<b>9,054.50</b>	<b>9,113.00</b>	<b>9,131.77</b>	<b>9,058.00</b>	<b>9,159.70</b>	<b>9,046.00</b>	<b>9,093.00</b>	<b>9,132.39</b>	<b>9,050.00</b>



School by Cluster	Oct 31/08 Actual FTE	Oct 31/09 Actual FTE	Oct 31/10 Actual FTE	Oct 31/11 Actual FTE	Oct 31/12 Actual FTE	Mar 31/09 Actual FTE	Mar 31/10 Actual FTE	Mar 31/11 Actual FTE	Mar 31/12 Actual FTE	Mar 31/13 Actual FTE	2008/09 Actual ADE	2009/10 Actual ADE	2010/11 Actual ADE	2011/12 Actual ADE	2012/13 Actual ADE
<b>Associate School Cluster-North</b>															
A. M. Cunningham	370.50	383.00	389.50	391.50	<b>400.50</b>	375.50	383.00	383.00	394.50	<b>390.50</b>	373.00	383.00	386.25	393.00	<b>395.50</b>
Adelaide Hoodless	515.50	444.00	418.00	386.00	<b>360.00</b>	496.00	430.00	418.00	391.00	<b>359.50</b>	505.75	437.00	418.00	388.50	<b>359.75</b>
Bennetto	557.50	502.00	485.50	489.00	<b>481.00</b>	536.50	485.00	486.00	465.50	<b>471.50</b>	547.00	493.50	485.75	477.25	<b>476.25</b>
Cathy Wever	614.50	580.50	582.50	592.00	<b>577.00</b>	611.50	573.00	573.50	569.00	<b>568.50</b>	613.00	576.75	578.00	580.50	<b>572.75</b>
Collegiate	272.50	265.00	256.00	241.50	<b>238.00</b>	268.00	262.00	264.00	240.00	<b>237.50</b>	270.25	263.50	260.00	240.75	<b>237.75</b>
Dr. J. Edgar Davey	311.00	Closed	419.50	528.50	<b>535.50</b>	314.50	Closed	454.50	551.50	<b>554.50</b>	312.75	Closed	437.00	540.00	<b>545.00</b>
Eastdale	219.00	209.00	190.00	197.50	<b>187.00</b>	220.00	203.00	193.00	199.00	<b>184.50</b>	219.50	206.00	191.50	198.25	<b>185.75</b>
Elizabeth Bagshaw	323.50	314.00	348.50	311.50	<b>303.50</b>	314.00	319.00	353.00	309.00	<b>308.50</b>	318.75	316.50	350.75	310.25	<b>306.00</b>
Glen Brae	240.00	234.00	247.00	246.00	<b>273.00</b>	237.00	235.00	244.00	246.00	<b>273.00</b>	238.50	234.50	245.50	246.00	<b>273.00</b>
Glen Echo	260.00	269.00	270.00	265.50	<b>275.00</b>	254.50	263.00	260.00	271.00	<b>268.50</b>	257.25	266.00	265.00	268.25	<b>271.75</b>
Green Acres	318.00	314.50	316.00	293.00	<b>307.00</b>	320.00	319.00	311.00	292.50	<b>306.50</b>	319.00	316.75	313.50	292.75	<b>306.75</b>
Hess Street	408.50	377.00	380.50	334.00	<b>320.50</b>	420.50	364.50	404.00	352.50	<b>323.00</b>	414.50	370.75	392.25	343.25	<b>321.75</b>
Hillcrest	488.00	479.00	503.50	468.50	<b>462.50</b>	483.00	471.50	494.00	464.00	<b>443.50</b>	485.50	475.25	498.75	466.25	<b>453.00</b>
King George	270.50	237.50	219.00	197.50	<b>Closed</b>	261.00	241.50	221.00	203.00	<b>Closed</b>	265.75	239.50	220.00	200.25	<b>Closed</b>
Lake Avenue	570.50	580.50	568.00	549.50	<b>510.50</b>	577.50	580.50	571.50	530.00	<b>517.50</b>	574.00	580.50	569.75	539.75	<b>514.00</b>
Memorial (City)	479.50	472.00	448.00	431.00	<b>469.00</b>	472.50	470.00	449.50	425.00	<b>460.00</b>	476.00	471.00	448.75	428.00	<b>464.50</b>
Memorial (S C)	287.00	279.00	289.50	291.50	<b>293.50</b>	288.00	284.00	288.00	293.50	<b>294.50</b>	287.50	281.50	288.75	292.50	<b>294.00</b>
Mountain View	326.50	315.00	323.50	303.50	<b>285.50</b>	327.50	319.00	321.50	306.00	<b>284.00</b>	327.00	317.00	322.50	304.75	<b>284.75</b>
Parkdale	176.00	162.50	154.00	148.00	<b>146.50</b>	184.00	161.00	145.50	148.00	<b>144.50</b>	180.00	161.75	149.75	148.00	<b>145.50</b>
Prince of Wales	Closed	453.00	468.00	483.00	<b>579.50</b>	365.00	470.50	484.00	480.00	<b>580.00</b>	182.50	461.75	476.00	481.50	<b>579.75</b>
Queen Mary	480.00	482.50	482.00	477.50	<b>534.50</b>	486.00	487.50	495.50	474.50	<b>536.00</b>	483.00	485.00	488.75	476.00	<b>535.25</b>
Queen Victoria	Closed	411.00	433.50	433.50	<b>436.00</b>	356.50	413.00	438.00	435.00	<b>416.00</b>	178.25	412.00	435.75	434.25	<b>426.00</b>
R. L. Hyslop	210.00	205.00	202.00	186.50	<b>180.50</b>	215.50	200.50	198.00	187.50	<b>176.00</b>	212.75	202.75	200.00	187.00	<b>178.25</b>
Rosedale	157.00	151.50	135.00	146.50	<b>133.50</b>	150.00	150.50	136.50	144.50	<b>135.00</b>	153.50	151.00	135.75	145.50	<b>134.25</b>
Roxborough Park	221.50	190.00	200.00	187.00	<b>190.50</b>	221.00	201.50	204.00	187.00	<b>193.00</b>	221.25	195.75	202.00	187.00	<b>191.75</b>
Sir Isaac Brock	179.00	171.00	172.50	175.50	<b>186.00</b>	172.50	180.00	170.50	170.00	<b>178.00</b>	175.75	175.50	171.50	172.75	<b>182.00</b>
Sir Wilfrid Laurier	511.00	513.00	490.50	486.00	<b>449.50</b>	516.00	512.50	495.50	483.00	<b>446.50</b>	513.50	512.75	493.00	484.50	<b>448.00</b>
Viscount Montgomery	418.50	396.00	363.00	315.50	<b>315.50</b>	431.50	386.00	363.00	316.00	<b>315.00</b>	425.00	391.00	363.00	315.75	<b>315.25</b>
W.H. Ballard	607.50	606.00	553.00	579.00	<b>523.00</b>	589.50	594.00	563.50	578.00	<b>524.00</b>	598.50	600.00	558.25	578.50	<b>523.50</b>
Winona	458.50	529.00	501.50	575.50	<b>651.50</b>	479.00	537.00	488.50	592.50	<b>644.50</b>	468.75	533.00	495.00	584.00	<b>648.00</b>
Woodward	157.00	125.50	121.00	122.00	<b>113.50</b>	154.00	127.50	116.50	118.00	<b>117.50</b>	155.50	126.50	118.75	120.00	<b>115.50</b>
<b>TOTAL Cluster North</b>	<b>10,408.50</b>	<b>10,651.00</b>	<b>10,930.50</b>	<b>10,833.00</b>	<b>10,719.00</b>	<b>11,098.00</b>	<b>10,624.50</b>	<b>10,988.50</b>	<b>10,817.00</b>	<b>10,651.50</b>	<b>10,753.25</b>	<b>10,637.75</b>	<b>10,959.50</b>	<b>10,825.00</b>	<b>10,685.25</b>

School by Cluster	Oct 31/08 Actual FTE	Oct 31/09 Actual FTE	Oct 31/10 Actual FTE	Oct 31/11 Actual FTE	Oct 31/12 Actual FTE	Mar 31/09 Actual FTE	Mar 31/10 Actual FTE	Mar 31/11 Actual FTE	Mar 31/12 Actual FTE	Mar 31/13 Actual FTE	2008/09 Actual ADE	2009/10 Actual ADE	2010/11 Actual ADE	2011/12 Actual ADE	2012/13 Actual ADE
<b>Associate School Cluster-South</b>															
Bellmoore	344.50	329.50	289.00	290.00	520.00	347.00	329.00	286.00	296.00	534.00	345.75	329.25	287.50	293.00	527.00
Billy Green	321.50	304.00	340.50	338.00	343.00	314.50	303.00	336.50	345.50	344.00	318.00	303.50	338.50	341.75	343.50
Buchanan Park	186.00	184.50	184.50	171.50	166.50	188.00	183.00	185.00	172.50	169.00	187.00	183.75	184.75	172.00	167.75
Cardinal Heights	296.00	316.00	297.00	294.00	318.00	305.00	313.00	299.00	299.00	312.00	300.50	314.50	298.00	296.50	315.00
Cecil B. Stirling	400.50	372.50	366.50	358.50	340.00	402.50	367.00	371.00	359.50	340.00	401.50	369.75	368.75	359.00	340.00
Chedoke	457.00	464.00	477.00	449.00	450.00	456.00	462.00	482.50	458.50	453.50	456.50	463.00	479.75	453.75	451.75
Eastmount Park	205.00	177.50	177.50	188.00	188.00	203.50	185.00	179.50	187.00	186.50	204.25	181.25	178.50	187.50	187.25
Ecole Michaelle Jean	0.00	0.00	0.00	0.00	64.00	0.00	0.00	0.00	0.00	60.00	0.00	0.00	0.00	0.00	62.00
Franklin Road	337.00	339.00	327.00	346.00	317.00	333.00	333.50	328.50	340.50	314.50	335.00	336.25	327.75	343.25	315.75
Gatestone	596.00	579.50	587.50	605.50	603.50	595.00	584.50	586.00	614.50	609.00	595.50	582.00	586.75	610.00	606.25
George L. Armstrong	385.50	382.50	393.50	349.50	314.00	375.00	387.50	388.00	345.50	318.50	380.25	385.00	390.75	347.50	316.25
Gordon Price	438.50	423.00	441.00	419.00	398.50	440.50	431.50	434.00	414.00	405.00	439.50	427.25	437.50	416.50	401.75
Helen Detwiler	564.00	529.50	519.00	514.50	523.00	570.00	538.00	519.50	526.00	529.10	567.00	533.75	519.25	520.25	526.05
Highview	371.50	372.50	365.50	369.00	384.00	381.00	360.50	370.00	379.00	381.50	376.25	366.50	367.75	374.00	382.75
Holbrook	193.00	200.00	193.50	210.00	191.50	205.00	206.00	198.00	210.00	194.50	199.00	203.00	195.75	210.00	193.00
Huntington Park	423.00	419.00	395.00	401.50	384.50	425.00	420.00	403.50	404.50	384.50	424.00	419.50	399.25	403.00	384.50
James MacDonald	241.00	235.00	211.00	220.50	223.50	237.50	232.00	216.50	217.50	228.00	239.25	233.50	213.75	219.00	225.75
Janet Lee	338.50	338.00	339.50	360.50	367.50	335.50	342.00	333.50	368.50	377.00	337.00	340.00	336.50	364.50	372.25
Lawfield	589.00	649.00	719.50	726.00	677.50	597.00	653.00	718.00	735.50	679.50	593.00	651.00	718.75	730.75	678.50
Lincoln Alexander	211.00	182.00	172.00	162.50	181.50	210.50	183.50	171.50	163.00	187.00	210.75	182.75	171.75	162.75	184.25
Linden Park	160.00	148.00	146.50	149.50	131.50	159.50	148.00	148.50	151.00	138.00	159.75	148.00	147.50	150.25	134.75
Lisgar	273.50	257.50	247.00	232.00	264.50	270.00	259.00	245.00	239.00	258.00	271.75	258.25	246.00	235.50	261.25
Mount Albion	329.50	344.50	342.50	405.00	258.50	339.50	344.00	357.50	407.00	260.50	334.50	344.25	350.00	406.00	259.50
Mountview	203.00	194.50	183.50	191.50	186.50	205.50	192.00	180.50	192.00	182.50	204.25	193.25	182.00	191.75	184.50
Pauline Johnson	241.50	223.00	198.00	213.00	211.00	237.00	221.00	200.50	212.00	212.00	239.25	222.00	199.25	212.50	211.50
Queensdale	174.50	173.10	140.00	151.50	163.50	179.30	169.60	140.50	156.00	161.00	176.90	171.35	140.25	153.75	162.25
R. A. Riddell	632.00	648.00	681.00	658.50	696.50	647.00	664.50	685.50	674.50	707.50	639.50	656.25	683.25	666.50	702.00
Ray Lewis	586.50	622.00	600.00	589.50	611.00	595.00	621.50	602.50	587.50	624.00	590.75	621.75	601.25	588.50	617.50
Richard Beasley	156.00	161.00	150.50	150.00	158.00	158.00	159.00	152.00	159.50	164.50	157.00	160.00	151.25	154.75	161.25
Ridgemount	284.00	271.00	255.50	249.50	227.00	282.50	278.50	267.00	250.00	230.50	283.25	274.75	261.25	249.75	228.75
Tapleystown	189.00	181.50	184.50	180.00	178.50	192.00	188.00	181.50	179.00	175.00	190.50	184.75	183.00	179.50	176.75
Templemead	598.50	585.50	574.00	561.00	566.00	592.50	593.50	574.00	569.00	568.00	595.50	589.50	574.00	565.00	567.00
Westview	333.00	314.00	303.00	281.00	270.00	346.00	317.00	303.00	283.00	270.00	339.50	315.50	303.00	282.00	270.00
Westwood	248.50	220.00	232.00	227.50	190.00	252.00	221.50	231.50	230.00	194.50	250.25	220.75	231.75	228.75	192.25
<b>TOTAL Cluster South</b>	<b>11,308.00</b>	<b>11,140.60</b>	<b>11,034.00</b>	<b>11,013.00</b>	<b>11,068.00</b>	<b>11,377.30</b>	<b>11,191.10</b>	<b>11,076.00</b>	<b>11,126.00</b>	<b>11,153.10</b>	<b>11,342.65</b>	<b>11,165.85</b>	<b>11,055.00</b>	<b>11,069.50</b>	<b>11,110.55</b>

School by Cluster	Oct 31/08 Actual FTE	Oct 31/09 Actual FTE	Oct 31/10 Actual FTE	Oct 31/11 Actual FTE	Oct 31/12 Actual FTE	Mar 31/09 Actual FTE	Mar 31/10 Actual FTE	Mar 31/11 Actual FTE	Mar 31/12 Actual FTE	Mar 31/13 Actual FTE	2008/09 Actual ADE	2009/10 Actual ADE	2010/11 Actual ADE	2011/12 Actual ADE	2012/13 Actual ADE
Glenwood	66.00	62.00	62.00	55.00	<b>53.00</b>	65.00	62.00	60.00	55.00	<b>53.00</b>	65.50	62.00	61.00	55.00	<b>53.00</b>
Alternative Ed	68.00	58.00	47.00	37.00	<b>0.00</b>	75.00	59.00	65.00	34.00	<b>0.00</b>	71.50	58.50	56.00	35.50	<b>0.00</b>
<b>HWDSB Total</b>	<b>31,893.95</b>	<b>31,370.10</b>	<b>31,146.50</b>	<b>31,071.00</b>	<b>30,882.00</b>	<b>31,902.75</b>	<b>31,414.60</b>	<b>31,302.50</b>	<b>31,163.77</b>	<b>30,915.60</b>	<b>31,898.35</b>	<b>31,392.35</b>	<b>31,224.50</b>	<b>31,117.39</b>	<b>30,898.80</b>

FTE = Full Time Equivalent

ADE = Average Daily Enrolment is calculated based on the existing count dates of October 31 and March 31 within the Board's fiscal year.

The Full time equivalent of pupils enrolled in a Board's schools will be weighted at 0.5 for each of the count dates.

## Hamilton-Wentworth District School Board

## Summary of Secondary Enrolment

2008/09, 2009/10, 2010/11, 2011/12, 2012/13

	Oct 31/08	Oct 31/09	Oct 31/10	Oct 31/11	Oct 31/12	Mar 31/09	Mar 31/10	Mar 31/11	Mar 31/12	Mar 31/13	2008/09	2009/10	2010/11	2011/12	2012/13
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	ADE	ADE	ADE	ADE	ADE
Ancaster	1,028.75	977.25	983.75	1,011.50	<b>1,057.00</b>	982.50	946.00	942.00	958.25	<b>1,031.00</b>	1,005.63	961.63	962.88	984.88	<b>1,044.00</b>
Barton	949.25	969.75	889.25	775.50	<b>696.75</b>	908.50	937.75	836.75	703.25	<b>638.50</b>	928.88	953.75	863.00	739.38	<b>667.63</b>
Delta	943.00	867.00	800.25	749.25	<b>709.25</b>	859.25	786.25	769.25	693.75	<b>667.75</b>	901.13	826.63	784.75	721.50	<b>688.50</b>
Glendale	969.25	941.50	947.75	919.75	<b>942.50</b>	927.00	908.50	889.75	890.50	<b>911.50</b>	948.13	925.00	918.75	905.13	<b>927.00</b>
Highland	866.50	831.25	769.25	787.00	<b>776.25</b>	845.25	790.25	748.00	762.50	<b>761.50</b>	855.88	810.75	758.63	774.75	<b>768.88</b>
Hill Park	960.00	874.00	880.25	783.50	<b>737.75</b>	890.75	836.25	807.50	737.00	<b>706.50</b>	925.38	855.13	843.88	760.25	<b>722.13</b>
Mountain	270.50	222.50	190.50	173.50	<b>172.50</b>	231.00	188.50	180.00	166.00	<b>153.50</b>	250.75	205.50	185.25	169.75	<b>163.00</b>
Orchard Park	1,218.00	1,203.25	1,167.25	1,145.50	<b>1,102.75</b>	1,133.25	1,152.25	1,086.50	1,076.00	<b>1,057.75</b>	1,175.63	1,177.75	1,126.88	1,110.75	<b>1,080.25</b>
Parkside	636.00	640.50	609.75	523.00	<b>446.25</b>	620.50	614.00	568.50	509.00	<b>413.50</b>	628.25	627.25	589.13	516.00	<b>429.88</b>
Parkview	288.00	285.25	278.00	275.50	<b>235.75</b>	253.00	261.25	266.25	253.75	<b>230.00</b>	270.50	273.25	272.13	264.63	<b>232.88</b>
Saltfleet	1,269.50	1,256.00	1,195.50	1,189.00	<b>1,214.50</b>	1,210.50	1,184.00	1,151.00	1,147.00	<b>1,166.75</b>	1,240.00	1,220.00	1,173.25	1,168.00	<b>1,190.63</b>
Sherwood	1,163.75	1,201.00	1,240.75	1,194.50	<b>1,092.75</b>	1,084.75	1,126.25	1,181.75	1,135.00	<b>1,018.50</b>	1,124.25	1,163.63	1,211.25	1,164.75	<b>1,055.63</b>
Sir Allan MacNab	853.00	894.50	884.25	878.50	<b>874.00</b>	842.75	851.00	832.00	828.75	<b>807.75</b>	847.88	872.75	858.13	853.63	<b>840.88</b>
Sir J. A. Macdonald	1,182.75	1,132.50	1,134.75	1,167.25	<b>1,157.25</b>	1,141.25	1,081.75	1,098.50	1,173.75	<b>1,135.50</b>	1,162.00	1,107.13	1,116.63	1,170.50	<b>1,146.38</b>
Sir W. Churchill	1,205.00	1,221.50	1,225.25	1,140.75	<b>1,081.25</b>	1,129.25	1,149.50	1,147.75	1,057.00	<b>997.75</b>	1,167.13	1,185.50	1,186.50	1,098.88	<b>1,039.50</b>
Waterdown	1,293.25	1,291.75	1,197.00	1,136.50	<b>1,125.25</b>	1,193.75	1,185.50	1,103.00	1,085.25	<b>1,078.25</b>	1,243.50	1,238.63	1,150.00	1,110.88	<b>1,101.75</b>
Westdale	1,474.50	1,571.00	1,626.75	1,663.25	<b>1,656.25</b>	1,419.50	1,500.00	1,590.25	1,588.75	<b>1,602.25</b>	1,447.00	1,535.50	1,608.50	1,626.00	<b>1,629.25</b>
Westmount	1,322.75	1,386.75	1,368.25	1,429.50	<b>1,489.50</b>	1,258.00	1,306.50	1,310.25	1,364.50	<b>1,435.75</b>	1,290.38	1,346.63	1,339.25	1,397.00	<b>1,462.63</b>
Alt Ed Combined	265.50	291.25	334.50	288.50	<b>258.75</b>	326.25	360.00	321.00	283.00	<b>295.50</b>	295.88	325.63	327.75	285.75	<b>277.13</b>
<b>Total HWDSB</b>	<b>18,159.25</b>	<b>18,058.50</b>	<b>17,723.00</b>	<b>17,231.75</b>	<b>16,826.25</b>	<b>17,257.00</b>	<b>17,165.50</b>	<b>16,830.00</b>	<b>16,413.00</b>	<b>16,109.50</b>	<b>17,708.13</b>	<b>17,612.00</b>	<b>17,276.50</b>	<b>16,822.38</b>	<b>16,467.88</b>



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday, June 10, 2013

**TO:** Standing Committee

**FROM:** Dr. John Malloy, Director of Education  
Don Grant, Superintendent of Business and Treasurer  
Denise Dawson, Manager of Budget Services

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

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**Action**       **Monitoring**

### **Rationale/Benefits:**

Budget to actual trends were reviewed in order to forecast August 31<sup>st</sup> 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 March 31, 2013. As will 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 Committee 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; Finance Committee 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



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

**Summary of Financial Results**

	Revised Budget	Forecast	In-Year Change \$	%
<b>Revenue</b>				
Grants For Student Needs	530,342,061	529,522,061	(820,000)	(0.2%)
Miscellaneous Revenue	25,171,018	26,659,018	1,488,000	5.9%
Prior Year's Surplus (Deficit)	-	-	-	-
<b>Total Revenue</b>	<b>555,513,079</b>	<b>556,181,079</b>	<b>668,000</b>	<b>0.1%</b>
<b>Expenditures</b>				
Program Instruction	432,420,618	431,228,618	(1,192,000)	(0.3%)
Program Support	77,243,652	79,103,652	1,860,000	2.4%
Capital & One-Time	45,848,809	45,848,809	-	-
<b>Total Expenditures</b>	<b>555,513,079</b>	<b>556,181,079</b>	<b>668,000</b>	<b>0.1%</b>
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**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**

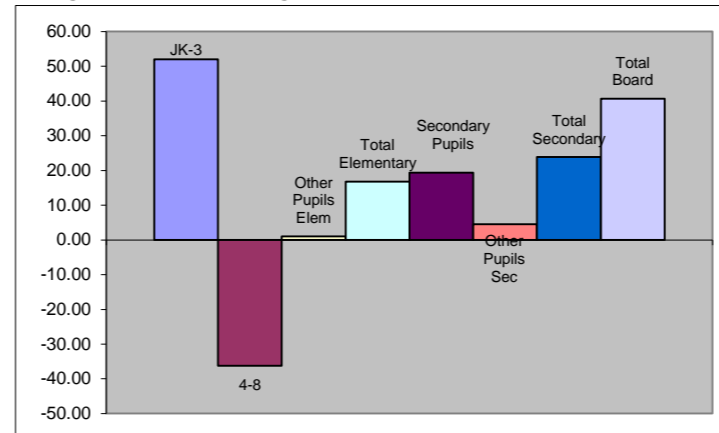
We will continue to monitor the assumptions and information used in compiling this forecast and we will revise the forecast as necessary.

**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 March 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	Revised Budget	Forecast	Increase (Decrease)	
			#	%
<b>Elementary</b>				
JK-3	13,398.00	13,450.00	52.00	0.4%
4-8	17,472.00	17,435.80	(36.20)	(0.2%)
Other Pupils	12.00	13.00	1.00	8.3%
<b>Total Elementary</b>	<b>30,882.00</b>	<b>30,898.80</b>	<b>16.80</b>	<b>0.1%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	16,319.00	16,338.38	19.38	0.1%
Other Pupils	125.00	129.50	4.50	3.6%
<b>Total Secondary</b>	<b>16,444.00</b>	<b>16,467.88</b>	<b>23.88</b>	<b>0.1%</b>
<b>Total</b>	<b>47,326.00</b>	<b>47,366.68</b>	<b>40.68</b>	<b>0.1%</b>

**Changes in Enrolment: Budget versus Forecast**



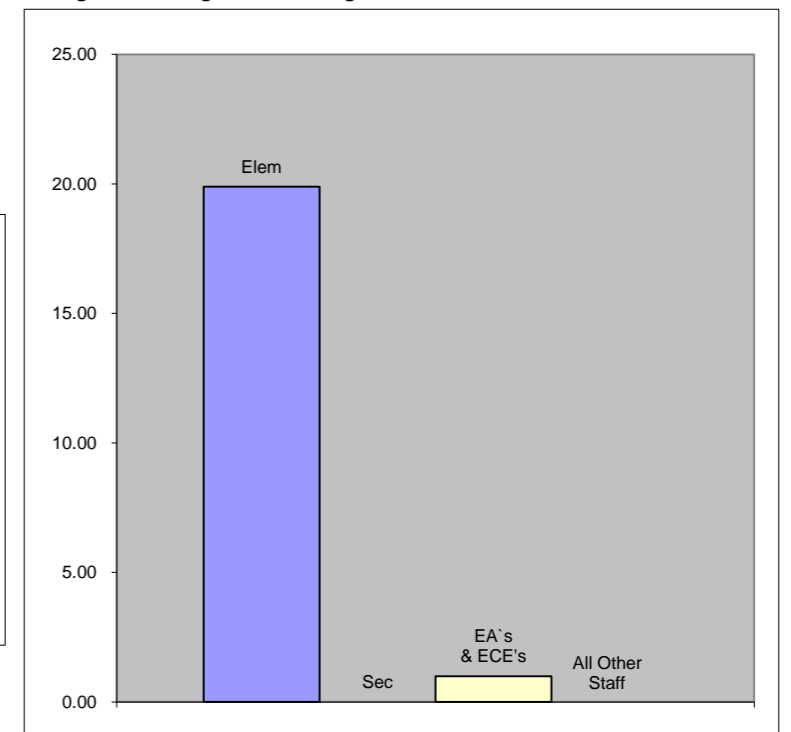
**Highlights of Changes in Enrolment:**

- Enrolment for JK-3 pupils is 52.00 ADE greater than budget projections, due to growth in FDK enrolment of 2.00 ADE, JK/SK enrolment 4.00 ADE greater than budget and Grades 1-3 enrolment growth of 46.00 ADE over budget.
- Enrolment in Grades 4-8 is 36.2 ADE less than revised budget projections.
- Secondary enrolment is 19.40 ADE greater than revised budget projections.
- Enrolment for Secondary Other Pupils is 4.50 ADE greater than budget projections.
- It should be noted that these projections are based on actual enrolment as of October 31, 2012 and March 31, 2013

**Summary of Staffing**

Full-Time Equivalent	Revised Budget	Actual Mar 31/13	Forecast	Increase (Decrease)	
				#	%
<b>Program Instruction</b>					
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%
<b>Total</b>	<b>5,143.70</b>	<b>5,157.50</b>	<b>5,164.60</b>	<b>20.90</b>	<b>0.4%</b>

**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  
**RE:** HWDSB Secondary Program Strategy

**Action** X

**Monitoring**

### **Recommended Action:**

That the Board approve the Secondary Program Strategy.

### **Rationale/Benefits:**

HWDSB has engaged in an extensive process over the last six years to revitalize its secondary schools.

Creating the Secondary Education of the Future report involved a considerable number of students, staff, parents and community members providing insight into our secondary education programming and accommodation.

Our accommodation review process, as challenging as it was, involved many members of our community, as the Board decided to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade all remaining secondary schools.

This past year we have been working tirelessly on our program strategy, which is outlined in this report.

Staff brought a proposed program strategy report to the Board in April, asking for permission to consult our community. Consultation has occurred over the last five weeks.

The attached report provides an update to the Board based on this extensive consultation.

This report communicates the voices that emerged from the community and staff response to this process.

We have listened to our parents, our students and our community.

We bring forward the following strategy for Board approval tonight.

Many in our community have communicated that it is very important for the Board to make a decision on this strategy so that important transition work may follow.

A delay to this decision means that we cannot explore other possibilities which will allow our incoming Grade 8 students to attend the appropriate high school in their Grade 9 year.

A delay to this decision would impact staff's ability to bring a transportation recommendation to the Policy Committee and to the Board, because any recommendation must be based on a 'system blueprint' approved by the Board.

A delay to this decision might send the wrong message to our community who have communicated that they wish to know where their child will be attending secondary school. This is why we ask that the Board finalize this decision so that the next phase of work such as staffing, transportation, staff development and student transition may begin.

There has been much emotion and unrest in our secondary community over the last few years, and the request is that the Board makes the decision that provides important clarity to our community.

Further, it is important for the Board to note that this is a system program strategy, not a cluster program strategy. In other words, decisions in one part of the Board impact decisions in other parts of the Board. Administration asks that the Board keeps this in mind when making decisions about the strategy.

Attached to this executive summary you will find a synopsis of the lessons learned from the consultation process and a revised program strategy for your approval.

We believe we have responded to the community consultation, by changing the Program Strategy in the following ways:

- Strings will be a Tier 3 program due to the need for a critical mass of students
- Enrolment at Westdale will be made smaller to support English as a Second Language (ESL) students and students who request applied programming
- Dr. Davey will go to the New North school, something that students and parents requested
- ESL will be offered in four locations, still providing a critical number of students to provide appropriate programming with room in each school for community supports
- Enriched programming will be offered at all 13 schools so that students may remain in their home schools for grades 9 and 10 before potentially transferring to one of our three International Baccalaureate (IB) programs in grades 11 and 12
- French Immersion students attending Sherwood would be able to attend French Immersion and IB at Westdale starting in Grade 11
- Students whose siblings are currently attending Westdale French Immersion will be allowed to attend Westdale's program to ensure siblings are not split between Sherwood and Westdale.

We have not changed the staff recommendation for French Immersion at Sherwood even though some have asked for this change. We understand that concerns exist about transportation to Sherwood.

If the Board approves this program strategy, we will then bring forward recommended changes to the Transportation Policy, which will provide effective access to programs such as French Immersion and support at-risk students who many need assistance getting to school.

Another issue that emerged through the consultation is that Tier 2 programming may be misunderstood. Many do not necessitate having a special facility or a critical number of students. Concerns were raised that a school may not offer enough 'academic Tier 3 programming.' We wish to clarify that most academic programming would be considered Tier 2 and offered at every school.

One final note about this program strategy:

If the Board approves this strategy, staff believes the Board will be taking a very large step toward creating more socio-economically diverse school communities.

At present, more than 200 students who reside in the New North boundary choose to leave to attend academic programming at other schools. Staff hopes that this strategy will invite students in the New North boundary to remain in the New North school.

Our new boundaries on the Mountain provide diverse school communities in each of the schools there.

A decision to open a new French Immersion site at Sherwood also supports this commitment to more diverse school communities.

We will expand experiential, blended and e-learning opportunities in order to engage our students leading to their graduation. The bottom line is this: each school must offer all pathways.

We will work closely with our staff, to raise the bar in terms of expectations for our students. This will see more students, regardless of socio-economic background, studying at the most appropriate level for them. This would increase the number of students studying at the academic level and ensure that students with special needs are educated effectively at every school.

HWDSB has the opportunity to make a decision regarding the program strategy, which will change secondary schools in Hamilton for many years to come.

This change will be difficult for some because of the reputation certain schools may have, the assumptions some may have about students from certain neighbourhoods and, possibly, a belief that not all students can succeed. We know we must listen to the voices of everyone, even those in our community who are silent, to ensure their children's success.

In great schools, where students have access to engaging programs, all students will achieve their full potential.

**Background:**

Hamilton-Wentworth District School Board (HWDSB) has been working in recent years to revitalize its secondary schools, beginning with input gathered from our partners and research as we considered what education will look like in the 21<sup>st</sup> century through *Secondary Education of the Future*.

In June 2012, HWDSB concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools.

We are now at the point where key decisions need to be made regarding the program strategy in order to move forward with implementation plans that will stabilize our secondary enrolment across the system. Without the program strategy, staff is unable to move forward with transition planning.

The program strategy will support the vision of the Board and provide the foundation for future secondary programming. It is based on the following principles:

- All secondary schools are great schools
- Students will have choice within their home schools
- Expanded access for students for specialized programs
- All students achieving and graduating in HWDSB

An underlying purpose of this strategy is to diversify our secondary school communities by providing all pathways at each schools. Trustees approved the consultation process for the program strategy at the April 15, 2013, Standing Committee.

**Consultation Background**

A variety of communication vehicles were used to reach out to stakeholders inviting them to participate in the program strategy consultation, including letters, newspaper ads, media releases and social media tools. Childcare was provided at all community meetings and the Hamilton Centre for Civic Inclusion took a lead role in reaching out to diverse communities regarding the consultation.

Several methods were provided to gather feedback on the program strategy. Consultation sessions were held at 13 secondary schools and two elementary schools from April 30 to May 28, 2013. Feedback was also gathered through an online survey and by correspondence sent to the Evidence-Based Education and Service Team (E-Best), Trustees, Superintendents or to the Director of Education. Students could also provide feedback by participating in an online blog. Presentations were also made to HWDSB school-based staff in each of the 18 secondary schools.

Program strategy consultation materials and letters were translated in 15 languages and interpreters were available at every consultation session.

Each of the 13 secondary school consultations were completed in a similar manner. A group presentation was performed by a Superintendent of Student Achievement (SOSA), a representative from E-BEST, and a representative from Planning and Accommodation. The main focus of the consultation was the facilitated group discussions, which were centered on four questions. These four questions asked the public to comment on HWDSB's program strategy vision, Tier 3 program placements, school boundaries and proposed enhancements to transportation services.

Over 480 individuals attended the Program Strategy Consultation sessions, 244 responses were received on the online survey, 63 letters were received, and students submitted 1416 responses on the student blog. These data were combined and analyzed by members of E-Best using NVivo QSR International PTY Limited™ software to theme and merge the data. A high level summary of the most common themes that emerged is provided below.

### **Consultation Findings**

HWDSB's program strategy vision statement of all schools are great schools, students having choice within their home schools, expanded access for students looking for specialized programs and all students achieving and graduating in HWDSB was supported. Many respondents also embraced the idea of greater diversity within schools as well as flexibility and access to programming.

Generally, the consultations supported the vision of the program strategy. However, the feedback at some meetings challenged aspects of the strategy. Some examples of this included: Ancaster and east Hamilton respondents concerned about placing French Immersion at Sherwood; a request that the Strings program be considered a Tier 3 program; concern about declining enrolment at Hill Park and Barton suggesting a need for transition planning; and concerns about the ease of use for students using public transit.

## **Program Strategy Vision**

### **Question 1**

*Please discuss our vision statements and comment on how we might enhance our vision? What do you see as the advantages and challenges in offering courses in this way (tiered approach)?*

### **Affirmations**

A strong theme that emerged from the data indicated that there were no missing elements from our vision statement. The ability to offer courses that require specialized facilities or teaching, better preparation for various career pathways as well as greater engagement of students were all found to support our vision.

### **Challenges**

Some comments indicated the vision statement was too vague and unclear. Specifically, it was stated the terms *great school*, *choice* and *expanded access*, were ambiguous, unclear and subject to

considerable interpretation. Also, a number of responses indicated challenges with transportation for students living far from school, concern about equitable access to Tier 3 programming and the affordability of the transportation plan.

### **Staff recommendations**

There was little variability in the responses to this question across all the program strategy consultations. This included both the program strategy sessions as well as the online surveys, with most individuals supporting HWDSB's vision.

Over the next two to three years, we will begin significant transition processes at all secondary schools, collaboratively define the definition of a great school, work on what expanded choice means for students and propose transportation policy changes that will lead to greater access for our students. This work can only commence after the program strategy 'system blueprint' is approved by Trustees.

## **Program Placement**

### **Question 2**

*What are the benefits or challenges that Tier 3 program placements could have for our students?*

#### **Affirmations**

A number of themes emerged supporting the program strategy and the placement of programs. Individuals believed the strategy supports relationships by building community and supporting students who were not previously graduating. The strategy also provides students with opportunities to establish links within the community as well as with a choice to explore various career paths. Participants stated the strategy had a positive influence on student life by enhancing student engagement and participation. Flexibility and access to programming was noted as a positive move and many participants reported they had a better understanding of Tier 2 and Tier 3 programming.

#### **Challenges**

There were concerns raised around program accessibility and equity. Participants indicated bussing and boundary alignment meant all students would not have access to Tier 3 programs. This was true of the Ancaster and East Hamilton communities who indicated a long commute may hinder students from participating in the French Immersion program at Sherwood.

There was also concern that Tier 3 programs would be limited to the brightest students. Several respondents suggested offering courses in distance and e-Learning models that could increase accessibility as well as making programs such as the International Baccalaureate (IB) more affordable for all students.

Program choice and process were raised as concerns as choices may limit students who might not know what path they would like to pursue. There were also comments noted about the removal of some programs from schools. This was particularly evident around the Strings program, as respondents

indicated the program required a critical mass of students as well as a specialized instructor in order to succeed and therefore should be considered a Tier 3 program.

Many respondents also raised the issue of planning/support to ensure students and staff are aware of the program choices available to students. Tier 3 programming should be better communicated to both parents and students. Guidance staff should also be aware of how to support students in their choice of programming.

### **Staff recommendations**

While a number of challenges have been raised regarding the program strategy, the flexibility and access to programming was noted as a good move by HWDSB. The opportunity for students to become more engaged in school was noted as having a positive influence on student life.

Staff will continue to communicate regarding Tier 2 and Tier 3 programming to ensure staff, parents and students have a clear understanding of the choices available to students as well as the difference between the various Tiers. Where Tier 2 programs will be offered in schools if there is enough student interest within a school, Tier 3 programs will be placed at limited school sites and transportation will be provided according to Board policy.

Based on these criteria, feedback from parents and students from the Strings program requested that staff revisit the classification of the Strings program from Tier 2 to Tier 3. The Strings Program currently has 51 students enrolled in Westdale and 20 enrolled in Delta. A critical mass of approximately 40 students is required for an orchestra. Given that this critical mass is integral to the success of the program, staff is proposing Strings be moved from Tier 2 to Tier 3 and relocated to Glendale.

A move to Glendale will ensure there is capacity to continue the growth of the Strings program as well as provide synergies with the new auditioned arts program. There are currently 239 students enrolled in the elementary strings program.

The secondary Strings program attracts students from across HWDSB with a fairly equal distribution of students living within all three cluster boundaries. The charts below capture where students live and what program they attend:

	<b>Delta</b>	<b>Westdale</b>
Glendale	0	3
New North	11	5
Orchard Park	0	0
Sir Winston Churchill	9	0
North Cluster Total	<b>27</b>	

	<b>Delta</b>	<b>Westdale</b>
Ancaster	0	2
Dundas School	0	4

Waterdown	0	0
Westdale	9	17
West Cluster Total	<b>24</b>	

	<b>Delta</b>	<b>Westdale</b>
New South	0	2
Saltfleet	0	1
Sherwood	0	0
Sir Allan MacNab	0	17
South Cluster Total	<b>20</b>	

Staff is proposing the introduction of Strings to Glendale in September 2014, beginning in Grade 9. Students currently enrolled in Westdale would continue to attend Westdale during the transition process. In order to ensure students were able to benefit from the orchestra experience, transportation would be provided between the two programs so that an HWDSB orchestra may exist until the program is fully implemented at Glendale.

During the consultation, questions were also raised about students who wished to take both French Immersion and the International Baccalaureate (IB). We are proposing a change to what has been referred to as “Pre IB” in some schools. These are courses that are not officially part of IB but have been offered to support student success in the Grades 11 and 12 IB program. Instead, we will be offering enrichment programs at all schools for students who may wish to access IB in Grades 11 and 12. This will ensure equitable access to enriched programming for all students across HWDSB. Students wishing to take both French Immersion and IB can elect that option in Grade 11.

## **Boundaries**

### **Question 3**

*Are you in favour of the proposed boundaries? Why or why not?*

#### **Affirmations**

Boundaries were seen as positive within those communities where there were little or no changes to the school boundaries. In some communities, boundary changes were noted to be beneficial since they provided greater diversity to the student population, minimized transportation time for some students and provided students with the opportunity to take courses that might not be available to them at their current home school.

#### **Challenges**

Common themes were noted in many communities facing significant boundary changes. Some individuals stated that students would be travelling farther distances to school and this would significantly increase travel time. It was also noted that the increased distance may negatively affect



more vulnerable populations who have to adjust to a new community as well as the culture of a larger and more diverse student population. In some cases, the diversity of the student population was suggested to have a negative impact on the school as students struggle to relate to each other, which would in turn affect school culture. Respondents also indicated that mixing students from different socio-economic backgrounds may result in students being marginalized, bullied or excluded from activities. There were further suggestions that HWDSB be flexible with regard to boundaries so that students be given the choice on which secondary school they would like to attend.

Several communities noted challenges unique to their particular geographic area. Overcrowding, for instance, was raised in both the Highland, Saltfleet and Westdale communities. The issue was cited as potentially impacting the quality of programming available to students as well as compromising students' ability to interact with each other due to limitations on the physical space. The Westdale community also questioned the ability to meet the needs of diverse students in a large school population in order to ensure they feel included in the school. There were also questions from respondents in the Sherwood French Immersion catchment about an earlier implementation date.

In general, there is concern about the long commute times that may face students who have to travel to access French Immersion programming at Sherwood from the East Hamilton and Ancaster communities. Several respondents stated that they refused to send their child to Sherwood for French Immersion and the program should be implemented at a school closer to Ancaster and Glendale. Respondents in the Ancaster community noted Sherwood was perceived to be a substandard school in comparison to Westdale, while those in East Hamilton commented on the number of transfers students may require in order to access the program.

The proposed boundary changes as they relate to the New North secondary school are seen as a challenge as Westdale is perceived as too far for many students and will prohibit some students from attending school. This is particularly evident from respondents in the Dr. Davey community. Students in the Dr. Davey community have also expressed concern they will lose out on technology if they attend Westdale as they will not have the same access to technology proposed for the New North.

### **Staff recommendations**

The majority of respondents supported the boundaries presented during the program strategy consultation. Changes are viewed as positive in some communities by providing greater diversity to the student population, minimizing transportation time for some students and providing students with the opportunity to take courses that might not be available to them at their home school.

While the French Immersion boundary change was viewed as a challenge for respondents in the Ancaster and east Hamilton communities, staff is not recommending a change to the original recommendations. The French Immersion population will be increasing in the secondary panel over the next nine years and Westdale can no longer accommodate the growth in the program. At this time, a third French Immersion site is not viable as a critical mass of 350 students is necessary to offer a variety of courses beyond the minimum compulsory subjects. Sherwood is best positioned to accommodate the

growth of a second French Immersion site and is centrally located for students living in HWDSB's eastern boundaries.

*French Immersion Projected Enrolment - Planning and Accommodation April 2013*

School	2015	2016	2017	2018	2019	2020	2021	2022
<b>Sherwood*</b>	97	208	329	439	492	542	536	505
<b>Westdale</b>	358	331	330	359	406	453	464	448

\* Program phased in starting with Grade 9s in September 2015. Students attending Westdale would continue in the program until they graduate. Students with siblings enrolled in Westdale's French Immersion at the time of implementation at Sherwood would also attend Westdale.

Feedback from the consultations regarding the Westdale boundaries raised two primary concerns, overcrowding at the school as a result of the boundary changes as well as proximity for students living in the Dr. Davey community. As a result, staff is proposing to move Dr. Davey to the New North and open a fourth ESL site at the school. The move would better balance enrolment between Westdale and the New North.

We want all of our English language learners to achieve success. To this end, diversity in our classrooms has shaped how we deliver English as a Second Language/English Literacy Development (ESL/ELD) programs. Students in these programs must learn the language of instruction, English, while they work towards meeting curricular expectations.

A 2007-08 review of ESL/ELD program found these programs congregated in three secondary schools: Barton, Glendale and Sir John A. MacDonald. The review suggested an accelerated program for students with gaps in their schooling who would require ELD programming.

The Secondary Program Strategy proposes to place ESL/ELD programs in four secondary schools: Glendale, New North, New South and Westdale. This was done based on studies of projected enrolment, as well as community input. The proposed locations will also allow students learning English to remain with their Grade 8 peers as they enter Grade 9.

Each school will offer ESL/ELD credit courses in language and content areas, giving students a chance to learn English while also gaining knowledge and skills in unfamiliar subjects. It will also allow teachers to modify expectations in compulsory subjects that are linguistically and culturally demanding, such as Canadian and World Studies.

Our goal is to continue to offer an appropriate range of support for English language learners, and to engage them in learning that would enable them to develop their strengths and talents. This will support student success at school and beyond graduation as they pursue a postsecondary pathway.

## Transportation

### Question 4

*What might be some of the benefits and challenges for the proposed transportation services for our Tier 3 programs?*

#### **Affirmations**

Respondents identified several benefits to the proposed transportation services plan. The provision of transportation services improves access for all students to Tier 3 programs, fosters equity for students to attend the specialized programs and may improve student engagement and participation in school. The proposed plan not only supports families financially by removing the cost associated with travel but removes the responsibility of parents needing to transport their child to the school location. The enhancement provides students with the opportunity to access courses that are of interest to them or in their chosen profession. Finally, transportation services and the availability of the specialized Tier 3 programs may decrease attrition in HWDSB schools and make the board more attractive to students.

#### **Challenges**

The proposed transportation plan was not free from challenges. The cost of the enhanced Tier 3 transportation plan was a concern. Respondents wondered where the funding would come from, its sustainability, and if the funds would be better used to provide programming, resources, and staffing within schools.

The long duration of commuting trips, multiple busses/transfers and different pick-up locations may impact attendance at school, homework completion and participation in extracurricular activities. The need for a 'late bus' or an extended bus pass may support extracurricular participation. Later school start times may also need to be considered to accommodate transportation time.

Concerns over the reliability and availability of Hamilton's public transportation services were stated. As well as the need for contingency plans in the event of transportation breakdown or an HSR strike. The availability and frequency of transportation in rural areas was questioned, concern during inclement weather as well as student ability to navigate the HSR service routes.

Safety concerns were raised for students while walking along, waiting for (crowding at bus stops) and taking public transit, getting lost on public transit and walking in rural areas where no sidewalks exist. Some respondents felt the 3.2 km walking distance was too far for students. As well, the negative impact of transportation services on the environment and traffic as well as on the health of students were discussed.

Similar to the responses shared within the boundary question, the concern over the commute times for students in the Ancaster and East Hamilton communities to attend the FI program at Sherwood Secondary School was shared. Several respondents stated students would not attend this program and may consider enrolling in a program closer to home or transfer to the coterminous board. If the FI

program was to remain at Sherwood, then a yellow school bus should be considered to transport students.

### **Staff recommendations**

Once the proposed program strategy is approved, staff will look at our transportation services to identify populations that might be at risk as well as explore different modes of transportation for some communities. We are reviewing the use of bus passes as the mode of transportation for secondary students as in certain circumstances large yellow and black buses may be preferable. We will also explore transportation beyond the school day for those students involved in after school extra-curricular activities.

Staff would be recommending a review of the current transportation policy.

### **Next Steps**

We understand there is discomfort with change but if we are to provide students with engaging learning environments that ensure achievement, enhance their well-being and lead to graduation in each secondary school – then we must create a more equitable system for all students by moving forward with our vision.

We are shifting the culture away from one focussed on programs to one focussed on great schools that offer great programs. We believe every secondary school is a great school and we continue to wrestle with the perception that some schools are 'better' than others. We are committed to ensuring all of our secondary schools are great, where students have choice, support and success within their local school communities.

Transition work will begin in September 2013 with the approval of the program strategy. We will continue to engage our communities as we work through the transition process.



# HWDSB Secondary Program Strategy

June 2013





## Program Strategy

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## Introduction: Our Vision

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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 21<sup>st</sup> 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

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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

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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 21<sup>st</sup> 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 Robotics 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

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	Workplace placements, job shadowing

opportunities	
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.
Strings	Students will participate in the study of music through performance, creation, and analysis of music from the Baroque period to the 21st century. Preferred Preparation: Minimum two years previous study on an orchestral string instrument or recommendation of instructor.
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"> <li>• Accelerated program for students aged 14 -18 who have recently arrived in Ontario schools with limited prior schooling</li> <li>• 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</li> <li>• The goal is for the students to be successfully integrated into the mainstream program</li> </ul>
NYA:WEH (Native Youth Advancement with Education Hamilton)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Specific support for First Nation, Metis and Inuit students in the following areas: <ul style="list-style-type: none"> <li>○ Academic Assistance</li> <li>○ Culturally Sensitive Resource</li> <li>○ Social and Personal Consultation</li> <li>○ Access to Tutors</li> <li>○ Student Advocacy</li> </ul> </li> </ul>
Graduated Support Program	<ul style="list-style-type: none"> <li>• Specific support for students including integration in the school and community, appropriate to the student's strengths</li> <li>• 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</li> </ul>
Extensive Support Program	<ul style="list-style-type: none"> <li>• Intensive, continuous, and individualized support</li> <li>• Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports</li> </ul>
Personalized Learning Support Program	<ul style="list-style-type: none"> <li>• An individualized educational alternative program for students who cannot learn in a regular school setting. Students remain connected to their home school.</li> </ul>

### 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 21<sup>st</sup> 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.

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

Ontario Public Service Program	<b>New North</b>
Performing Arts	<b>Glendale</b>
Strings	<b>Glendale</b>
Transportation Technology	Dundas School, Glendale, <b>New South</b>

\* 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 2015 based upon the projected French Immersion enrolment:

*French Immersion Projected Enrolment - Planning and Accommodation April 2013*

### Westdale Secondary FI

Dalewood	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	19	38	56	77	81	79	83	80

Guy Brown	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	0	24	51	78	99	117	120	110

Ryerson	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	31	65	92	125	134	142	146	149

Sir William Osler	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	7	29	60	79	92	115	115	109

Westdale	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	358	331	330	359	406	453	464	448

### Sherwood Secondary FI

Ancaster Senior	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	0	0	11	39	64	92	98	100

Glen Brae	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	32	68	107	133	143	148	142	124

Lawfield	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	13	39	72	93	108	112	112	111

Michaëlle Jean	2015	2016	2017	2018	2019	2020	2021	2022
Enrolment	6	10	14	26	30	45	52	53

<b>Norwood Park</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Enrolment	47	91	125	149	148	144	130	117

<b>Sherwood</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Enrolment	97	208	329	439	492	542	536	505

\*Program phased in starting with Grade 9s in September 2015. Students attending Westdale would continue in the program until they graduate. Students with siblings enrolled in Westdale's French Immersion at the time of implementation at Sherwood would also attend Westdale.

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

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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

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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
<b>Total</b>	<b>\$865,000</b>

\*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.

A variety of communication vehicles were used to reach out to stakeholders inviting them to participate in the program strategy consultation, including letters, newspaper ads, media releases and social media tools. Childcare was provided at all community meetings and the Hamilton Centre for Civic Inclusion took a lead role in reaching out to diverse communities regarding the consultation.

Several methods were provided to gather feedback on the program strategy. Consultation sessions were held at 13 secondary schools and two elementary schools from April 30 to May 28, 2013. Feedback was also gathered through an online survey and by correspondence sent to the Evidence-Based Education and Service Team (E-Best), Trustees, Superintendents or to the Director of Education. Students could also provide feedback by participating in an online blog. Presentations were also made to HWDSB school-based staff in each of the 18 secondary schools.

Program strategy consultation materials and letters were translated in 15 languages and interpreters were available at every consultation session.

Each of the 13 secondary school consultations were completed in a similar manner. A group presentation was performed by a Superintendent of Student Achievement (SOSA), a representative from E-BEST, and a representative from Accommodation and Planning. The main focus of the consultation was the facilitated group discussions, which were centered on four questions. These four questions asked the public to comment on HWDSB's program strategy vision, Tier 3 program placements, school boundaries and proposed enhancements to transportation services.

Over 450 individuals attended the Program Strategy Consultation sessions, 244 responses were received on the online survey, 63 letters were received, and students submitted 1416 responses on the student blog. These data were combined and analyzed by members of E-Best using NVivo QSR International PTY Limited™ software to theme and merge the data. A high level summary of the most common themes can be found attached in the June 10 Executive Report to Standing Committee.

## Stakeholders

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

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

External Stakeholders
Advisory Committees
<ul style="list-style-type: none"> <li>French Immersion Advisory Committee</li> <li>Hamilton-Wentworth Home &amp; School Association</li> <li>Parent Involvement Committee</li> <li>Rural Schools Committee</li> <li>School Councils</li> </ul>

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

## Outreach

Staff used 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)
- Meetings with staff in each of the 18 secondary schools
- Student blog

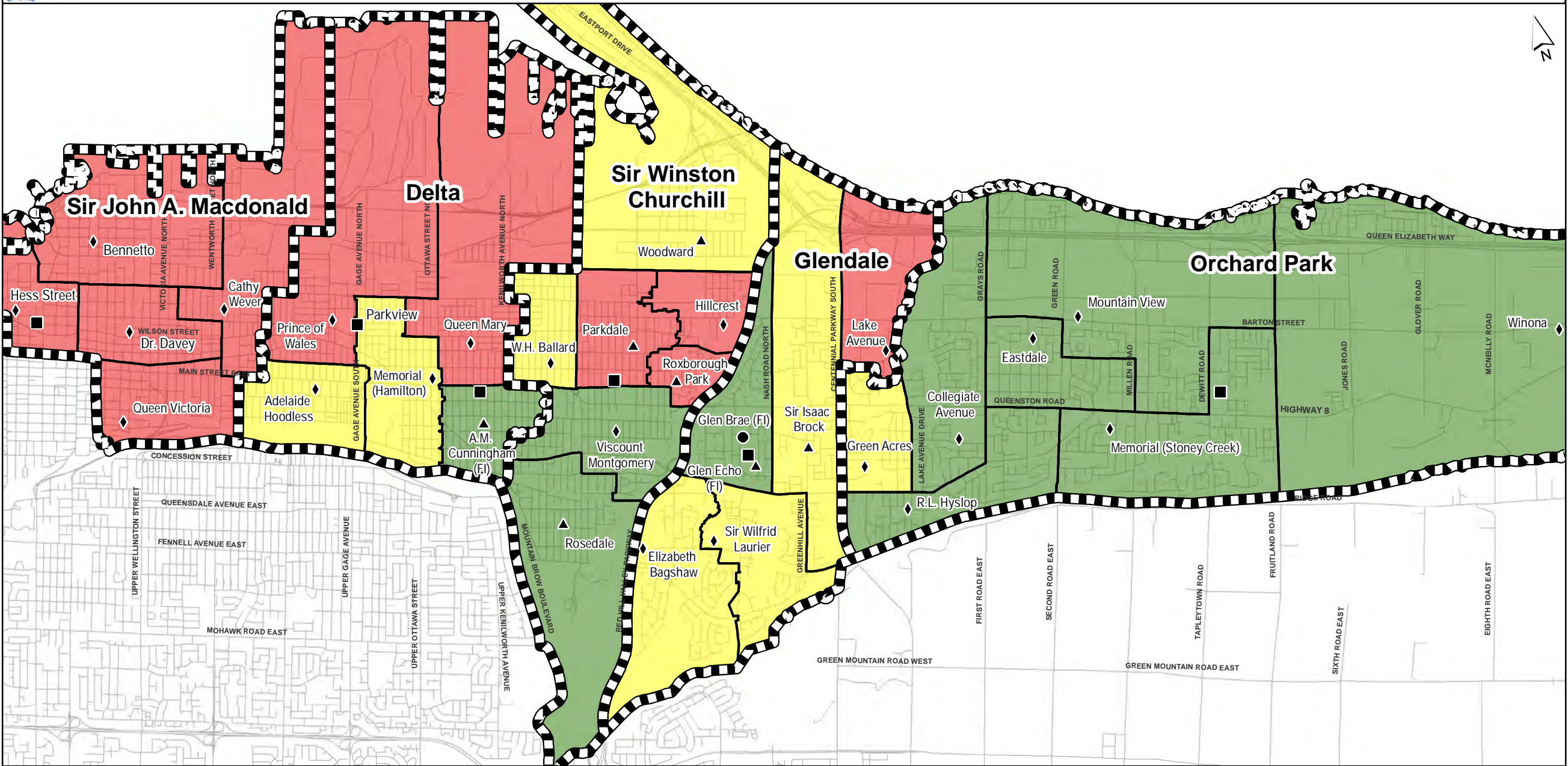
## Consultation Timeline

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



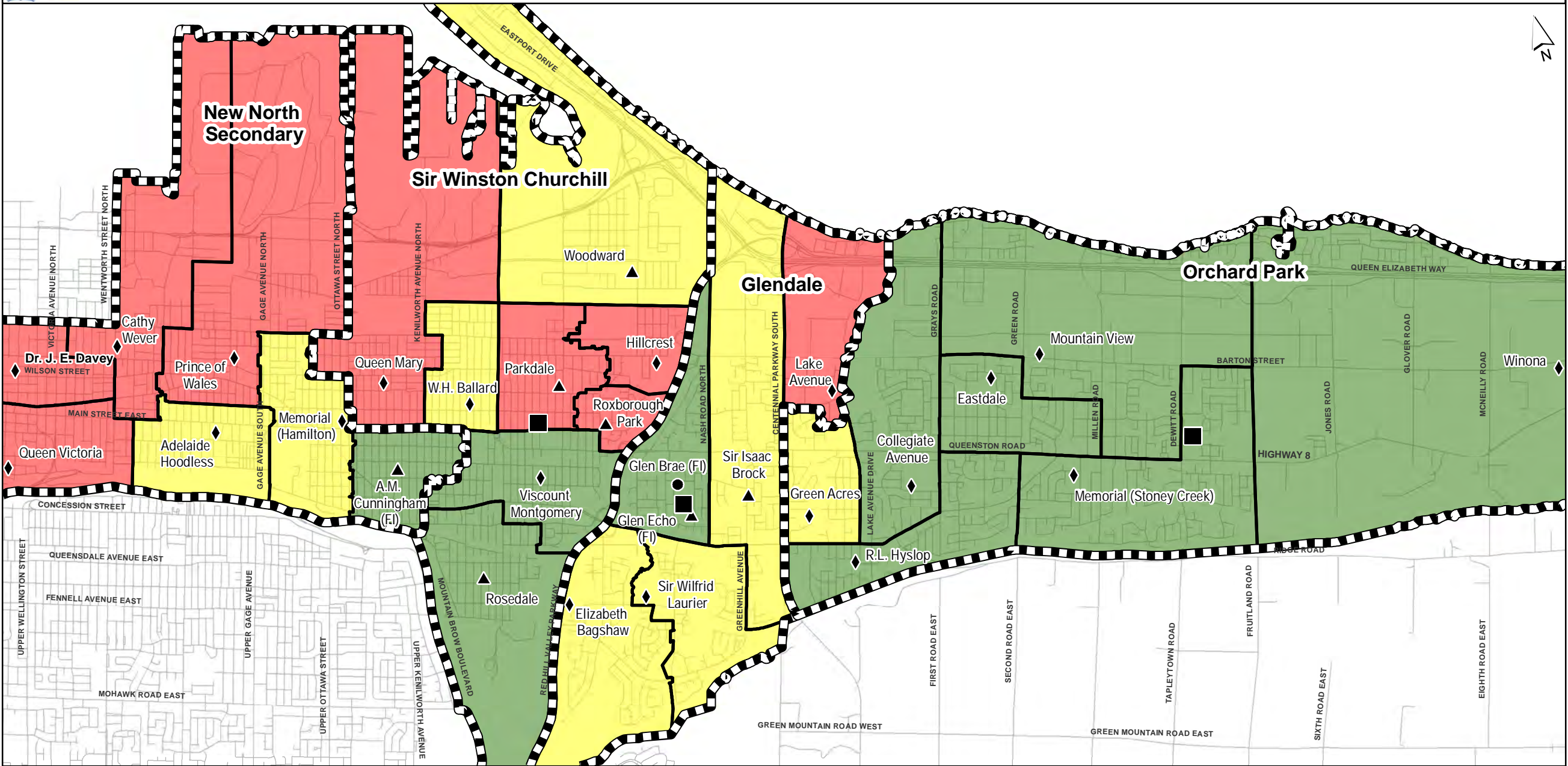


<p><b>HWDSB Schools</b></p> <ul style="list-style-type: none"> <li>▲ Jr Elem</li> <li>◆ Elementary</li> <li>● Middle School</li> <li>■ Secondary</li> </ul>	<p> Current Secondary Boundaries</p> <p> Elementary Boundaries</p>	<p><b>Socioeconomic Ranking</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: red; border: 1px solid black;"></span> High</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></span> Moderate</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: green; border: 1px solid black;"></span> Low</li> </ul>
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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>



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

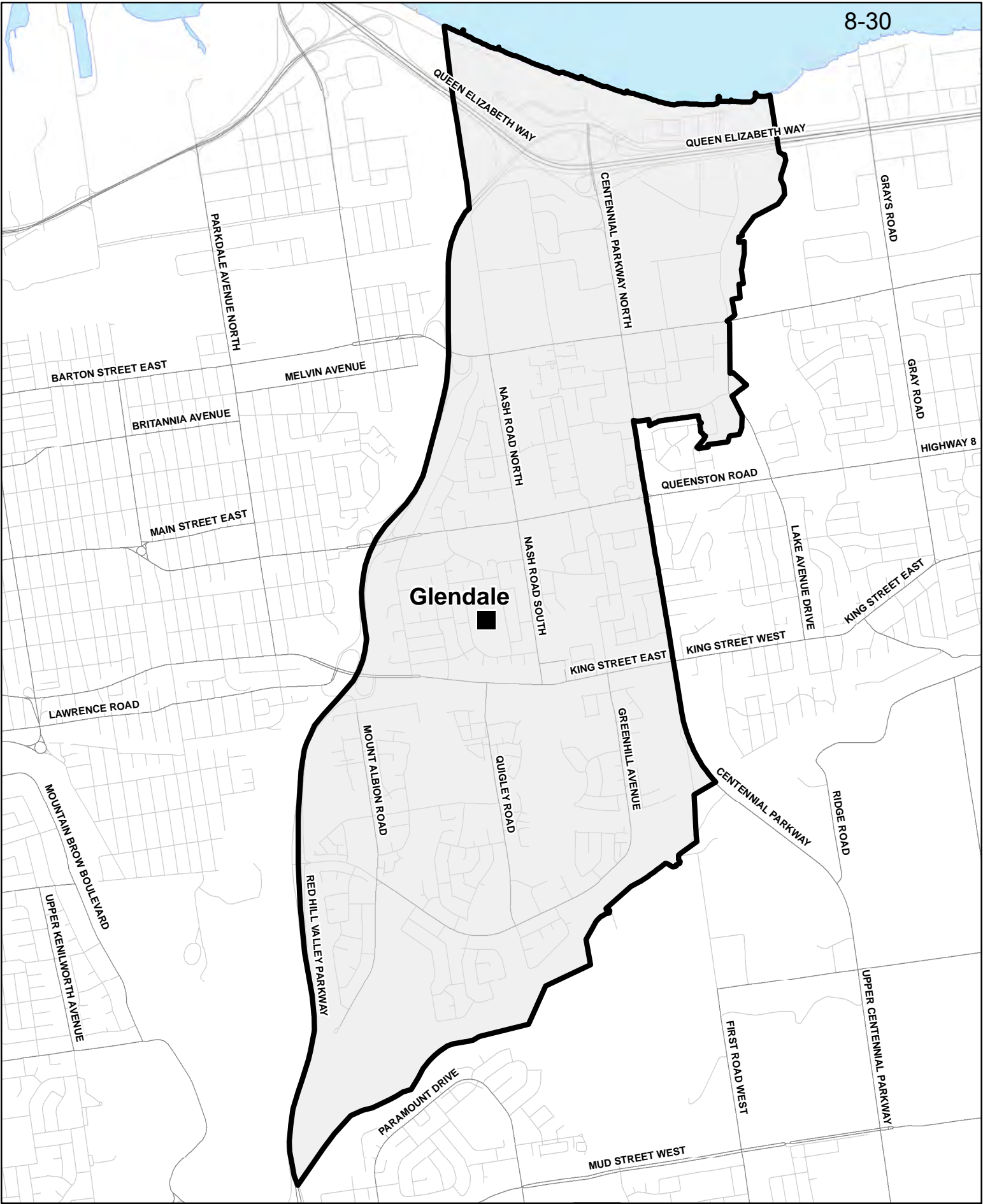
Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

\* 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



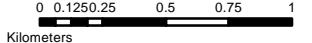


**Proposed Secondary Boundaries**  
*Glendale*

-  Secondary School
-  Proposed Secondary School Boundary




Planning & Accommodation



0 0.1250.25 0.5 0.75 1  
Kilometers



HWDSB  
Planning and Accommodation 2013

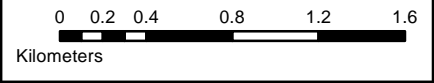




### Proposed Secondary Boundaries

#### *New North Secondary*



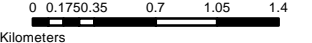
-  Secondary School
-  Proposed Secondary School Boundary



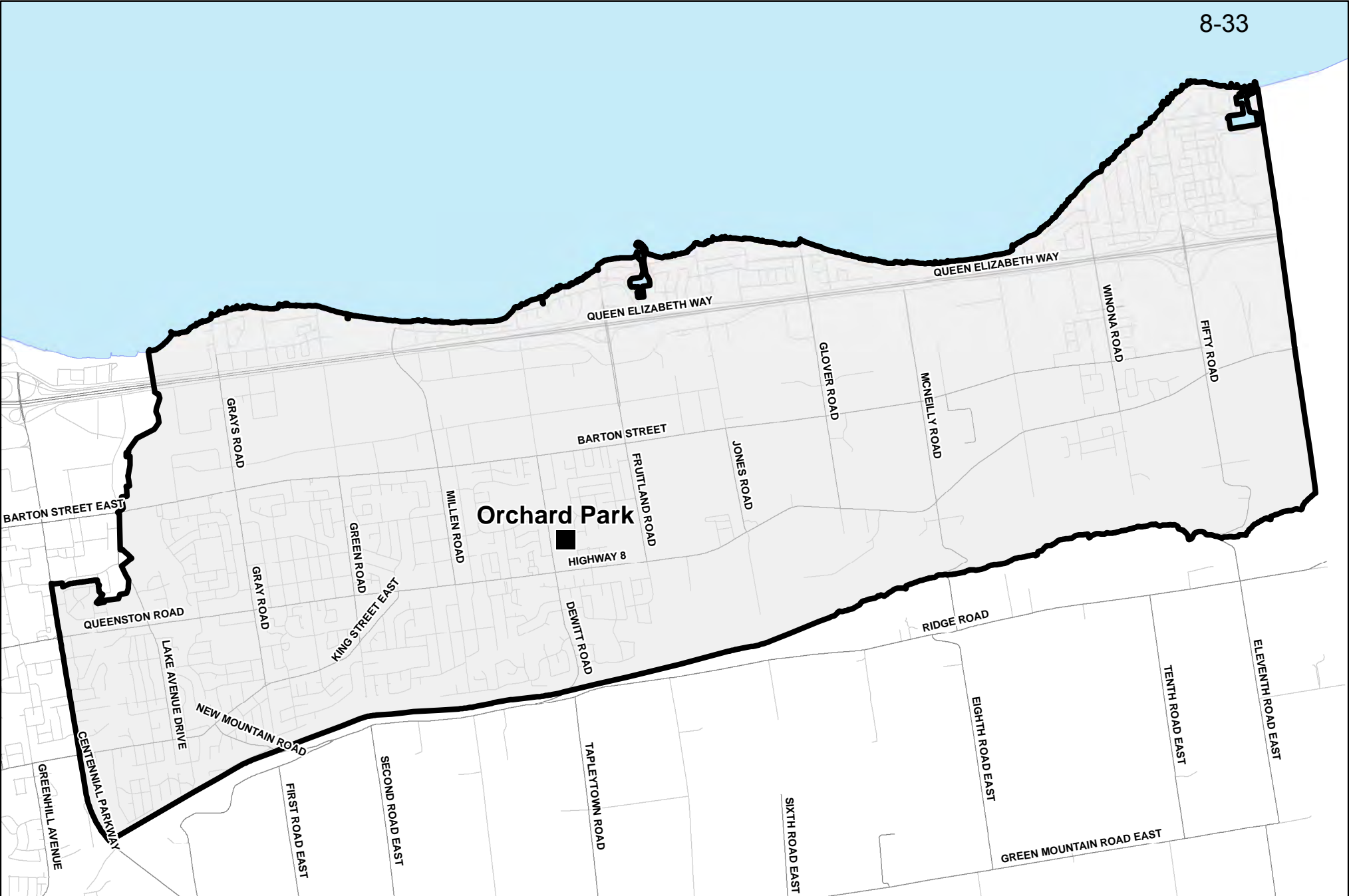




**Sir Winston Churchill**

<p><b>Proposed Secondary Boundaries</b></p> <p><i>Sir Winston Churchill</i></p>	<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: black; margin-right: 5px;"></span> Secondary School</li> <li><span style="display: inline-block; border: 2px solid black; width: 15px; height: 15px; margin-right: 5px;"></span> Proposed Secondary School Boundary</li> </ul>	  <p>Planning &amp; Accommodation</p>	 <p>0 0.175035 0.7 1.05 1.4 Kilometers</p> <p>HWDSB Planning and Accommodation 2013</p>
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### Proposed Secondary Boundaries

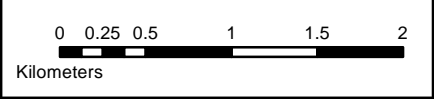
#### *Orchard Park*

- Secondary School
- Proposed Secondary School Boundary



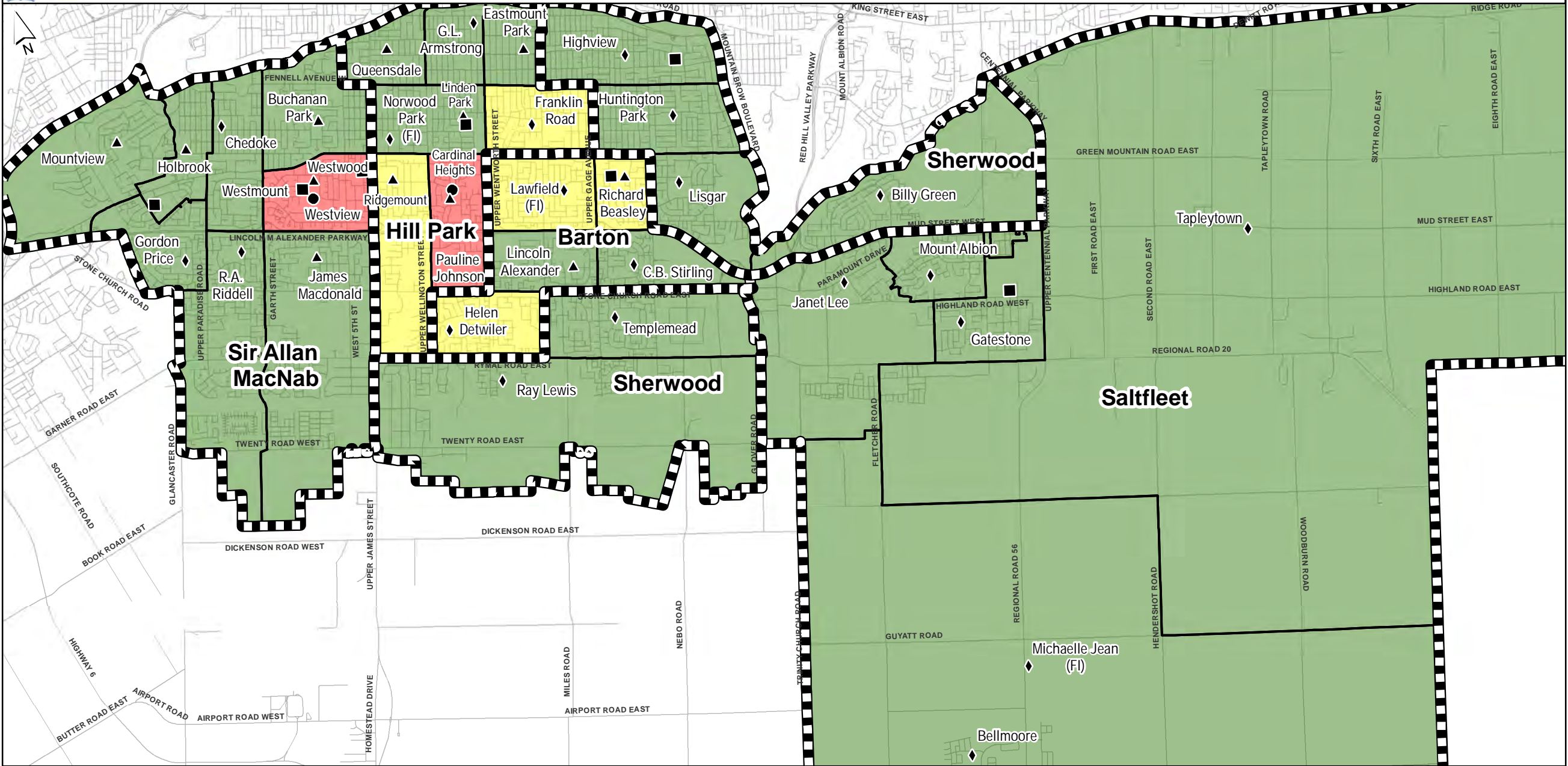
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation









### HWDSB Schools

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



Current Secondary Boundaries



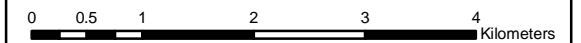
Elementary Boundaries

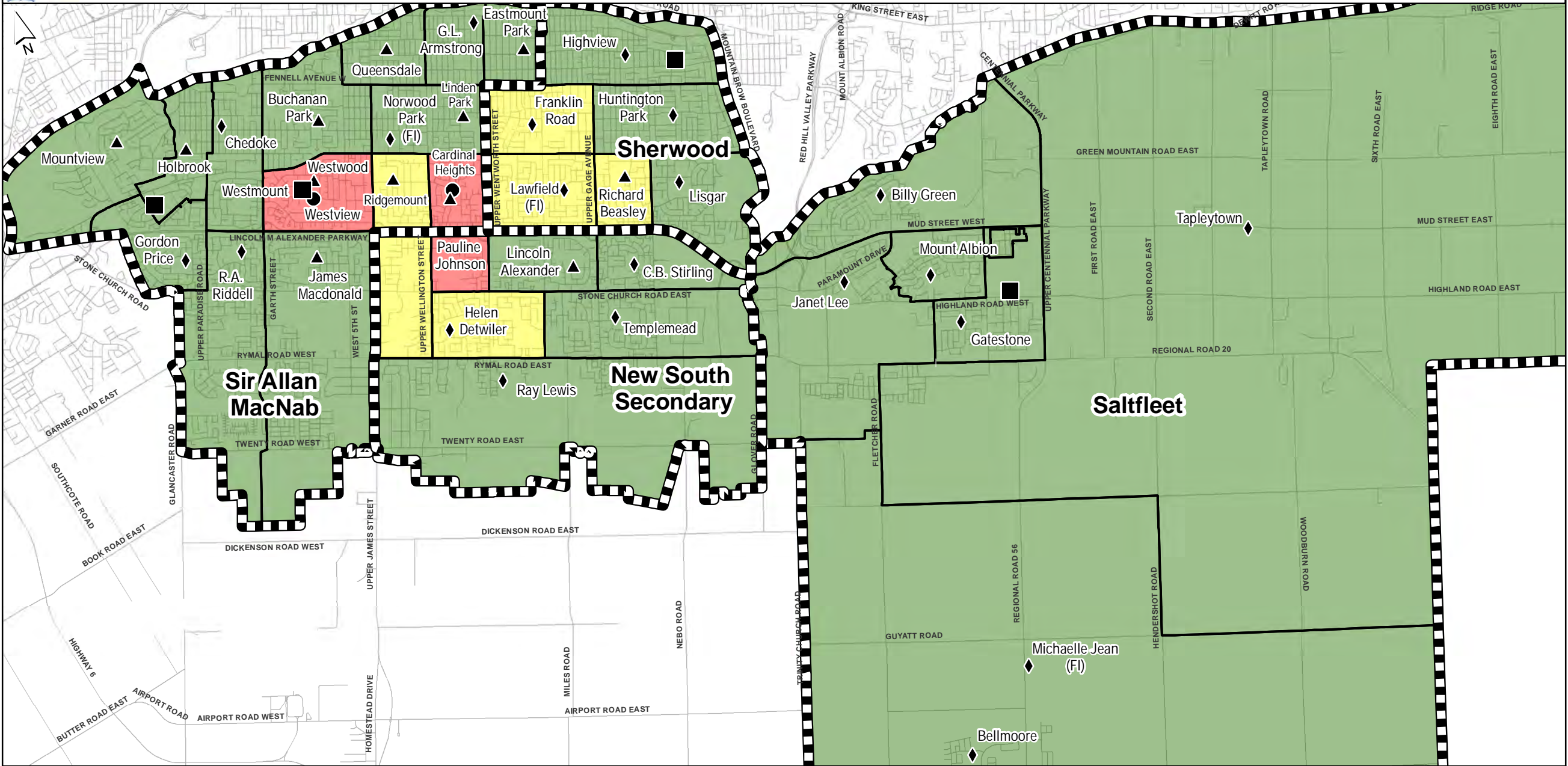
### Socioeconomic Ranking

- 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





**HWDSB Schools**

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



Proposed Secondary Boundaries



Elementary Boundaries

**Socioeconomic Ranking**

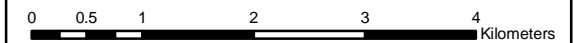
High

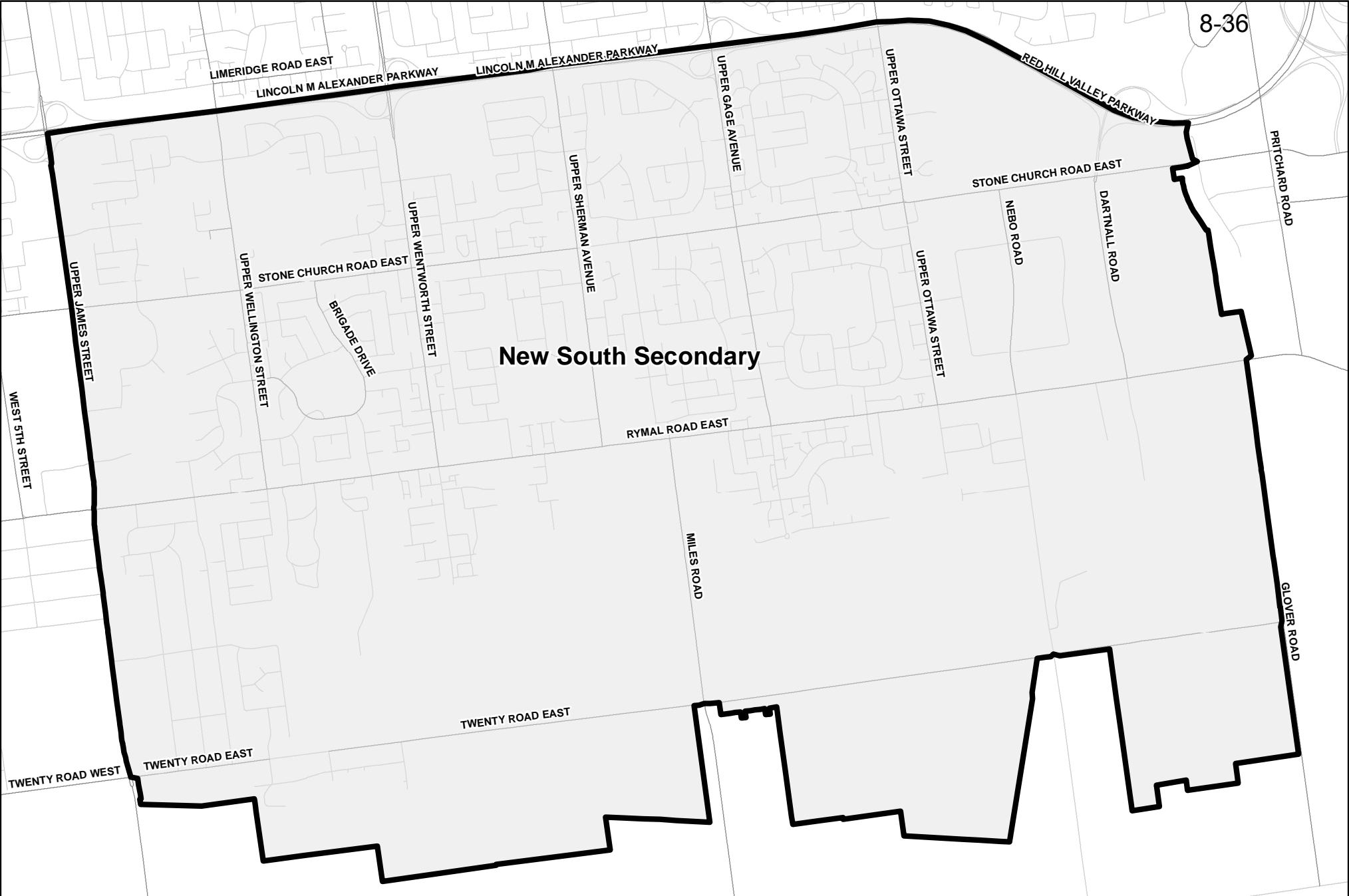
Moderate

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



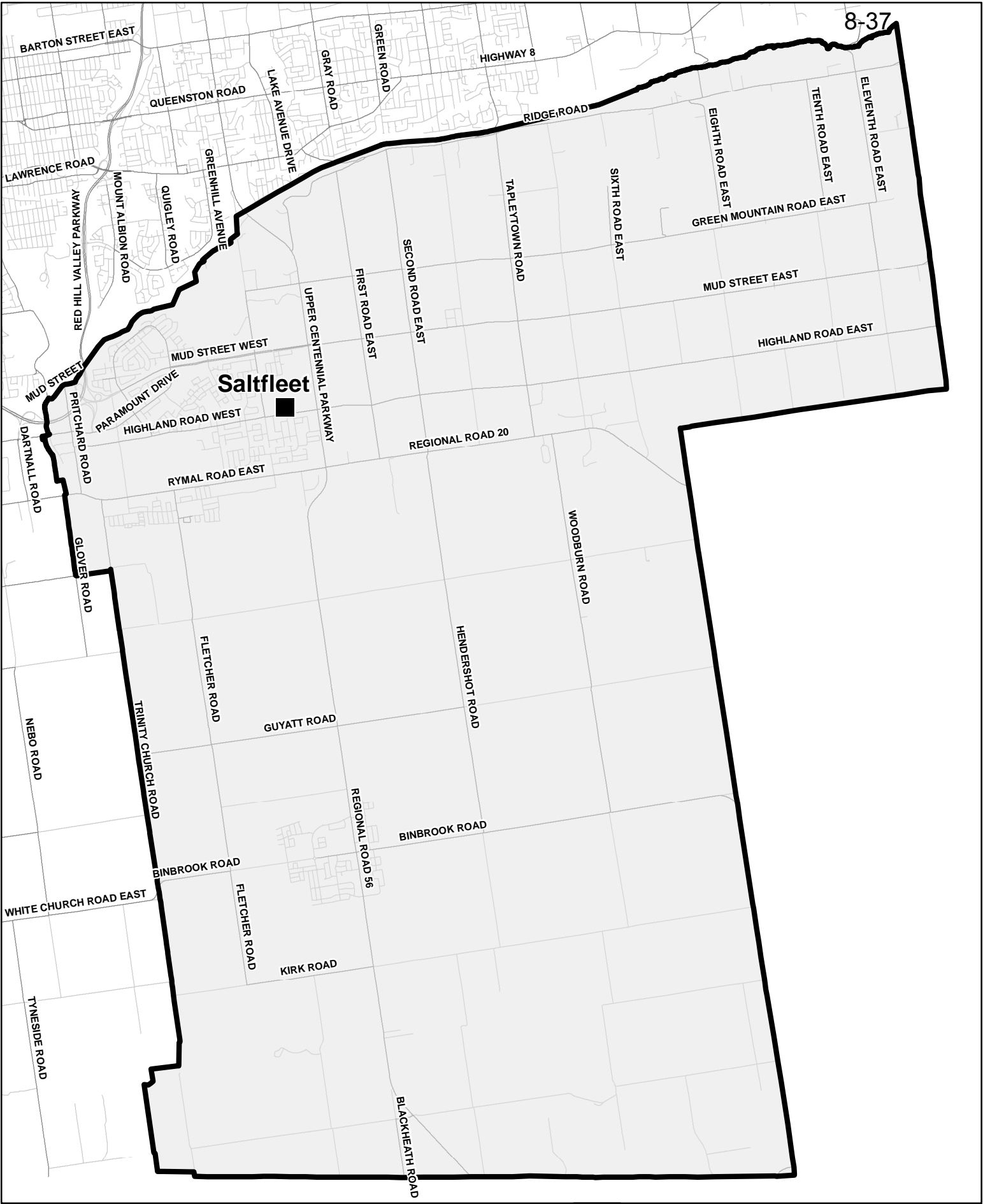


**Proposed Secondary Boundaries**  
*New South Secondary*



-  Secondary School
-  Proposed Secondary School Boundary







**Proposed Secondary Boundaries**  
*Saltfleet*

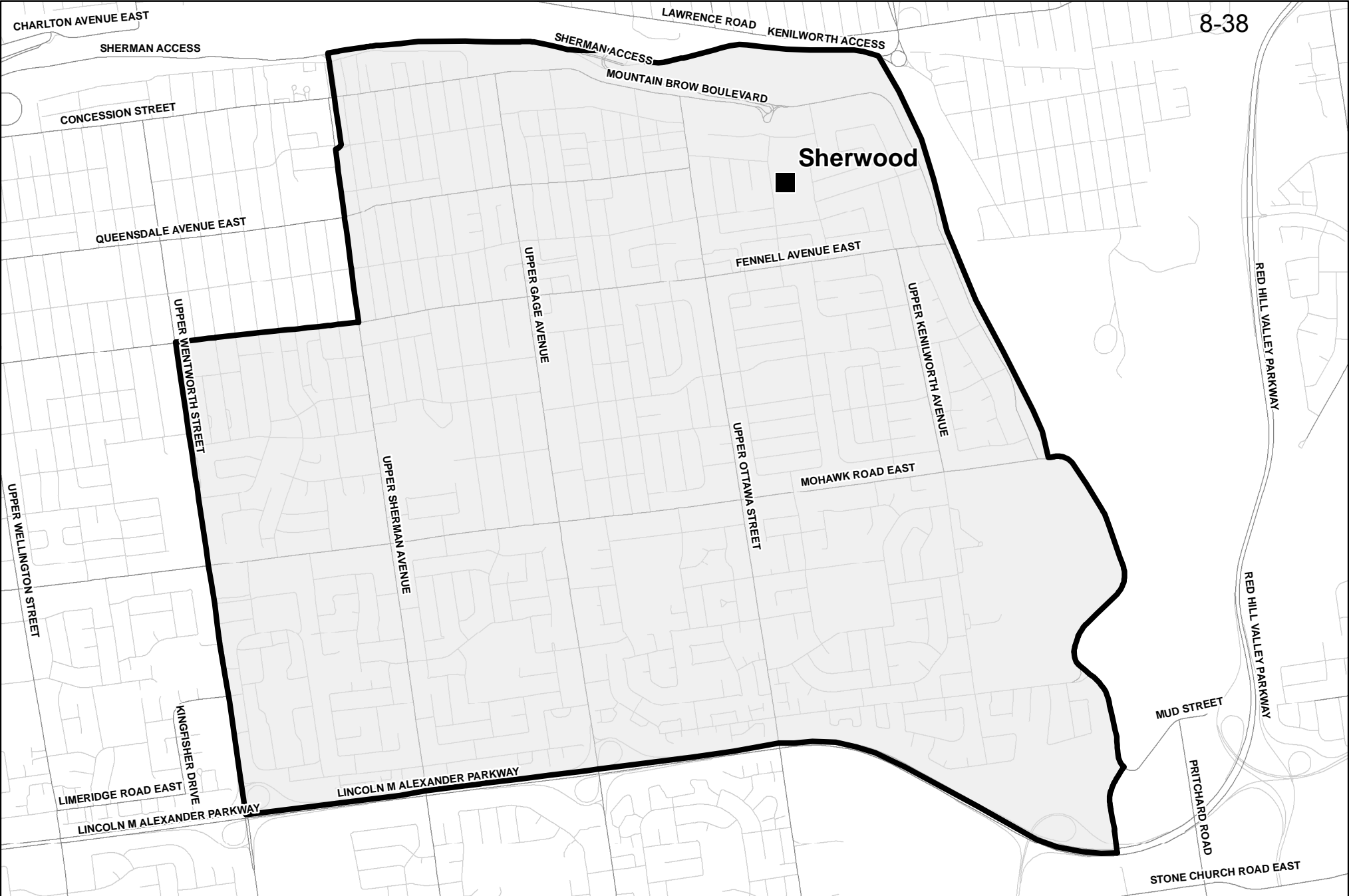
-  Secondary School
-  Proposed Secondary School Boundary



0 0.3250.65 1.3 1.95 2.6  
Kilometers



HWDSB  
Planning and Accommodation 2013



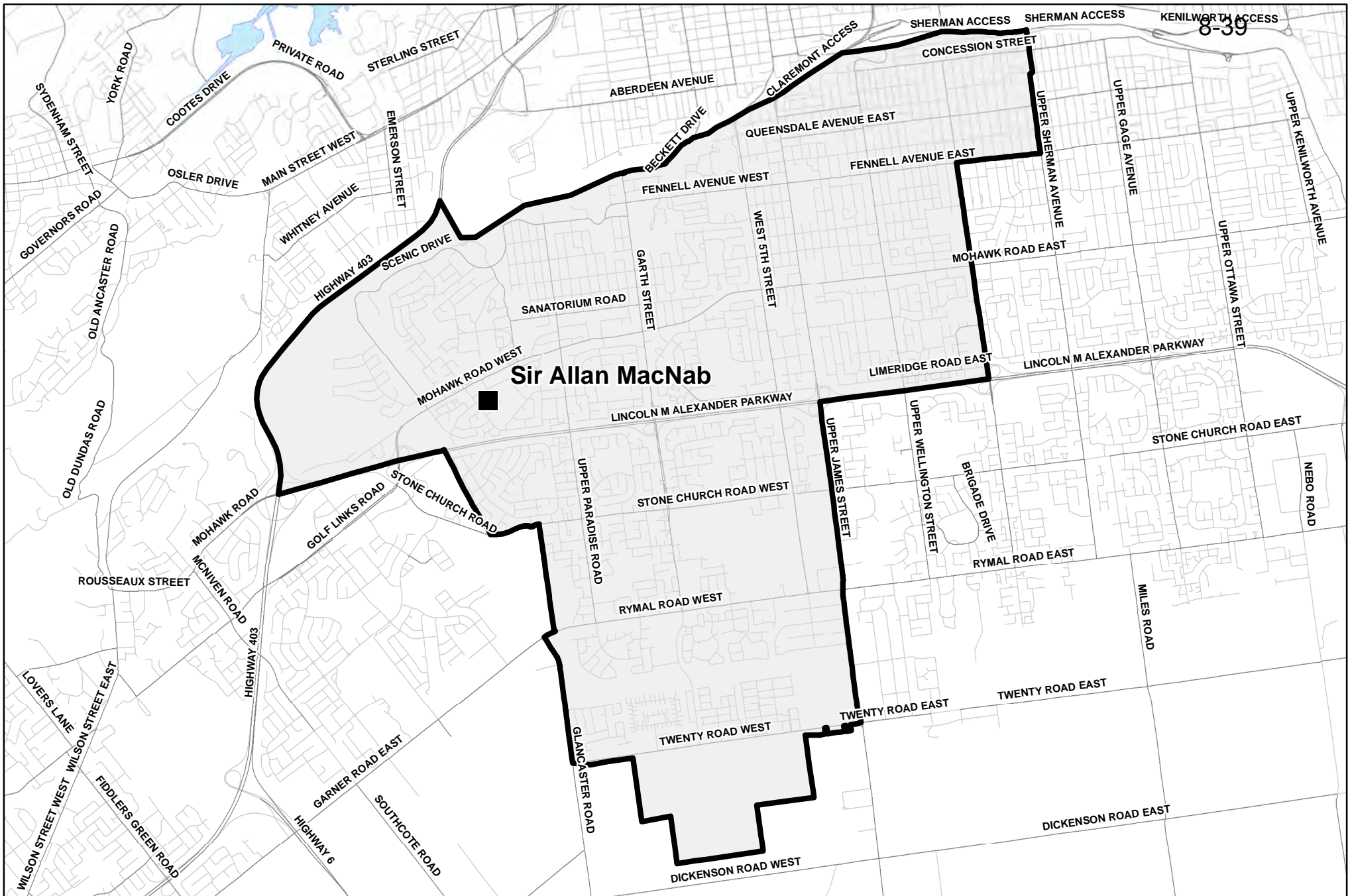


### Proposed Secondary Boundaries

*Sherwood*

-  Secondary School
-  Proposed Secondary School Boundary





**Proposed Secondary Boundaries**

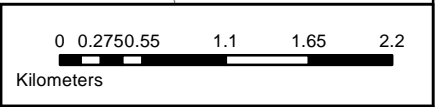
*Sir Allan MacNab*



Secondary School

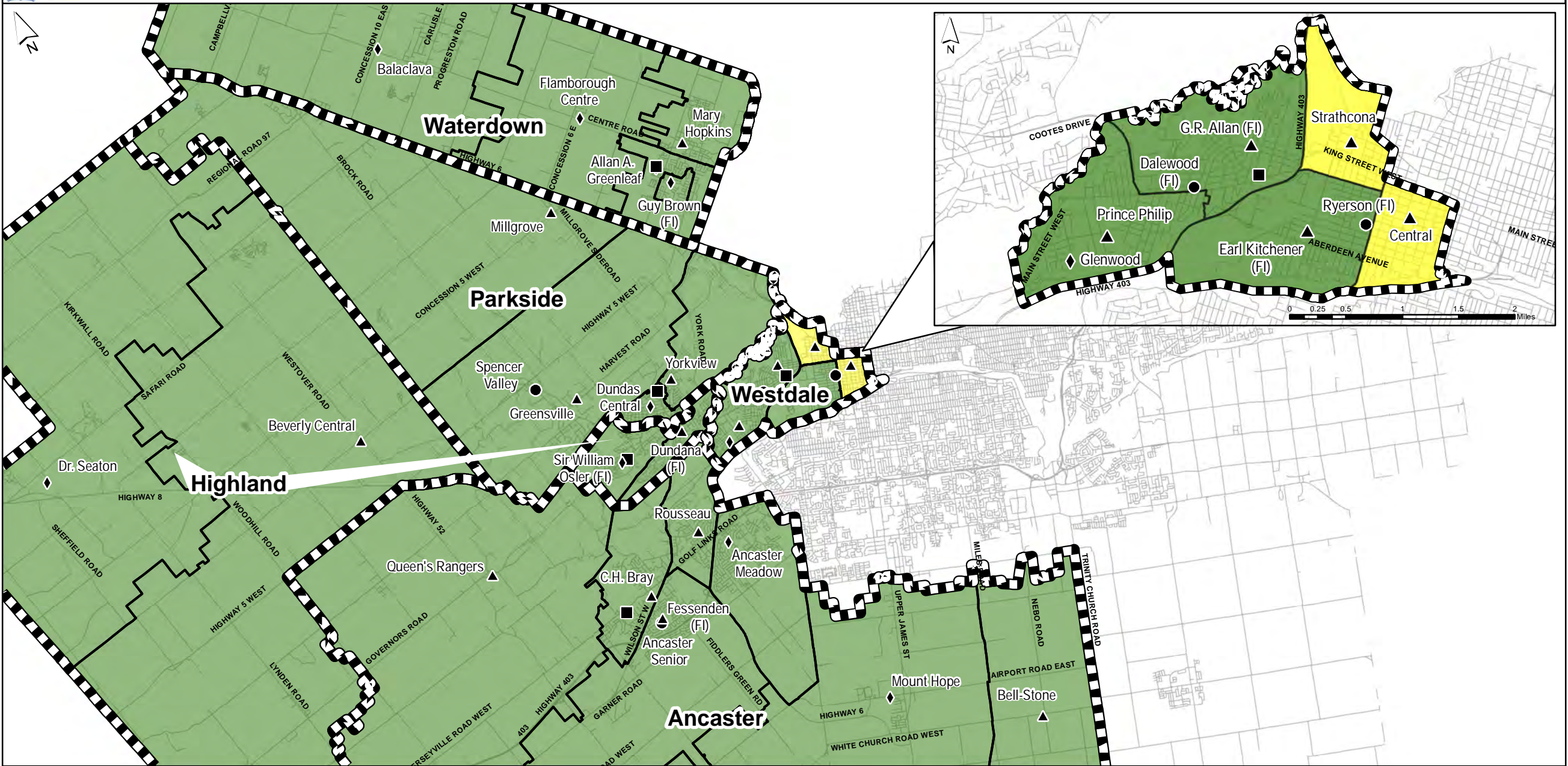


Proposed Secondary School Boundary



HWDSB  
Planning and Accommodation 2013





**HWDSB Schools**

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



Current Secondary Boundaries



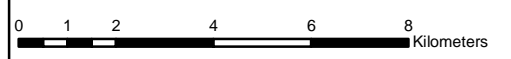
Elementary Boundaries

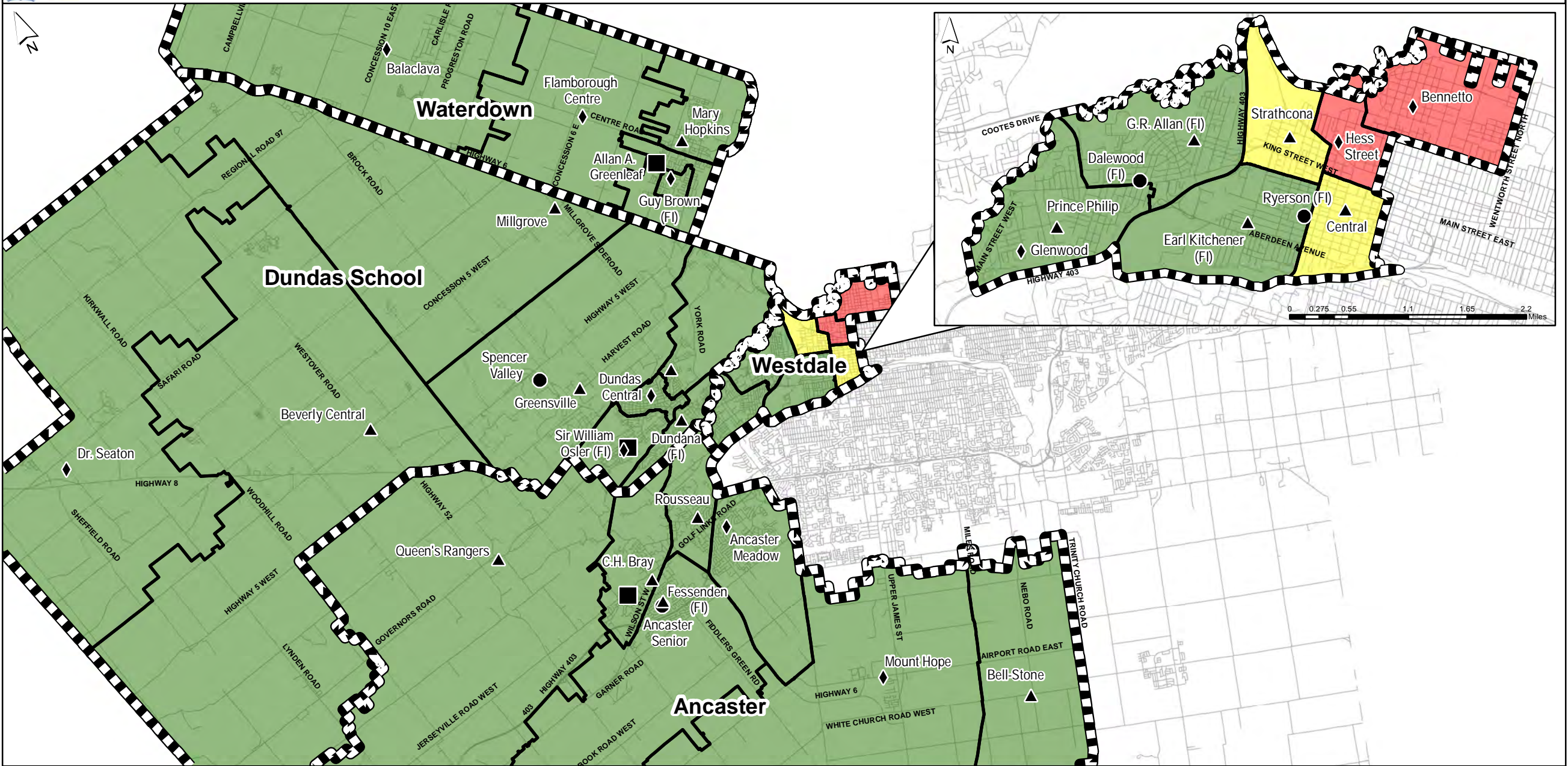
**Socioeconomic Risk**

- 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





**HWDSB Schools**

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



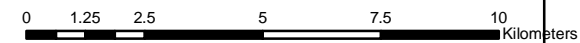
Proposed Secondary Boundaries  
Elementary Boundaries

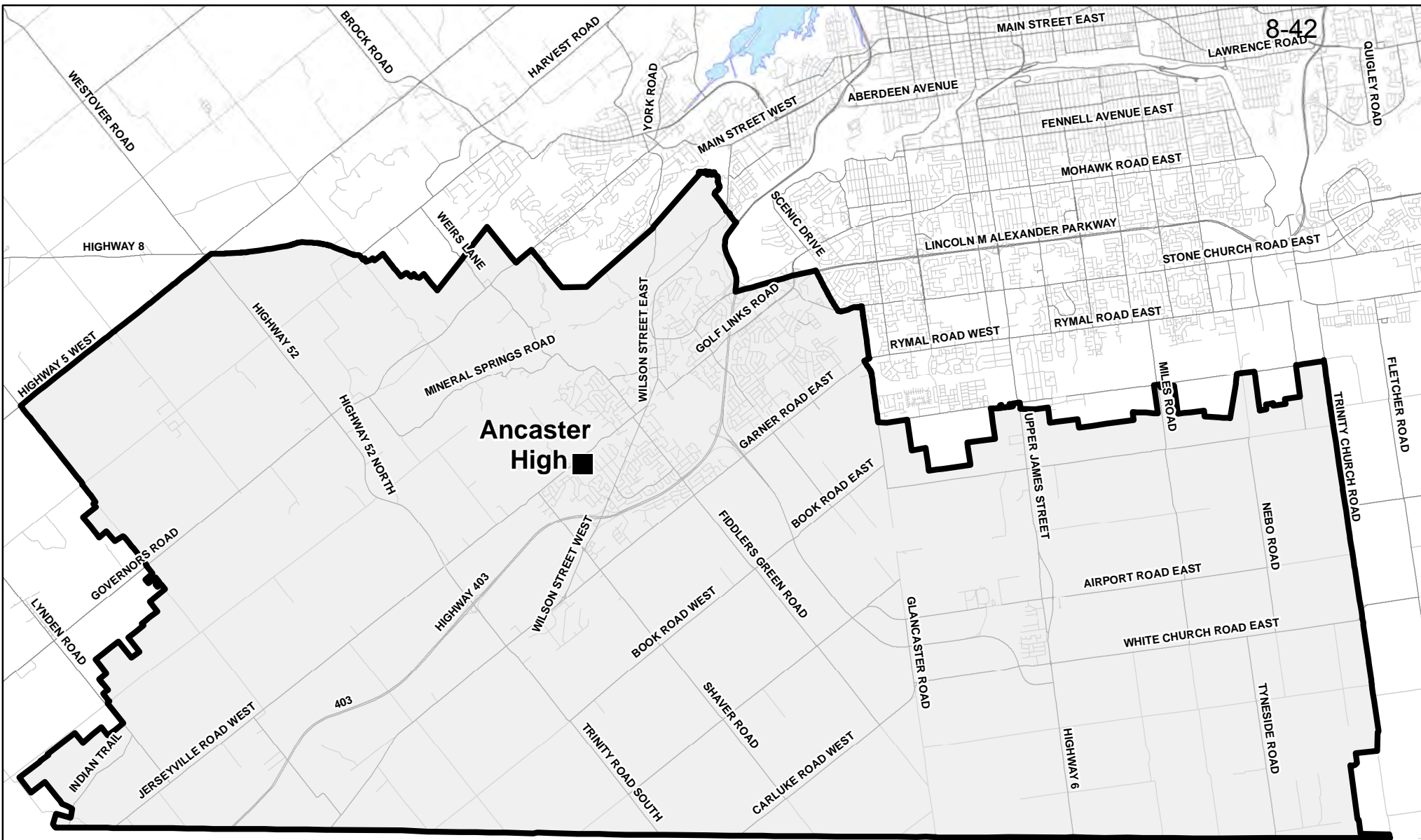
**Socioeconomic Ranking**

- 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**

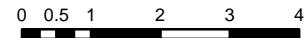
*Ancaster High*



Secondary School

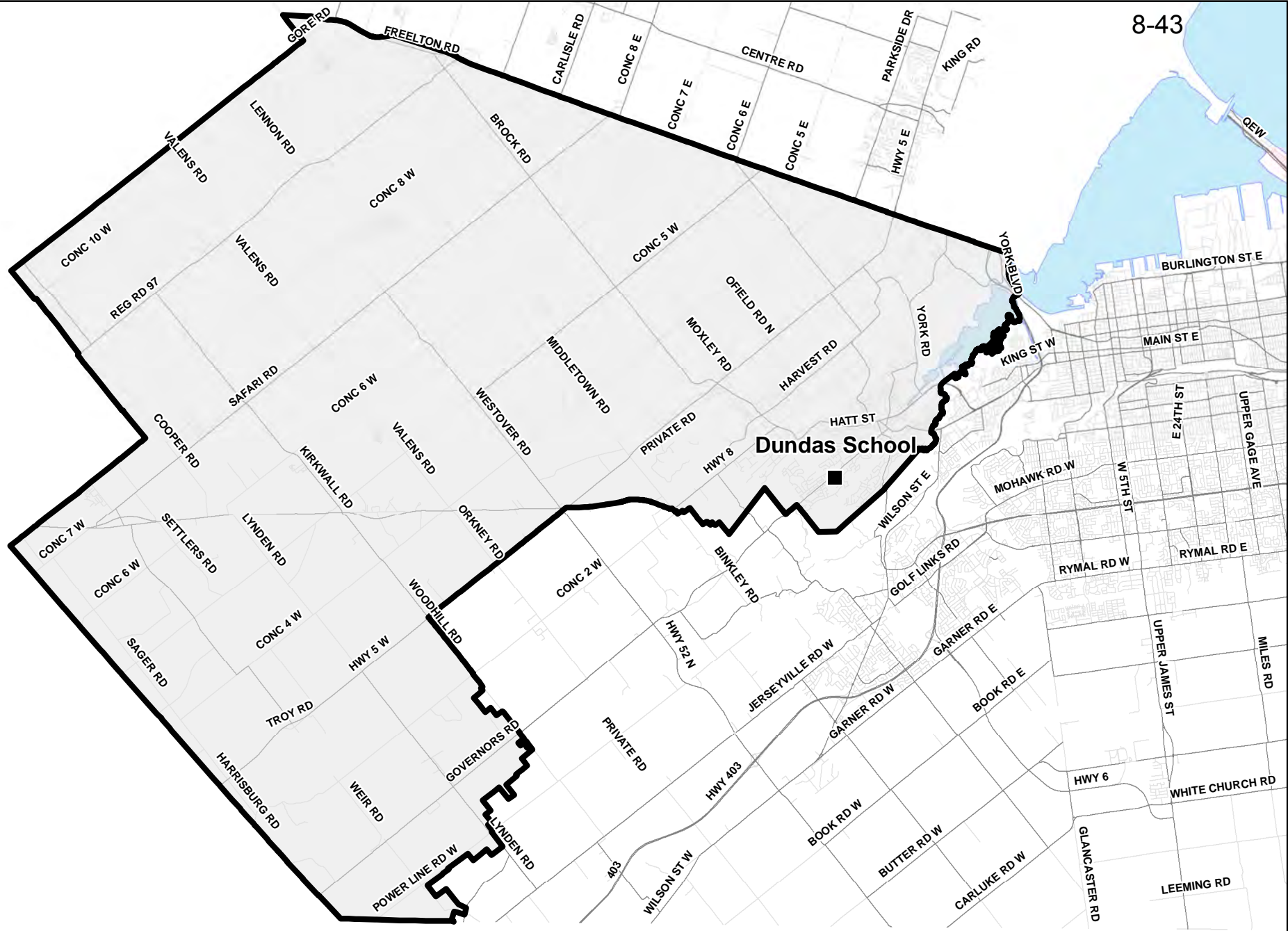


Proposed Secondary School Boundary





Kilometers

HWDSB  
Planning and Accommodation 2013



### Proposed Secondary Boundaries

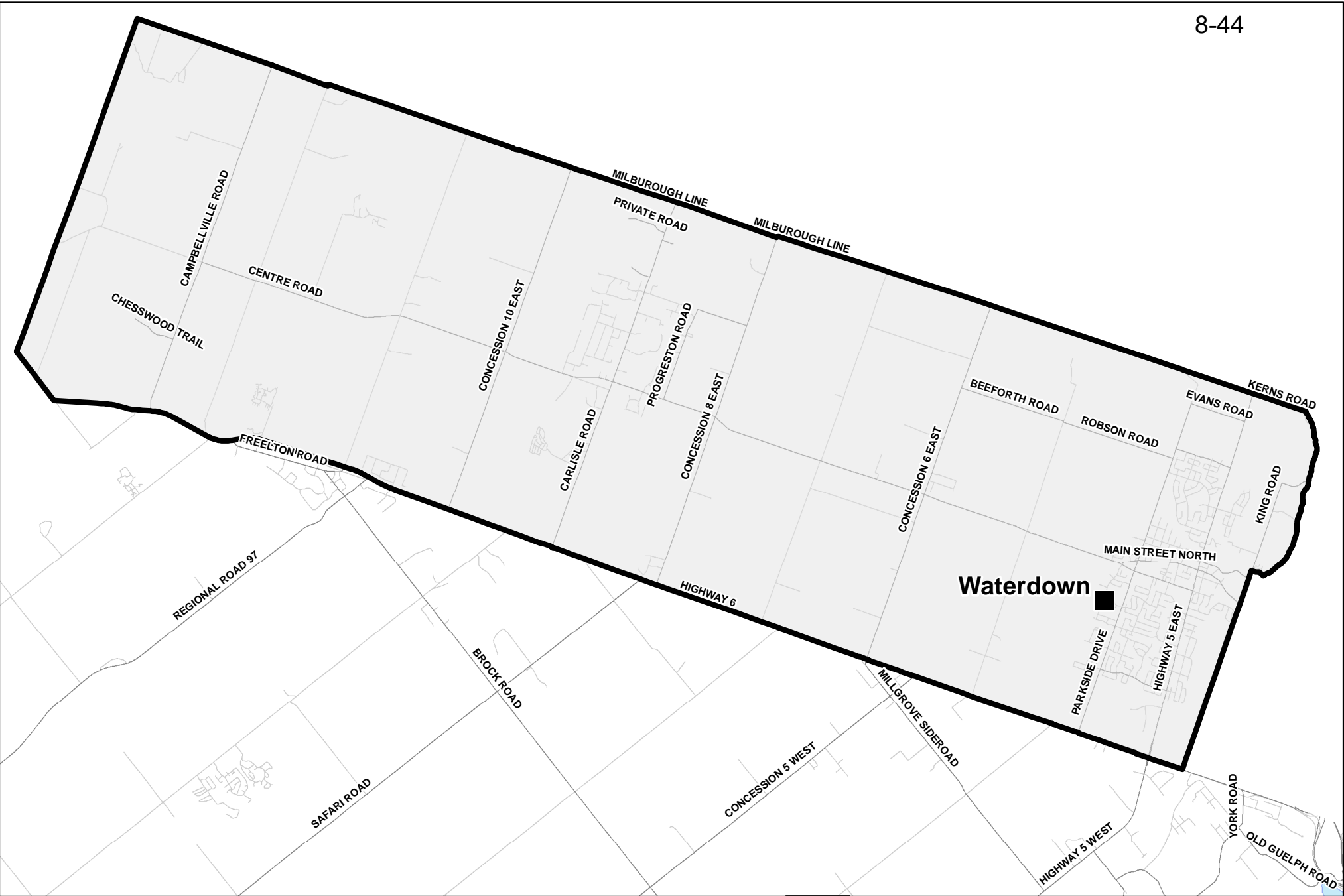
#### *Dundas School*

-  Secondary School
-  Proposed Secondary School Boundary






**Planning & Accommodation**

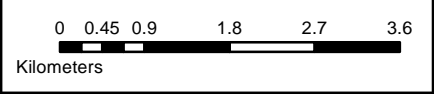


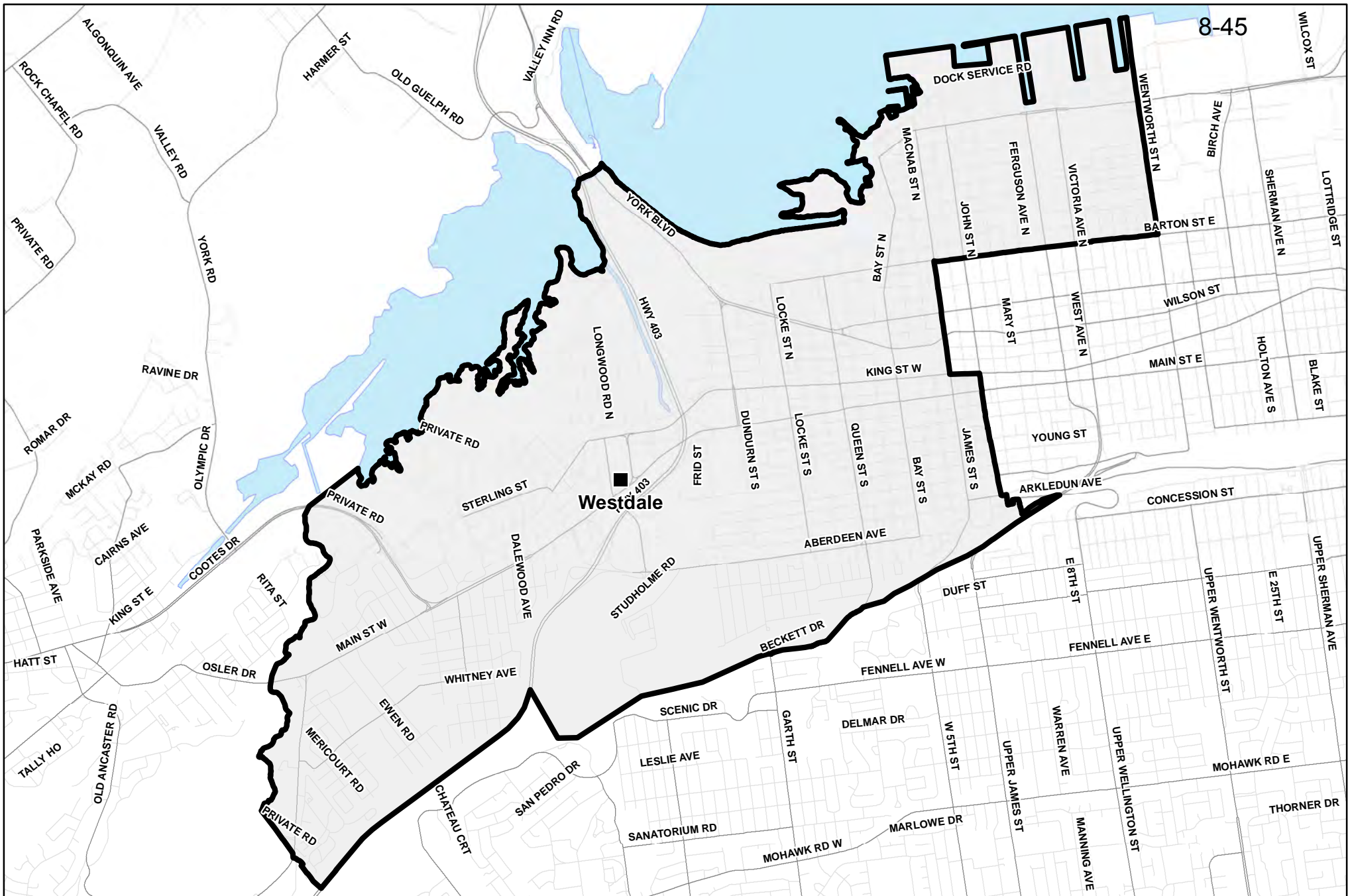


### Proposed Secondary Boundaries

#### Waterdown

-  Secondary School
-  Proposed Secondary School Boundary

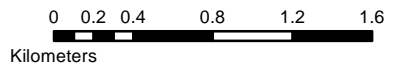




**Proposed Secondary Boundaries**

*Westdale*

- Secondary School
- ▭ Proposed Secondary School Boundary



HWDSB  
Planning and Accommodation 2013

West Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
<b>Ancaster</b>	1,356	1,076 79%	1,133 84%	1,153 85%	1,178 87%	1,167 86%	1,150 85%	1,153 85%	1,086 80%
<b>Highland</b>	1,041	780 83%	1,040 100%	1,051 101%	1,023 98%	951 91%	938 90%	854 82%	793 76%
<b>Parkside</b>	756	458 61%	- -	- -	- -	- -	- -	- -	- -
<b>Waterdown District</b>	1,701	1,170 69%	1,153 68%	1,193 70%	1,093 64%	1,002 59%	1,058 62%	1,064 63%	1,117 66%
<b>Westdale</b>	1,521	1,684 111%	1512 99%	1396 92%	1446 95%	1492 98%	1457 96%	1429 94%	1455 96%
<b>Total</b>	5,619	5,168.0 82%	4,837 86%	4,792 85%	4,740 84%	4,612 82%	4,603 82%	4,500 80%	4,452 79%

North Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
<b>Delta</b>	1,431	721 50%	- -	- -	- -	- -	- -	- -	- -
<b>Glendale</b>	1,122	979 87%	957 85%	988 88%	1015 90%	1047 93%	1042 93%	1048 93%	1051 94%
<b>New Sec School North</b>	1,250	- -	1232 99%	1218 97%	1223 98%	1223 98%	1303 104%	1321 106%	1338 107%
<b>Orchard Park</b>	1,293	1,109 86%	990 77%	981 76%	998 77%	980 76%	979 76%	1,017 79%	1,018 79%
<b>Parkview</b>	534	245 46%	- -	- -	- -	- -	- -	- -	- -
<b>Sir John A. Mcdonald</b>	1,569	1,180 75%	- -	- -	- -	- -	- -	- -	- -
<b>Sir Winston Churchill</b>	1,089	1,099 101%	1,187 109%	1,149 106%	1,116 102%	1,068 98%	1,098 101%	1,090 100%	1,129 104%
<b>Total</b>	4,754	5,333 76%	4,367 92%	4,336 91%	4,351 92%	4,319 91%	4,422 93%	4,476 94%	4,536 95%

South Cluster	OTG	2012	2016	2017	2018	2019	2020	2021	2022
<b>Barton</b>	1,092	700 64%	- -	- -	- -	- -	- -	- -	- -
<b>Hill Park</b>	1,194	741 62%	- -	- -	- -	- -	- -	- -	- -
<b>New Sec School South</b>	1,000	- -	1,116 112%	1,103 110%	1,138 114%	1,171 117%	1,162 116%	1,152 115%	1,151 115%
<b>Mountain</b>	534	176 33%	- -	- -	- -	- -	- -	- -	- -
<b>Saltfleet</b>	1,164	1,223 128%	1,453 125%	1,492 128%	1,523 131%	1,529 131%	1,583 136%	1,649 142%	1,747 150%
<b>Sherwood</b>	1,308	1,112 85%	1,176 90%	1,215 93%	1,300 99%	1,306 100%	1,340 102%	1,364 104%	1,317 101%
<b>Sir Allan MacNab</b>	1,413	874 62%	1,363 96%	1,380 98%	1,389 98%	1,318 93%	1,342 95%	1,308 93%	1,300 92%
<b>Westmount</b>	1,122	1,494 133%	1,294 115%	1,251 112%	1,205 107%	1,120 100%	1,103 98%	1,084 97%	1,064 95%
<b>Total</b>	6,007	6,320.0 81%	6,401 107%	6,442 107%	6,555 109%	6,444 107%	6,530 109%	6,557 109%	6,579 110%

	OTG	2012	2016	2017	2018	2019	2020	2021	2022
<b>Grand Total</b>	16,380	16,821 83%	15,605 95%	15,571 95%	15,646 96%	15,374 94%	15,554 95%	15,533 95%	15,566 95%

**\*\* 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

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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 21<sup>st</sup> 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
Strings	Delta Westdale	665 1625	20 51	0 1	20 51
Transportation Technology	Dundas Glendale	n/a	n/a	n/a	n/a
<b>TOTAL*</b>	<b>All Sec.</b>	<b>16,309</b>	<b>891</b>	<b>251</b>	<b>1,141</b>
<b>% of Total Secondary Head Count*</b>			<b>5%</b>	<b>1.5%</b>	<b>7%</b>

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 choose to leave their home school to attend a Tier 3 program.

\* 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.





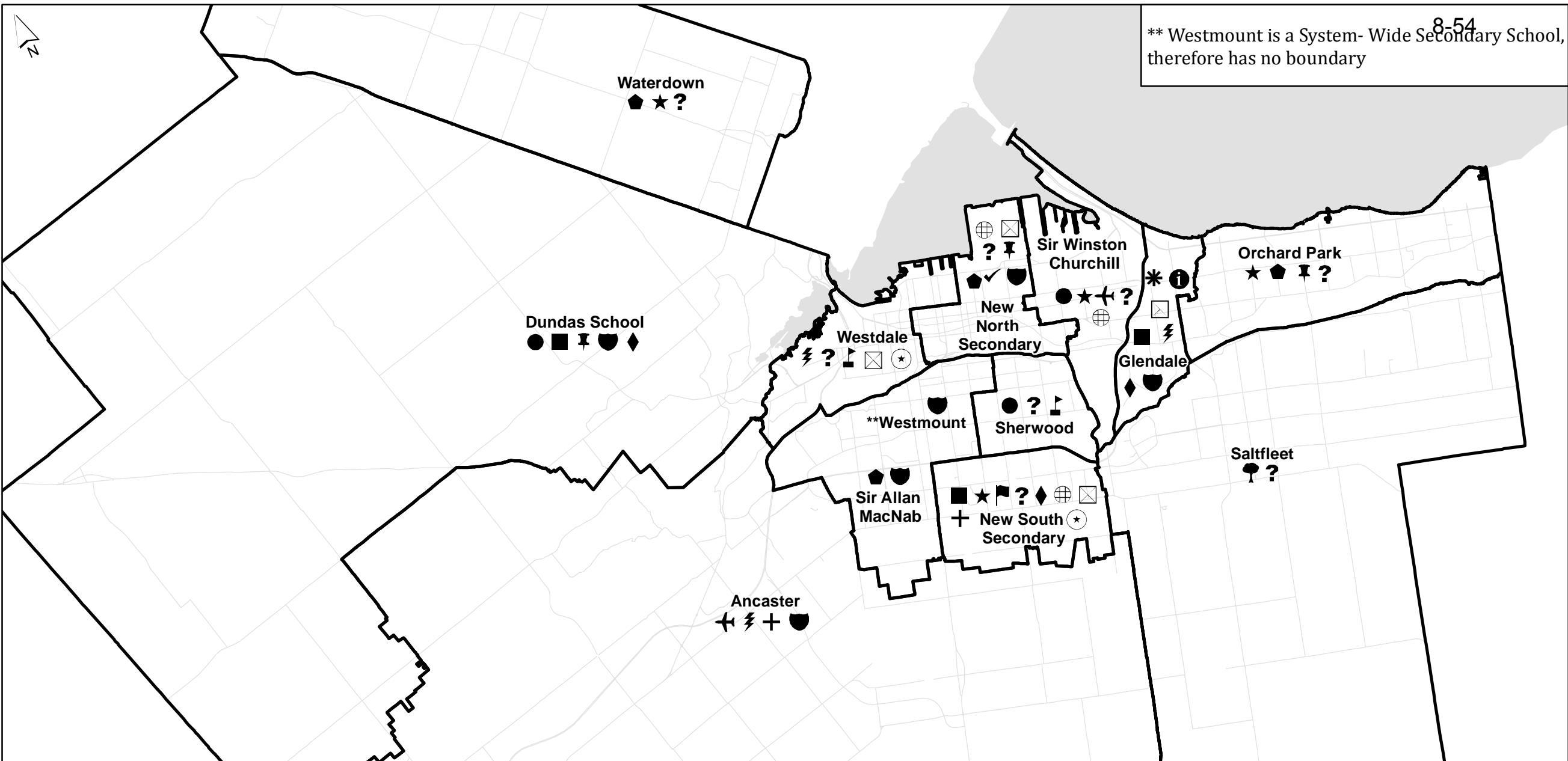
# Appendix D







\*\* 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 Bacculaureate (I.B.)	Art Smart	Strings
			Proposed SS Boundaries

Hamilton-Wentworth District School Board

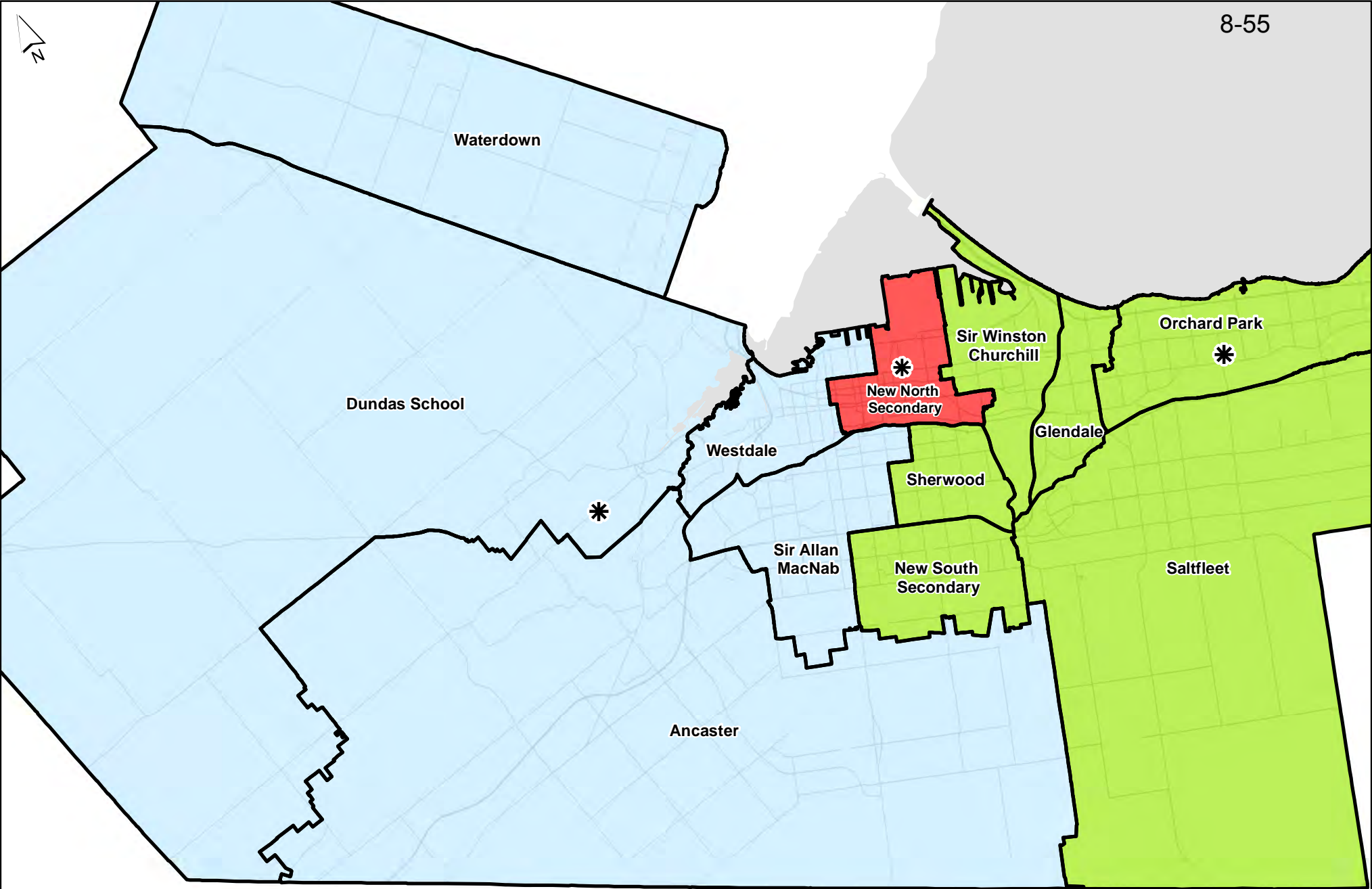
Planning & Accommodation

### Secondary Program Strategy Proposed Locations

0 1 2 4 6 8 Kilometers

HWDSB  
Planning and Accommodation 2013





**Secondary Program Strategy**  
**Proposed Locations**  
*Arts & Culture: Digital Media*

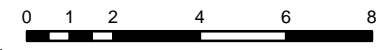
**Arts & Culture: Digital Media Program**

- School Offering Program
- Orchard Park
- Dundas School
- New North Secondary
- Proposed SS Boundaries



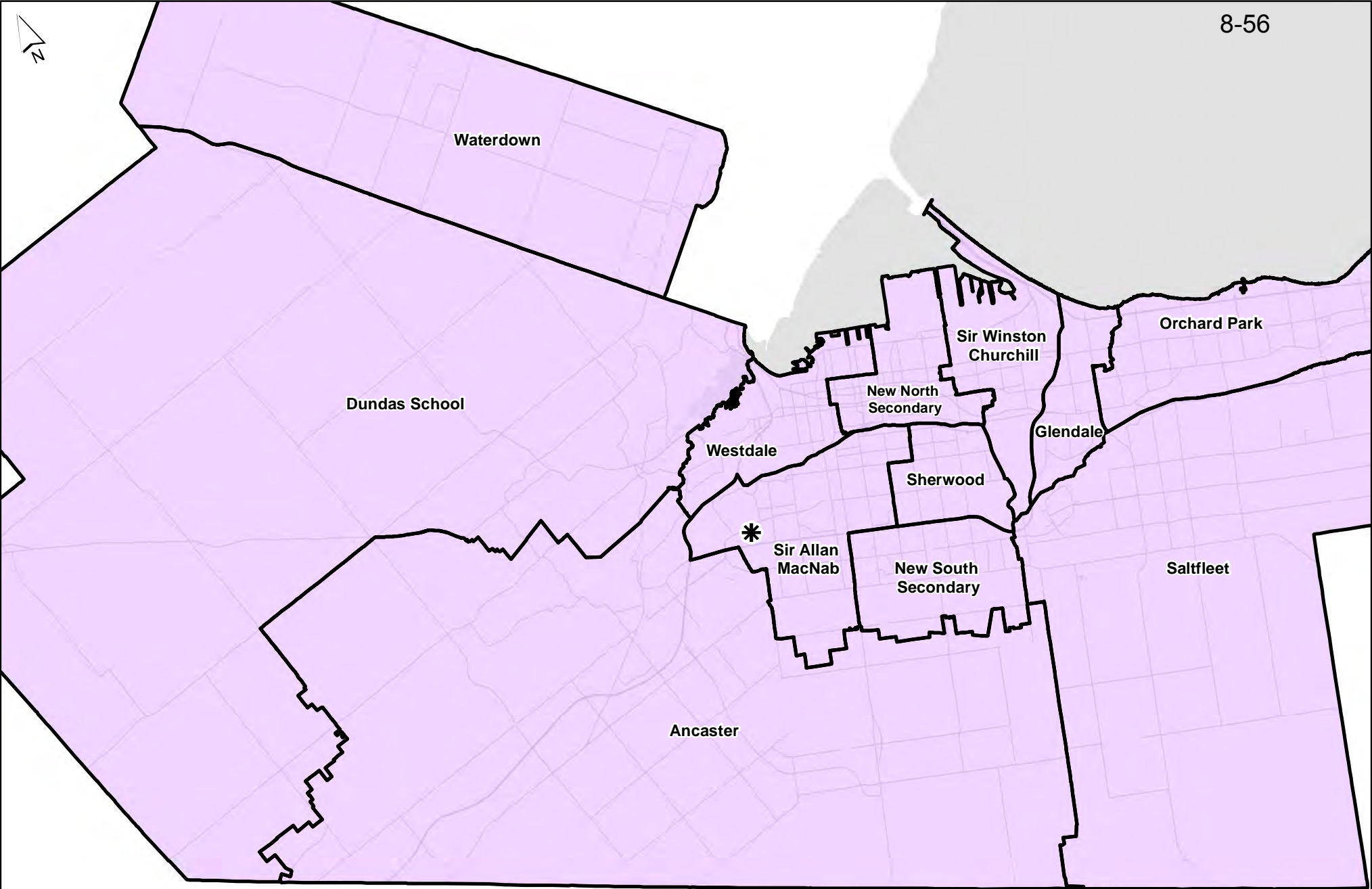
HAMILTON-WESTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation



0 1 2 4 6 8  
Kilometers

HWDSB  
Planning and Accommodation 2013



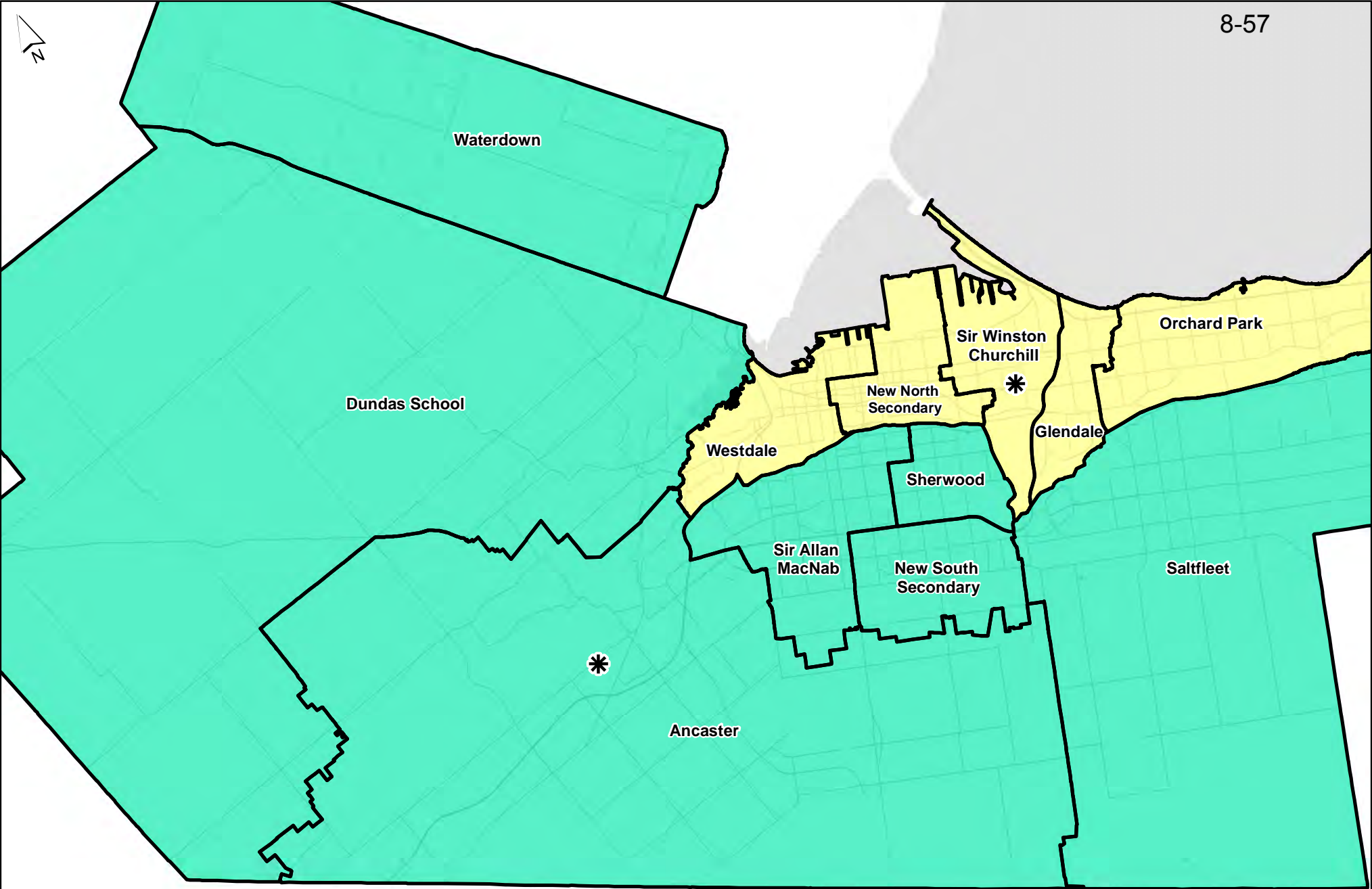
**Secondary Program Strategy  
Proposed Locations**  
*Art Smart Program*

- \* School Offering Program
- ▭ Proposed SS Boundaries



- Art Smart Program
- Sir Allan MacNab









**Secondary Program Strategy  
Proposed Locations**  
*Aviation/ Aerospace Program*

-  School Offering Program
-  Proposed SS Boundaries

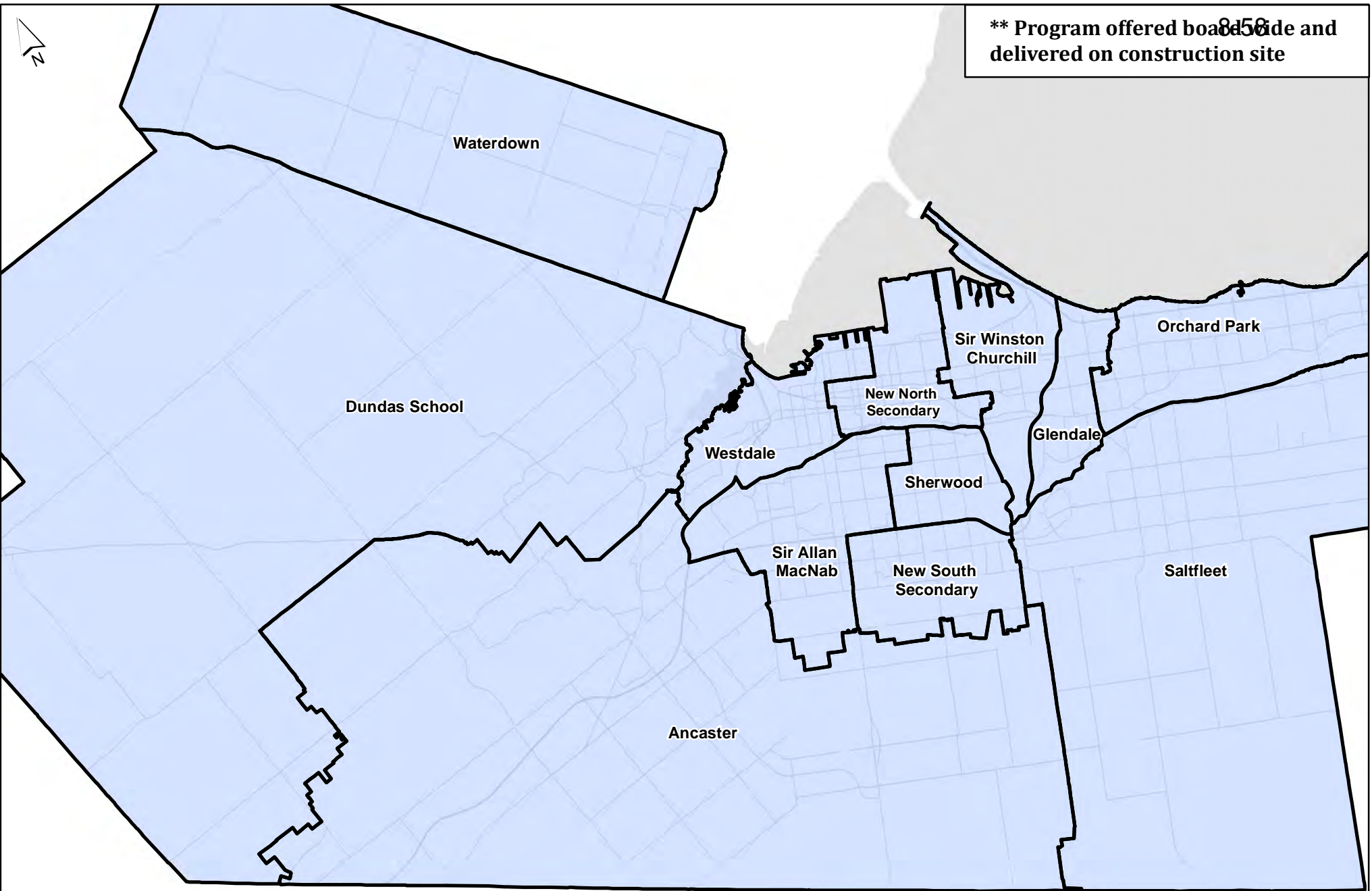
- Aviation/ Aerospace Program**
-  Ancaster
  -  Sir Winston Churchill



0 1 2 4 6 8  
Kilometers



HWDSB  
Planning and Accommodation 2013

**\*\* Program offered board side and delivered on construction site**



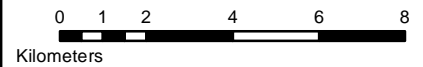
**Secondary Program Strategy  
Proposed Locations**

***Construction***

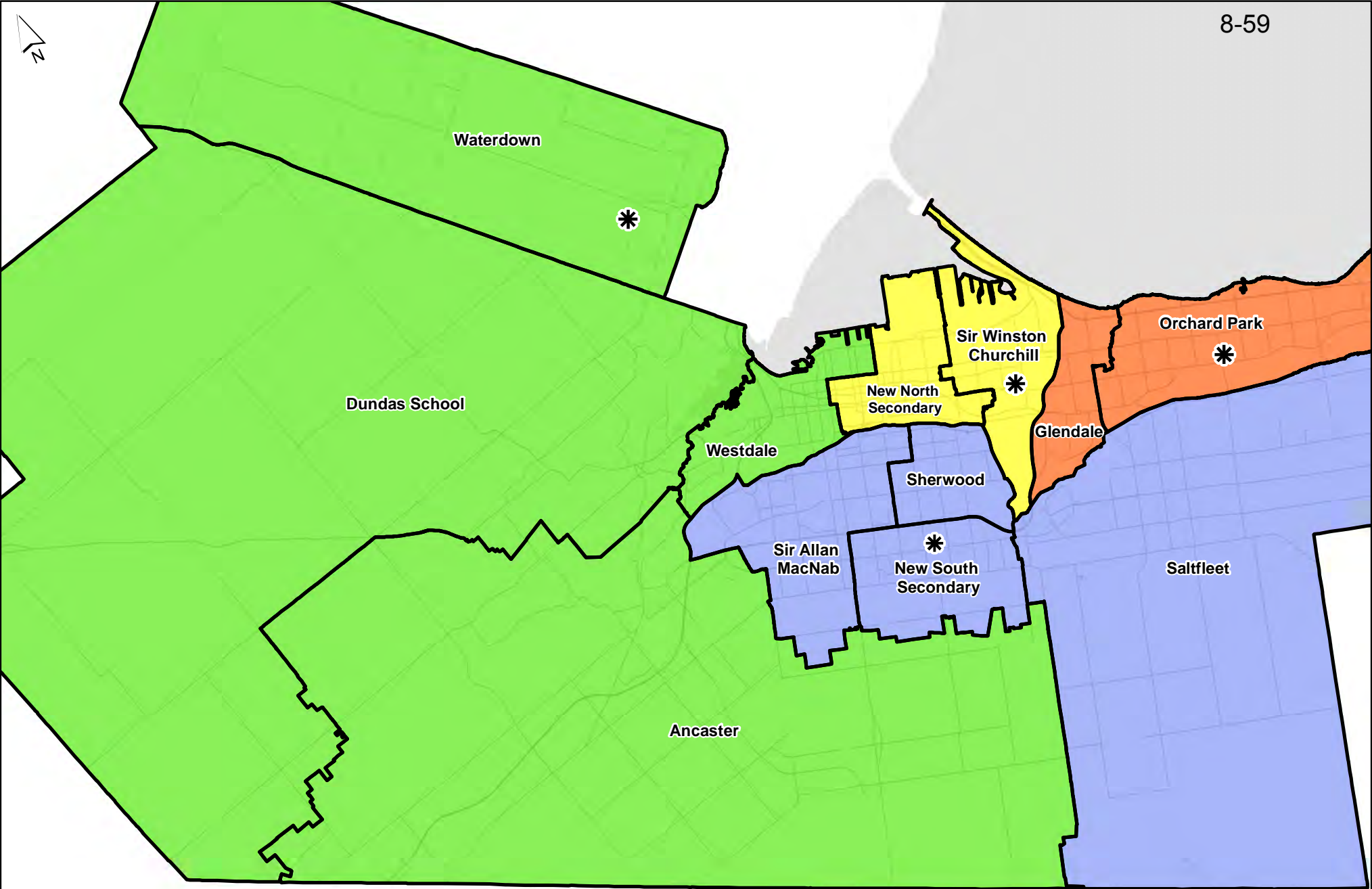
-  School Offering Program
-  Proposed SS Boundaries





**Planning &  
Accommodation**







HWDSB  
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**Secondary Program Strategy**  
**Proposed Locations**  
*Cosmetology Program*

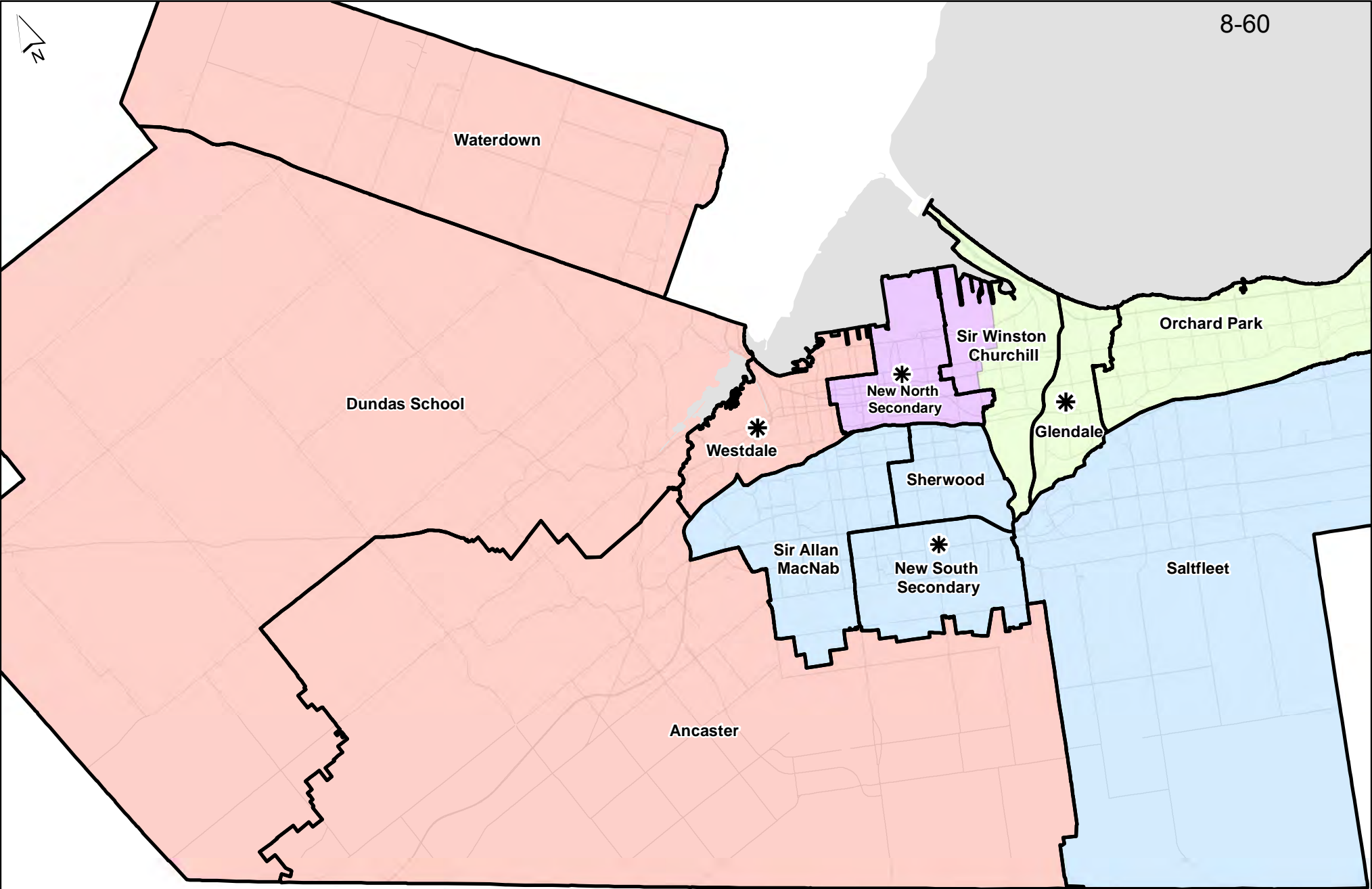
-  School Offering Program
-  Proposed SS Boundaries

- Cosmetology Program**
-  Orchard Park
  -  Sir Winston Churchill
  -  New South Secondary
  -  Waterdown



0 1 2 4 6 8  
 Kilometers

HWDSB  
 Planning and Accommodation 2013



**Secondary Program Strategy  
Proposed Locations**  
*ESL/ELD Program*

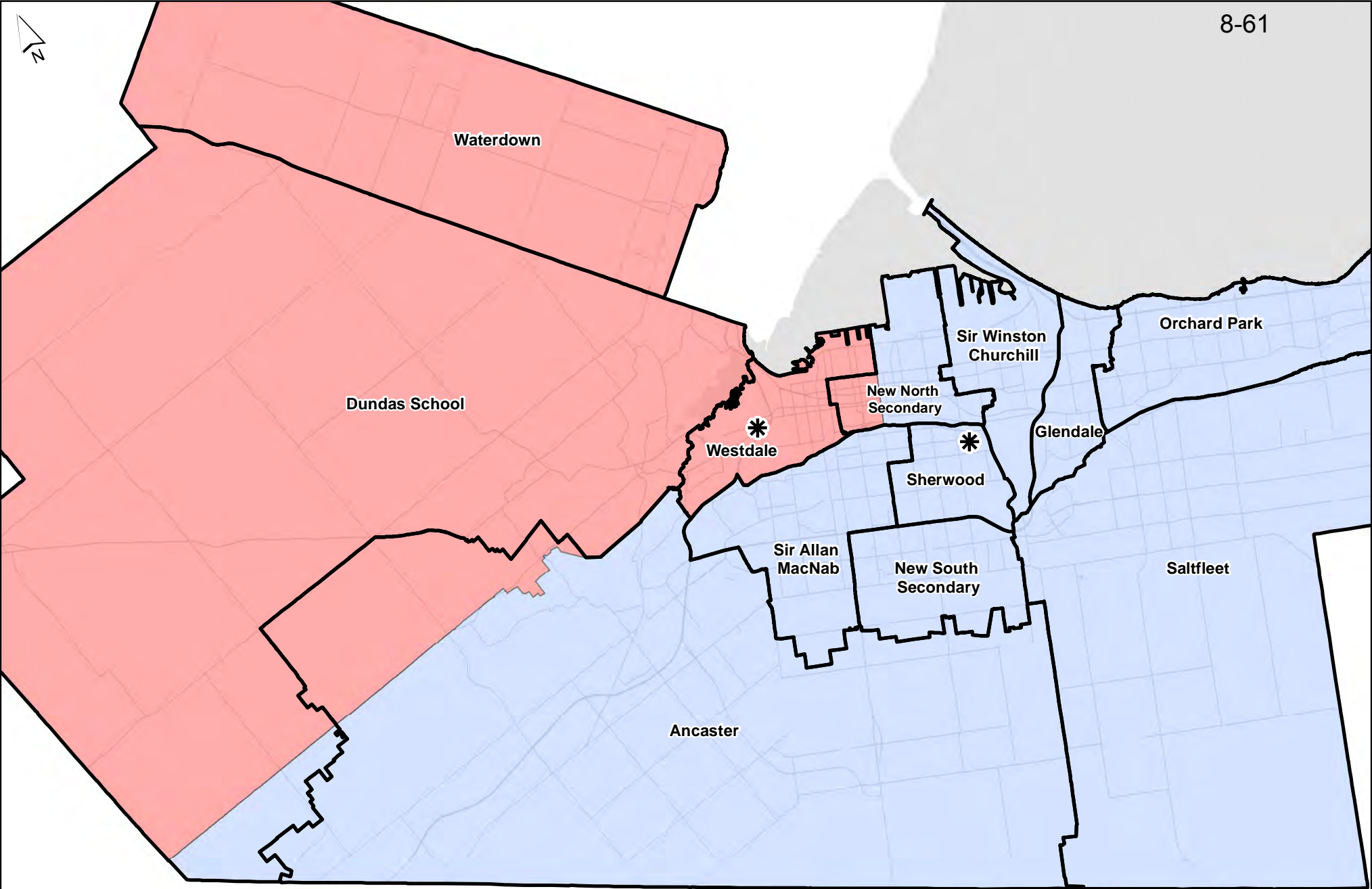
- \* School Offering Program
- ▭ Proposed SS Boundaries

- ESL/ELD Program**
- ▭ Westdale
  - ▭ Glendale
  - ▭ New South Secondary
  - ▭ New North Secondary



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Kilometers

HWDSB  
Planning and Accommodation 2013



**Secondary Program Strategy  
Proposed Locations**

***French Immersion Program***

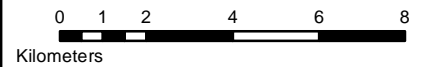
- \* School Offering Program
- ▭ Proposed SS Boundaries

**French Immersion Program**

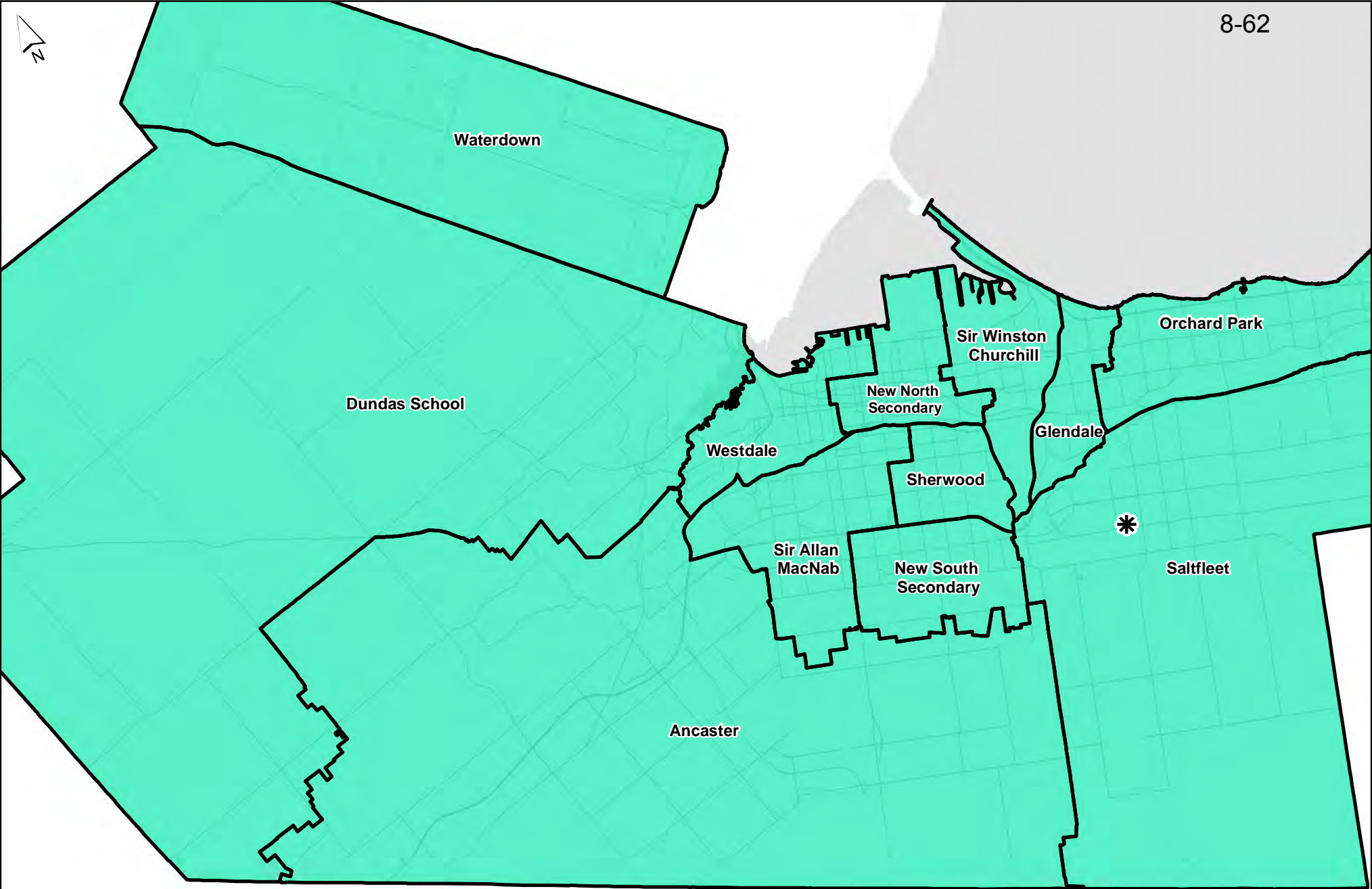
- ▭ Sherwood
- ▭ Westdale



Planning & Accommodation



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Planning and Accommodation 2013

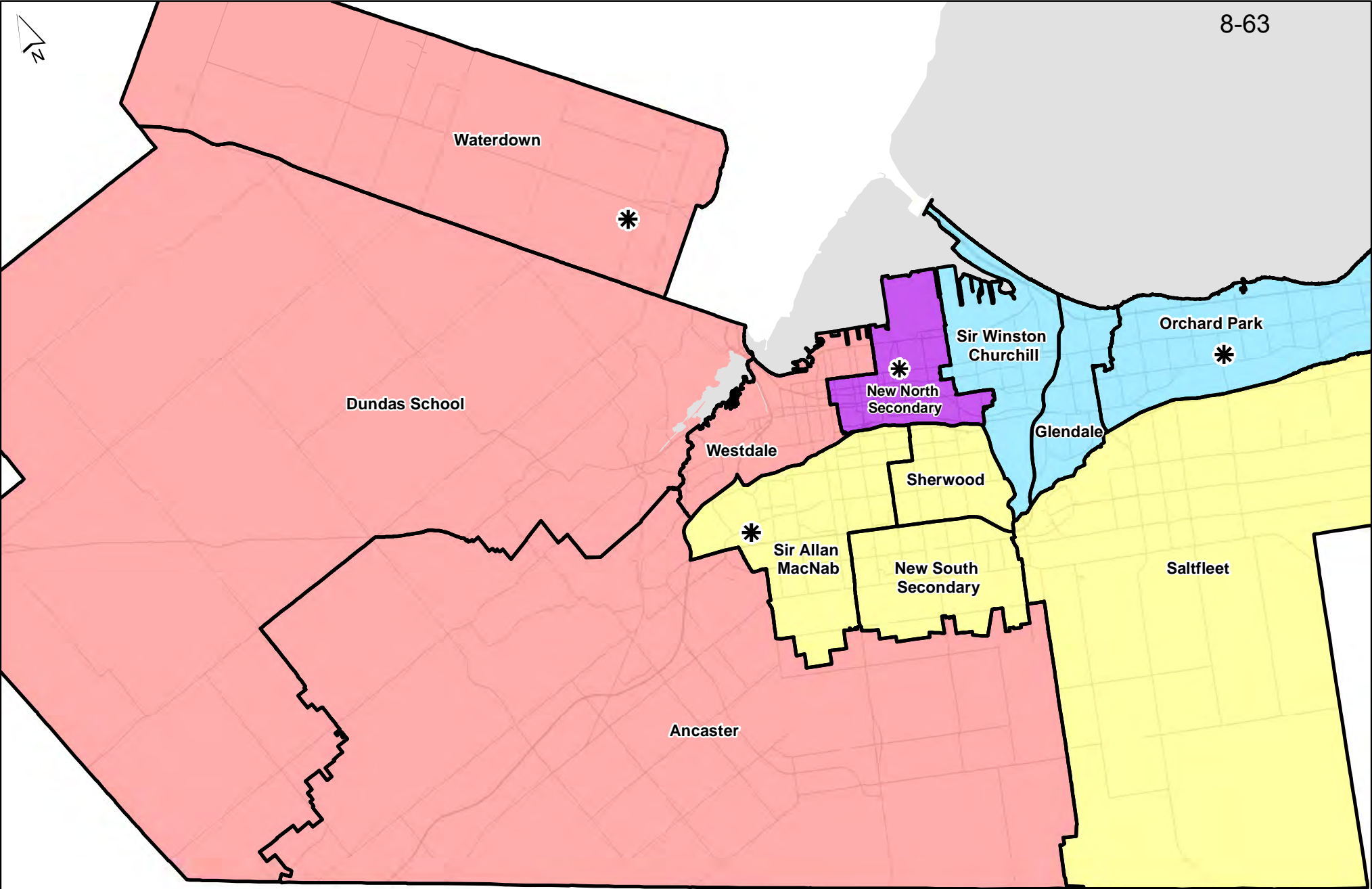


**Secondary Program Strategy**  
**Proposed Locations**  
*Horticulture Program*

- \* School Offering Program
- ▭ Proposed SS Boundaries

**Horticulture Program**  
 Saltfleet



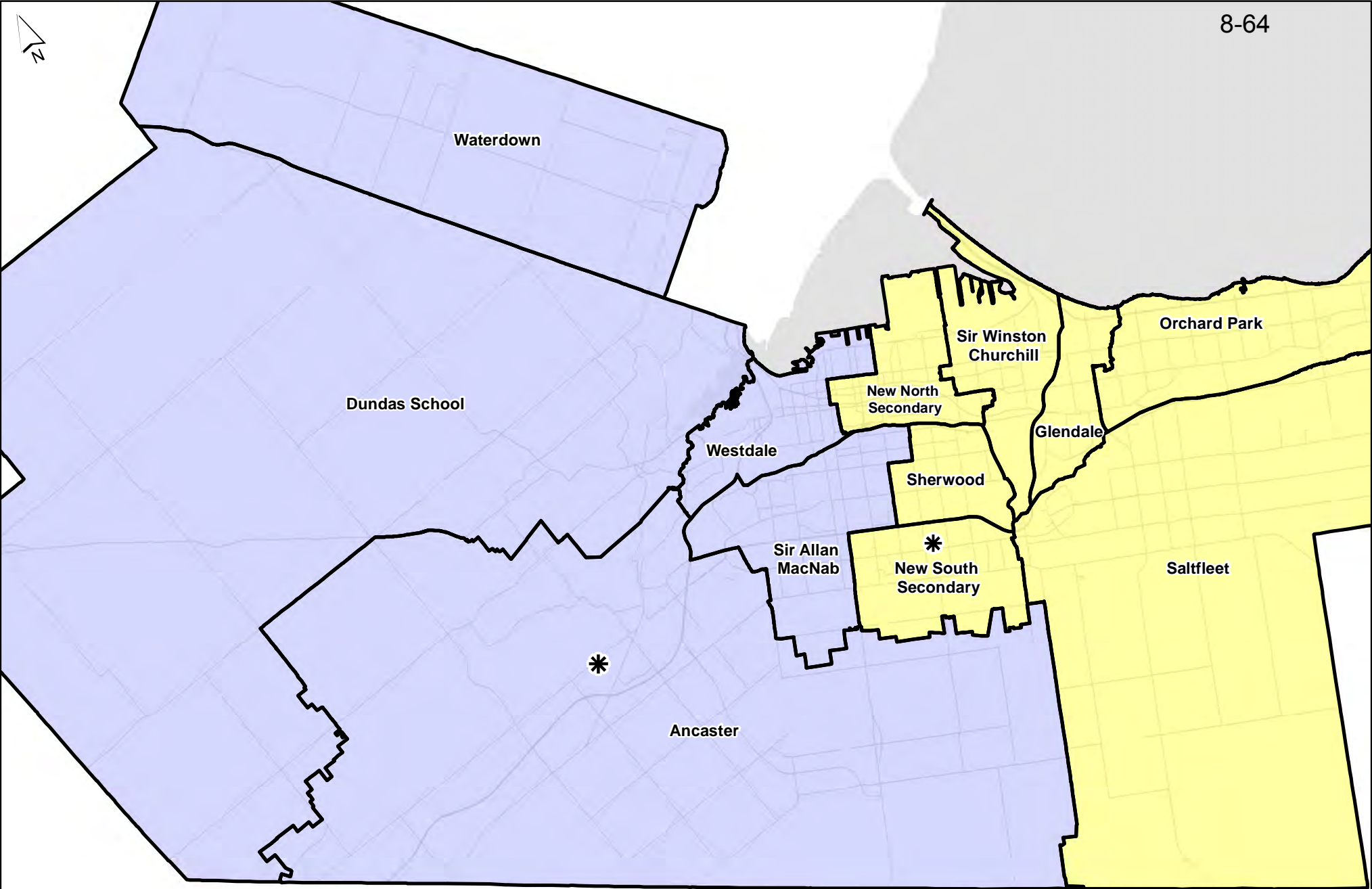


**Secondary Program Strategy**  
**Proposed Locations**  
*Hospitality/ Tourism*  
*(Food Services) Program*



- \* School Offering Program
- ▭ Proposed SS Boundaries



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

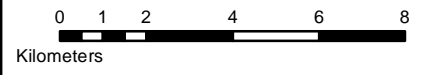




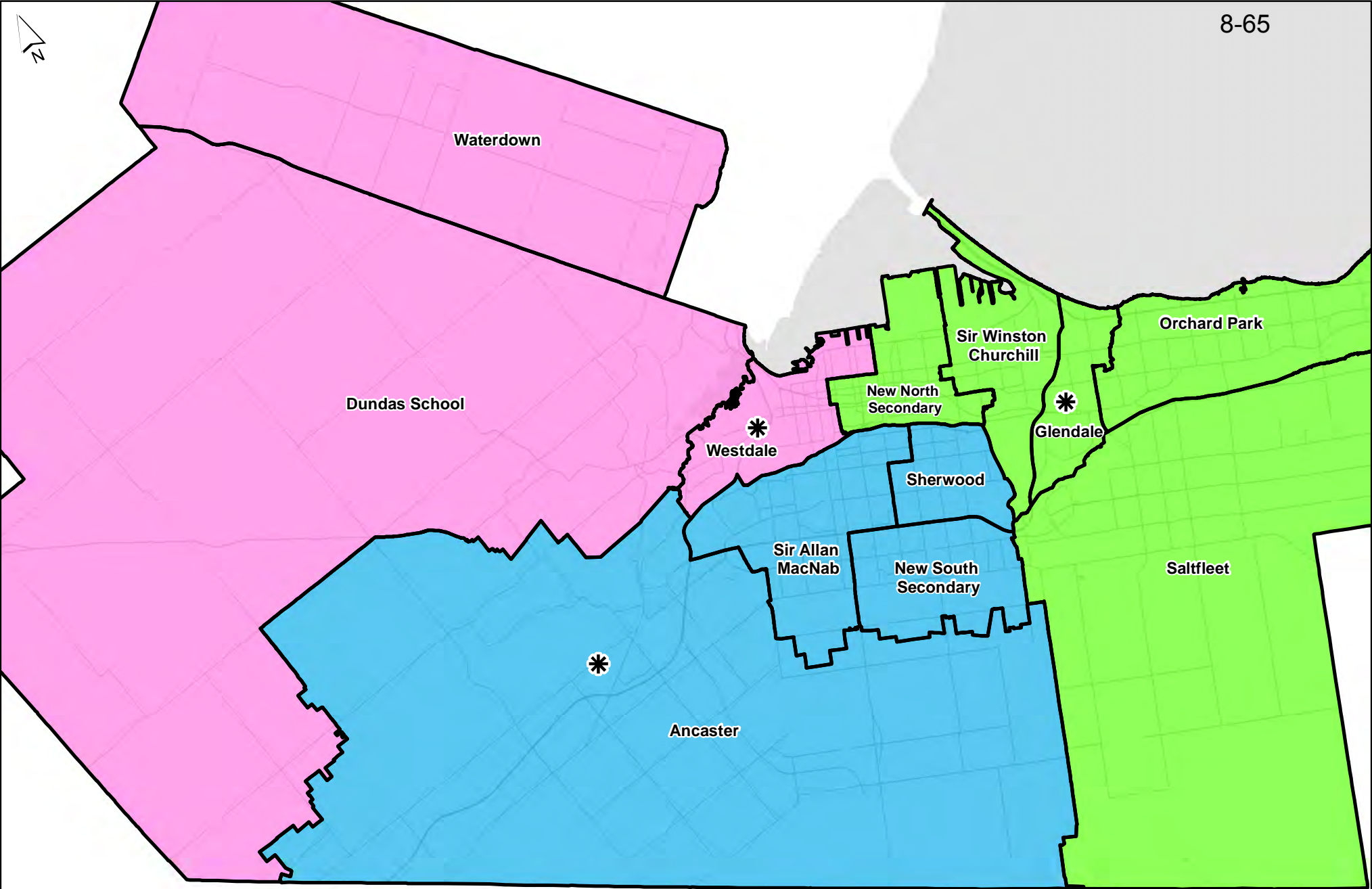
**Secondary Program Strategy**  
**Proposed Locations**  
*Information/ Communication Technology*

-  School Offering Program
-  Proposed SS Boundaries

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





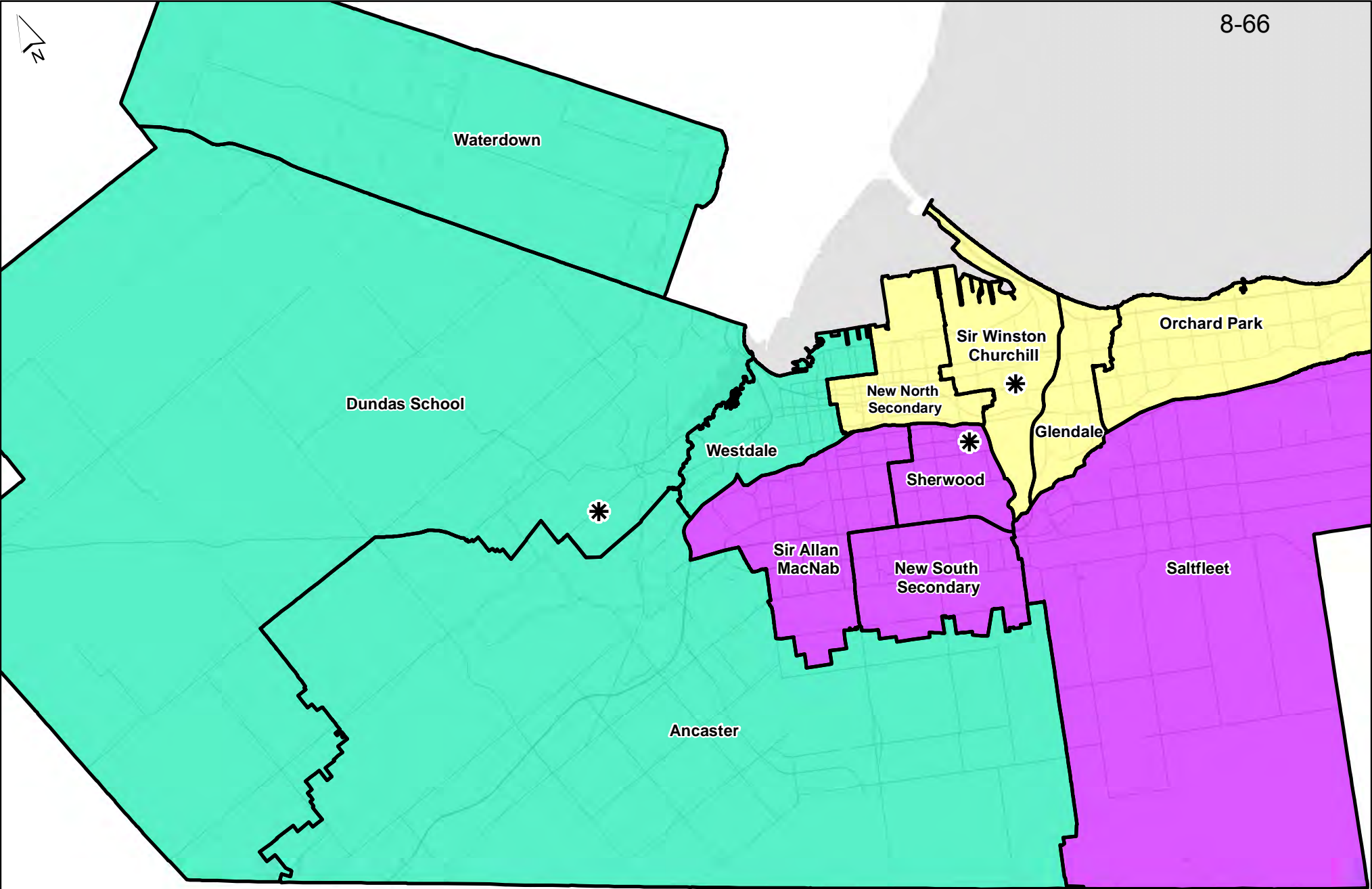


**Secondary Program Strategy**  
**Proposed Locations**  
*International Baccalaureate*  
*(I. B.)*



- \* School Offering Program
- ▭ Proposed SS Boundaries




- I. B. Program**
- ▭ Westdale
  - ▭ Ancaster
  - ▭ Glendale





**Secondary Program Strategy  
Proposed Locations**  
*Manufacturing Program*

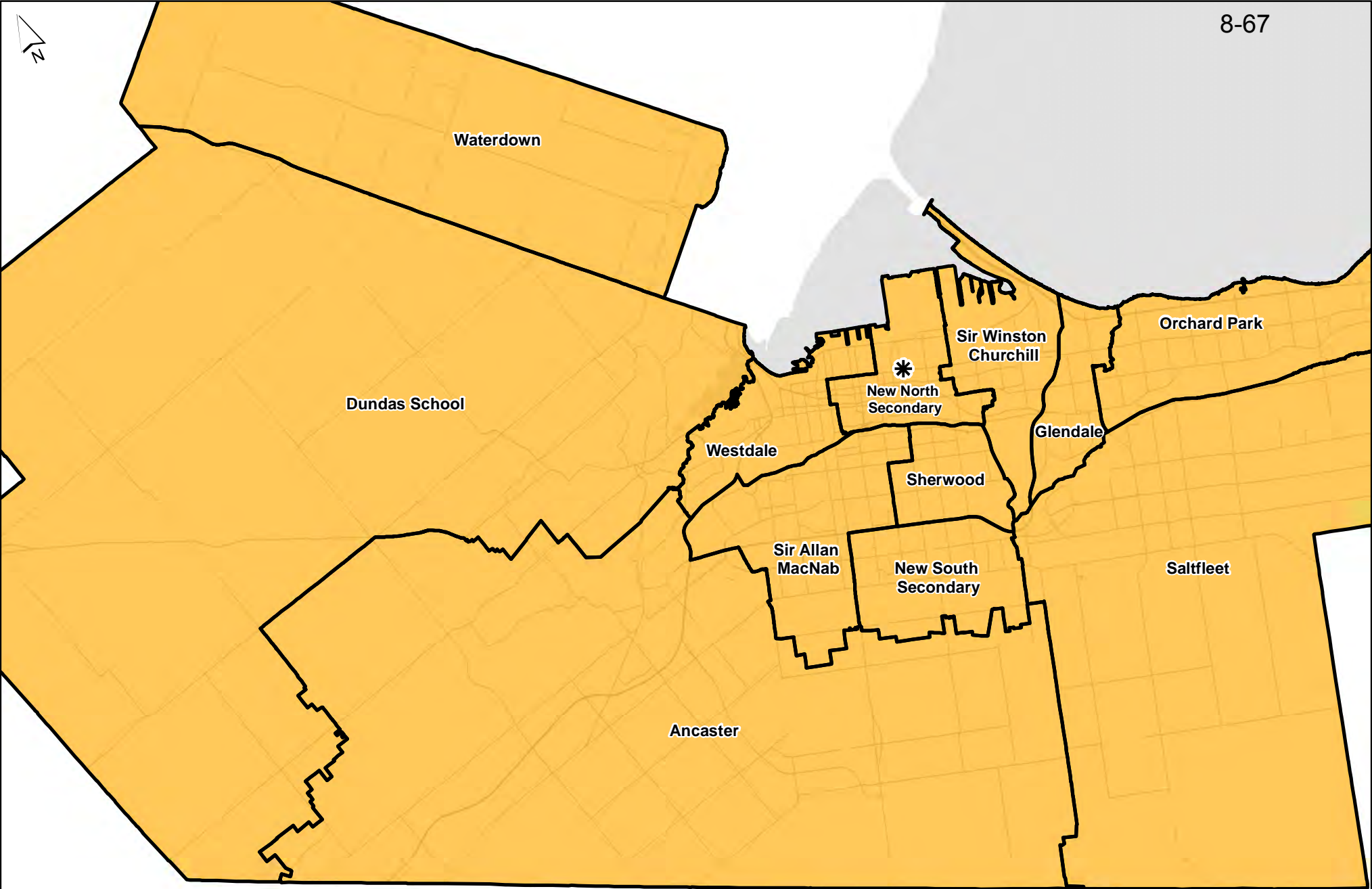
-  School Offering Program
-  Proposed SS Boundaries

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



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Kilometers

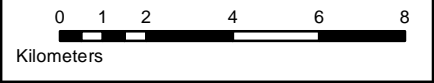
HWDSB  
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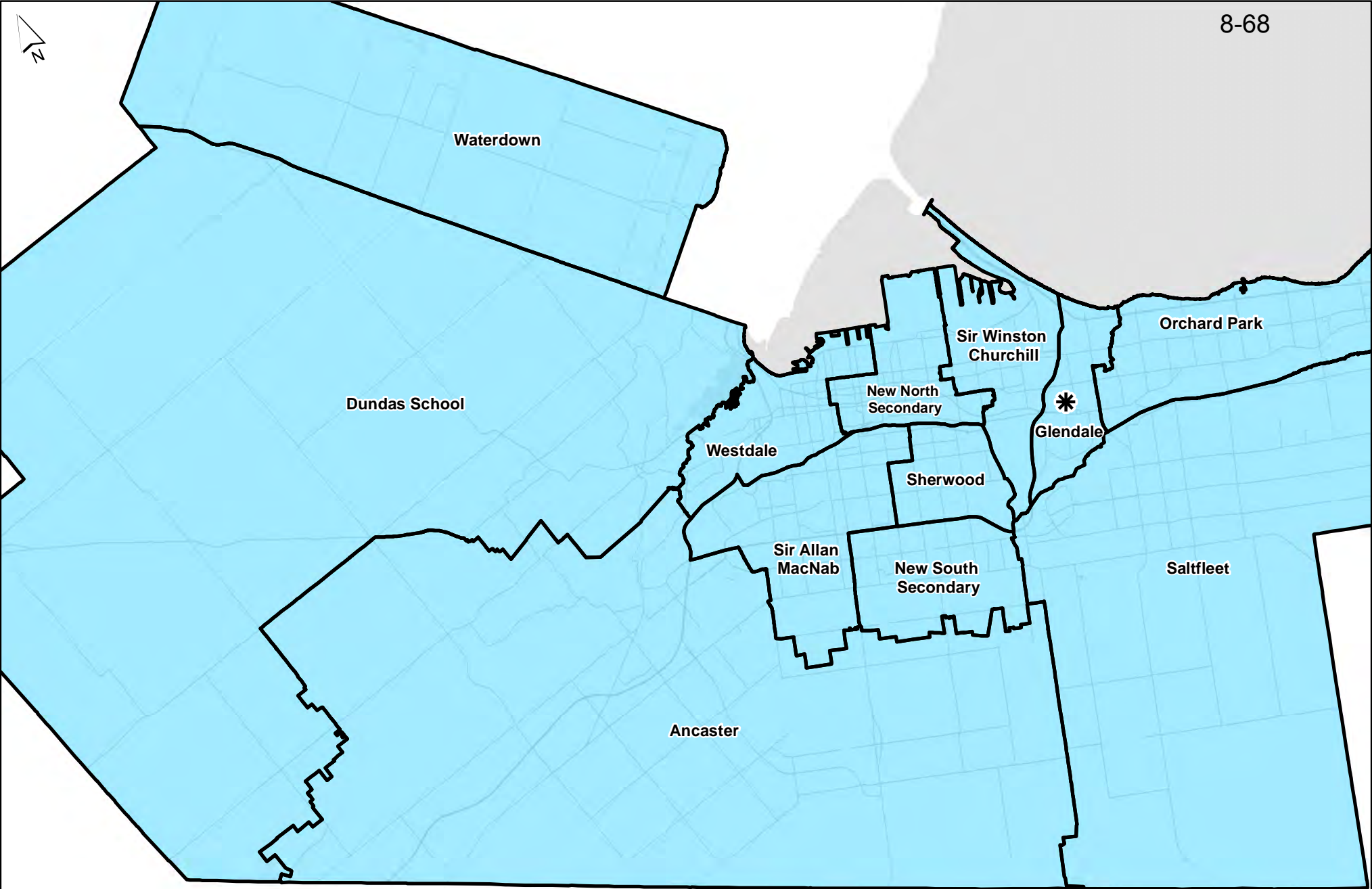


**Secondary Program Strategy**  
**Proposed Locations**  
*Ontario Public Service*  
*(OPS) Program*

\* School Offering Program  
 [Outline] Proposed SS Boundaries

**OPS Program**  
 [Orange Box] New North Secondary



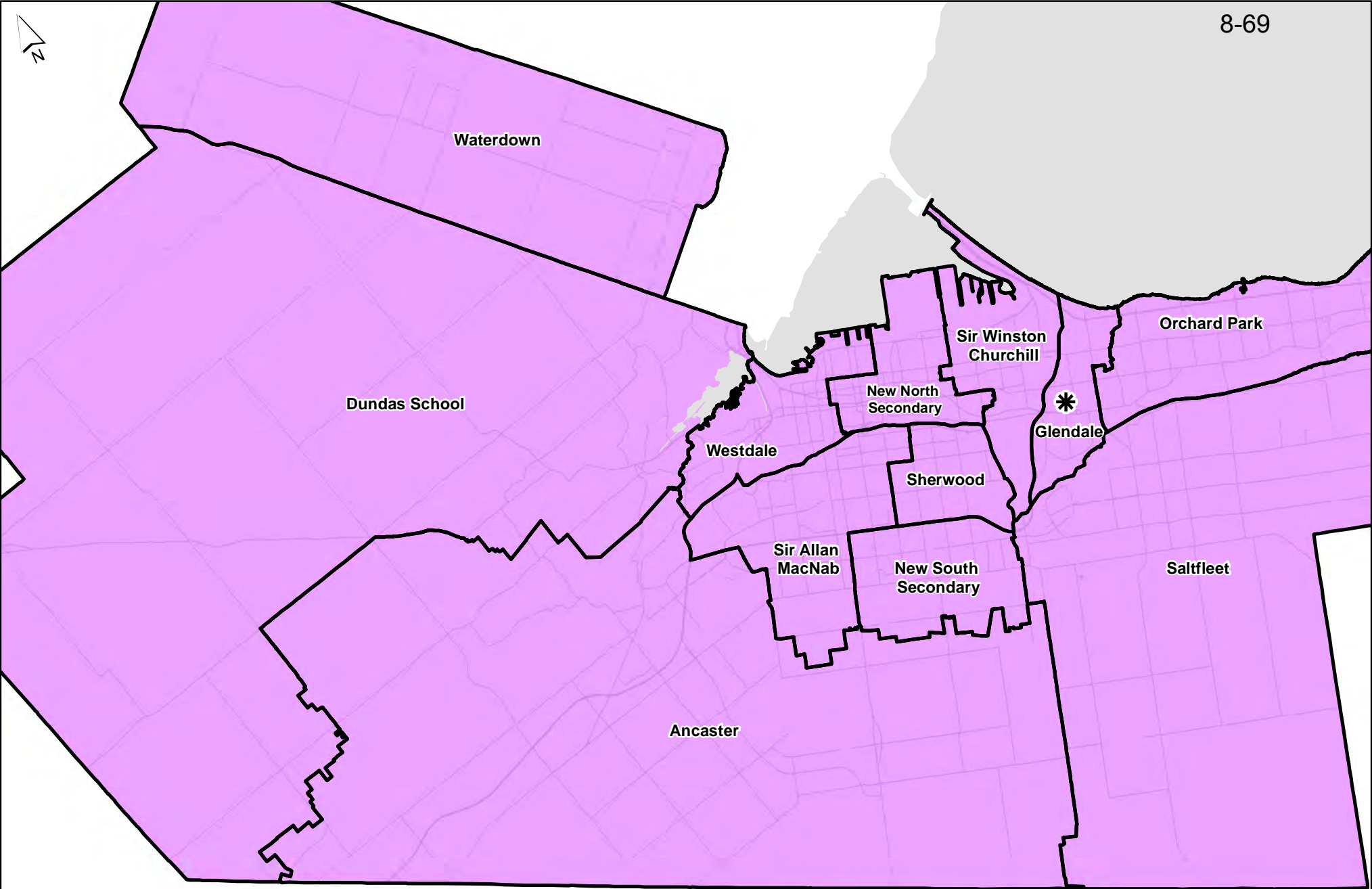


**Secondary Program Strategy**  
**Proposed Locations**  
*Performing Arts Program*

\* School Offering Program  
 [Outline] Proposed SS Boundaries

**Performing Arts Program**  
 [Light Blue Box] Glendale





**Secondary Program Strategy  
Proposed Locations**

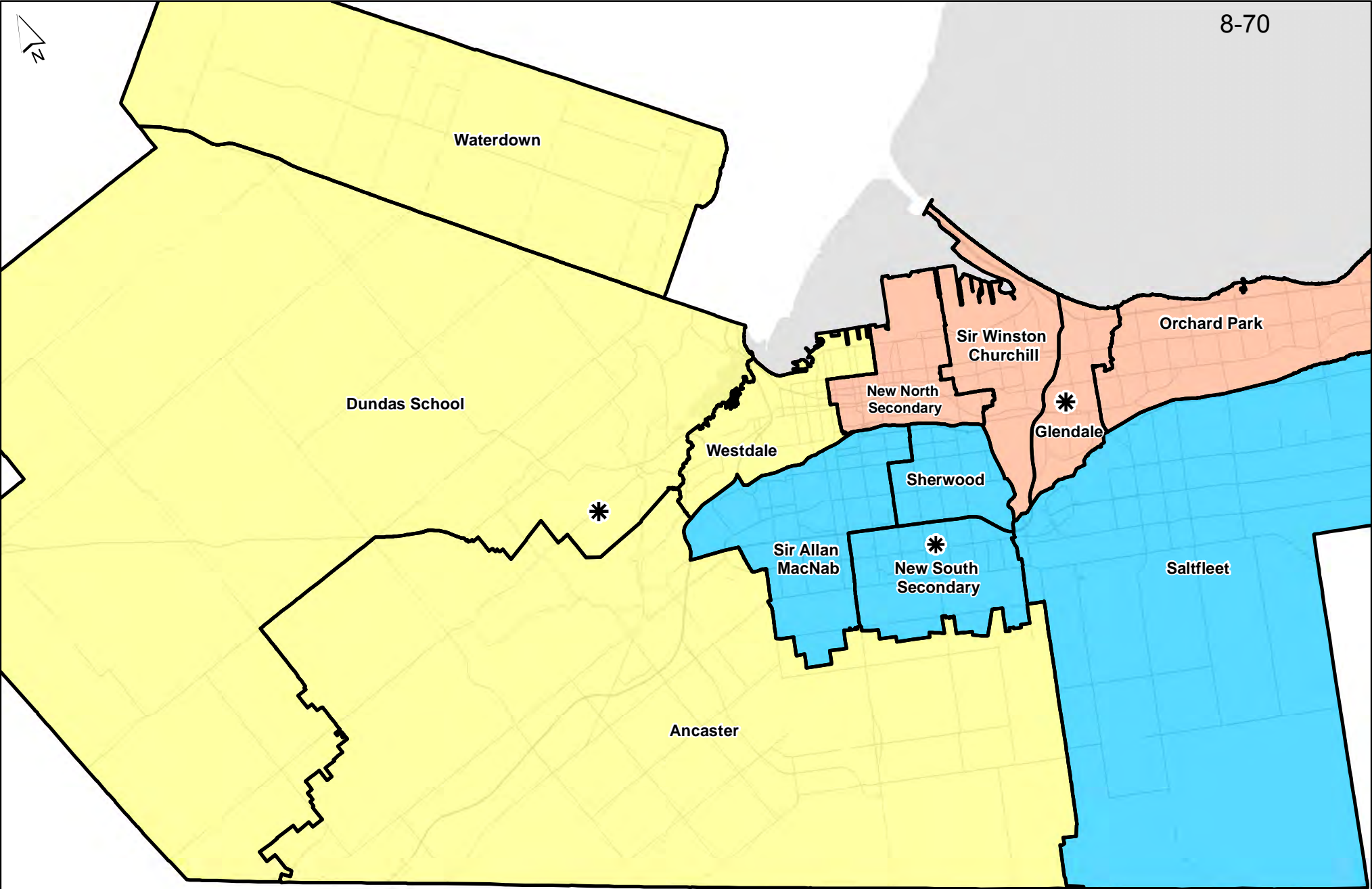
*Strings Program*

- \* School Offering Program
- Proposed SS Boundaries

**Strings Program**

Glendale





**Secondary Program Strategy  
Proposed Locations**  
*Transportation Program*

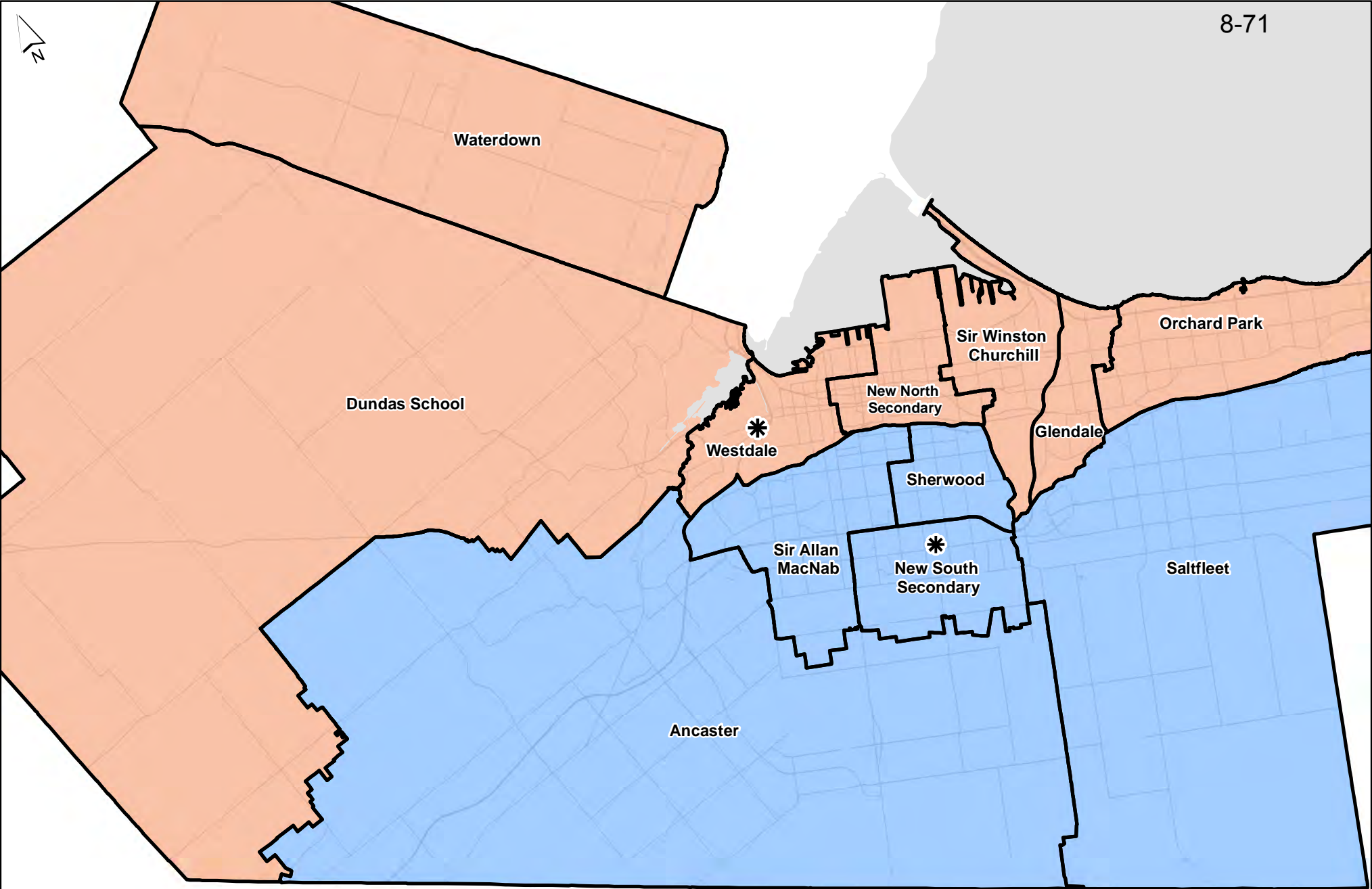
- School Offering Program
- Proposed SS Boundaries

- Transportation Program**
- Glendale
  - New South Secondary
  - Dundas School



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Kilometers

HWDSB  
Planning and Accommodation 2013



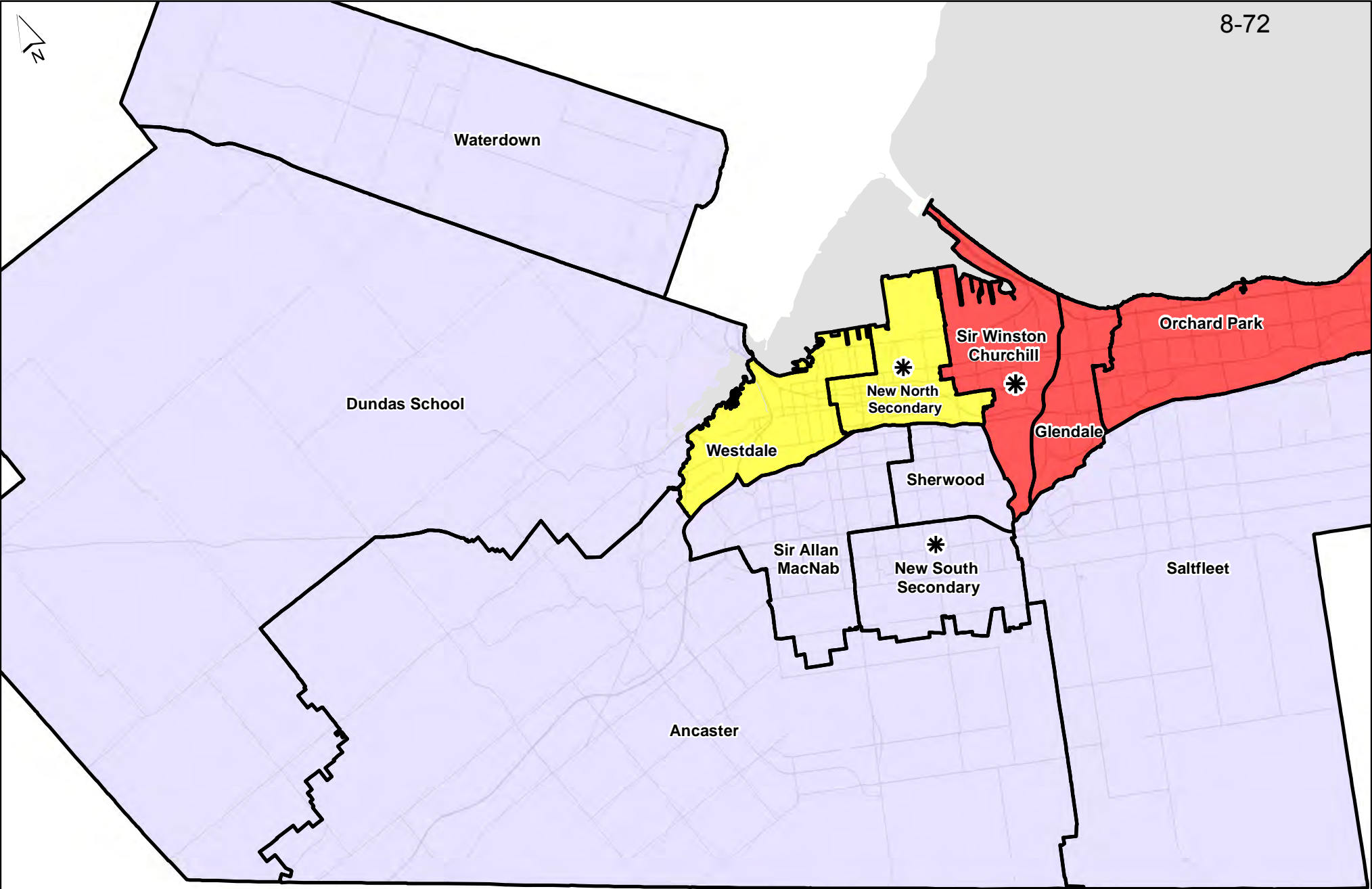
**Secondary Program Strategy  
Proposed Locations**

*ALPHA Program*



- \* School Offering Program
- ▭ Proposed SS Boundaries




- ALPHA Program**
- ▭ New South Secondary
  - ▭ Westdale





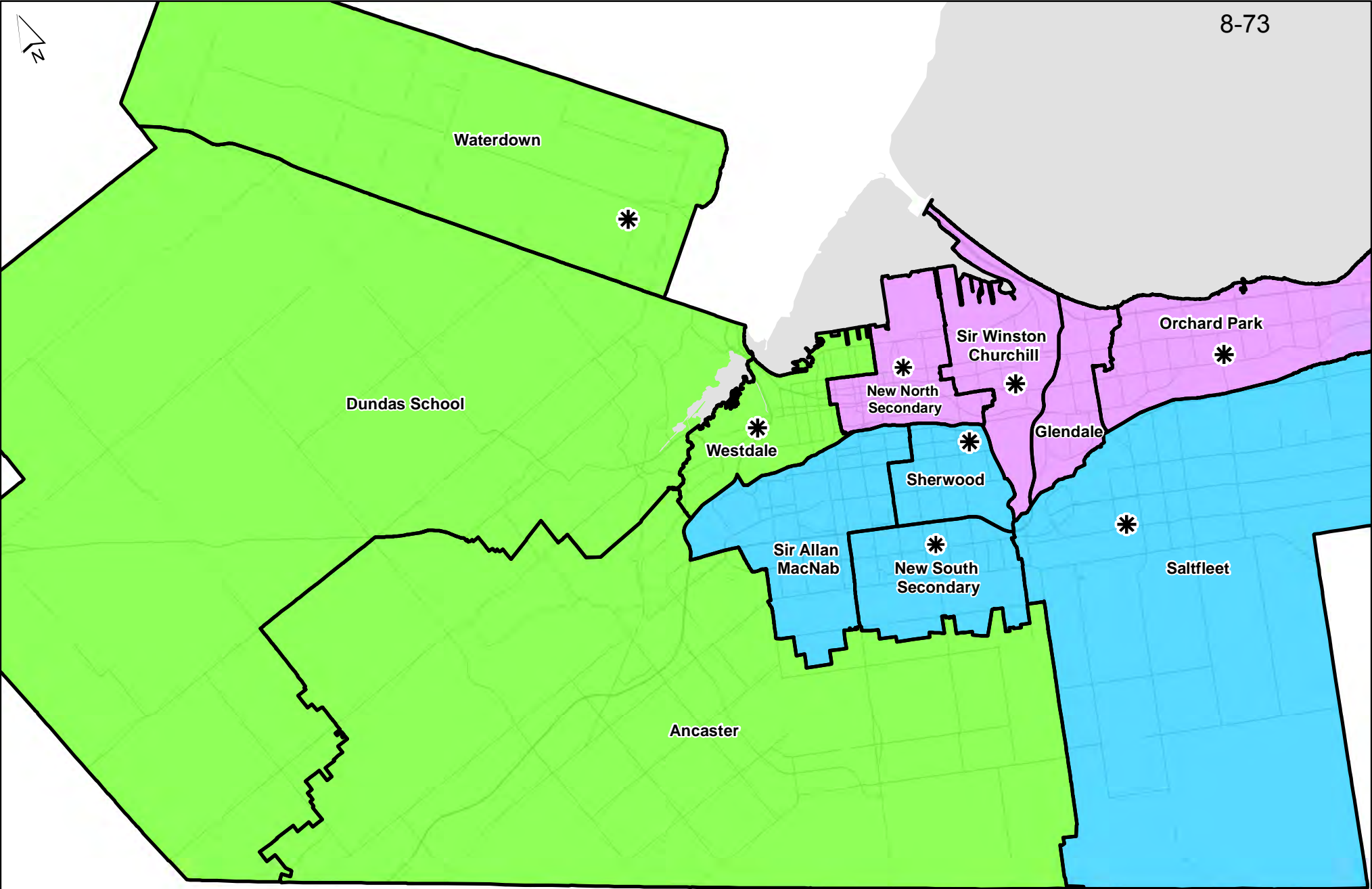
**Secondary Program Strategy  
Proposed Locations**  
*NYA:WEH Program*

-  School Offering Program
-  Proposed SS Boundaries






- NYA:WEH Program**
-  New South Secondary
  -  New North Secondary
  -  Sir Winston Churchill








**Secondary Program Strategy**  
**Proposed Locations**  
*Graduated Support Program*

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

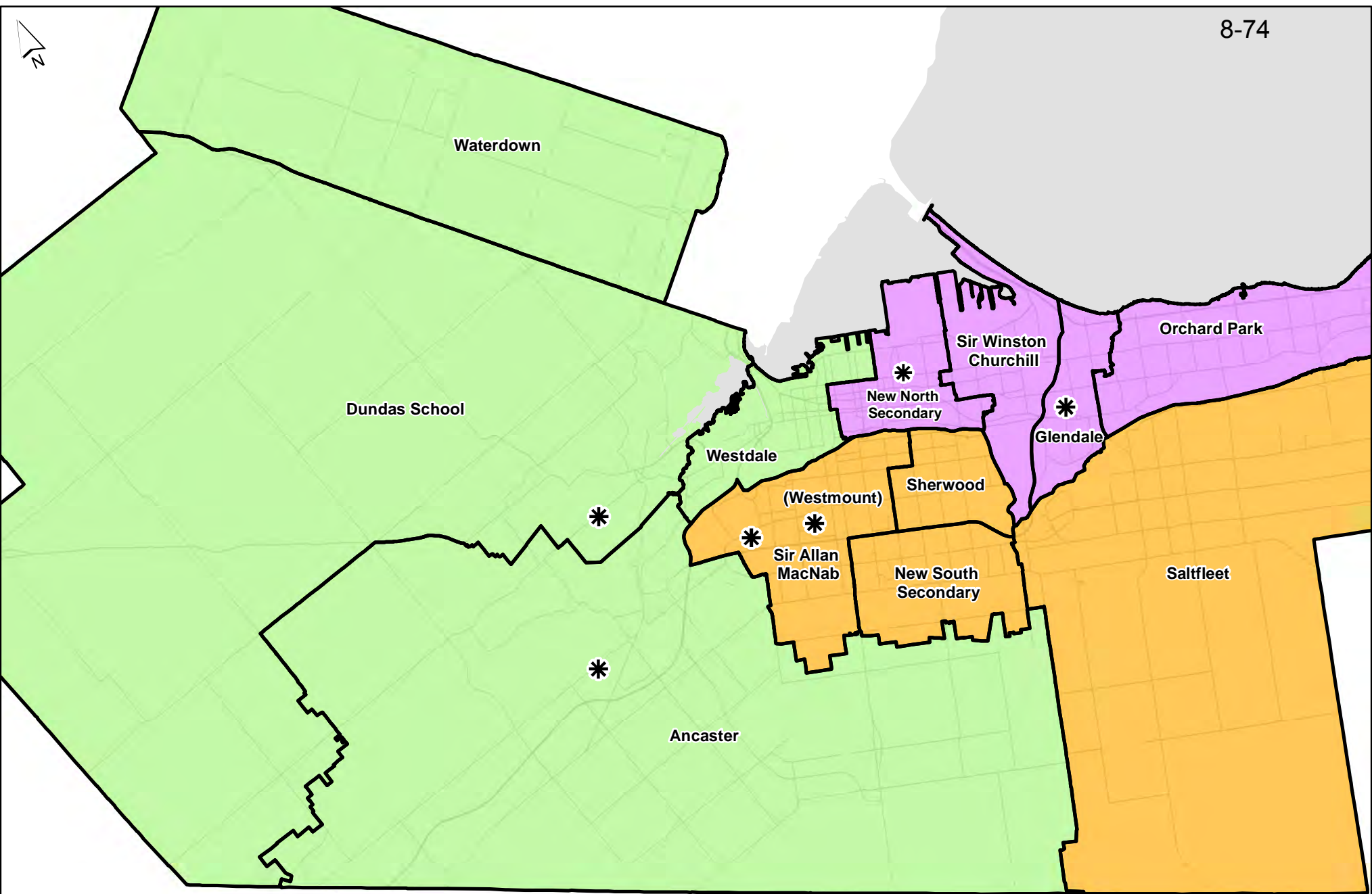


**Planning & Accommodation**



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Kilometers




HWDSB  
Planning and Accommodation 2013





**Secondary Program Strategy  
Proposed Locations**

***Extensive Support Program***

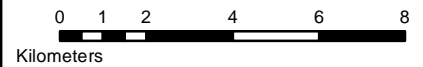
**Extensive Support Program**

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

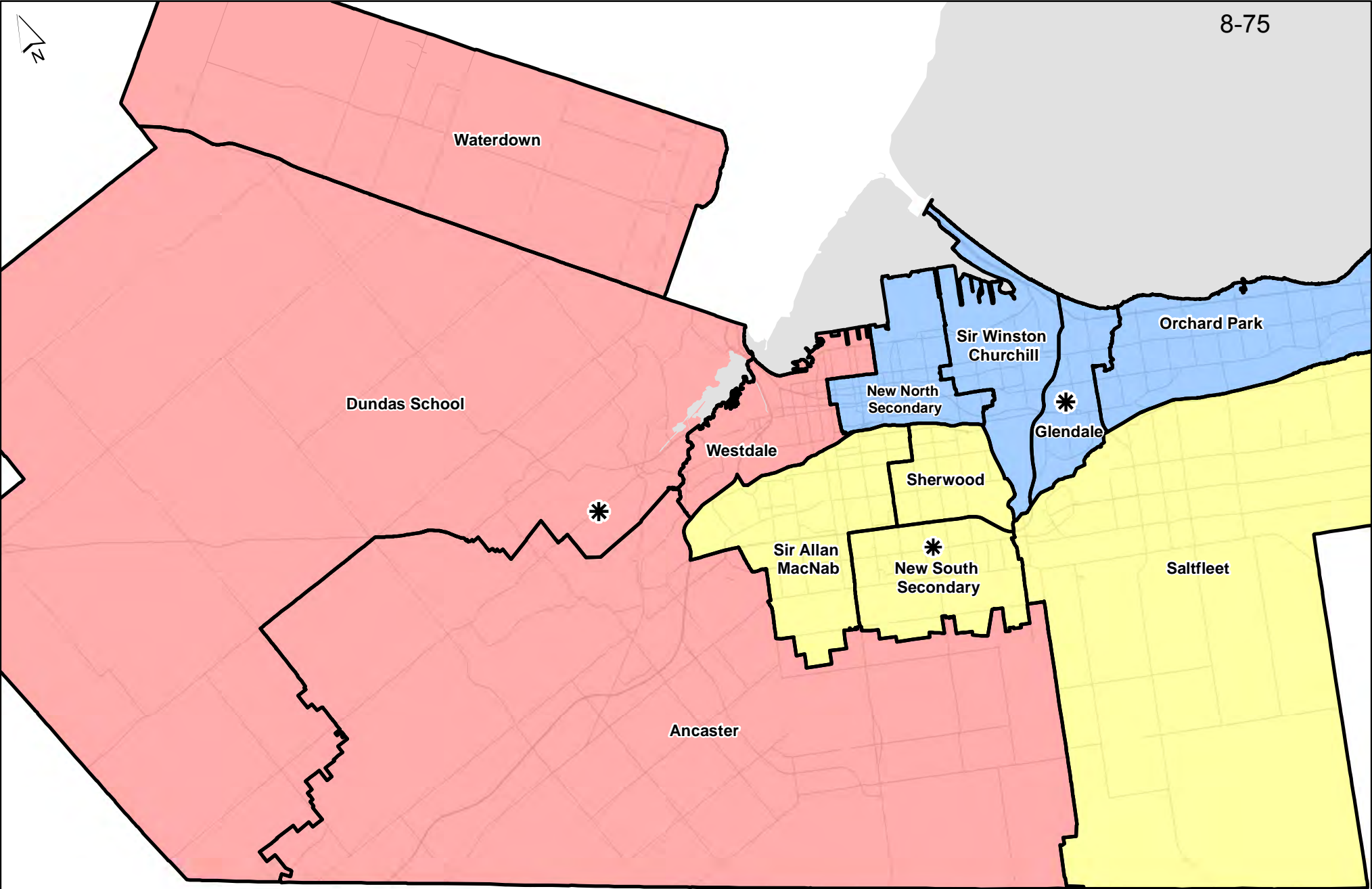
-  School Offering Program
-  Proposed SS Boundaries



Planning & Accommodation



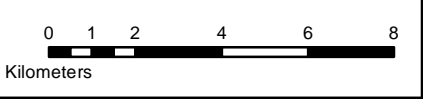
HWDSB  
Planning and Accommodation 2013



**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







## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10<sup>th</sup>, 2013

**TO:** Standing Committee

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

**RE:** East Hamilton City Area I Accommodation Review

Action X

Monitoring 

### Recommended Action:

That the Board approves the East Hamilton City Area I Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Hillcrest (JK-8)
- Parkdale (JK-5)
- Rosedale (JK-5)
- Roxborough Park (JK-5)
- Viscount Montgomery (JK-8)
- W.H. Ballard (JK-8)
- Woodward (JK-5)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Monday January 27<sup>th</sup>, 2014 and no later than Monday February 24<sup>th</sup>, 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Thursday October 10, 2013 - location TBA.

### Rationale/Benefits:

To ensure efficient use of space within the 'brick and mortar' of schools to accommodate current and long-term enrolment demands. The goal is to balance enrolment with capacity of permanent space and minimize the use of non-permanent structures such as portables and port-a-paks.

To address the maintenance and capital improvements required for those schools that are to remain open after the accommodation review process is complete. The goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.

To provide equity of access to facilities and programs for all HWDSB students.

**Background:**

The schools identified represent the seven schools in the East Hamilton City Area I as identified in the Long Term Facilities Master Plan – 2012 (LTFMP). Selecting these schools for an Accommodation Review allows for the examination of associated schools to Sir Winston Churchill Secondary School. This cluster has been previously approved for an accommodation review as by Board Motion January 10, 2011. The East Hamilton City Area I current attendance boundary map is shown in Appendix C. Below, in Table I, are the projected enrolments and utilization of the elementary schools.

School	OTG		2012	2017	2022
Hillcrest	690	Enrolment	483	389	331
		Utilization	70%	56%	48%
Parkdale	291	Enrolment	175	187	179
		Utilization	60%	64%	61%
Rosedale	236	Enrolment	149	114	118
		Utilization	63%	48%	50%
Roxborough Park	371	Enrolment	220	178	171
		Utilization	59%	48%	46%
Viscount Montgomery	469	Enrolment	345	338	323
		Utilization	74%	72%	69%
W.H. Ballard	837	Enrolment	577	510	462
		Utilization	69%	61%	55%
Woodward	201	Enrolment	131	128	128
		Utilization	65%	64%	64%
Totals	3,095	Enrolment	2,080	1,843	1,710
		Utilization	67%	60%	55%

Table I: October Projected Headcount Enrolment and Utilization  
OTG: On-the-Ground Capacity

In the table above is a 10 year enrolment projection, broken down in 5 year increments, for each school. The values represent the total number of students at the school if programming and boundaries are to remain as they are today. The utilization represents how much of the school is being occupied as a percentage of students in relation to the on-the-ground capacity (OTG). A school's OTG is a Ministry formulated capacity.

The East Hamilton City Area I schools have a current combined utilization of 67%. This equates to approximately 1000 excess pupil spaces. In ten years this number will increase to approximately 1300 excess pupil spaces. The capacities of the schools vary in size from what is considered 'optimal' as identified in the LTFMP Guiding Principles (referencing the elementary panel): "Schools Capacity – optimal school capacity would be between 500 and 600 students, which creates two to three classes for each grade". Accommodation Strategies such as school consolidations and/or boundary reviews will be examined to ensure the most efficient use of available space.

**Background Continued:**

The following graph (Figure 1) represents the year-to-year projected total of the East Hamilton City Area I schools as well as their combined capacities.

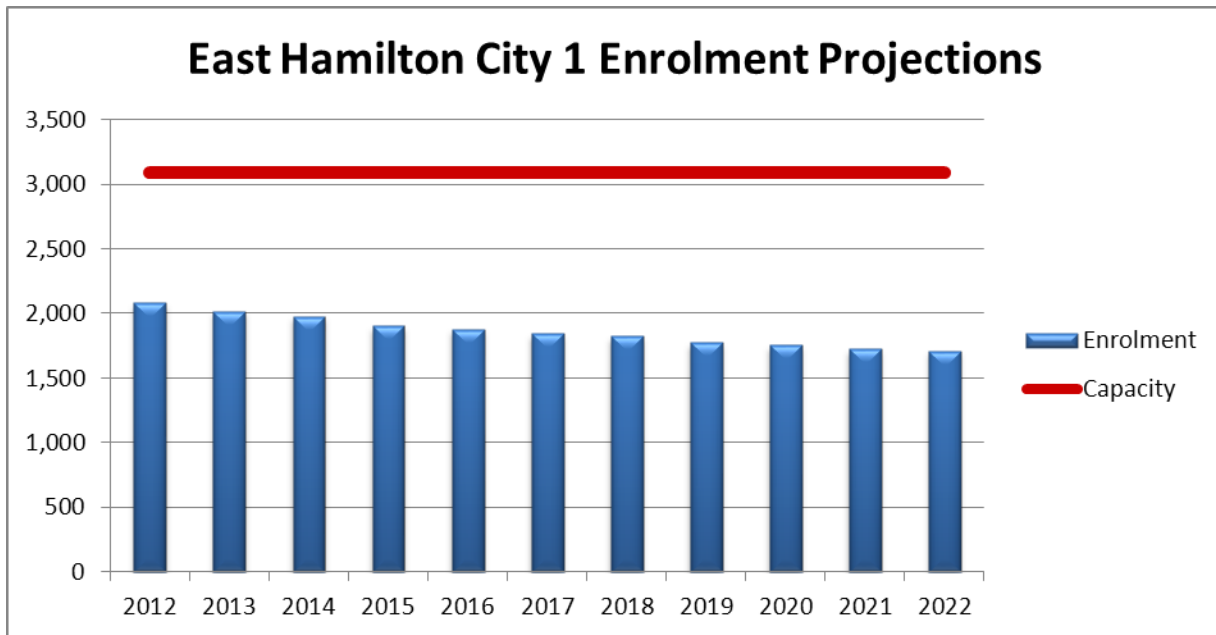


Figure 1: Combined October Projected Enrolments and Capacities

Another key reference criterion is the condition of the school facility (Table 2). The current measure of facility condition is the Facility Condition Index (FCI). The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value. Below are the FCI Levels of each school based from a 5 year renewal needs estimate.

School	FCI Level
Hillcrest	Good
Parkdale	Poor
Rosedale	Fair
Roxborough Park	Average
Viscount Montgomery	Fair
W. H. Ballard	Fair
Woodward	Poor

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates an 'FCI Level' descriptor is as per the measurement increments in the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

**Background Continued:**

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has been modified to three (one parent council rep, one non parent council rep and one teaching rep or one non-teaching rep). The change reduces the committee size from 35 voting members to 21 voting members.

**HWDSB School Reports**

Individual school reports for those identified in the proposed East Hamilton City Area I accommodation review have been included. The reports include a variety of information about each school: address information along with a detailed map showing the location of the school and its property line; facility information which includes construction year, additions, gross square feet, site size, and capacity.



May 17, 2013

## Hillcrest

Address:	40 Eastwood Street	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8H 6R7	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	690
Portapaks:	0	2012 Enrolment:	483
		Utilization:	70%
Number Of Storeys:	2	2017 Enrolment:	389
Original Construction Year:	2006	Utilization:	56%
Building Addition Years:		2022 Enrolment:	331
Site Acres:	5.71	Utilization:	48%
Building Gross (Ft2):	74,004	**All Enrolments are Nominal Counts	
Building Gross (M2):	6,875		



May 17, 2013

## Parkdale

Address: 139 Parkdale Avenue North

Grades: JK-5

City: Hamilton

Current FI Grades:

Postal Code: L8H 5X3

FDK Implementation Date: 2010-2011

Portables: 0

Capacity: 291

Portapaks: 0

2012 Enrolment: 175  
Utilization: 60%

Number Of Storeys: 2

2017 Enrolment: 187  
Utilization: 64%

Original Construction Year: 1946

Building Addition Years: 1947

Site Acres: 3.62

2022 Enrolment: 179  
Utilization: 61%

Building Gross (Ft2): 42,658

Building Gross (M2): 3,963

\*\*All Enrolments are Nominal Counts



May 17, 2013

## Rosedale

Address:	25 Erindale Avenue	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L8K 4R2	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	236
Portapaks:	0	2012 Enrolment:	149
		Utilization:	63%
Number Of Storeys:	1	<hr/>	
Original Construction Year:	1953	2017 Enrolment:	114
Building Addition Years:	1954	Utilization:	48%
Site Acres:	2.78	<hr/>	
Building Gross (Ft2):	20,958	2022 Enrolment:	118
Building Gross (M2):	1,947	Utilization:	50%
		**All Enrolments are Nominal Counts	



May 17, 2013

## Roxborough Park

Address: 20 Reid Avenue North

Grades: JK-5

City: Hamilton

Current FI Grades:

Postal Code: L8H 6E1

FDK Implementation Date: 2010-2011

Portables: 0

Capacity: 371

Portapaks: 0

2012 Enrolment: 220

Utilization 59%

Number Of Storeys: 2

2017 Enrolment: 178

Original Construction Year: 1960

Utilization: 48%

Building Addition Years: 1963, 1970

Site Acres: 4.32

2022 Enrolment: 171

Building Gross (Ft2): 34,006

Utilization 46%

Building Gross (M2): 3,159

\*\*All Enrolments are Nominal Counts



May 17, 2013

## Viscount Montgomery

Address:	1525 Lucerne Avenue	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8K 1R3	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	469
Portapaks:	0	2012 Enrolment:	345
		Utilization	74%
Number Of Storeys:	1	2017 Enrolment:	338
Original Construction Year:	1951	Utilization:	72%
Building Addition Years:		2022 Enrolment:	323
Site Acres:	6.6	Utilization	69%
Building Gross (Ft2):	51,308	**All Enrolments are Nominal Counts	
Building Gross (M2):	4,767		



May 17, 2013

## W. H. Ballard

Address:	801 Dunsmure Road	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8H 1H9	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	837
Portapaks:	0	2012 Enrolment:	577
		Utilization:	69%
Number Of Storeys:	3	2017 Enrolment:	510
Original Construction Year:	1922	Utilization:	61%
Building Addition Years:	1978	2022 Enrolment:	462
Site Acres:	2.68	Utilization:	55%
Building Gross (Ft2):	90,856	**All Enrolments are Nominal Counts	
Building Gross (M2):	8,441		



May 17, 2013

## Woodward

Address:	575 WoodWard Avenue	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L8H 6P2	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	201
Portapaks:	0	2012 Enrolment:	131
		Utilization:	65%
Number Of Storeys:	1	2017 Enrolment:	128
Original Construction Year:	1951	Utilization:	64%
Building Addition Years:	1953	2022 Enrolment:	128
Site Acres:	4.25	Utilization:	64%
Building Gross (Ft2):	21,671	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,013		










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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - Hillcrest (JK-8)
  - Parkdale (JK-5)
  - Rosedale (JK-5)
  - Roxborough Park (JK5)
  - Viscount Montgomery (JK-8)
  - W.H. Ballard (JK-8)
  - Woodward (JK-5)

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - One (1) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - One (1) teaching representative from each school under review;

**OR**

  - One (1) non-teaching staff from each school under review;

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) percent plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings (i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the

Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.

- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
  - a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.
  - g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.
- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.

- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.








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## Pupil Accommodation Review Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

**Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

**Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees

**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

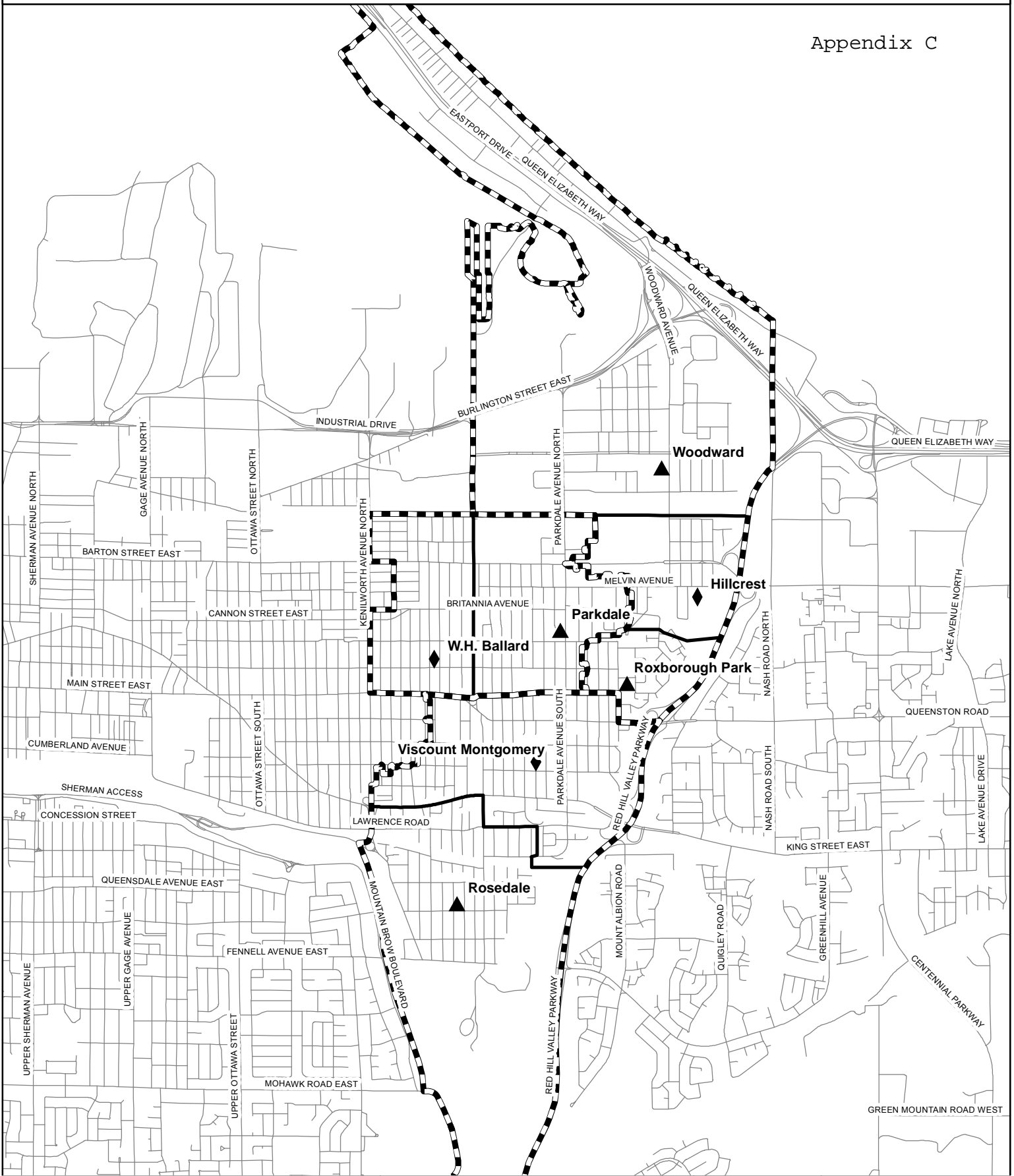
**HWDSB Documents**

- Long-Term Facilities Master Plan

# East Hamilton City 1 Planning Area Current Boundaries

9A-23

Appendix C



◆	Elementary	▤	Middle School Boundary
▲	Jr Elem	▭	K-8 Boundary
●	Middle School		
■	Secondary		

0 0.4 0.8 1.6 KM

North arrow pointing upwards.



**Planning & Accommodation**

April 17th 2013

Planning and Accommodation



<b>Impact of Condition Index on Asset Performance (5 Year FCI)</b>				
<b>FCI Levels</b>	<b>HWDSB Schools</b>	<b>Facilities</b>	<b>Learning</b>	<b>Staff and Budgets</b>
<b>Good</b> 0-20%	<ul style="list-style-type: none"> <li>-A.M. Cunningham</li> <li>-A.A. Greenleaf</li> <li>-Ancaster Meadow</li> <li>-Balaclava</li> <li>-Bellmoore</li> <li>-Cathy Weaver</li> <li>-Chedoke</li> <li>-Dr. Davey</li> <li>-Gatestone</li> <li>-Guy Brown</li> <li>-Hillcrest</li> <li>-Janet Lee</li> <li>-Lawfield</li> <li>-Prince of Wales</li> <li>-Queen Victoria</li> <li>-Ray Lewis</li> <li>-Saltfleet</li> <li>-Sir Wilfred Laurier</li> <li>-Sir William Osler</li> <li>-Templemead</li> <li>-Waterdown DHS</li> <li>-Winona</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look clean and functional</li> <li>-Limited and manageable component and equipment failure may occur</li> <li>-Facilities will compete well for enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be optimized by high quality facility conditions</li> <li>-Student and staff morale will be positive and evident</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time will be devoted to regular scheduled maintenance</li> </ul>
<b>Average</b> 21-40%	<ul style="list-style-type: none"> <li>-Bell-Stone</li> <li>-Bennetto</li> <li>-C. B. Stirling</li> <li>-Central</li> <li>-Dr. J. Seaton</li> <li>-Earl Kitchener</li> <li>-Eastmount Park</li> <li>-Franklin Road</li> <li>-G.R. Allan</li> <li>-Glendale</li> <li>-Glen Echo</li> <li>-Billy Green</li> <li>-Gordon Price</li> <li>-Helen Detwiler</li> <li>-Hill Park</li> <li>-Holbrook</li> <li>-Lake Avenue</li> <li>-Lincoln Alexander</li> <li>-Lisgar</li> <li>-Memorial (Ham)</li> <li>-Millgrove</li> <li>-Mountain View</li> <li>-Mount Hope</li> <li>-Mountview</li> <li>-Norwood Park</li> <li>-Orchard Park</li> <li>-Parkview</li> <li>-Pauline Johnson</li> <li>-Queen Mary</li> <li>-Queen's Rangers</li> <li>-R.L. Hyslop</li> <li>-Ridgemount</li> <li>-Roxborough Park</li> <li>-Ryerson</li> <li>-Sir Allan MacNab</li> <li>-Strathcona</li> <li>-Taplestown</li> <li>-Westwood</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities are beginning to show signs of wear</li> <li>-More frequent component and equipment failure will occur</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement is unlikely to be at risk from facility conditions</li> <li>-Student and staff morale may be affected</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time may be diverted from regular scheduled maintenance</li> <li>-May be some variability in operational costs</li> </ul>

<p style="text-align: center;"><b>Fair</b> 41-64%</p>	<ul style="list-style-type: none"> <li>-Adelaide Hoodless</li> <li>-Ancaster H &amp; VS</li> <li>-Barton</li> <li>-Beverly Central</li> <li>-Buchanan Park</li> <li>-Cardinal Heights</li> <li>-Collegiate Ave</li> <li>-Delta</li> <li>-Dundana</li> <li>-Dundas Central</li> <li>-Eastdale</li> <li>-Ecole Elementaire</li> <li>Michaëlle Jean</li> <li>-Fessenden</li> <li>-Flamborough Centre</li> <li>-G.L. Armstrong</li> <li>-Glen Brae</li> <li>-Glenwood</li> <li>-Green Acres</li> <li>-Hess Street</li> <li>-Highland</li> <li>-Huntington Park</li> <li>-James MacDonald</li> <li>-Mary Hopkins</li> <li>-Memorial (SC)</li> <li>-Mountain S.S.</li> <li>-Parkside</li> <li>-Prince Philip</li> <li>-Queensdale</li> <li>-R.A. Riddell</li> <li>-Richard Beasley</li> <li>-Rosedale</li> <li>-Rousseau</li> <li>-Sir Isaac Brock</li> <li>-Sir John A. MacDonald</li> <li>-Sir Winston Churchill</li> <li>-Spencer Valley</li> <li>-Viscount</li> <li>Montgomery</li> <li>-W.H. Ballard</li> <li>-Westdale</li> <li>-Westview</li> <li>-Yorkview</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with apparent and increasing deterioration</li> <li>-Frequent component and equipment failure may occur. Occasional building shut down might occur</li> <li>-The facility will be at a competitive disadvantage and enrollment could be impacted</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be at risk of deterioration (5%-10%)</li> <li>-Symptoms will become apparent in:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Disciplinary incidents</li> <li>Staff turnover</li> </ul> </li> <li>-Concern about negative morale with student s and staff will be raised and become evident</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can impact budgets</li> <li>-Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs</li> </ul>
<p style="text-align: center;"><b>Poor</b> over 65%</p>	<ul style="list-style-type: none"> <li>-Ancaster Senior</li> <li>-C.H. Bray</li> <li>-Dalewood</li> <li>-Elizabeth Bagshaw</li> <li>-Greensville</li> <li>-Highview</li> <li>-Linden Park</li> <li>-Mount Albion</li> <li>-Parkdale</li> <li>-Sherwood</li> <li>-Westmount</li> <li>-Woodward</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with obvious deterioration</li> <li>-Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high</li> <li>-The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement could be impacted</li> <li>-Growing organizational stress will also become apparent to:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Staff turnover</li> </ul> </li> <li>-Lack of maintenance will affect the attitudes and morale of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can consume budgets</li> <li>-Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs</li> </ul>

Figure 7: Impact of Condition Index on Asset Performance



### Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>			LP					
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10<sup>th</sup>, 2013

**TO:** Standing Committee

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

**RE:** West Flamborough Accommodation Review

Action

Monitoring

### Recommended Action:

That the Board approves a West Flamborough Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Beverly Central (JK-5)
- Dr. John Seaton (JK-8)
- Greensville (JK-5)
- Spencer Valley (6-8)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Monday January 27<sup>th</sup>, 2014 and no later than Monday February 24<sup>th</sup>, 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and the Pupil Accommodation Policy (Appendix B). The first public meeting will be Wednesday October 9, 2013, location TBA.

### Rationale/Benefits:

To ensure efficient use of space within the 'brick and mortar' of schools to accommodate current and long-term enrolment demands. The goal is to balance enrolment with capacity of permanent space and minimize the use of non-permanent structures such as portables and port-a-paks.

To address the maintenance and capital improvements required for those schools that are to remain open after the accommodation review process is complete. The goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.

To provide equity of access to facilities and programs for all HWDSB students.

**Background:**

The schools identified represent four of the eight schools in the Dundas and West Flamborough Planning Area as identified in the Long Term Facilities Master Plan – 2012 (LTFMP). Selecting these schools for an Accommodation Review allows for the examination of associated schools as Beverly Central feeds into Dr. Seaton, and Greensville feeds into Spencer Valley. Dr. Seaton's grade 8 classes currently graduate into Highland Secondary and Spencer Valley's grade 8 classes currently graduate into Parkside High School. The West Flamborough school area consists of a large rural portion of the former township of Flamborough – See Appendix C. Below, in Table I, are the projected enrolments and utilization of the elementary schools.

School	OTG		2012	2017	2022
Beverly Central	230	Enrolment	166	128	121
		Utilization	72%	56%	53%
Dr. John Seaton	348	Enrolment	243	204	183
		Utilization	70%	59%	53%
Greensville	222	Enrolment	197	169	160
		Utilization	89%	76%	72%
Spencer Valley	248	Enrolment	177	172	172
		Utilization	71%	69%	69%
Total	1,048	Enrolment	783	673	636
		Utilization	75%	64%	61%

Table I: October Projected Headcount Enrolment and Utilization  
OTG: On-the-Ground Capacity

In the table above is a 10 year enrolment projection, broken down in 5 year increments, for each school. The values represent the total number of students at the school if programming and boundaries are to remain as they are today. The utilization represents how much of the school is being occupied as a percentage of students in relation to the on-the-ground capacity (OTG). A school's OTG is a Ministry formulated capacity.

The West Flamborough schools have a current utilization of 75%, projected to drop to 61% over the next 10 years. This equates to approximately 250 excess pupil spaces for these 4 schools. Currently, 3 of the 4 the schools are in the 70% utilization range – Greensville is at 89% utilization. The capacities of the schools are considered small in size in relation to the LTFMP Guiding Principles referencing the elementary panel: "Schools Capacity – optimal school capacity would be between 500 and 600 students, which creates two to three classes for each grade". The West Flamborough Planning area is projected to fall in enrolment over the next 10 years leaving approximately 400 excess pupil spaces. Accommodation Strategies such as school consolidations and/or boundary reviews will be examined to ensure the most efficient use of available space.

**Background Continued:**

The following graph (Figure 1) represents the year-to-year projected total of the 4 schools as well as their combined capacities.

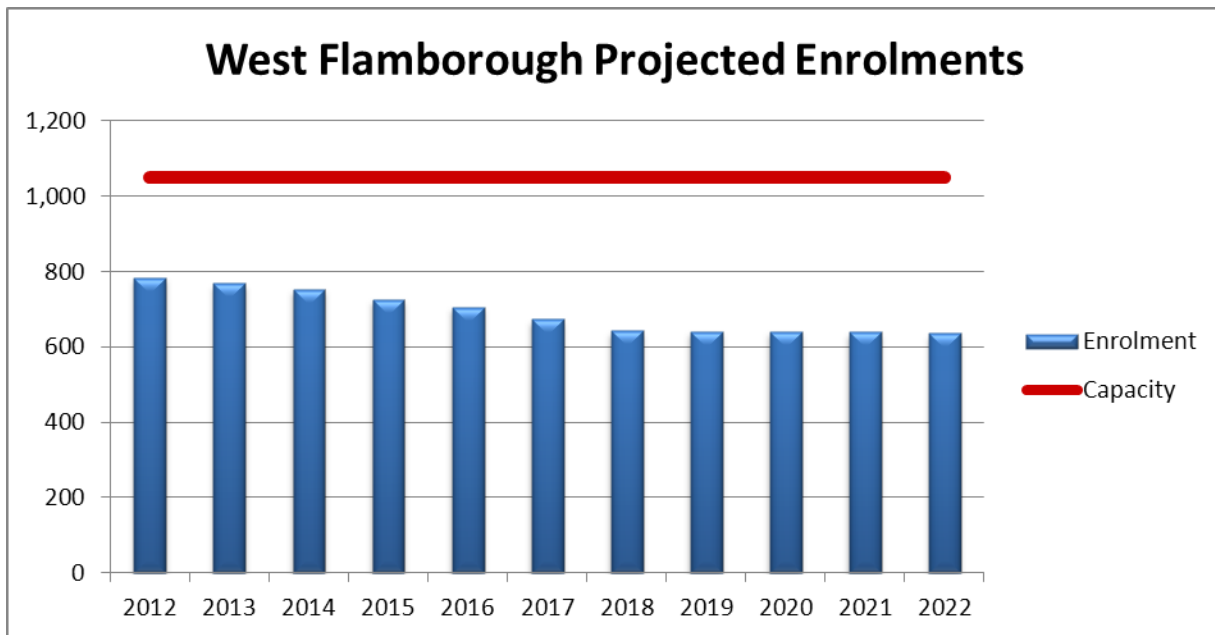


Figure 1: Combined October Projected Enrolments and Capacities

Another key reference criterion is the condition of the school facility (Table 2). The current measure of facility condition is the Facility Condition Index (FCI). The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value. Below are the FCI Levels of each school based from a 5 year renewal needs estimate.

School	FCI Level
Beverly Central PS	Fair
Dr John Seaton PS	Average
Greensville PS	Poor
Spencer Valley PS	Fair

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates that two schools are Fair, one is Average, and one is considered Poor as per the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

**Background Continued:**

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has not been modified.

HWDSB School Reports

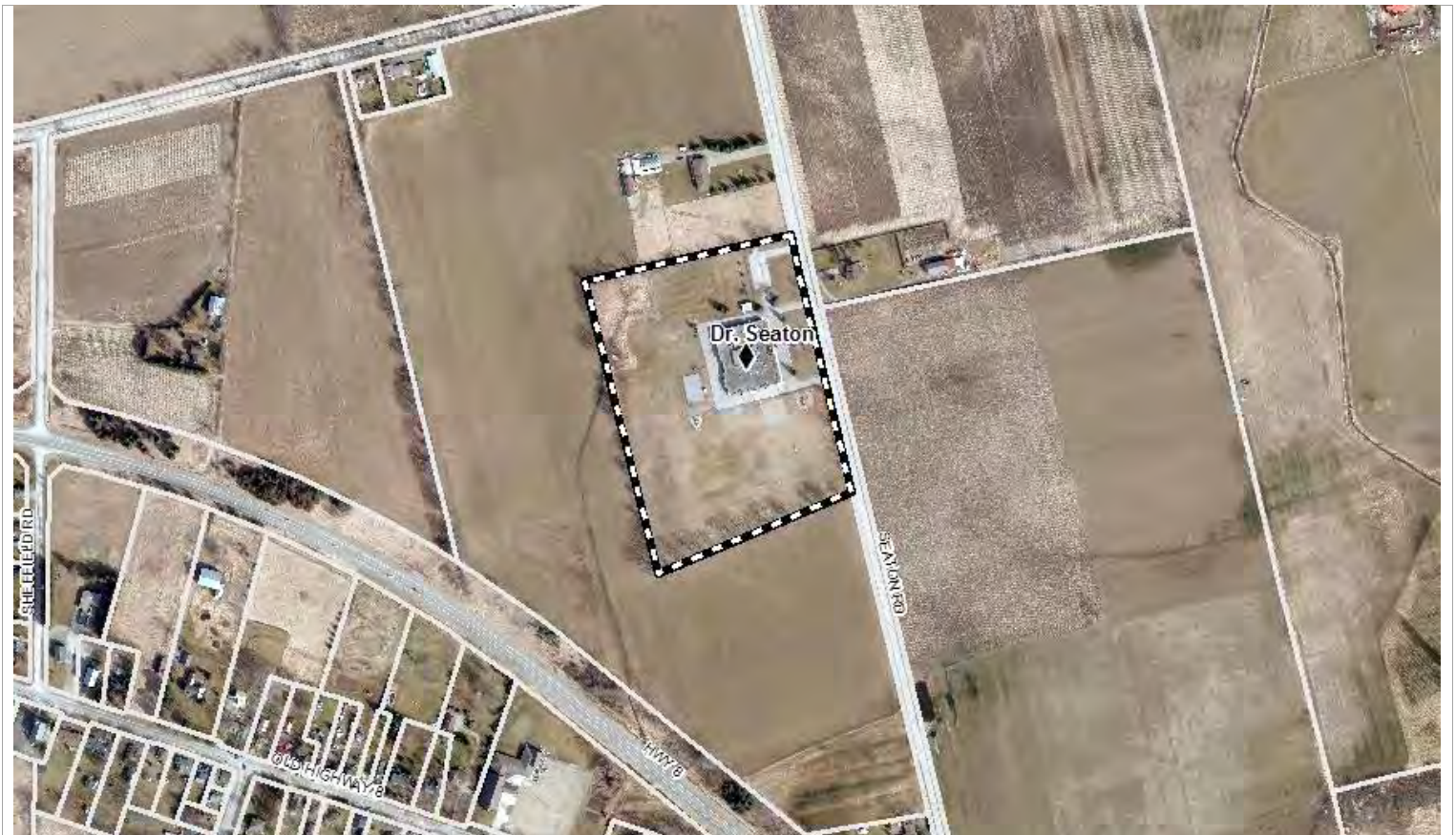
In the next section of the document is a school information report for all elementary schools in the West Flamborough Review. The report includes a variety of information about each school. It includes location information and a detailed map showing each school's property. There is facility information which includes construction year, additions, gross square feet, site size and capacity. Also included are current and projected enrolment, grade information, FDK implementation year and non-permanent accommodation facts.



May 17, 2013

## Dr. John Seaton

Address:	1279 Seaton Road	Grades:	JK-8
City:	Sheffield	Current FI Grades:	
Postal Code:	L0R 1Z0	FDK Implementation Date:	2012-2013
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	243
		Utilization:	70%
Number Of Storeys:	1	2017 Enrolment:	204
Original Construction Year:	1968	Utilization:	59%
Building Addition Years:		2022 Enrolment:	183
Site Acres:	14.27	Utilization:	53%
Building Gross (Ft2):	36,250	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,368		



May 17, 2013

## Greenville

Address:	625 Harvest Road	Grades:	JK-5
City:	Greenville	Current FI Grades:	
Postal Code:	L9H 5K8	FDK Implementation Date:	2012-2013
Portables:	1	Capacity:	248
Portapaks:	0	2012 Enrolment:	197
		Utilization:	79%
Number Of Storeys:	1	2017 Enrolment:	169
Original Construction Year:	1885	Utilization:	68%
Building Addition Years:	1952, 1959, 1964, 1966	2022 Enrolment:	160
Site Acres:	4.85	Utilization:	64%
Building Gross (Ft2):	23,026	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,139		



May 17, 2013

## Spencer Valley

Address:	441 Old Brock Road	Grades:	6 to 8
City:	Greensville	Current FI Grades:	
Postal Code:	L9H 6A7	FDK Implementation Date:	n/a
Portables:	0	Capacity:	248
Portapaks:	0	2012 Enrolment:	177
		Utilization	71%
Number Of Storeys:	1	2017 Enrolment:	172
Original Construction Year:	1968	Utilization:	69%
Building Addition Years:		2022 Enrolment:	172
Site Acres:	8.34	Utilization	69%
Building Gross (Ft2):	35,000	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,252		



May 17, 2013

## Beverly Central

Address: 1346 4th Concession road We

Grades: JK-5

City: Troy

Current FI Grades:

Postal Code: L0R 2B0

FDK Implementation Date: 2012-2013

Portables: 0

Capacity: 213

Portapaks: 0

2012 Enrolment: 166

Utilization 78%

Number Of Storeys: 1

2017 Enrolment: 128

Original Construction Year: 1959

Utilization: 60%

Building Addition Years: 1960, 1970

Site Acres: 4

2022 Enrolment: 121

Building Gross (Ft2): 23,188

Utilization 57%

Building Gross (M2): 2,154

\*\*All Enrolments are Nominal Counts






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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - **Beverly Central**
  - **Dr. Seaton**
  - **Greensville**
  - **Spencer Valley**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;
  - One (1) parent representative who is a member of School Council or Home and School Association for each feeder school(s) under review (where applicable);

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair and feeder school representative who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings

(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.



- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.






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## Pupil Accommodation Review Policy

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**Date Approved:**

**Projected Review Date:**

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

**Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

**Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees

**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

**HWDSB Documents**

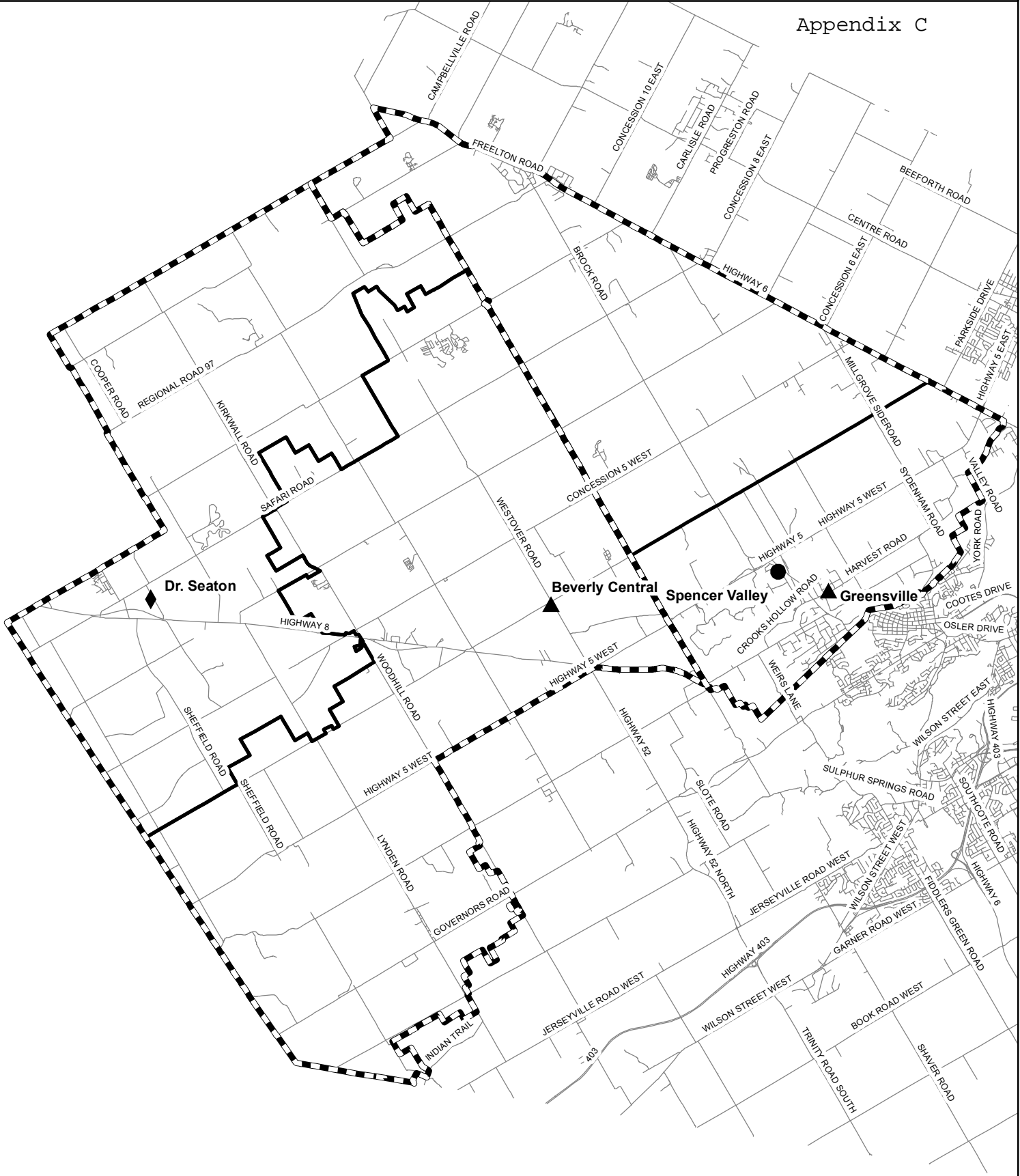
- Long-Term Facilities Master Plan



# West Flamborough Planning Area Current Boundaries

9B-20

Appendix C



◆ Elementary	Middle School Boundary
▲ Jr Elem	K-8 Boundary
● Middle School	
■ Secondary	

0 1.5 3 6 KM

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

April 17th 2013

Planning and Accommodation



<b>Impact of Condition Index on Asset Performance (5 Year FCI)</b>				
<b>FCI Levels</b>	<b>HWDSB Schools</b>	<b>Facilities</b>	<b>Learning</b>	<b>Staff and Budgets</b>
<b>Good</b> 0-20%	<ul style="list-style-type: none"> <li>-A.M. Cunningham</li> <li>-A.A. Greenleaf</li> <li>-Ancaster Meadow</li> <li>-Balaclava</li> <li>-Bellmoore</li> <li>-Cathy Weaver</li> <li>-Chedoke</li> <li>-Dr. Davey</li> <li>-Gatestone</li> <li>-Guy Brown</li> <li>-Hillcrest</li> <li>-Janet Lee</li> <li>-Lawfield</li> <li>-Prince of Wales</li> <li>-Queen Victoria</li> <li>-Ray Lewis</li> <li>-Saltfleet</li> <li>-Sir Wilfred Laurier</li> <li>-Sir William Osler</li> <li>-Templemead</li> <li>-Waterdown DHS</li> <li>-Winona</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look clean and functional</li> <li>-Limited and manageable component and equipment failure may occur</li> <li>-Facilities will compete well for enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be optimized by high quality facility conditions</li> <li>-Student and staff morale will be positive and evident</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time will be devoted to regular scheduled maintenance</li> </ul>
<b>Average</b> 21-40%	<ul style="list-style-type: none"> <li>-Bell-Stone</li> <li>-Bennetto</li> <li>-C. B. Stirling</li> <li>-Central</li> <li>-Dr. J. Seaton</li> <li>-Earl Kitchener</li> <li>-Eastmount Park</li> <li>-Franklin Road</li> <li>-G.R. Allan</li> <li>-Glendale</li> <li>-Glen Echo</li> <li>-Billy Green</li> <li>-Gordon Price</li> <li>-Helen Detwiler</li> <li>-Hill Park</li> <li>-Holbrook</li> <li>-Lake Avenue</li> <li>-Lincoln Alexander</li> <li>-Lisgar</li> <li>-Memorial (Ham)</li> <li>-Millgrove</li> <li>-Mountain View</li> <li>-Mount Hope</li> <li>-Mountview</li> <li>-Norwood Park</li> <li>-Orchard Park</li> <li>-Parkview</li> <li>-Pauline Johnson</li> <li>-Queen Mary</li> <li>-Queen's Rangers</li> <li>-R.L. Hyslop</li> <li>-Ridgemount</li> <li>-Roxborough Park</li> <li>-Ryerson</li> <li>-Sir Allan MacNab</li> <li>-Strathcona</li> <li>-Tapleystown</li> <li>-Westwood</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities are beginning to show signs of wear</li> <li>-More frequent component and equipment failure will occur</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement is unlikely to be at risk from facility conditions</li> <li>-Student and staff morale may be affected</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time may be diverted from regular scheduled maintenance</li> <li>-May be some variability in operational costs</li> </ul>

<p style="text-align: center;"><b>Fair</b> 41-64%</p>	<ul style="list-style-type: none"> <li>-Adelaide Hoodless</li> <li>-Ancaster H &amp; VS</li> <li>-Barton</li> <li>-Beverly Central</li> <li>-Buchanan Park</li> <li>-Cardinal Heights</li> <li>-Collegiate Ave</li> <li>-Delta</li> <li>-Dundana</li> <li>-Dundas Central</li> <li>-Eastdale</li> <li>-Ecole Elementaire</li> <li>Michaëlle Jean</li> <li>-Fessenden</li> <li>-Flamborough Centre</li> <li>-G.L. Armstrong</li> <li>-Glen Brae</li> <li>-Glenwood</li> <li>-Green Acres</li> <li>-Hess Street</li> <li>-Highland</li> <li>-Huntington Park</li> <li>-James MacDonald</li> <li>-Mary Hopkins</li> <li>-Memorial (SC)</li> <li>-Mountain S.S.</li> <li>-Parkside</li> <li>-Prince Philip</li> <li>-Queensdale</li> <li>-R.A. Riddell</li> <li>-Richard Beasley</li> <li>-Rosedale</li> <li>-Rousseau</li> <li>-Sir Isaac Brock</li> <li>-Sir John A. MacDonald</li> <li>-Sir Winston Churchill</li> <li>-Spencer Valley</li> <li>-Viscount</li> <li>Montgomery</li> <li>-W.H. Ballard</li> <li>-Westdale</li> <li>-Westview</li> <li>-Yorkview</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with apparent and increasing deterioration</li> <li>-Frequent component and equipment failure may occur. Occasional building shut down might occur</li> <li>-The facility will be at a competitive disadvantage and enrollment could be impacted</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be at risk of deterioration (5%-10%)</li> <li>-Symptoms will become apparent in:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Disciplinary incidents</li> <li>Staff turnover</li> </ul> </li> <li>-Concern about negative morale with student s and staff will be raised and become evident</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can impact budgets</li> <li>-Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs</li> </ul>
<p style="text-align: center;"><b>Poor</b> over 65%</p>	<ul style="list-style-type: none"> <li>-Ancaster Senior</li> <li>-C.H. Bray</li> <li>-Dalewood</li> <li>-Elizabeth Bagshaw</li> <li>-Greensville</li> <li>-Highview</li> <li>-Linden Park</li> <li>-Mount Albion</li> <li>-Parkdale</li> <li>-Sherwood</li> <li>-Westmount</li> <li>-Woodward</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with obvious deterioration</li> <li>-Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high</li> <li>-The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement could be impacted</li> <li>-Growing organizational stress will also become apparent to:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Staff turnover</li> </ul> </li> <li>-Lack of maintenance will affect the attitudes and morale of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can consume budgets</li> <li>-Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs</li> </ul>

Figure 7: Impact of Condition Index on Asset Performance

### Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>								
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

Note:

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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

- Year 1 and 2 FDK are complete and not shown on this list
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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

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## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10<sup>th</sup>, 2013

**TO:** Standing Committee

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

**RE:** Central Mountain Accommodation Review

Action  Monitoring

### Recommended Action:

That the Board approves the Central Mountain Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Cardinal Heights (6-8)
- Eastmount Park (JK-6)
- Franklin Road (JK-8)
- G.L. Armstrong (JK-8)
- Linden Park (JK-5)
- Pauline Johnson (JK-5)
- Queensdale (JK-6)
- Ridgemount (JK-5)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Friday January 24<sup>th</sup> 2014 and no later than Friday February 21<sup>st</sup> 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Tuesday October 8<sup>th</sup> 2013, location TBA.

### Rationale/Benefits:

To ensure efficient use of space within the 'brick and mortar' of schools to accommodate current and long-term enrolment demands. The goal is to balance enrolment with capacity of permanent space and minimize the use of non-permanent structures such as portables and port-a-paks.

To address the maintenance and capital improvements required for those schools that are to remain open after the accommodation review process is complete. The goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.

To provide equity of access to facilities and programs for all HWDSB students.

**Background:**

The schools identified represent eight of the nine schools in the Central Mountain Planning Area as identified in the Long Term Facilities Master Plan – 2012 (LTFMP). The planning area, school location and boundaries are depicted in Appendix C. The planning area's eight elementary schools serve a variety of neighborhoods from the Sherman Access to as far south as Rymal Road West and from Upper James East to Upper Gage. There is an assortment of grade structures throughout the planning area. Both Eastmount Park and Queensdale are JK-6 elementary schools and both schools graduate into George L. Armstrong for grade 7 and 8. G.L. Armstrong acts as a middle school for these two associated schools and as a JK-8 school for the students within its junior elementary boundary. Linden Park, Pauline Johnson and Ridgemount are all JK-5 elementary schools that graduate into Cardinal Heights Middle School for grades 6, 7 and 8. Cardinal Heights Middle School shares a site with Pauline Johnson junior school. Franklin Road is a JK-8 elementary school which serves the Berkholme and Macassa neighborhoods in the east side of the planning area. All grade 8 classes currently graduate into Hill Park Secondary. Below, in Table 1, are the projected enrolments and utilizations of all 8 elementary schools.

School	OTG		2012	2017	2022
Cardinal Heights	308	Enrolment	318	279	302
		Utilization	103%	90%	98%
Eastmount Park	348	Enrolment	219	210	208
		Utilization	63%	60%	60%
Franklin Road	463	Enrolment	351	342	336
		Utilization	76%	74%	73%
George L. Armstrong	633	Enrolment	338	287	236
		Utilization	53%	45%	37%
Linden Park	319	Enrolment	157	149	136
		Utilization	49%	47%	43%
Pauline Johnson	314	Enrolment	254	297	323
		Utilization	81%	94%	103%
Queensdale	279	Enrolment	190	197	181
		Utilization	68%	71%	65%
Ridgemount	250	Enrolment	260	234	259
		Utilization	104%	93%	104%
Total	2,914	Enrolment	2,087	1,993	1,981
		Utilization	72%	68%	68%

Table 1: October Projected Headcount Enrolment and Utilization

OTG: On-the-Ground Capacity

In the table above is a 10 year enrolment projection, broken down in 5 year increments, for each school. The values represent the total number of students at the school if programming and boundaries are to remain as they are today. The utilization represents how much of the school is being occupied as a percentage of students in relation to the on-the-ground capacity (OTG). A school's OTG is a Ministry formulated capacity.

**Background Continued:**

Central Mountain Planning Area has a current utilization of 72% meaning there are approximately 800 empty seats within these 8 schools. The schools within the planning area range from 49% utilization to 104% utilization. There is also a large range in size of school throughout the eight schools in the planning area, the largest being G.L. Armstrong with a capacity of 633 and smallest being Ridgemount with a capacity of 250 students. The Central Mountain planning area is projected to fall in enrolment over the next 10 years leaving approximately 900 empty pupil places in 2022. This trend can be seen in figure 1 below which shows the enrolment of the planning area in chart format. The planning areas capacity can potentially be reduced by a combination of closing schools, creating new boundaries, reorganizing grade structures and/or creating new schools.

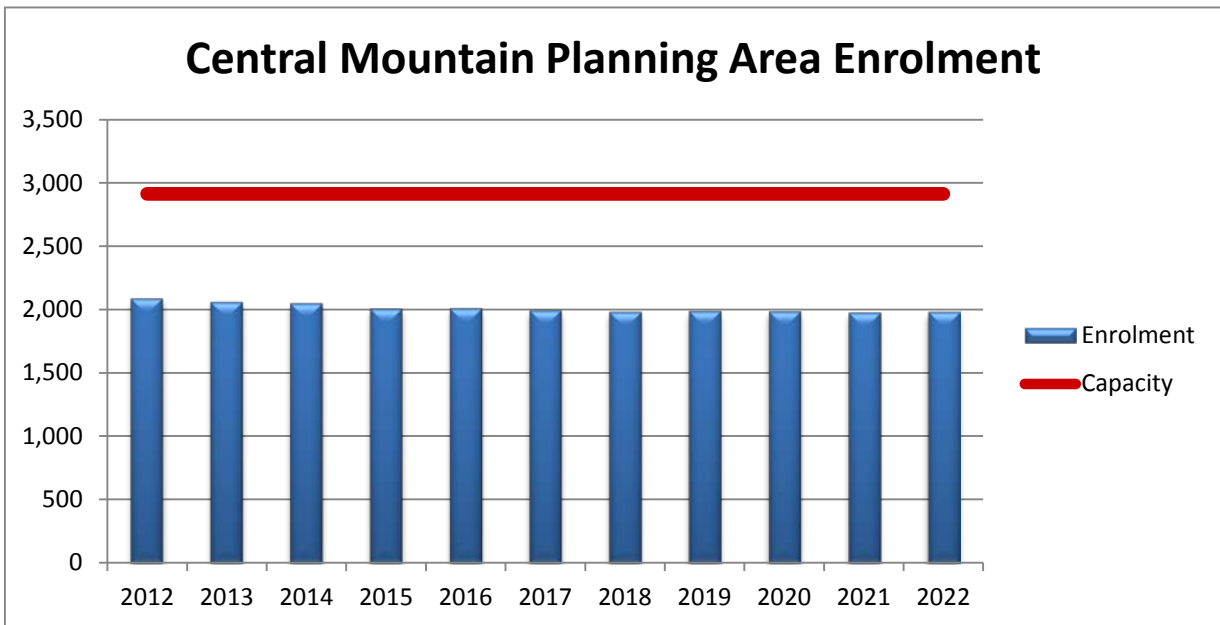


Figure 1: Enrolment Projections Chart

**Background Continued:**

Another key reference criterion is the condition of the school facility (Table 2). The current measure of facility condition is the Facility Condition Index (FCI). The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value. Below are the FCI Levels of each school based from a 5 year renewal needs estimate.

School	FCI Level
Cardinal Heights	Fair
Eastmount Park	Average
Franklin Road	Average
George L. Armstrong	Fair
Linden Park	Poor
Pauline Johnson	Average
Queensdale	Fair
Ridgemount	Average

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates an 'FCI Level' descriptor is as per the measurement increments in the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has been modified to three (one parent council rep, one non parent council rep and one teaching rep or one non-teaching rep). The change reduces the committee size from 40 voting members to 24 voting members.

HWDSB School Reports

In the next section of the document is a school information report for all eight elementary schools in the Central Mountain Accommodation Review. The report includes a variety of information about each school. It includes location information and a detailed map showing each school's property. There is facility information which includes construction year, additions, gross square feet, site size and capacity. Also included are current and projected enrolment, grade information, FDK implementation year and non-permanent accommodation facts.

June 6, 2013

## Cardinal Heights

Address:	70 Bobolink Road	Grades:	6 to 8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2P5	FDK Implementation Date:	n/a
Portables:	0	Capacity:	308
Portapaks:	0	2012 Enrolment:	318
		Utilization	103%
Number Of Storeys:	1	2017 Enrolment:	279
Original Construction Year:	1963	Utilization:	90%
Building Addition Years:	1964	2022 Enrolment:	302
Site Acres:	9.2	Utilization	98%
Building Gross (Ft2):	38,542	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,581		



May 17, 2013

## Eastmount Park

Address:	155 East 26th Street	Grades:	JK-6
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 3C5	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	348
Portapaks:	0	2012 Enrolment:	219
		Utilization:	63%
Number Of Storeys:	1	2017 Enrolment:	210
Original Construction Year:	1959	Utilization:	60%
Building Addition Years:	1962	2022 Enrolment:	208
Site Acres:	1.7	Utilization:	60%
Building Gross (Ft2):	29,196	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,712		



May 17, 2013

## Franklin Road

Address:	500 Franklin Road	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L8V 2A4	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	463
Portapaks:	0	2012 Enrolment:	351
		Utilization:	76%
Number Of Storeys:	1	2017 Enrolment:	342
Original Construction Year:	1954	Utilization:	74%
Building Addition Years:	1956, 1959, 1961	2022 Enrolment:	336
Site Acres:	7.75	Utilization:	73%
Building Gross (Ft2):	37,416	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,476		



May 17, 2013

## George L. Armstrong

Address:	460 Concession Street	Grades:	JK-8
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1C3	FDK Implementation Date:	2013-2014
Portables:	0	Capacity:	633
Portapaks:	0	2012 Enrolment:	338
		Utilization:	53%
Number Of Storeys:	3	2017 Enrolment:	287
Original Construction Year:	1930	Utilization:	45%
Building Addition Years:	1952, 1987	2022 Enrolment:	236
Site Acres:	4.55	Utilization:	37%
Building Gross (Ft2):	58,133	**All Enrolments are Nominal Counts	
Building Gross (M2):	5,401		





May 17, 2013

## Linden Park

Address:	4 Vickers Road	Grades:	JK-6
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 1Y1	FDK Implementation Date:	2014-2015
Portables:	0	Capacity:	319
Portapaks:	0	2012 Enrolment:	157
		Utilization:	49%
Number Of Storeys:	1	<hr/>	
Original Construction Year:	1957	2017 Enrolment:	149
Building Addition Years:		Utilization:	47%
Site Acres:	5.26	<hr/>	
Building Gross (Ft2):	28,187	2022 Enrolment:	136
Building Gross (M2):	2,619	Utilization:	43%
		**All Enrolments are Nominal Counts	



June 6, 2013

## Pauline Johnson

Address:	25 Hummingbird Lane	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 4B1	FDK Implementation Date:	2010-2011
Portables:	0	Capacity:	314
Portapaks:	0	2012 Enrolment:	254
		Utilization:	81%
Number Of Storeys:	2	2017 Enrolment:	297
Original Construction Year:	1967	Utilization:	94%
Building Addition Years:		2022 Enrolment:	323
Site Acres:	9.2	Utilization:	103%
Building Gross (Ft2):	32,280	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,999		



May 17, 2013

## Queensdale

Address: 67 Queensdale Avenue East

Grades: JK-6

City: Hamilton

Current FI Grades:

Postal Code: L9A 1K4

FDK Implementation Date: 2014-2015

Portables: 0

Capacity: 279

Portapaks: 0

2012 Enrolment: 190

Utilization 68%

Number Of Storeys: 1

2017 Enrolment: 197

Original Construction Year: 1948

Utilization: 71%

Building Addition Years: 1950

Site Acres: 4.72

2022 Enrolment: 181

Building Gross (Ft2): 30,198

Utilization 65%

Building Gross (M2): 2,805

\*\*All Enrolments are Nominal Counts



May 17, 2013

## Ridgemount

Address:	65 Hester Street	Grades:	JK-5
City:	Hamilton	Current FI Grades:	
Postal Code:	L9A 2N3	FDK Implementation Date:	2013-2014
Portables:	4	Capacity:	250
Portapaks:	0	2012 Enrolment:	260
		Utilization:	104%
Number Of Storeys:	1	2017 Enrolment:	234
Original Construction Year:	1961	Utilization:	93%
Building Addition Years:		2022 Enrolment:	259
Site Acres:	6.42	Utilization:	104%
Building Gross (Ft2):	25,563	**All Enrolments are Nominal Counts	
Building Gross (M2):	2,375		






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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - Cardinal Heights (6-8)
  - Eastmount Park (JK-6)
  - Franklin Road (JK-8)
  - G.L. Armstrong (JK-8)
  - Linden Park (JK-5)
  - Pauline Johnson (JK-5)
  - Queensdale (JK-6)
  - Ridgemount (JK-5)

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - One (1) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
  - One (1) teaching representative from each school under review;

**OR**

  - One (1) non-teaching staff from each school under review;

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) percent plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings (i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the

Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.

- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
  - a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.
  - g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.



4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.
- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.

- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.






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## Pupil Accommodation Review Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

**Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

**Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees

**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters

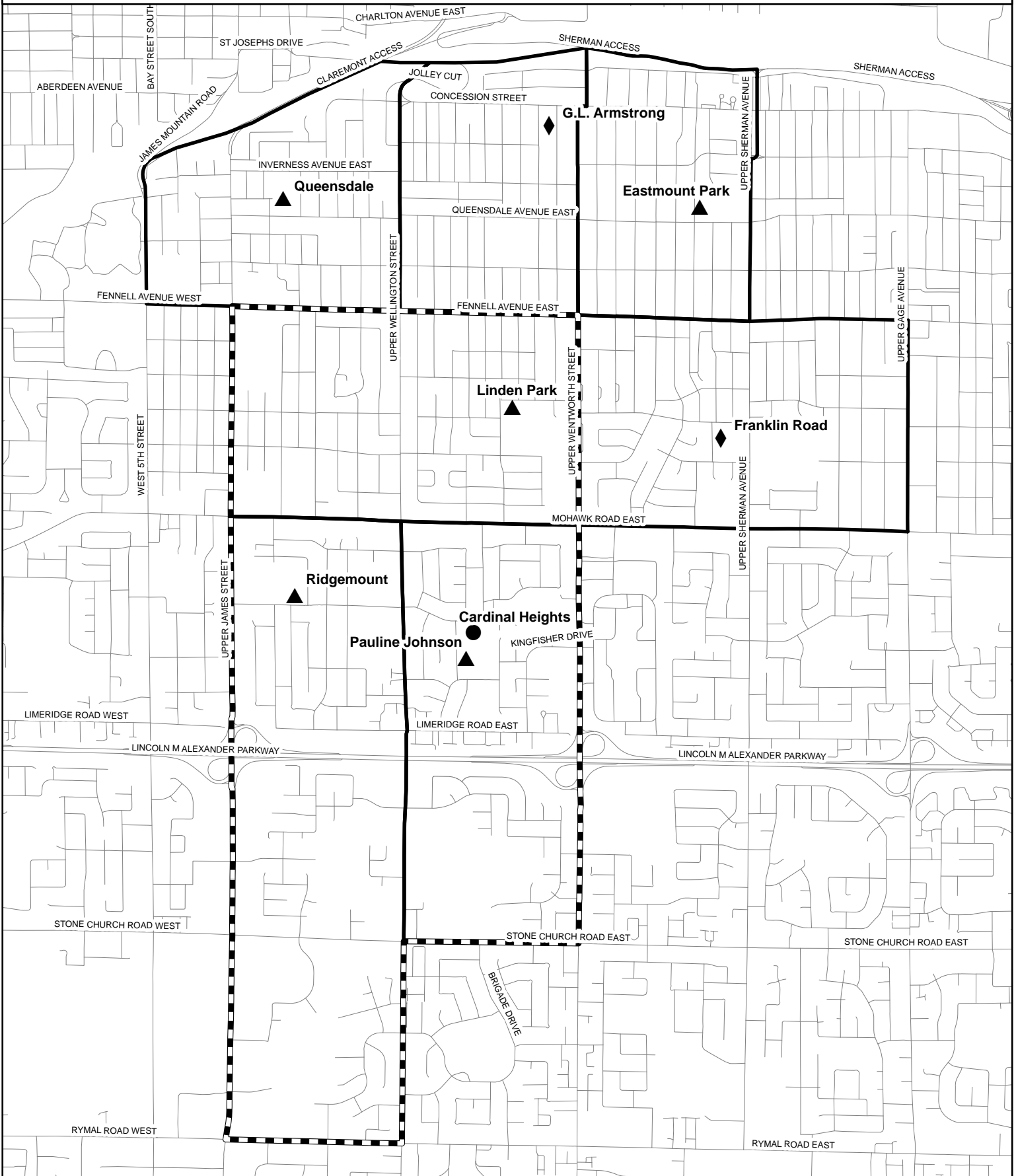
**HWDSB Documents**







- Long-Term Facilities Master Plan



# Central Mountain Accommodation Review Current Boundaries

9C-24



	Elementary		Middle School Boundary
	Jr Elem		K-8 Boundary
	Middle School		
	Secondary		

North arrow pointing up.

Scale bar: 0, 0.25, 0.5, 1 KM



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Planning & Accommodation

April 17th 2013

Planning and Accommodation



<b>Impact of Condition Index on Asset Performance (5 Year FCI)</b>				
<b>FCI Levels</b>	<b>HWDSB Schools</b>	<b>Facilities</b>	<b>Learning</b>	<b>Staff and Budgets</b>
<b>Good</b> 0-20%	<ul style="list-style-type: none"> <li>-A.M. Cunningham</li> <li>-A.A. Greenleaf</li> <li>-Ancaster Meadow</li> <li>-Balaclava</li> <li>-Bellmoore</li> <li>-Cathy Weaver</li> <li>-Chedoke</li> <li>-Dr. Davey</li> <li>-Gatestone</li> <li>-Guy Brown</li> <li>-Hillcrest</li> <li>-Janet Lee</li> <li>-Lawfield</li> <li>-Prince of Wales</li> <li>-Queen Victoria</li> <li>-Ray Lewis</li> <li>-Saltfleet</li> <li>-Sir Wilfred Laurier</li> <li>-Sir William Osler</li> <li>-Templemead</li> <li>-Waterdown DHS</li> <li>-Winona</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look clean and functional</li> <li>-Limited and manageable component and equipment failure may occur</li> <li>-Facilities will compete well for enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be optimized by high quality facility conditions</li> <li>-Student and staff morale will be positive and evident</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time will be devoted to regular scheduled maintenance</li> </ul>
<b>Average</b> 21-40%	<ul style="list-style-type: none"> <li>-Bell-Stone</li> <li>-Bennetto</li> <li>-C. B. Stirling</li> <li>-Central</li> <li>-Dr. J. Seaton</li> <li>-Earl Kitchener</li> <li>-Eastmount Park</li> <li>-Franklin Road</li> <li>-G.R. Allan</li> <li>-Glendale</li> <li>-Glen Echo</li> <li>-Billy Green</li> <li>-Gordon Price</li> <li>-Helen Detwiler</li> <li>-Hill Park</li> <li>-Holbrook</li> <li>-Lake Avenue</li> <li>-Lincoln Alexander</li> <li>-Lisgar</li> <li>-Memorial (Ham)</li> <li>-Millgrove</li> <li>-Mountain View</li> <li>-Mount Hope</li> <li>-Mountview</li> <li>-Norwood Park</li> <li>-Orchard Park</li> <li>-Parkview</li> <li>-Pauline Johnson</li> <li>-Queen Mary</li> <li>-Queen's Rangers</li> <li>-R.L. Hyslop</li> <li>-Ridgemount</li> <li>-Roxborough Park</li> <li>-Ryerson</li> <li>-Sir Allan MacNab</li> <li>-Strathcona</li> <li>-Taplestown</li> <li>-Westwood</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities are beginning to show signs of wear</li> <li>-More frequent component and equipment failure will occur</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement is unlikely to be at risk from facility conditions</li> <li>-Student and staff morale may be affected</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time may be diverted from regular scheduled maintenance</li> <li>-May be some variability in operational costs</li> </ul>

<p style="text-align: center;"><b>Fair</b> 41-64%</p>	<ul style="list-style-type: none"> <li>-Adelaide Hoodless</li> <li>-Ancaster H &amp; VS</li> <li>-Barton</li> <li>-Beverly Central</li> <li>-Buchanan Park</li> <li>-Cardinal Heights</li> <li>-Collegiate Ave</li> <li>-Delta</li> <li>-Dundana</li> <li>-Dundas Central</li> <li>-Eastdale</li> <li>-Ecole Elementaire</li> <li>Michaëlle Jean</li> <li>-Fessenden</li> <li>-Flamborough Centre</li> <li>-G.L. Armstrong</li> <li>-Glen Brae</li> <li>-Glenwood</li> <li>-Green Acres</li> <li>-Hess Street</li> <li>-Highland</li> <li>-Huntington Park</li> <li>-James MacDonald</li> <li>-Mary Hopkins</li> <li>-Memorial (SC)</li> <li>-Mountain S.S.</li> <li>-Parkside</li> <li>-Prince Philip</li> <li>-Queensdale</li> <li>-R.A. Riddell</li> <li>-Richard Beasley</li> <li>-Rosedale</li> <li>-Rousseau</li> <li>-Sir Isaac Brock</li> <li>-Sir John A. MacDonald</li> <li>-Sir Winston Churchill</li> <li>-Spencer Valley</li> <li>-Viscount</li> <li>Montgomery</li> <li>-W.H. Ballard</li> <li>-Westdale</li> <li>-Westview</li> <li>-Yorkview</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with apparent and increasing deterioration</li> <li>-Frequent component and equipment failure may occur. Occasional building shut down might occur</li> <li>-The facility will be at a competitive disadvantage and enrollment could be impacted</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be at risk of deterioration (5%-10%)</li> <li>-Symptoms will become apparent in: <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Student and staff wellness</li> <li>• Disciplinary incidents</li> <li>• Staff turnover</li> </ul> </li> <li>-Concern about negative morale with student s and staff will be raised and become evident</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can impact budgets</li> <li>-Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs</li> </ul>
<p style="text-align: center;"><b>Poor</b> over 65%</p>	<ul style="list-style-type: none"> <li>-Ancaster Senior</li> <li>-C.H. Bray</li> <li>-Dalewood</li> <li>-Elizabeth Bagshaw</li> <li>-Greensville</li> <li>-Highview</li> <li>-Linden Park</li> <li>-Mount Albion</li> <li>-Parkdale</li> <li>-Sherwood</li> <li>-Westmount</li> <li>-Woodward</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with obvious deterioration</li> <li>-Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high</li> <li>-The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement could be impacted</li> <li>-Growing organizational stress will also become apparent to: <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Student and staff wellness</li> <li>• Staff turnover</li> </ul> </li> <li>-Lack of maintenance will affect the attitudes and morale of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can consume budgets</li> <li>-Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs</li> </ul>

Figure 7: Impact of Condition Index on Asset Performance

### Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>								
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

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FDK	: FDK Implementation
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Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

Note:

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- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
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BR	: Boundary Review
Closed	: Closed
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## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday June 10<sup>th</sup>, 2013

**TO:** Standing Committee

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

**RE:** West Glanbrook Accommodation Review

Action  Monitoring

### Recommended Action:

That the Board approves the West Glanbrook Elementary Accommodation Review as identified in the 2012 Long Term Facilities Master Plan (LTFMP) schedule (Appendix E). The LTFMP schedule identifies the following schools:

- Bell-Stone (JK-6)
- Mount Hope (JK-8)

An accommodation review committee for the above mentioned schools will be struck in September 2013. The accommodation review committee final report will be submitted to the Director of Education no earlier than Monday January 27<sup>th</sup> 2014 and no later than Monday February 24<sup>th</sup> 2014. The Accommodation Review will adhere to the scope and guiding principles of the Terms of Reference (Appendix A) and Pupil Accommodation Policy (Appendix B). The first public meeting will be Wednesday, October 9<sup>th</sup> 2013, location TBA.

### Rationale/Benefits:

To ensure efficient use of space within the 'brick and mortar' of schools to accommodate current and long-term enrolment demands. The goal is to balance enrolment with capacity of permanent space and minimize the use of non-permanent structures such as portables and port-a-paks.

To address the maintenance and capital improvements required for those schools that are to remain open after the accommodation review process is complete. The goal is to ensure long-term facility sustainability while maintaining quality teaching and learning environments. By maintaining and improving learning environments the facilities become more conducive to student learning and program delivery.

To provide equity of access to facilities and programs for all HWDSB students.

**Background:**

The West Glanbrook Planning Area as identified by Long Term Facilities Master Plan – 2012 (LTFMP) is located in south-central Hamilton just east of Ancaster. The planning area, school location and boundaries are depicted in Appendix C. There are two schools in the planning area; Bell-Stone and Mount Hope. Bell-Stone is a JK to grade 6 elementary school which graduates students into Mount Hope Elementary School. Mount Hope is a JK to grade 8 elementary school that graduates students into Ancaster High.

School	OTG		2012	2017	2022
Bell-Stone	181	Enrolment	61	62	63
		Utilization	34%	34%	35%
Mount Hope	365	Enrolment	290	316	331
		Utilization	79%	87%	91%
Total	546	Enrolment	351	379	394
		Utilization	64%	69%	72%

Table 1: October Projected Headcount Enrolment and Utilization  
 OTG: On-the-Ground Capacity

In the table above is a 10 year enrolment projection, broken down in 5 year increments, for each school. The values represent the total number of students at the school if programming and boundaries are to remain as they are today. The utilization represents how much of the school is being occupied as a percentage of students in relation to the on-the-ground capacity (OTG). A school’s OTG is a Ministry formulated capacity.

The West Glanbrook Planning Area has a current total utilization of 64%, meaning there are approximately 190 empty pupil places within the two schools. Bell-Stone currently has a utilization of 34% and the enrolment is projected to remain steady over the next 10 years. Mount Hope currently has a utilization of 72% and is projected to increase over ten years due to residential development in the school’s catchment area.

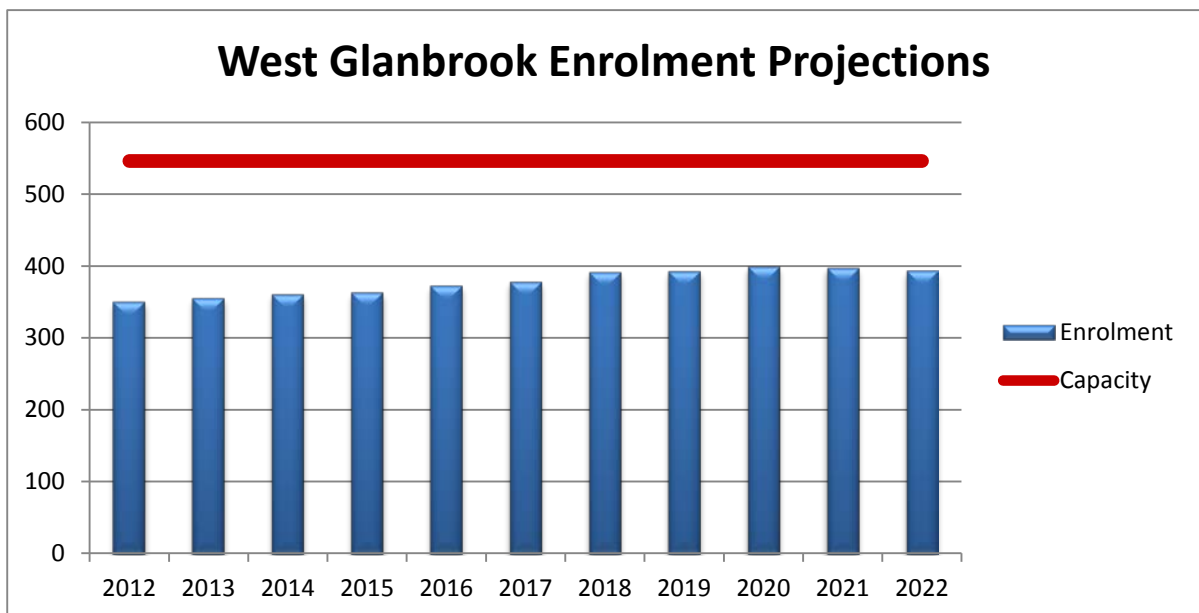


Figure 1: Combined October Projected Enrolments and Capacities

**Background Continued:**

Another key reference criterion is the condition of the school facility (Table 2). The current measure of facility condition is the Facility Condition Index (FCI). The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value. Below are the FCI Levels of each school based from a 5 year renewal needs estimate.

School	FCI Level
Bell-Stone	Average
Mount Hope	Average

Table 2: Impact of Condition Index on Asset Performance

Table 2 indicates an 'FCI Level' descriptor is as per the measurement increments in the Impact on Condition Index on Asset Performance (5 Year FCI) chart in the LTFMP (Appendix D).

- 1) Implementation for ARC Recommendation: Upon Board approval of recommendation/s, implementation is projected to occur no earlier than the commencement of the 2014-15 school year. Estimated implementation would likely occur in the 2015-16 school year contingent on variables such as the scope of implementation (e.g. capital requirements), available funding, or unforeseen logistical challenges.
- 2) Composition of ARC: The ARC Policy in Section 2.3 allows for a modification of the number of voting members. The standard number of voting members per school in the ARC is five (Two parent council reps, one non-parent council rep, one teaching rep, and one non-teaching rep). For this ARC, the number of voting members per school has not been modified.

HWDSB School Reports

In the next section of the document is a school information report for both elementary schools in the West Glanbrook Accommodation Review. The report includes a variety of information about each school. It includes location information and a detailed map showing each school's property. There is facility information which includes construction year, additions, gross square feet, site size and capacity. Also included are current and projected enrolment, grade information, FDK implementation year and non-permanent accommodation facts.



May 17, 2013

## Bell- Stone

Address: 6025 White Church and Nebo

Grades: JK-6

City: Mount Hope

Current FI Grades:

Postal Code: L0R 1W0

FDK Implementation Date: 2014-2015

Portables: 0

Capacity: 181

Portapaks: 0

2012 Enrolment: 61

Utilization 34%

Number Of Storeys: 1

2017 Enrolment: 62

Utilization: 34%

Original Construction Year: 1963

Building Addition Years: 1993

Site Acres: 11.25

Building Gross (Ft2): 15,541

Building Gross (M2): 1,444

2022 Enrolment: 63

Utilization 35%

\*\*All Enrolments are Nominal Counts



May 17, 2013

## Mount Hope

Address:	9149 Airport Road	Grades:	JK-8
City:	Mount Hope	Current FI Grades:	
Postal Code:	L0R 1W0	FDK Implementation Date:	2011-2012
Portables:	0	Capacity:	365
Portapaks:	0	2012 Enrolment:	290
		Utilization:	79%
Number Of Storeys:	2	2017 Enrolment:	316
Original Construction Year:	1952	Utilization:	87%
Building Addition Years:	1956, 1957, 1966	2022 Enrolment:	331
Site Acres:	8.71	Utilization:	91%
Building Gross (Ft2):	35,088	**All Enrolments are Nominal Counts	
Building Gross (M2):	3,260		






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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines*.

### 1.0 Mandate of the Accommodation Review Committee

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Accommodation Review Committee is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.
- 1.2 A separate Accommodation Review Committee shall be established for each group of schools being studied.
- 1.3 This Accommodation Review Committee is charged with the review of the following schools:
  - **Bell-Stone (JK-6)**
  - **Mount Hope (JK-8)**

### 2.0 Membership of the Accommodation Review Committee

- 2.1 The Accommodation Review Committee should consist of the following persons:
  - The Accommodation Review Committee Chair as appointed by Executive Council;
  - Two (2) parent representatives who are members of School Council and/or Home and School Association from each school under review;
  - One (1) parent representative who is not a member of School Council or Home and School Association from each school under review;
    - If only one school is being reviewed then the representatives may be increased to two (2);
  - One (1) teaching representative from each school under review;
  - One (1) non-teaching staff from each school under review;

- 2.2 The Accommodation Review Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 2.2.1 Written invitation to participate on the Accommodation Review Committee will be issued with a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 2.3 Accommodation Review Committee membership may be adjusted so that the Committee may function effectively.
- 2.4 All members of the Accommodation Review Committee are voting members with the exception of the Accommodation Review Committee Chair and feeder school representative who are non-voting members.
- 2.4.1 When a vote is called only the voting members present will cast their vote via ballot. A vote shall be passed when fifty percent (50%) plus one of the Accommodation Review Committee members vote in favour of the motion. Should there be a tie vote the motion/recommendation is defeated.
- 2.4.2 Quorum shall be defined as fifty percent (50%) plus one of the Accommodation Review Committee members.
- 2.5 Recognizing the value of the Accommodation Review Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Accommodation Review Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.6 In the event that an Accommodation Review Committee member is unable to commit to attending all, or nearly all of the meetings, the Accommodation Review Committee Chair has the authority to address the attendance issue and recommend a solution.
- 2.7 The Accommodation Review Committee will have resource support available to provide information when requested or to provide expertise not already within the Accommodation Review Committee. The following people are available resources:
- The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review
  - Administrative support for minute taking;
  - Dedicated resources to enable the Accommodation Review Committee to understand the issues that exist and to provide:
    - support to ensure compliance with the Board's policy and procedure;
    - information relevant to the mandate of the Accommodation Review Committee as requested by the Accommodation Review Committee;
    - information relevant to the mandate of the Accommodation Review Committee to support community questions or requests;
- 2.7.1 If the Accommodation Review Committee Chair sees a need for additional expertise or if additional expertise is requested by the Accommodation Review Committee, guest Accommodation Review Committee resources may be invited to attend specified meetings



(i.e. students, HWDSB staff, members of the community or local economy) as approved by the ARC members.

### 3.0 Operation of the Accommodation Review Committee

3.1 Executive Council will be responsible for appointing the Chair of the Accommodation Review Committee.

The Accommodation Review Committee Chair is responsible for:

- Convening and chairing Accommodation Review Committee meetings;
- Managing the development of the process according to the Accommodation Review Committee mandate, the *Terms of Reference* and the supporting School Information Profile (SIP);
- Coordination of the activities of the Accommodation Review Committee, requesting support, resources, and information relevant to the Accommodation Review Committee's mandate from the HWDSB staff;
- Ensuring completion of the *Accommodation Review Committee Accommodation Report*.

3.2 A SIP for each affected school necessary to permit the Accommodation Review Committee to carry out its mandate will be provided at or prior to the Accommodation Review Committee's first working meeting.

3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

3.4 The Accommodation Review Committee will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings.

3.5 The Accommodation Review Committee shall determine a schedule of the dates, times and location of meetings. This should be established at the first meeting of the Accommodation Review Committee subject to Section 6.1 of this Policy.

3.6 Working meetings of the Accommodation Review Committee may be held regardless of all voting members being present.

3.7 The Accommodation Review Committee will complete its work within the timelines outlined in this Policy.

3.8 In the event that a member is unable to fulfill his/her duties on the Accommodation Review Committee, the Principal of the affiliated school(s) working with the Chair of the Accommodation Review Committee, may co-opt another representative. If a replacement cannot be found, the Accommodation Review Committee will continue to function.

3.9 The Accommodation Review Committee will provide information to the affected school communities on an ongoing basis.

- 3.10 Board staff will respond to reasonable requests for additional information that has been approved by the Accommodation Review Committee and will include the response(s) to the question(s), in the Accommodation Review Committee's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the Accommodation Review Committee's mandate and in keeping with the schools under review, will be provided by Accommodation Review Committee Resource staff in a timely manner for the Accommodation Review Committee's use and if the information is requested from an external party, for the Accommodation Review Committee's approval. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Accommodation Review Committee Resource staff will provide an estimated availability time.
- 3.12 All Accommodation Review Committee meetings will be structured to encourage an open and informed exchange of views.
- 3.13 The Accommodation Review Committee may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 3.14 Where the Accommodation Review Committee recommends accommodation option(s) that include new capital investment, the Accommodation Review Committee Chair will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, the Accommodation Review Committee, will propose how students would be accommodated if funding does not become available. Accommodation Review Committee Resource staff will provide analysis support for this process.
- 3.15 All accommodation options developed by the Board or by the Accommodation Review Committee are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

#### 4.0 Reference Criteria

- 4.1 The key criteria that will be used by the Accommodation Review Committee to fulfill its mandate include, but are not limited to, the following:
- a) **Facility Utilization:** Facility Utilization is defined as enrolment as a percentage of "on-the-ground" capacity. The goal is to maximize the use of Board owned facilities over the long-term.
  - b) **Permanent and Non-permanent Accommodation:** Permanent accommodation refers to "bricks and mortar" while non-permanent construction includes structures such as portables and port-a-paks. The goal is to minimize the use of non- permanent accommodation as a long-term strategy while recognizing that it may be a good short- term solution.
  - c) **Program Offerings:** The Accommodation Review Committee must consider program offerings, each with their own specific requirements, at each location.
  - d) **Quality Teaching and Learning Environments:** The Accommodation Review Committee should consider the program environments and how well they are conducive to learning.
  - e) **Transportation:** The Accommodation Review Committee should consider the Board's existing Transportation Policy and how it may be impacted by or limit proposed accommodation recommendations.
  - f) **Partnerships Opportunities:** As a requirement of the Policy and Ministry guidelines, the Accommodation Review Committee should also consider opportunities for partnerships.

- g) **Equity:** The Accommodation Review Committee should consider the Board's Equity Policy, specifically as it relates to accessibility, both in terms of the physical school access as well as transportation and program environments.

4.2 The Accommodation Review Committee may add additional reference criteria.

## 5.0 Working Meetings

- 5.1 The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four (4) public meetings. The materials prepared will support the objectives and the Reference Criteria of this Terms of Reference and will help the Accommodation Review Committee in its development of the Accommodation Review Committee Accommodation Report.
- 5.2 The Accommodation Review Committee Resource staff will work with the Accommodation Review Committee to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Accommodation Review Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.3 Accommodation Review Committee Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. Accommodation Review Committee meeting minutes will be posted to the Board's website after the minutes have been approved by the Accommodation Review Committee.
- 5.4 All information provided to the Accommodation Review Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.5 Working Meetings of the Accommodation Review Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Accommodation Review Committee working meetings, the Accommodation Review Committee will hold a minimum of four (4) public meetings. Public meetings will occur in one of the affected schools, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, the Accommodation Review Committee will present the Preliminary School Accommodation Review Report prepared by the Director of Education, including the Board/Staff proposed alternative accommodation option(s). As well, the Accommodation Review Committee will describe the Terms of Reference, including its mandate; outline its study process; give the public a briefing on the data and issues to be addressed and receive community input;
  - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix D) for the school(s) under consideration and receive community input;
  - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) and request community input;
  - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft Accommodation Review Committee Accommodation Report with its interim accommodation recommendation(s) and receive community input. The Accommodation Review Committee may make changes to the report based upon feedback at this meeting.

- 6.2 The Accommodation Review Committee Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting.
- 6.4 Notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include the date, time, location, purpose, contact name and email address.

## 7.0 Accommodation Review Committee Accommodation Report

- 7.1 The Accommodation Review Committee Accommodation Report, which is a mandatory outcome of the Accommodation Review Committee's work, is to be submitted to the Director of Education, by the Chair of the Accommodation Review Committee. The *Accommodation Review Committee Accommodation Report* is to be drafted in plain language.
- 7.1.1 The Accommodation Review Committee will prepare a report that will make accommodation recommendation(s) consistent with the objectives and *Reference Criteria* outlined in the Terms of Reference.
- 7.1.2 The Accommodation Review Committee should also consider the following issues and try to address these as well as possible in the *Accommodation Review Committee Accommodation Report*:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
  - The effects of consolidation, closure or program relocation on the following:
    - The attendance area defined for the school(s)
    - The need and extent of transportation
  - The financial effects of consolidating or not consolidating the school, including any capital implications.
  - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - Expenditures to address school renewal issues which will no longer be required
  - Revenue implications as a result of the consolidation, closure or program relocation.
  - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
    - School operations (heating, lighting, cleaning, routine maintenance)
    - School administration
    - School renewal
    - Transportation
- 7.1.3 The Chair of the Accommodation Review Committee will deliver the *Accommodation Report* to the Director of Education not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the

Accommodation Review Committee's first public meeting. The Director of Education will post the *Accommodation Review Committee Accommodation Report* on the Board's website.

7.1.4 The Accommodation Review Committee shall present the *Accommodation Review Committee Accommodation Report* to the Board of Trustees.

7.2 In the event that, in preparing its *Accommodation Report*, the Accommodation Review Committee cannot agree on recommendations regarding the future of the school(s) being considered, then the *Accommodation Report* with no recommendations shall be delivered to the Director of Education and shall be posted to the HWDSB website. The report shall include a statement indicating that the Accommodation Review Committee members were unable to agree upon recommendations to the Board of Trustees.

## 8.0 Capital Planning Objectives and Partnership Opportunities

8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the Accommodation Review Committee with context for the accommodation review processes and decisions.

- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the Accommodation Review Committee, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the Accommodation Review Committee.
- These capital planning objectives should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.
- The Board is to inform the Accommodation Review Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Accommodation Review Committee process.

## 9.0 Alternative Accommodation Option(s) by the Board

9.1 The Board must present at least one alternative accommodation option at the beginning of the accommodation review process that addresses the objectives and the *Reference Criteria* outlined in the Terms of Reference.

9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the Accommodation Review Committee on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.

9.3 Accommodation Review Committee resource staff will provide the necessary data to enable the Accommodation Review Committee to examine the options proposed. This analysis is necessary to assist the Accommodation Review Committee in finalizing the Accommodation Review Committee Accommodation Report to the Director of Education.





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## **Pupil Accommodation Review Policy**

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**Date Approved:****Projected Review Date:**

### **Purpose:**

School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. The purpose of this policy is to prescribe how accommodation reviews are undertaken to determine the future of a school or group of schools.

### **Guiding Principles:**

Accommodation review decisions should take into account the following:

1. The needs of all the students in all of the schools within a family of schools and community input.
2. The Guiding Principles as defined in Hamilton-Wentworth District School Board's (HWDSB's) Long-Term Facilities Master Plan.

### **Intended Outcomes:**

The intended outcome of this policy is to ensure that where the Board of Trustees make a decision regarding the future of a school, that decision is made with involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The following criteria will be used to assess the schools.

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery.
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.
- The impact on the student, Hamilton-Wentworth District School Board, the community and the local economy (in order of importance).

### **Responsibility:**

- Director of Education

**Terminology:**

**Family of Schools:** Group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

**Long-Term Facilities Master Plan:** A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

**Preliminary School Accommodation Review Report:** Initial report to the Board of Trustees outlining the rationale and scope of a potential accommodation review.

**School Information Profile:** Contains data to help the Accommodation Review Committee (ARC) and the community understand how well the school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference.

**Terms of Reference:** Outlines the mandate, scope, reference criteria, operating procedure and structure of the ARC.

**Action Required:**

This policy will be supported through the development and implementation of a Policy Directive that outlines:

- How a Pupil Accommodation Review is initiated
- The decision to establish the ARC
- What information is provided to the ARC
- The final ARC report
- The Director's report to the Board of Trustees
- The Board of Trustees Meeting for public input
- The Board of Trustees Meeting to decide on School Accommodation Review
- The Administrative Review of the Accommodation Review Process
- Timelines

In order to further support this policy, a *Terms of Reference* (Appendix A), will be developed and implemented to guide the Accommodation Review Committees. The *Terms of Reference* will outline:

- Mandate of the ARC
- Membership of the ARC
- Operation of the ARC
- Reference criteria
- Working meetings
- Public meetings
- Accommodation Review Committee Accommodation Report
- Capital Planning objectives and partnership opportunities
- Alternative Accommodation Option(s) by the Board of Trustees



**Timelines:**

Action	Timeline	Section
School Accommodation Utilization Review (Long-Term Facilities Master Plan Update)	Annually	
Presentation of the Preliminary School Accommodation Review Report to Board	As a result of the School Accommodation Utilization Review	
Decision to establish an ARC	As a result of the Preliminary School Accommodation Review Report	
Notice of Board decision to establish an ARC	Within seven (7) days of decision*	
Establishment of the membership of the ARC	Following the decision to establish an ARC	
Delivery of School Information Profile (SIP) package to the ARC	Prior to or at the first Working Group Meeting	
Notice of first Public Meeting	There will be at least 30 day's notice prior to public meeting*	
First Public Meeting	As scheduled by HWDSB Senior Administration	
Second Public Meeting	As scheduled by the ARC	
Third Public Meeting	As scheduled by the ARC	
Fourth Public Meeting	As scheduled by the ARC	
Delivery of the final ARC report	Not earlier than ninety (90) days and not later than one hundred and twenty (120) days after the ARC's first Public Meeting*	
Presentation of the Director's Report and the ARC Accommodation Report	Not less than thirty (30) days after the final ARC report was delivered to the Director of Education*	
Committee of the Whole Meeting (regular or special) for Public Input	As scheduled by Trustees within sixty (60) days prior to making their final decision *	
Committee of the Whole Meeting (regular or special) to decide on School Accommodation Review	As scheduled by Trustees no earlier than sixty (60) days from when the Director's Report is officially received by Trustees*	
Notice of decision on School Accommodation Review	Within fourteen (14) days of decision*	

\* Calendar days excluding school holidays such as summer vacation, Christmas and Spring Break (including adjacent weekends).

**Progress Indicators:**

Intended Outcome	Measurements
<ul style="list-style-type: none"> <li>The impact of the current and projected enrolment on the operation of the school(s) and on program delivery</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary School Accommodation Review Report to the Board of Trustees</li> </ul>
<ul style="list-style-type: none"> <li>The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery</li> </ul>	<ul style="list-style-type: none"> <li>School Accommodation Review Report</li> </ul>

**References:****Government Documents**

- Pupil Accommodation Review Guidelines, Ministry of Education (Revised June 2009)
- Administrative Review of Accommodation Review Process, Ministry of Education

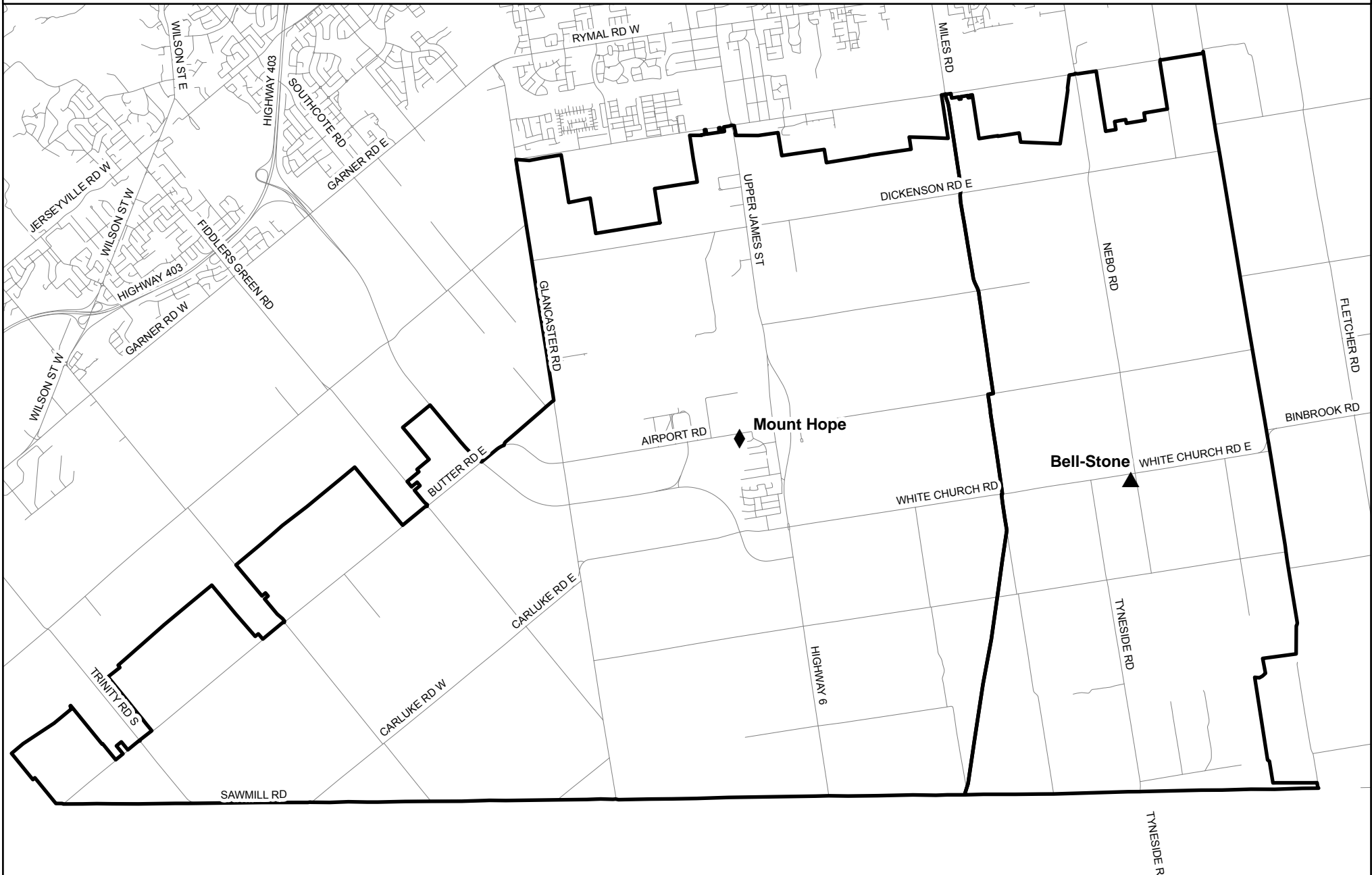
**HWDSB Strategic Directions**

- Achievement Matters
- Engagement Matters
- Equity Matters


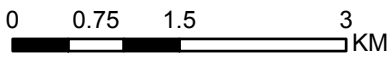
**HWDSB Documents**

- Long-Term Facilities Master Plan

# West Glanbrook Accommodation Review



◆ Elementary	● Middle School	□ Current Boundary
▲ Jr Elem	■ Secondary	




  
 May 9th, 2013

Planning and Accommodation



<b>Impact of Condition Index on Asset Performance (5 Year FCI)</b>				
<b>FCI Levels</b>	<b>HWDSB Schools</b>	<b>Facilities</b>	<b>Learning</b>	<b>Staff and Budgets</b>
<b>Good</b> 0-20%	<ul style="list-style-type: none"> <li>-A.M. Cunningham</li> <li>-A.A. Greenleaf</li> <li>-Ancaster Meadow</li> <li>-Balaclava</li> <li>-Bellmoore</li> <li>-Cathy Weaver</li> <li>-Chedoke</li> <li>-Dr. Davey</li> <li>-Gatestone</li> <li>-Guy Brown</li> <li>-Hillcrest</li> <li>-Janet Lee</li> <li>-Lawfield</li> <li>-Prince of Wales</li> <li>-Queen Victoria</li> <li>-Ray Lewis</li> <li>-Saltfleet</li> <li>-Sir Wilfred Laurier</li> <li>-Sir William Osler</li> <li>-Templemead</li> <li>-Waterdown DHS</li> <li>-Winona</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look clean and functional</li> <li>-Limited and manageable component and equipment failure may occur</li> <li>-Facilities will compete well for enrollment</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be optimized by high quality facility conditions</li> <li>-Student and staff morale will be positive and evident</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time will be devoted to regular scheduled maintenance</li> </ul>
<b>Average</b> 21-40%	<ul style="list-style-type: none"> <li>-Bell-Stone</li> <li>-Bennetto</li> <li>-C. B. Stirling</li> <li>-Central</li> <li>-Dr. J. Seaton</li> <li>-Earl Kitchener</li> <li>-Eastmount Park</li> <li>-Franklin Road</li> <li>-G.R. Allan</li> <li>-Glendale</li> <li>-Glen Echo</li> <li>-Billy Green</li> <li>-Gordon Price</li> <li>-Helen Detwiler</li> <li>-Hill Park</li> <li>-Holbrook</li> <li>-Lake Avenue</li> <li>-Lincoln Alexander</li> <li>-Lisgar</li> <li>-Memorial (Ham)</li> <li>-Millgrove</li> <li>-Mountain View</li> <li>-Mount Hope</li> <li>-Mountview</li> <li>-Norwood Park</li> <li>-Orchard Park</li> <li>-Parkview</li> <li>-Pauline Johnson</li> <li>-Queen Mary</li> <li>-Queen's Rangers</li> <li>-R.L. Hyslop</li> <li>-Ridgemount</li> <li>-Roxborough Park</li> <li>-Ryerson</li> <li>-Sir Allan MacNab</li> <li>-Strathcona</li> <li>-Taplestown</li> <li>-Westwood</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities are beginning to show signs of wear</li> <li>-More frequent component and equipment failure will occur</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement is unlikely to be at risk from facility conditions</li> <li>-Student and staff morale may be affected</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance and operations staff time may be diverted from regular scheduled maintenance</li> <li>-May be some variability in operational costs</li> </ul>

<p style="text-align: center;"><b>Fair</b> 41-64%</p>	<ul style="list-style-type: none"> <li>-Adelaide Hoodless</li> <li>-Ancaster H &amp; VS</li> <li>-Barton</li> <li>-Beverly Central</li> <li>-Buchanan Park</li> <li>-Cardinal Heights</li> <li>-Collegiate Ave</li> <li>-Delta</li> <li>-Dundana</li> <li>-Dundas Central</li> <li>-Eastdale</li> <li>-Ecole Elementaire</li> <li>Michaëlle Jean</li> <li>-Fessenden</li> <li>-Flamborough Centre</li> <li>-G.L. Armstrong</li> <li>-Glen Brae</li> <li>-Glenwood</li> <li>-Green Acres</li> <li>-Hess Street</li> <li>-Highland</li> <li>-Huntington Park</li> <li>-James MacDonald</li> <li>-Mary Hopkins</li> <li>-Memorial (SC)</li> <li>-Mountain S.S.</li> <li>-Parkside</li> <li>-Prince Philip</li> <li>-Queensdale</li> <li>-R.A. Riddell</li> <li>-Richard Beasley</li> <li>-Rosedale</li> <li>-Rousseau</li> <li>-Sir Isaac Brock</li> <li>-Sir John A. MacDonald</li> <li>-Sir Winston Churchill</li> <li>-Spencer Valley</li> <li>-Viscount</li> <li>Montgomery</li> <li>-W.H. Ballard</li> <li>-Westdale</li> <li>-Westview</li> <li>-Yorkview</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with apparent and increasing deterioration</li> <li>-Frequent component and equipment failure may occur. Occasional building shut down might occur</li> <li>-The facility will be at a competitive disadvantage and enrollment could be impacted</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will be at risk of deterioration (5%-10%)</li> <li>-Symptoms will become apparent in:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Disciplinary incidents</li> <li>Staff turnover</li> </ul> </li> <li>-Concern about negative morale with student s and staff will be raised and become evident</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can impact budgets</li> <li>-Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs</li> </ul>
<p style="text-align: center;"><b>Poor</b> over 65%</p>	<ul style="list-style-type: none"> <li>-Ancaster Senior</li> <li>-C.H. Bray</li> <li>-Dalewood</li> <li>-Elizabeth Bagshaw</li> <li>-Greensville</li> <li>-Highview</li> <li>-Linden Park</li> <li>-Mount Albion</li> <li>-Parkdale</li> <li>-Sherwood</li> <li>-Westmount</li> <li>-Woodward</li> </ul>	<ul style="list-style-type: none"> <li>-Facilities will look worn with obvious deterioration</li> <li>-Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high</li> <li>-The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement could be impacted</li> <li>-Growing organizational stress will also become apparent to:               <ul style="list-style-type: none"> <li>Attendance issues</li> <li>Student and staff wellness</li> <li>Staff turnover</li> </ul> </li> <li>-Lack of maintenance will affect the attitudes and morale of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency repairs and maintenance costs can consume budgets</li> <li>-Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs</li> </ul>

Figure 7: Impact of Condition Index on Asset Performance

### Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>								
Allan Greenleaf		BR	FDK				ARC	
Balaclava	FDK	BR					ARC	
Flamborough Centre			FDK				ARC	
Guy Brown		BR					ARC	
Mary Hopkins			FDK				ARC	
Millgrove		BR	FDK					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	ARC					
Eastmount Park			ARC	FDK				
Franklin Road			ARC/FDK					
GL Armstrong			ARC/FDK					
Linden Park		GR	ARC	FDK				
Norwood Park								
Pauline Johnson			ARC					
Queensdale			ARC	FDK				
Ridgemount		GR	ARC					
<b>4 East Hamilton City 1</b>								
Hillcrest			ARC	FDK				
Parkdale			ARC					
Rosedale			ARC	FDK				
Roxborough Park			ARC					
Viscount Montgomery			ARC	FDK				
WH Ballard			ARC	FDK				
Woodward			ARC	FDK				

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto				ARC				
Cathy Wever				ARC				
Central			FDK	ARC				
Dr. Davey				ARC				
Earl Kitchener				ARC/FDK				
Hess Street			FDK	ARC				
Queen Victoria	FDK			ARC				
Ryerson				ARC				
Strathcona			FDK	ARC				
<b>6 West Glanbrook</b>								
Bell-Stone			ARC/FDK					
Mount Hope			ARC					
<b>7 East Mountain</b>								
CB Stirling	FDK					ARC		
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				ARC/FDK				
Lincoln Alexander	FDK					ARC		
Lisgar				ARC				
Ray Lewis			FDK					
Richard Beasley				ARC				
Templemead			FDK			ARC		
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK	ARC				
Eastdale	FDK			ARC				
Green Acres				ARC/FDK				
Memorial (Stoney Creek)			FDK	ARC				
Mountain View	FDK			ARC				
RL Hyslop			FDK	ARC				
Winona	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase





Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK				ARC			
Chedoke	FDK				ARC			
Gordon Price	FDK				ARC			
Holbrook			FDK		ARC			
James Macdonald			FDK		ARC			
Mountview				FDK	ARC			
RA Riddell			FDK		ARC			
Westview					ARC			
Westwood					ARC			
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK	ARC			
Ancaster Senior					ARC			
CH Bray				FDK	ARC			
Fessenden				FDK	ARC			
Queen's Rangers	FDK				ARC			
Rousseau	FDK				ARC			
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK		ARC			
Glen Brae					ARC			
Glen Echo				FDK	ARC			
Lake Avenue	FDK							
Sir Isaac Brock					ARC			
Sir Wilfrid Laurier			FDK		ARC			

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK		ARC		
Adelaide Hoodless	FDK					ARC		
Memorial (Hamilton)	FDK					ARC		
Prince of Wales						ARC		
Queen Mary						ARC		
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK		ARC		
Dundas Central			FDK			ARC		
Sir William Osler			FDK			ARC		
Yorkview						ARC		
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** June 10, 2013

**TO:** Standing Committee

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

**RE:** Millgrove/Spencer Valley (East Flamborough) Boundary Review

Action  Monitoring

### Recommended Action:

That the Board approve the following accommodation boundary review strategy to address the expressed interest of the Millgrove school community to attend secondary schooling in Waterdown beginning in September 2014:

- Spencer Valley grade 8 students who live within Millgrove's JK-5 attendance boundary move forward to Waterdown DHS for grade 9 (**see attached map – Appendix A**).

The following condition applies to the boundary change:

- Students who are attending secondary school in Dundas and live in the Millgrove JK-5 attendance boundary at the time the boundary change is implemented (2014) will be granted opportunity to continue to attend secondary school in Dundas if requested (grandfathering).
  - Student transportation will be provided for those existing students in Millgrove's attendance boundary choosing to remain in Dundas for secondary schooling.
  - New secondary students to the Millgrove boundary area will be assigned to

### Rationale/Benefits:

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

The Millgrove community of Parkside HS (and Highland SS) involved in the West Secondary Accommodation Review expressed interest in having their children attend Waterdown DHS.

### Background:

It was the understanding of administration, that the Millgrove school community has more of an affiliation to Waterdown, than it does Dundas. Geographic proximity to Waterdown lends itself to this affiliation. This strategy is proposing to continue to direct Millgrove students to Spencer Valley for middle school (grades 6-8) and redirect their secondary assignment. Students living in the Millgrove school boundary, attending Spencer Valley, would change from a secondary school assignment in Dundas to one at Waterdown DHS. This will, in effect, change the secondary school attendance boundary for Dundas and Waterdown – see Appendix A. Enrolment projections reflecting the proposed strategy are illustrated in Appendix B – “After Accommodation Strategy”.

In January 2013, the Board approved the formation of a Boundary Review Committee. The committee met twice – once in an information and consultation format, the other at a public meeting. The initial strategy explored was to redirect Millgrove students to middle schools (grades 6-8) associated with WDHS. The consultation process supported the Millgrove community's desire to attend WDHS, however there was less conclusive evidence to support changing their existing middle school assignment (Appendix C).

The following items were discussed in accordance with the Boundary Review Process:

**Background Continued:**

**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 the Dundas and Waterdown secondary schools are shown in Appendix A.

**Implementation Considerations:** The interest of families to attend Waterdown DHS was supported by the survey results (Appendix C). Approximately 63% of the respondents from within the Millgrove's area supported having their child/children attend at Waterdown DHS (WDHS) for their high school education. Based on the specific questions 1 a) and b) for the geographies identified as 'South' or 'North' of Safari Rd., 32 (21+11) families supported Spencer Valley for middle school, 15 supported Allan Greenleaf, and 10 supported Balaclava.

**Transportation impacts:** Students who are attending secondary school in Dundas and live in the Millgrove JK-5 attendance boundary at the time the boundary change is implemented (2014) will be granted opportunity to continue to attend secondary school in Dundas if requested (grandfathering). Student transportation will be provided for those existing students in Millgrove's attendance boundary choosing to remain in Dundas for secondary schooling. New secondary students to the Millgrove boundary area will be assigned to Waterdown DHS.

**Financial Implications:** Balaclava should not require additional accommodation spaces. SV will not require additional accommodation spaces.

**Political Implications and Community Consultation:** A Boundary Review Committee was struck and met at Spencer Valley on March 21<sup>st</sup>, 2013. The Committee members are:

John Laverty – SOSA	Karen Turkstra - Trustee
Robert Fex – Senior Planner	Lori Kyle – Principal AAG
Holly Shanlin – VP AAG	Ian Macleod - SC Chair AAG
Sue Nevilie – Principal BAL	Graham Millman – SC Chair BAL
Karin Lang – SC BAL	Colleen Evans – SC Greensville
Sharon Holford – SC Highland SS	Boris Williams – SC Highland SS
Kim Short – Principal SV	Sue VanEgdom – SC SV
Sandra Constable - Principal MG	Rosalyn VanderBoom – SC VC MG
Sarah Archeil – SC Chair MG	

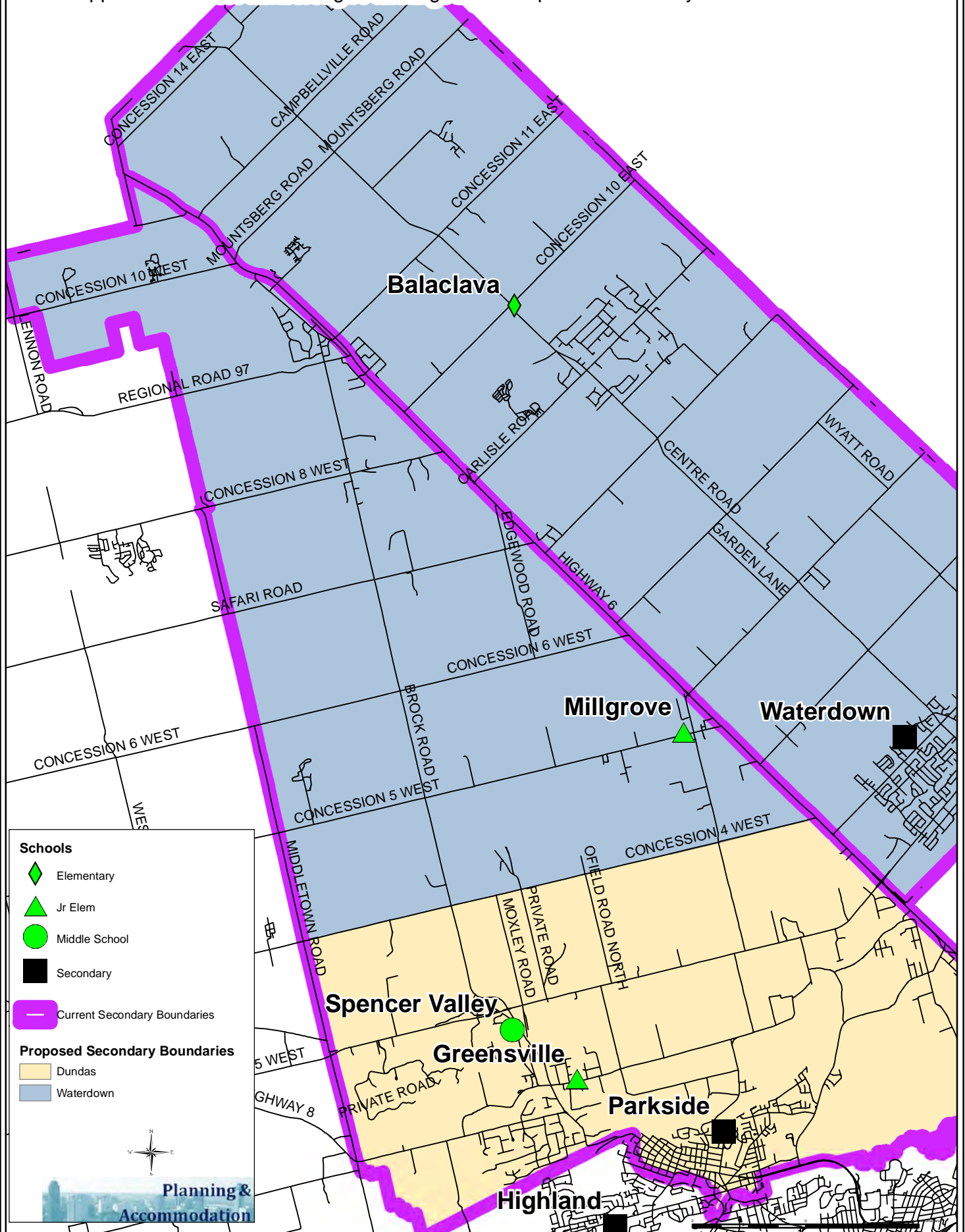
\*Parkside Secondary received invitation.

A public meeting was held at Millgrove PS on March 27<sup>th</sup>, 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. Two separate surveys were 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 preferences. This proposed accommodation strategy reflects the input received through the consultation process.

**Boundary Review Process or Grade Reorganization**

1. Board Approval and Initiation of a Boundary Change Review
  - a. The Planning & Accommodation Division of the Facilities Management Department and/or the Superintendent of Student Achievement for the schools identified bring forth a recommendation to the Board for approval for consultation.
2. Boundary Review Committee
  - a. Boundary Review Committee be struck with the following membership:
    - i. Co-Chair: Cluster Superintendent of Student Achievement
    - ii. Co-Chair: Senior Planner or Planner of Accommodation & Planning
    - iii. All School Principals Affected
    - iv. All Trustees affected
    - v. Up to Two School Council Reps from each School affected.
  - b. The Boundary Review Committee will meet at least once and will review the following:
    - i. Rationale for change
    - ii. Preferred option(s)
    - iii. Enrolment & facility utilization impacts
    - iv. Financial impacts
    - v. Transportation impacts
    - vi. Political considerations
    - vii. Implementation considerations including “grandparenting”, timelines, temporary and permanent status.
  - c. The mandate of the Committee shall be to review the proposed rationale, options and impacts identified above and to provide local expertise or input. The committee can suggest new options for considerations.
  - d. The Committee shall present at least one recommendation for community consultation.
3. **Community Consultation**
  - a. The Boundary Review Committee will hold one public meeting to allow the community an opportunity to provide input regarding the recommendation(s).
4. **Community Consultation Review**
  - a. Planning & Accommodation and SOSA review community feedback and make final a recommendation(s) to go to Board.
5. **Board Approval**
  - a. Planning & Accommodation and SOSA will present their recommendation as well as the results of community consultation to the Board for their approval.

# Appendix A: East Flamborough Planning Area - Proposed Secondary School Boundaries



- Schools**
- ◆ Elementary
  - ▲ Jr Elem
  - Middle School
  - Secondary
- Current Secondary Boundaries

- Proposed Secondary Boundaries**
- Dundas
  - Waterdown



Planning & Accommodation

**Appendix B**

Flamborough East Boundary Review: **PART 2** - Dundas and Waterdown Secondary schools  
Enrolment Projections - Status Quo Vs. Proposed Boundary Changes

School	School Capacity	2008	2009	2010	2011	2012	2013	2014	2014 Utilization	2015	2016	2017	2018	2019	2017 Utilization
<b><u>Status Quo Enrolments:</u></b>															
Highland	936	869	834	775	790	780	754	722	77%	674	628	614	588	548	59%
Parkside	756	637	640	611	544	458	402	349	46%	363	363	392	394	371	49%
Waterdown District	1701	1316	1311	1229	1157	1170	1136	1207	71%	1222	1146	1189	1094	1008	59%
Totals:	1364	<b>2822</b>	<b>2785</b>	<b>2615</b>	<b>2491</b>	<b>2408</b>	<b>2293</b>	<b>2278</b>		<b>2260</b>	<b>2137</b>	<b>2195</b>	<b>2077</b>	<b>1926</b>	
<b><u>After Boundary Changes:</u></b>															
Dundas School	1041	869	834	775	790	780	754	1053	101%	993	927	912	881	822	79%
Parkside	756	637	640	611	544	458	402	0	0%	0	0	0	0	0	0%
Waterdown District	1701	1316	1311	1229	1157	1170	1136	1225	72%	1267	1210	1283	1196	1104	65%
Totals:	1364	<b>2822</b>	<b>2785</b>	<b>2615</b>	<b>2491</b>	<b>2408</b>	<b>2293</b>	<b>2278</b>		<b>2260</b>	<b>2137</b>	<b>2195</b>	<b>2077</b>	<b>1926</b>	

NOTE: 1) For purposes of this report the Dundas School is illustrated as consolidated in 2014

2) Large portions Waterdown DHS residential development growth phasing reflected in 10-15 year projection

3) Projected new capacity of Dundas school is 1041





<b>South of Safari Road (44 returned surveys)</b>			
<i>Do you want our child to attend WDHS or Dundas Secondary?</i>			
<b>Options</b>	<b>Count</b>	<b>Percentage</b>	
<b>1 a)</b> Yes to WDHS, and Yes to Middle school choice of Allan A. Greenleaf (Grade 5 class is split at the grade 6 level)	15	34.09%	95% of surveys returned answered this question
<b>1 b)</b> Yes to WDHS, and Yes to Middle school choice of Spencer Valley (Grade 8 class is split for grade 9)	11	25.00%	
<b>2 a)</b> Yes to Dundas Secondary, and Yes to Middle school choice of Spencer Valley (Status Quo Option)	16	36.36%	
<b>North of Safari Road (46 returned surveys)</b>			
<i>Do you want our child to attend WDHS or Dundas Secondary?</i>			
<b>Options</b>	<b>Count</b>	<b>Percentage</b>	
<b>1 a)</b> Yes to WDHS, and Yes to Middle school choice of Balaclava (Grade 5 class is split at the grade 6 level)	10	21.74%	98% of surveys returned answered this question
<b>1 b)</b> Yes to WDHS, and Yes to Middle school choice of Spencer Valley (Grade 8 class is split for grade 9)	21	45.65%	
<b>2 a)</b> Yes to Dundas Secondary, and Yes to Middle school choice of Spencer Valley (Status Quo Option)	14	30.43%	
<b>Overall (90 Surveys Returned)</b>			
<i>Do you want our child to attend WDHS or Dundas Secondary?</i>			
<b>Options</b>	<b>Count</b>	<b>Percentage</b>	
Option 1- Yes to Waterdown DHS	57	63.33%	97% of surveys returned answered this question
Option 2- Yes to Dundas Secondary	30	33.33%	

\*\* Surveys that contained no options selected, or more than 1 option selected were not counted

#### Highlights from Comment Section

- Very important to keep Millgrove children together for grade 6, no matter what school it is.
- Community connection with Waterdown through extracurriculars, therefore want their children to attend Waterdown.
- Important connection to a rural community school, with smaller student population such as Spencer Valley. However, some think a bigger school such as Balaclava would provide other opportunities for their children.
- Still a prominent concern surrounding the idea of crossing Highway 6 for WDHS and long bus times to Dundas School.

1) How many children do you currently have at Millgrove Public School?			
Options	Count	Percentage	99% of surveys returned answered this question
0	26	21.14%	
1	60	48.78%	
2	32	26.02%	
3 or More	4	3.25%	
2) How many children do you currently have at Spencer Valley School?			
Options	Count	Percentage	98% of surveys returned answered this question
0	74	60.16%	
1	45	36.59%	
2	2	1.63%	
3 or More	0	0.00%	
3) Do you support having your child/ children attend at Waterdown DHS for their high school education?			
Options	Count	Percentage	96% of surveys returned answered this question
Yes	90	73.17%	
No	29	23.58%	
4) Do you support having some of the Grade 5 students from Millgrove School attend at Allan A. Greenleaf school and some attend Balaclava for their intermediate education?			
Options	Count	Percentage	95% of surveys returned answered this question
Yes	33	26.83%	
No	85	69.11%	
5) Do you support having the Grade 5 students from Millgrove School attend at Spencer Valley School for their intermediate education and then attend at Waterdown DHS?			
Options	Count	Percentage	95% of surveys returned answered this question
Yes	73	59.35%	
No	45	36.59%	
6) Do you support having the Grade 5 students from Millgrove School attend at Spencer Valley School for their intermediate education and then attend in Dundas for secondary school?			
Options	Count	Percentage	94% of surveys returned answered this question
Yes	45	36.59%	
No	71	57.72%	
7) Do you support having all the grade 5 students from Millgrove school attend at either Balaclava or Allan A. Greenleaf for their intermediate education?			
Options	Count	Percentage	92% of surveys returned answered part 1 of this question, and 43% answered part 2 of this question
Yes	59	47.97%	
No	55	44.72%	
If YES, which school would you prefer?			
Balaclava	28	22.76%	
Allan A. Greenleaf	25	20.33%	

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

\*\* Total returned surveys (counting 1 per family) were 123

#### Highlights from Comment Section

Keeping students together for intermediate grades

- Large amount of comments against the idea of splitting up the students from Millgrove for intermediate education

Rural school is important

- Large amount of comments put emphasis on keeping the students within a rural community school

Transportation

- Highway 6 seen as a dangerous barrier to transportation

- Large amount of comments surrounding keeping siblings together and providing transportation for all students

Waterdown Highschool is ideal

- Large community feel with Waterdown, therefore would like their children to attend Waterdown for high school education



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** Monday, June 10, 2013

**TO:** Standing Committee

**FROM:** Dr. John Malloy, Director of Education  
Don Grant, Superintendent of Business and Treasurer  
Carrie Salemi, Manager, School Support/Compliance

**RE:** **Surplus Carry-Forward – School Budgets and Other Initiatives**

**Action**

**Monitoring**

**Recommended Action:**

That the requests for school budget surplus carry forward into the 2013/2014 school year as outlined in Appendix A dated June 10, 2013 be approved and that the balance remaining at August 31, 2013 from funding for Major Capital Projects and Other Initiatives (such as Student Information System implementation); if any, be transferred to working reserves on a temporary basis.

**Rationale/Benefits:**

**School Budgets:**

Requests to carry forward any surplus in excess of 10% must receive Board approval. This provision enables principals to plan for the implementation of programs and/or purchase resources to support their school plan initiatives that the annual school budget would not allow.

A deficit equivalent of greater than 5% of school budgets must be approved by the appropriate Superintendent of Education. The full amount of any deficit incurred will be carried forward to the next budget year and must be eliminated within the next two budget years.

Appendix A provides information regarding each school requesting approval for a greater than 10% surplus budget carry forward.

Carry forward of funding for program enhancements will ensure that students and system will benefit from these additional programs and will ensure that Ministry reporting requirements are met.

**Background:**

**School Budgets:**

Schools have the opportunity to carry forward, for one fiscal year, a year-end surplus equivalent to a maximum of 10% of interchangeable budgets. They also are required to carry forward any interchangeable budget deficits.

Funding received during 2012/2013 for program enhancements to support student achievement and system initiatives may not be fully spent by August 31, 2013.

/gm

Attach.



**Appendix A  
June 10, 2013**

## The Hamilton-Wentworth District School Board

<b>Name of School</b>	<b>Carry forward Requested</b>	<b>Rationale</b>
Ancaster Meadow	\$20,000	For the purchase and installation of playground equipment.
Bennetto	\$20,000	To replace school furniture and the purchase of electronic devices including netbooks and iPads for the primary and junior grades.
Dalewood Middle School	\$15,000	For the purchase of iPads and additional computers.
Eastmount Park	\$6,000	For expenditures that will occur over the summer months.
Elizabeth Bagshaw	\$8,500	The location of FDK will result in changes to the library, bookroom and computer lab. Rather than anticipate expenses related to the instructional changes that may be required we wish to carry the monies forward and make purchase decisions when relocates are finalized.
Sir Wilfrid Laurier	\$15,000	Over the past two years we have endeavored to increase our students' accessibility to technology through our iPad Implementation Plan. Presently we are looking at our students access to technology with a particular focus on Special Education.
Tapleytown	\$13,000	For the purchase of iPad minis, protective cases and an additional Smartboard/I-Rover for the school.
W.H. Ballard	\$14,000	To purchase equipment and supplies for 4 new classes that will be opening in September.
Highland Secondary	\$50,000	For the purchase of technology and classroom furniture.
Mountain Secondary	\$20,000	For the purchase of supplies and equipment for specialized programs.
Westdale Secondary	\$66,000	For the purchase and installation of security cameras.



## POLICY COMMITTEE REPORT

Presented to: Standing Committee Meeting Date: June 10, 2013

From: Policy Committee Meeting Date: May 23, 2013

The committee held a meeting on May 23, 2013 from 6:00 to 8:55 p.m. at 100 King St W., 6<sup>th</sup> Floor, Hamilton, Ontario.

Members present were: Todd White (Chair), Jessica Brennan, Laura Peddle and Alex Johnstone. Regrets were received by Judith Bishop.

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### 1. Procurement Policy and Policy Directive

The Committee considered a staff report on the Procurement Policy and Policy Directive.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the **Procurement Policy and Policy Directive be brought back to the June 10, 2013 Policy meeting with suggested revisions.**

**CARRIED UNANIMOUSLY.**

### 2. Community Engagement Policy Scoping Report

The Committee considered a staff report on the Community Engagement Policy.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that the **Community Engagement Policy Scoping Report be approved.**

**CARRIED UNANIMOUSLY.**

### 3. Workplace Violence Policy

The Committee considered a staff report on the Workplace Violence Policy.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that the **Workplace Violence Policy be renamed to a Safe Workplace Policy. Upon approval of the name change by the Joint Health and Safety Committee and the Policy Committee the newly named policy be approved.**

**CARRIED UNANIMOUSLY.**

### 4. Staff Development Policy

The Committee considered a staff report on the Staff Development Policy.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that the **Staff Development Policy changes to be emailed to the Policy Committee prior to going to the Standing Committee for approval.**

**CARRIED UNANIMOUSLY.**

## 5. Teacher Performance Appraisal Policy

The Committee considered a staff report on the Teacher Performance Appraisal Policy.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that staff report back with an appropriate place where the Teacher Performance Appraisal Policy can be referenced within an existing policy.

**CARRIED UNANIMOUSLY.**

## 6. Respectful Working & Learning Environment Policy Directive

The Committee considered a staff report on the Respectful Working & Learning Environment Policy Directive. There were no changes or revisions. The Directive was re-written in the new format and the changes will be reflected on the web site.

**CARRIED UNANIMOUSLY.**

## 7. Naming/Renaming of Schools Policy Directive

The Committee considered a staff report on the Naming/Renaming of a School Policy Directive.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the Naming/Renaming of Schools Policy Directive be brought back to the June Policy Committee meeting with the recommended changes.

**CARRIED UNANIMOUSLY.**

## 8. Student Fees

Associate Director K. Bain updated the Committee on the Student Fees Policy. Staff will bring back a report to the Policy Committee in September regarding equitable allocation of Student Fees.

## 9. Correspondence from Lisa Hodge

The Committee considered correspondence from Lisa Hodge.

On motion of Trustee Peddle, the Policy Committee **RECOMMENDS** that the correspondence be referred to staff for a response to Lisa Hodge that her comments will be considered within the Transportation Policy review as part of the Program Strategy implementation.

**CARRIED UNANIMOUSLY.**

## 10. Potential Future Agenda Items

The Committee considered the matter of potential future agenda items.

Respectfully Submitted:  
T. White, Chair of the Committee





## POLICY COMMITTEE TO STANDING COMMITTEE

**DATE:** Monday, June 10 , 2013

**TO:** Standing Committee

**FROM:** Todd White, Chair of Policy Committee

**RE:** Student Behaviour and Discipline Policy

Title of Document:

Scoping Document

Draft Policy

Policy Review

Policy Directive

**Action**

**Monitoring**

### **Policy Committee Motion:**

That the Student Behaviour and Discipline Policy be approved. This was moved by A. Johnstone and received a unanimous vote.

### **Rationale/Benefits:**

The Student Behaviour and Discipline Policy went for public consultation from February 19, 2013 to March 28, 2013. Sixty-seven responses were received. The feedback provided useful insights which have now been incorporated into the policy.

**Background:** In January, 2013, the Board approved the draft Student Behaviour and Discipline Policy to be distributed for public consultation. This policy is supported by two policy directives: Progressive Discipline and Promoting Positive Student Behaviour, and Suspension, Expulsion and Programs for Long-Term Suspended or Expelled Students.

The new organization of this policy and the two directives reflects the continuum of:

- the expectations and supports for student behaviour,
- interventions to re-establish positive behaviour ,
- and consequences when necessary



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## Student Behaviour and Discipline Policy

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Date Approved: May, 2013

Projected Review Date: May, 2017

### **PURPOSE:**

The purpose of the Student Behaviour and Discipline Policy is to promote a positive school climate through a whole school approach that supports student achievement and well-being. The policy reflects an approach to utilizing a continuum of strategies including promotion of programs to build social skills, interventions to help students change inappropriate behaviours, consequences when inappropriate behaviours persist, and progressive discipline when more serious incidents occur.

### **GUIDING PRINCIPLES:**

- 1) Every student is entitled to a safe and caring learning environment in which to learn.
- 2) Respectful, positive working environments are created by modeling relationships founded in mutual acceptance and inclusion, and by promoting, supporting, and recognizing appropriate behaviours.
- 3) Programs which focus on violence prevention, bullying prevention, and building healthy relationships provide the foundation for an effective continuum of prevention strategies within a school.
- 4) Inappropriate behaviours are effectively dealt with by employing a range of consequences that are developmentally appropriate, provide the opportunity to learn from mistakes, and focus on improving behaviour.

### **INTENDED OUTCOMES:**

The goal of the Student Behaviour and Discipline Policy is to:

- support a safe, inclusive and accepting learning and teaching environment in which every student can reach his or her full potential
- promote positive student behaviours through social skill programs that support the character attributes of Hamilton-Wentworth District School Board: acceptance, caring, citizenship, courage, empathy, honesty, integrity, respect, responsibility, and trustworthiness
- reinforce appropriate student behaviours
- address inappropriate student behaviours
- enhance academic achievement and student well-being
- provide a shared understanding of characteristics of a positive school climate
- reflect current legislation and Ministry of Education policy

### **RESPONSIBILITY:**

- Executive Council
- Superintendents of Student Achievement
- School Principals

## TERMINOLOGY:

**Adult Pupil:** For the purpose of this policy, an “adult pupil” who is 18 years of age or older or who is 16 or 17 and has withdrawn from parental control.

**Bullying:** (*refer to the Bullying Policy for types and descriptions of bullying behaviours*)

Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have the effect of:

- causing fear or distress to another individual, including physical, psychological, social or academic harm
- harm to the person’s reputation or property, or
- creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

**Child and Family Services Review Board (CFSR Board):** The Child and Family Services Review Board provides a mechanism under the Child and Family Services Act to hear an appeal of a school Board's decision to expel a pupil. The CFSR Board makes specific decisions on the residential placement of children; refusal of placement by private adoption licensees; rules on licenses for children’s residences, adoption placement, day nurseries and private home day care; refusal to disclose adoption information; and applications for the release of children from emergency secure treatment facilities.

### Committees:

- (i) Expulsion Hearing Committee: A committee of three or more Trustees of the Hamilton-Wentworth District School Board, established to hear a recommended expulsion of a pupil.
- (ii) Suspension Appeals Committee: A committee of three or more Trustees of the Hamilton-Wentworth District School Board, established to hear an appeal of a principal’s decision to suspend a pupil.

**Individual Education Plan (IEP):** A plan that provides modifications or accommodations to program of exceptional students, or, in some cases, students who have specific needs. (complete definition available in schools or on the Ministry of education website.)

**Parent/Guardian:** Where there is a reference to involving a parent/guardian it means the custodial parent or guardian of a minor who is under 18 years of age or is not 16 or 17 and removed from parental control.

**Positive School Climate:** School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community (staff, students, parents) feel safe, included, and respected; and actively promote and model positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect.

**Progressive Discipline:** Progressive Discipline is an approach that utilizes a continuum of prevention programs, interventions, and supports to promote positive student behavior. Appropriate consequences to address inappropriate student behavior are also included in the continuum. This approach to student discipline also includes learning opportunities for students that reinforce positive behaviours and help students make good choices.

**Superintendent:** Superintendent of the Hamilton-Wentworth District School Board responsible for the supervision of the school attended by the pupil who is suspended or recommended for expulsion.

**Whole-School Approach:** A whole-school approach involves all members of the school community including, but not limited to, staff, students, administrators, and parents. It supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students and parents. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures.

DRAFT

**Activities Leading to Possible Suspension or Expulsion**

<p style="text-align: center;"><b>SUSPENSION</b> (1 to 20 days)</p>	<p style="text-align: center;"><b>EXPULSION</b> Consult with School's Superintendent; Issue 20 day suspension pending expulsion; Conduct investigation; Determine suspension or referral to expulsion hearing</p>
<p>A principal shall consider whether to suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act</b></p> <ol style="list-style-type: none"> <li>1. uttering a threat to inflict serious bodily harm on another person</li> <li>2. possessing alcohol or illegal drugs</li> <li>3. being under the influence of alcohol</li> <li>4. swearing at a teacher or at another person in a position of authority</li> <li>5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school</li> <li>6. bullying</li> <li>7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board*</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>8. violations under the Equity Policy; eg. racist, sexist, hate-motivated or derogatory; comments injurious to the physical or mental well-being of any member of the school community</li> <li>9. violations of the Standards of Behaviour in the Code of Conduct eg. repeated disrespect of authority</li> </ol> <p><i>*Note: Principals must reference the appropriate policy.</i></p>	<p>A principal shall suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act:</b></p> <ol style="list-style-type: none"> <li>1. possessing a weapon, including possessing a firearm</li> <li>2. using a weapon to cause or to threaten bodily harm to another person</li> <li>3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</li> <li>4. committing sexual assault</li> <li>5. trafficking in weapons or in illegal drugs</li> <li>6. committing robbery</li> <li>7. bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)</li> <li>8. any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice, or hate</li> <li>9. giving alcohol to a minor</li> <li>10. any other activity for which a student may be expelled under Board policy*</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>11. violations of the Standards of Behaviour in the Code of Conduct eg. Repeated disrespect of authority</li> <li>12. committing an act of vandalism that causes extensive damage to Board property</li> </ol> <p><i>*Note: Principals must reference the appropriate policy.</i></p>

**ACTION REQUIRED:****School Climate Surveys:**

- School climate surveys will be administered to students in schools once every two years.
- Parent and Staff surveys will include questions related to school climate.
- Staff surveys are administered annually.
- Parent surveys are administered once every two years.

**Prevention and Awareness Training:**

The Board will develop programs and provide opportunities for all members of the school community to increase their awareness and understanding to ensure consistency in the policy implementation. Training will focus on:

- developing a positive school climate and building healthy relationships through safe schools, equity, mental health and inclusion,
- developing a common understanding of student expectations
- promote student engagement in supporting positive school climate
- prevention of behaviours that could lead to suspension or expulsion, and
- appropriate consequences for inappropriate behavior
- progressive discipline.

**Communication:**

The Hamilton-Wentworth District School Board will post the Student Behaviour and Discipline Policy and supporting policy directives on the Board Website. Schools will ensure that parents/guardians/students/staff are aware of the Student Behaviour and Discipline Policy. A revised Safe and Caring Pamphlet for parents/guardians will be developed and made available to parents.

**Board Plan:**

The Board will develop a two year plan to address bullying and other school climate issues. The plan will include strategies for prevention, intervention, consequences, and discipline. The plan will be posted on the Board website and reviewed annually, beginning 2013.

**School Plans:**

Each school will develop a school plan, in consultation with their School Council, Home and School (where one exists), students, teachers, and other staff members, that includes a continuum of interventions, supports, and consequences that reflect the direction of this policy.

**Resources:**

Curriculum-linked resources and other relevant materials that promote positive student behaviour will be identified for schools. Resources will focus on building character attributes, healthy relationships, and other factors that contribute to student achievement and well-being.

Other Resources (eg: Programs, Student Services, Community Partnerships, Student Engagement) The Board will annually review the data related to student behavior to determine the needs of students who require further support to promote positive behaviours and healthy relationships.

Specific resources can be viewed in the supporting policy directives for this policy, which include:

- Progressive Discipline and Promoting Positive Student Behaviour
- Bullying Prevention and Intervention

### PROGRESS INDICATORS:

Data will be collected to measure how the intended outcomes contained in this policy have been achieved. This will include, but may not be limited to the following key areas and components:

Key Areas	Components
<p>Students feel safe, included and accepted in the learning environment.</p> <p>Schools will provide evidence based/ curriculum-linked pro-social skill building opportunities/programs for students.</p>	<p>School Climate Survey indicates improved student sense of safety. Board data shows improvement in all categories</p> <p>Input /data from student forums indicates students feel comfortable and safe at school.</p> <p>School plans include programs/opportunities for students to learn/engage in building healthy relationships and pro-social skills. The plans are reviewed with the Superintendent during the School Improvement Visit using school based data.</p>
<p>Students demonstrate fewer inappropriate behaviours.</p>	<p>Decrease in incidents resulting in suspensions or expulsions.</p> <p>Fewer incidents of bullying leading to suspension.</p>
<p>Parents indicate that their children are safe at school.</p>	<p>Parent Survey</p>



## REFERENCES:

### Government Documents

- Part XIII of the Education Act (300.0-316.0): Student Behaviour, Discipline, and Safety
- An Act to Amend the Education Act (Accepting Schools Act), 2012
- Policy/Program Memorandum 141, Programs for Students on Long Term Suspension
- Policy/Program Memorandum 142: Program for Expelled Students
- Policy Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour
- PPM 119: Developing and Implementing Inclusive Education Policies in Ontario Schools 2009
- Keeping Our Kids Safe at School Act (Bill 157) 2010
- Ontario Regulation 472/00 Shaping A Culture of Respect in Our Schools 2008
- Ontario Regulation 181/98 “Identification and Placement of Exceptional Pupils”
- Access to School Premises – Ontario Regulation 474/00
- OCT Standards of Teaching Practice
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, K-12 2010
- English Language Learners: ESL and ELD First Nation, and Inuit Education Policy Framework 2007
- Ontario’s Equity and Inclusive Education Strategy, 2009
- Ontario Human Rights Code
- Ontario Criminal Code

### HWDSB Strategic Directions

- Creating Safe and Equitable Learning Environments

### HWDSB Policies and Policy Directives

- Code of Conduct Policy/Policy Directive
- Bullying Prevention and Intervention Policy/Policy Directive
- Equity Policy/Policy Directive
- Information Technology Policy/Policy Directive (in progress)
- Progressive Discipline Procedures (employees)
- Police/Board Protocol 2011
- Collective Agreements for all employee groups
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Volunteer Policy



# Progressive Discipline and Promoting Positive Student<sup>1</sup> Behaviour

## Policy Directive

Date Revised: June, 2013  
(ref: Accepting Schools Act and PPM145)

### 1.0 RATIONALE

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour discipline, and safety. In 2012 The Accepting Schools Act (Bill 13) re-established the goal of promoting a positive school climate that is inclusive and accepting of all pupils and promotes the prevention of bullying. PPM 145: Progressive Discipline and Promoting Positive Student Behaviour was also revised to provide further direction to school Boards. The revisions to the Progressive Discipline and Promoting Positive Student Policy Directive reflect these changes, which more effectively combines discipline with opportunities for students to continue their education.

Hamilton-Wentworth District School Board recognizes the importance of promoting a positive school climate that is inclusive and accepting of all pupils. As a school Board we also believe in actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a positive school climate. HWDSB supports using the curriculum as an integral support for students in developing positive behaviours. Initiatives such as Character Development, Program Strategy, Student Success Strategy, Mental Health Strategy, Gay-Straight Alliances (e.g. Positive Space groups), and the Equity and Inclusive Education Strategy are key in promoting and supporting appropriate and positive student behaviours.

Promoting Positive Behaviour and Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive student behaviours. Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, developmentally appropriate action must consistently be taken to address behaviours that are contrary to the Provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive, to one that is both corrective and supportive. Hamilton- Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

### 2.0 DEFINITIONS

**Bullying:** Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,

- causing fear or distress to another individual, including physical, psychological, social or academic harm,
- harm to the person's reputation or property or creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

<sup>1</sup> *Student*, as used in this Policy Directive, refers to *pupil*, as used in the Education Act.

**Positive School Climate:** School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

**Whole-School Approach:** A whole-school approach involves all members of the school community and supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

**Progressive Discipline:** Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline must include learning opportunities for students in order to reinforce.

### 3.0 PRINCIPLES OF PREVENTION

A positive school climate promotes the tone, or prevailing attitudes in a school that promote healthy relationships, respect, and responsibility, as well as the levels of order, satisfaction, and productivity. HWDSB is committed to promoting a positive school climate that is inclusive and accepting of all students and helps to promote the prevention of bullying and other inappropriate behaviours.. The following factors contribute to an enhanced school climate and the reduction of security and discipline issues

#### Positive Academic Environment

- ensure a creative a stimulating learning atmosphere
- communicate academic expectations clearly
- flexible timetables to promote quality learning time, establish routines, etc.

#### Values/Skills and Character Education Curriculum

- provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
- focus on ethno-cultural sensitivity and the need to address gender role stereotypes.

#### Physical Environment

- promote an enhanced physical environment that fosters pride and caring about surroundings
- encourage actions to remodel school areas that are prone to problems, i.e., enhanced lighting, flexible use of space
- consider school organization alternatives to reduce risk of conflict, eg. transition times, 2 recesses, 2 lunch periods;
- work with parents/guardians and community partners to aesthetically enhance outdoor spaces, eg shaded areas,

## **Supportive Climate for Students and Staff**

- promote programs to enhance personal wellness and prevention of bullying
- establish peer programs to provide support, encouragement, awareness, and education
- provide access to counselors, resources, and teachers to assist with social/emotional problems, school and career issues
- establish purposeful staffing and supervision models
- develop and implement a Bullying Prevention Plan (modeled after the HWDSB's Bullying Prevention Plan and using data gathered from School Climate Surveys)
- provide programs, interventions and other supports for pupils who have been bullied, pupils who have witnessed incidents of bullying and pupils who have engaged in bullying.

## **School Code of Conduct**

- prepare school Code of Conduct in collaboration with students, staff, school council and parents/guardians, and communicate them clearly to all involved. School Codes of Conduct must model the Provincial and Board Codes of Conduct and be applicable to all individuals. The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered, and to help ensure a positive school climate.
- third party use of school space
- enact firm, fair and consistent discipline
- encourage staff as role models for effective communication, mutual respect, and problem solving resolution

## **Parent/Guardian/School Collaboration**

- foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making
- involve parents/guardians in activities to assist children with academics
- capture parent voice through School Climate Surveys
- encourage all parents to actively participate in student life

## **Community Partnerships**

- promote community awareness and participation in the school to enhance cohesiveness, support, and effective use of resources
- increase involvement of students in community service activities to create a climate of caring, respect and trust

## **Student Participation**

- involve students in problem-solving, school enhancement, and policy direction to enable them to feel valued and respected and to create a sense of ownership of and responsibility for the school community
- capture student voice through School Climate Surveys
- encourage all students to actively participate in student life

## **Staff Development**

- create an awareness of the origins and impact of violence and other anti-social behaviour
- promote creative methods of discipline and school management
- devise positive school climate enhancement activities
- provide in-service to staff on managing violent and aggressive student behaviour
- provide in-service to address 'best practice' for working with students with specific exceptionalities
- establish and provide annual professional development programs to educate about bullying prevention and strategies for promoting positive school climates

## 4.0 ADDRESSING INAPPROPRIATE STUDENT BEHAVIOUR

Disciplinary measures should be applied within a framework that shifts the focus from solely punitive to both corrective and supportive.

Schools should utilize a range of interventions, supports and consequences as well as include opportunities for students to focus on improving behaviour. ***A Pyramid of Strategies for Secondary Schools*** and ***Progressive Discipline for Elementary Students*** provide suggestions of several interventions that may lead to success for all students within a positive school climate. These supports will be updated regularly to reflect on-going “best practice”.

The following must also be taken into consideration:

- particular student and circumstance (mitigating and other factors);
- nature and severity of the behaviour;
- impact on the school climate;
- the involvement of student services and other support personnel;
- for students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- homophobia, biphobia, transphobia, gender based violence, sexual harassment and inappropriate sexual behaviours must be addressed.
- opportunities for the student to learn from the choices he or she makes; and
- appropriateness and availability of parental involvement in discussions concerning disciplinary action.

### 4.1 **A Pyramid of Strategies for Secondary Schools**

(adapted from Westdale Secondary School's Pyramid of Intervention)

See Appendix A

### 4.2 **Progressive Discipline Strategies for Elementary Schools**

(adapted from a model developed by the Safe Schools Advisory Team in January 2008)

See Appendix B

## 5.0 DELEGATION OF AUTHORITY REGARDING STUDENT DISCIPLINE

Whenever possible, at least one administrator is to be present on school property.

The Education Act provides a Principal with the authority to delegate power, duties, or functions under Part XIII – “Behaviour, discipline and Safety” as outlined below.

### 5.1 The Principal must ensure that:

- the delegate (Vice-Principal or Teacher ) is provided with the cell phone and office numbers of the appropriate Supervisory Officer of the school, plus the cell phone and office number of a minimum of one other Supervisory Officer.
- if no administrator is present on school property, staff must be notified who has administrative responsibilities, and for what duration;
- the delegation of authority to a teacher is in writing outlining what the teacher delegate can, and cannot do.

**5.2 Delegation to the Vice-Principal:** Delegation may include all authority of the Principal under Part XIII of the Education Act except:

- the final decision regarding a recommendation to the Board to expel a student;
- suspensions for more than six school days.

**5.3 Delegation to Teachers:** The Principal's authority may be delegated to a teacher under Part XIII of the Education Act:

- the delegate must respect all collective agreements.
- the delegate may have the authority to initially deal with situations involving activities that must be considered for suspension or expulsion, with the most important consideration being given to safety of those involved;
- the delegate may undertake an initial investigation according to Board direction;
- the delegate must report all details of the initial investigation to the Principal or Vice-Principal as soon as possible;
- the delegate must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion, reported to them by other staff members during the Principal's absence (suggest a 'log' be kept).
- the delegate may be given limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered; only the nature of the harm to the student and the nature of the activity that resulted in the harm may be shared.
- if the teacher is not sure if he/she should call the parents/guardians, the teacher should contact the Principal, Vice-Principal or Supervisory Officer for direction. The Principal is responsible for following up with the parent/guardian as soon as possible;
- teachers may not be delegated authority regarding suspension decisions or recommendations regarding expulsion;

## 6.0 RESPONDING by BOARD EMPLOYEES to SERIOUS INCIDENTS

All Board employees who work directly with students must respond to all student behaviour that negatively impacts on the school climate.\*

Board employees who work directly with students include administrators, teachers, early childhood educators and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.).

Responding may include: asking a student to stop the inappropriate behaviour, naming the inappropriate behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student to correct the behaviour eg. apologize for a hurtful comment and/or to rephrase a comment).

*\*Note: Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.*

## 7.0 REPORTING by BOARD EMPLOYEES of SERIOUS INCIDENTS

All Board employees who work directly with students must report to the Principal, all student behaviour for which suspension or expulsion may be considered. *See Appendix 'A'*

The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Board employees who work directly with students include administrators, teachers, early childhood educators, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.). Bus drivers, and employees, and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site must also report incidents of bullying.

**VERBAL REPORTS:** A verbal report must be made to the Principal for incidents for which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**WRITTEN REPORTS:** For incidents for which suspension or expulsion must be considered, Board employees must report to the Principal no later than the end of the school day, and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form-Part 1. The written report is to be submitted as soon as possible, and in any case, within 24 hours of the incident.

## 8.0 PRINCIPAL RESPONSE TO REPORTS

After a report is submitted, the Principal must:

- provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement;
- indicate if the investigation is “completed”, or “in progress” if further investigation is needed; particularly for incidents that may lead to suspension or expulsion, including bullying;
- once investigation is completed, communicate the results of the investigation to the person who made the report (unless, in the Principal’s opinion, it would not be appropriate to do so). Actions taken could include anything on the progressive discipline continuum eg. warning, contacting parent/guardian, removal of privileges, suspension, expulsion, or utilize the police/Board Protocol for incidents requiring police involvement, or other Board protocols for specific incidents eg. CAS protocol
- notify the parent or guardian of a pupil who the principal believes has been harmed as a result of the specified activity
- notify the parent or guardian of any pupil who engaged in the activity that resulted in the harm.

**If no further action** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

**If action is taken**, the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going;
- nothing about the incident is to go into the victim’s OSR unless the victim or parent/guardian of the victim specifically request that this is done.
- where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student’s OSR for a minimum of one year.

***Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.***



**9.0 NOTICE to PARENT/GUARDIAN of STUDENTS who have BEEN HARMED and Students who have ENGAGED IN SERIOUS INCIDENTS (Section 300.3(3).Ed.Act)**

**9.1** a) Principals are required to inform the parent/guardian of students **who have been harmed** as a result of any serious student incident for which suspension or expulsion must be considered.

Principals shall disclose the following information:

- the nature of the activity that resulted in the harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity (eg. safe intervention plan)

b) Principals are required to inform the parent/guardian of students **who have engaged in serious student incidents**. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity (eg. student services support, support for referral to community agency, etc.)

Principals must invite parents to have a discussion with him/her about the supports that will be provided for their child.

**9.2** Principals are not permitted to inform the parents of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent. If the Principal decides not to notify the parent, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent or guardian of the pupil
- inform the school Supervisory Officer of this decision
- if a teacher reported the harm to the principal, inform the teacher of the decision
- if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent or guardian of the pupil

**9.3** **Principals must not disclose** the name of the aggressor or any other identifying or personal information with the parents of the victim or harmer beyond what is listed above (eg. referral to counselling or any other personal information).

**9.4** If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

## 10.0 SUPPORTS FOR VICTIMS of SERIOUS STUDENT INCIDENTS

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

All Board employees must take allegations of gender-based violence, homophobia, transphobia, biphobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (eg. community agency)
- developing specific student plans to protect the student (eg. safe intervention plans);
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (eg. public health)
- providing parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives;
- contacting the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (eg. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)
- developing specific student plans to protect the student (eg. safe intervention plans)

When the Board (in consultation with the Principal) determines that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved, unless the victim/parent/guardian makes a specific request to do so.

## 11.0 SUPPORTS FOR STUDENTS WHO HAVE-HARMED

Students who have engaged in a pattern of harmful or hurtful behavior, or in an incident resulting in serious harm, will require support to change the behavior. This support should be planned in consultation with the student and his/her parent/guardian. Supports could be initiated by the parent/guardian, or in some cases may require school resources, such as the school administration or social worker to assist them. For students on long-term suspension or expulsion, students may access the Gateway Program, which provides academic support as well as support to help the student change his/her behavior. Community partnerships can also be considered as sources for obtaining help or support for the student.

## 12.0 SUPPORTS FOR BYSTANDERS

Students who witness harm being done to others need support to ensure they understand that our schools are safe. In elementary schools, teachers are often able to debrief playground incidents with students to help them understand what happened, why it happened, and how it can be prevented from happening again. There are more serious incidents however, that require a school or community response. In these serious incidents, Student Services is able to provide guidance on how to handle situations or discuss the incidents. In extreme cases, the Board provides a response team that can assist directly in the school.

## 13.0 PARTNERSHIPS

The Hamilton-Wentworth District School Board works in collaboration with community agencies to address the needs of students. Building these partnerships will be ongoing.

## 14.0 RESOURCES

- Part XIII of the Education Act
- An Act to Amend the Education Act (Accepting Schools Act), 2012
- Policy/Program Memoranda 141, 142 and 145
- Bill 157
- Ontario Regulation 472/07
- Ontario Regulation 181/98 "Identification and Placement of Exceptional Pupils"
- Access to School Premises – Ontario Regulation 474/00
- Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code
- A Guide to Ontario Legislation Covering the Release of Students' Personal Information rev..2011
- Municipal Freedom of Information and Protection of Privacy Act

### **HWDSB Strategic Directions**

- Creating Safe and Equitable Learning Environments

### **HWDSB Policies and Policy Directives**

- Code of Conduct Policy/Policy Directive
- Bullying Prevention and Intervention Policy/Policy Directive
- Suspension and Expulsion Policy Directive
- 21<sup>st</sup> Century Fluencies (in progress)
- Equity Policy (PPM 119)/Policy Directives
- Respectful Working and Learning Environments Policy
- Collective Agreements for all employee groups
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy
- Hamilton Police/School Board Protocol 2011

## A Pyramid of Strategies for Secondary Schools

(adapted from Westdale Secondary School's Pyramid of Intervention)

### SYSTEM PROGRAMS

System Alter Ed  
Summer School  
Night School  
SAL

Turning Point  
N-Gage  
U-Turn

Diagnostic Testing  
E-Learning  
ILC Program

### IN-SCHOOL INTERVENTIONS

Restorative Justice  
Timetable Change  
Co-op Placement  
Credit Recovery  
OSSLC  
Alter Ed  
Parent Conference  
Student Success Team Meetings  
Walk-In Closet

Alternative Education  
Study Hall  
Social Worker  
Tracking Sheet  
Student Contract  
Diagnostic Testing  
Code of Conduct Consequences  
Credit Substitution  
Guidance Counsellor/Student Success

### IN-CLASS SUPPORTS

Differentiated Instruction  
Resource Room Support  
IEP/Accommodations with LRT  
Extra Time for Assignments/Tests  
Credit Rescue  
Home Contact  
One-on-One Conferencing  
Tracking Sheet  
Assessment Tracking Strategies  
EA Support  
Caring Adult/ Peer Mentoring

### ATTENDANCE SUPPORTS

Teacher-Student Conference about Attendance as concerns arise, contact home if student Review absent for prolonged period

Home Contact by Classroom Teacher-contact includes discussion between parent/guardian and teacher, discussion is documented for VP referral if required

Attendance Letter Sent Home  
Classroom Incident Tracking/ Result Tracking  
Referral to Vice-Principal

The Pyramid of Interventions begins with the classroom teacher.

## **Progressive Discipline Strategies for Elementary Schools**

*(adapted from a model developed by the Safe Schools Advisory Team in January, 2008)*

***Achieve, Believe, Care***  
**Prevention/Foundation**  
**Clear and Transparent Communication**  
**Comprehensive Literacy/ Differentiated Instruction/ Early Identification**

Student Success	Safe Schools (includes Bullying Prevention)	Character Development	Boys to Men G.O. Girls
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Physical School Environment and School Climate  
 Classroom Management / Student Engagement  
 Caring / "Go-to" Staff Member

### **School-wide and In-class Preventions and Strategies**

Staff Development/ Professional Learning Communities  
 Special Education—Individual Education Plans/ Safe Intervention Plans/NVCI  
 Educational Assistants, Social Workers, Special Education Services  
 Student/Instruction centered timetable  
 School Code of Conduct  
 Communication Tools (e.g. Student agendas) Award  
 Systems, Assemblies, Celebrations of Success  
 Extra-curricular activities, Student leadership/ Peer Mentors/ Co-op students  
 Student/Peer Mediation  
 Empowerment Opportunities  
 Parental Participation  
 Social Models/ Restorative Justice  
 Programs of Choice

### **In-School Interventions and Strategies**

Problem Solving Model Reflection Activity  
 1:1 Conference with student or group  
 Contract  
 Temporary Break  
 Attendance Support Strategies  
 Alternative Learning Environment  
 Loss of Privileges  
 In-School Community Service  
 Restorative Justice Strategies  
 Family Strategies  
 HWDSB Student Support Services  
 Referral to a community or medical agency/ program



## **SUSPENSION, EXPULSION, AND PROGRAMS FOR LONG-TERM SUSPENDED OR EXPELLED STUDENTS<sup>1</sup>**

Policy Directive

Date Revised: June, 2013  
(ref: Accepting Schools Act and PPM145)

### **1.0 RATIONALE**

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour discipline, and safety. In 2012, the Accepting Schools Act (Bill 13) made further changes to the legislation with the goal of promoting a positive school climate that is inclusive and accepting of all pupils. It also strengthens the legislation regarding the prevention of bullying. The following Policy /Program Memoranda (PPM), which form the basis for our policy directives, changed as well: PPM 145: Progressive Discipline and Promoting Positive Student Behaviour , PPM 141: School Board Programs for Students on Long-term Suspension, and PPM 142: School Board Programs for Expelled Students. Two of the PPMs have many of the same processes related to suspension and expulsion. To align these two policies directives, they are combined into one policy directive titled Suspension, Expulsion, and Programs for Long-term Suspended or Expelled Pupils. Thus the continuum of prevention (programs), intervention (progressive discipline), and consequence (suspension/expulsion) will be supported by two policy directives.

Hamilton-Wentworth District School Board recognizes the importance of promoting a positive school climate. HWDSB supports using the curriculum as an integral support for students in developing positive behaviours. Initiatives such as Safe and Caring Schools, Character Development, Program Strategy, Student Success Strategy, Mental Health Strategy, Gay-Straight Alliances (e.g. Positive Space groups), and the Equity and Inclusive Education Strategy are key in promoting and supporting appropriate and positive student behaviours.

Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, developmentally appropriate action must consistently be taken to address behaviours that are contrary to the Provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive, to one that is both corrective and supportive. Hamilton- Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

<sup>1</sup> *Student*, as used in this Policy Directive, refers to *pupil*, as used in the Education Act.

## 2.0 DEFINITIONS

**Adult Pupil:** For the purpose of this policy directive, an “adult pupil” is a pupil who is 18 years of age or older or who is 16 or 17 and has withdrawn from parental control.

**Bullying:** Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have the effect of:

- causing fear or distress to another individual, including physical, psychological, social or academic harm,
- harm to the person’s reputation or property or creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

**Board Expulsion:** A pupil is expelled from all schools of the Hamilton-Wentworth District School Board. The student may attend the Gateway Program for Expelled Students.

**Committees:**

- (i) **Expulsion Hearing Committee:** A committee of three or more members of the Hamilton-Wentworth District School Board, established to hear a recommended expulsion of a pupil.
- (ii) **Suspension Appeals Committee:** A committee of three or more members of the Hamilton-Wentworth District School Board, established to hear an appeal of a principal's decision to suspend a pupil rather than recommend expulsion.

**Child and Family Services Review Board (CFSR Board):** The Child and Family Services Review Board provides a mechanism under the Child and Family Services Act to hear an appeal of a school Board’s decision to expel a pupil. The CFSR Board makes specific decisions on the residential placement of children; refusal of placement by private adoption licensees; rules on licenses for children’s residences, adoption placement, day nurseries and private home day care; refusal to disclose adoption information; and applications for the release of children from emergency secure treatment facilities.

**Designated Superintendent:** The Designated Superintendent is the Superintendent of the Hamilton-Wentworth District School Board responsible for the Board’s Safe Schools Portfolio.

**Individual Education Plan (IEP):** Please see Ministry of Education Resource Guide “Individual Education Plan” 2004 – page 6; also available on the Ministry of Education website or in schools.

**Positive School Climate:** School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the conditions to promote a positive learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.



**Parent/ Guardian:** Where there is a reference to involving or informing a parent/ guardian it means the custodial parent or guardian of a minor child who is under 18 years of age, or is not 16 or 17 and removed from parental control.

**Progressive Discipline:** Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour. This approach builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline must include learning opportunities for students in order to reinforce positive behaviours and help students to make good choices.

**School Expulsion:** A pupil is expelled from the school of the Hamilton-Wentworth District School Board that he or she was attending at the time of the incident. The pupil is not entitled to engage in any school related activities of that school during the expulsion. The Superintendent of the home school will determine another school for the student.

**School Superintendent/Superintendent:** School Superintendent/Superintendent is the Superintendent of the Hamilton-Wentworth District School Board responsible for the supervision of the school attended by the pupil who is subject to expulsion.

**Whole-School Approach:** A whole-school approach involves all members of the school community and supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

### 3.0 DELEGATION OF AUTHORITY REGARDING STUDENT DISCIPLINE

Whenever possible, at least one administrator is to be present on school property.

The Education Act provides a Principal with the authority to delegate power, duties, or functions under Part XIII – “Behaviour, Discipline and Safety” as outlined below.

#### 3.1 The Principal must ensure that:

- the delegate (Vice-Principal or Teacher ) is provided with the cell phone and office numbers of the appropriate Supervisory Officer of the school, plus the cell phone and office number of a minimum of one other Supervisory Officer
- if no administrator is present on school property, staff must be notified who has administrative responsibilities, and for what duration
- the delegation of authority to a teacher is in writing outlining what the teacher delegate can, and cannot do.

#### 3.2 Delegation to the Vice-Principal: Delegation may include all authority of the Principal under Part XIII of the Education Act except:

- the final decision regarding a recommendation to the Board to expel a student
- suspensions for more than six school days.

**3.3 Delegation to Teachers:** The Principal's authority may be delegated to a teacher under Part XIII of the Education Act which states:

- the delegate must respect all collective agreements
- the delegate may have the authority to initially deal with situations involving activities that must be considered for suspension or expulsion, with the most important consideration being given to safety of those involved
- the delegate may undertake an initial investigation according to Board direction
- the delegate must report all details of the initial investigation to the Principal or Vice-Principal as soon as possible
- the delegate must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion, reported to them by other staff members during the Principal's absence (suggest a 'log' be kept)
- the delegate may be given limited authority to contact the parent/guardian of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered; only the nature of the harm to the student and the nature of the activity that resulted in the harm may be shared
- if the teacher is not sure if they should call the parent/guardian, the teacher should contact the Principal, Vice-Principal or Supervisory Officer for direction. The Principal is responsible for following up with the parent/guardian as soon as possible
- teachers may not be delegated authority regarding suspension decisions or recommendations regarding expulsion.

#### 4.0 **RESPONDING by BOARD EMPLOYEES to SERIOUS INCIDENTS**

All Board employees who work directly with students must respond to all student behaviour that negatively impacts on the school climate.\*

Board employees who work directly with students include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, early childhood educators, etc.)

Responding may include: asking a student to stop the inappropriate behaviour, naming the inappropriate behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student to correct the behaviour. (eg. apologize for a hurtful comment and/or to rephrase a comment).

*\*Note: Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.*

#### 5.0 **REPORTING by BOARD EMPLOYEES of SERIOUS INCIDENTS**

All Board employees who work directly with students must report to the Principal, all student behaviour for which suspension or expulsion may be considered. See Appendix 'A'

The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Board employees who work directly with students include administrators, teachers, early childhood educators, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.). Bus drivers, and employees, and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site must also report incidents of bullying.

**VERBAL REPORTS:** A verbal report must be made to the Principal for incidents in which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**WRITTEN REPORTS:** For incidents in which suspension or expulsion must be considered, Board employees must report to the Principal no later than the end of the school day, and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form-Part 1. The written report is to be submitted as soon as possible, and in any case, within 24 hours of the incident.

## 6.0 PRINCIPAL RESPONSE TO REPORTS

After a report is submitted, the Principal must:

- provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement
- indicate if the investigation is “completed”, or “in progress” if further investigation is needed; particularly for incidents that may lead to suspension or expulsion, including bullying
- once investigation is completed, communicate the results of the investigation to the person who made the report (unless, in the Principal’s opinion, it would not be appropriate to do so). Actions taken could include anything on the progressive discipline continuum eg. warning, contacting parent/guardian, removal of privileges, suspension, expulsion, or utilize the Police/Board Protocol for incidents requiring police involvement, or other Board protocols for specific incidents eg. CAS protocol
- notify the parent or guardian of a pupil who the principal believes has been harmed as a result of the specified activity
- notify the parent or guardian of any pupil who engaged in the activity that resulted in the harm.

**If no further action** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

**If action is taken**, the form and documentation must be kept in the student’s Ontario School Record (OSR) for a minimum of one year, and:

- the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going,
- nothing about the incident is to go into the victim’s OSR unless the victim or

- parent/guardian of the victim specifically request that this is done
- where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student's OSR for a minimum of one year.

*Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.*

## **7.0 ACTIVITIES LEADING TO POSSIBLE SUSPENSION OR EXPULSION**

Refer to Appendix A

## **8.0 FACTORS PRINCIPALS MUST CONSIDER PRIOR TO SUSPENSION OR EXPULSION**

(Ontario Regulation 472/07 "Behaviour, Discipline and Safety of Pupils")

In considering whether to suspend a pupil for engaging in an activity that may lead to suspension or expulsion, the following mitigating factors shall be taken into account by the Principal:

### **Mitigating Factors**

- the pupil does not have the ability to control his or her behaviour
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

### **Other Mitigating Factors to be Considered**

Where the pupil is able to control his or her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of the suspension and whether further investigation should be undertaken to recommend that the pupil be expelled:

- the pupil's history
- whether a progressive discipline approach has been used with the pupil
- whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- how the suspension or expulsion would affect the pupil's ongoing education
- the pupil's age
- where in the case of a pupil for whom an individual education plan has been developed:
  - a) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan
  - b) whether appropriate individualized accommodation has been provided; and
  - c) whether a suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

## 9.0 NOTICE to PARENT/GUARDIAN of STUDENTS WHO HAVE BEEN HARMED (Section 300.3(3).Ed.Act)

Principals are required to inform the parent/guardian of students **who have been harmed** as a result of any serious student incident for which suspension or expulsion must be considered. Principals shall disclose the following information:

- the nature of the activity that resulted in the harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity (eg. safe intervention plan)
- Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.

## 10.0 NOTICE to PARENT/GUARDIAN of STUDENTS WHO HAVE ENGAGED IN SERIOUS INCIDENTS

Principals are required to inform the parent/guardian of students **who have engaged in serious student incidents**. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity (eg. student services support, support for referral to community agency, etc.)
- Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.

## 11.0 DISCLOSURE

**11.1 Principals are not permitted to inform** the parents/guardians of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent/guardian. If the Principal decides not to notify the parent/guardian, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent/guardian of the pupil
- inform the school Supervisory Officer of this decision
- if a teacher reported the harm to the principal, inform the teacher of the decision
- if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent/guardian of the pupil.

**11.2 Principals must not disclose** the name of the aggressor or any other identifying or personal information with the parents/guardians of the victim or harmer beyond what is listed above (eg. referral to counselling or any other personal information).

**11.3** If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

## 12.0 DECISION

- If the decision is to suspend 1-20 days, refer to Appendix B
- If the decision is to recommend suspension pending expulsion of the student, refer to Appendix C

## 13.0 SUPPORTS FOR VICTIMS of SERIOUS STUDENT INCIDENTS

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

All Board employees must take allegations of gender-based violence, homophobia, transphobia, biphobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (eg. community agency)
- developing specific student plans to protect the student (eg. safe intervention plans)
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (eg. public health)
- providing parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives
- contacting the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (eg. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)
- developing specific student plans to protect the student (eg. safe intervention plans)

When the Board (in consultation with the Principal) determine that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved, unless the victim/parent/guardian makes a specific request to do so.

## 14.0 SUPPORTS FOR STUDENTS WHO HAVE ENGAGED IN SERIOUS INCIDENTS

Students who have engaged in a pattern of harmful or hurtful behavior, or in an incident resulting in serious harm, will require support to change the behavior. This support should be planned in consultation with the student and his/her parent/guardian. Supports could be initiated by the parent/guardian, or in some cases may require school resources, such as the school administration or social worker to assist them. For students on long-term suspension or expulsion, students may access the Gateway Program, which provides academic support as well as support to help the student change his/her behavior. Community partnerships can also be considered as sources for obtaining help or support for the student.

## 15.0 SUPPORTS FOR BYSTANDERS

Students who witness harm being done to others need support to ensure they understand that our schools are safe. In elementary schools, teachers are often able to debrief playground incidents with students to help them understand what happened, why it happened, and how it can be prevented from happening again. There are more serious incidents however, that require a school or community response. In these serious incidents, Student Services is able to provide guidance on how to handle situations or discuss the incidents. In extreme cases, the Board provides a response team that can assist directly in the school.

## 16.0 PARTNERSHIPS

The Hamilton-Wentworth District School Board works in collaboration with community agencies to address the needs of students. Building these partnerships will be ongoing.

## 17.0 RESOURCES

- Part XIII of the Education Act
- An Act to Amend the Education Act, 2012 (Accepting Schools Act)
- Policy/Program Memoranda 141, 142 and 145
- Keeping Our Kids Safe at Schools Act, 2010 (Bill 157 )
- Safe Schools: Creating a Positive School Climate
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs
- Through Progressive Discipline K-12
- Ontario's Equity and Inclusive Education Strategy, 2009
- Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007
- English Language Learners: ESL and ELD Programs and Services, 2007
- Ontario Regulation 472/07
- Ontario Regulation 181/98 "Identification and Placement of Exceptional Pupils"
- Access to School Premises – Ontario Regulation 474/00
- Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code
- A Guide to Ontario Legislation Covering the Release of Students' Personal Information rev.2011
- Municipal Freedom of Information and Protection of Privacy Act

### **HWDSB Strategic Directions**

- Creating Safe and Equitable Learning Environments

**HWDSB Policies and Policy Directives**

- Code of Conduct Policy/Policy Directive
- Bullying Prevention and Intervention Policy/Policy Directive
- 21<sup>st</sup> Century Fluencies (in progress)
- Equity Policy (PPM 119) /Policy Directive
- Respectful Working and Learning Environments Policy
- Hamilton Police/School Board Protocol 2011
- Collective Agreements for all employee groups
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy

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**Activities Leading to  
Possible Suspension or Expulsion**

<p style="text-align: center;"><b>SUSPENSION</b> ( 1 to 20 days)</p>	<p style="text-align: center;"><b>EXPULSION</b> Consult with School's Superintendent; Issue 20 day suspension pending expulsion; Conduct investigation; Determine suspension or referral to expulsion hearing</p>
<p>A principal <u>shall consider whether to suspend</u> a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b><u>Education Act</u></b></p> <ol style="list-style-type: none"> <li>1. uttering a threat to inflict serious bodily harm on another person</li> <li>2. possessing alcohol or illegal drugs</li> <li>3. being under the influence of alcohol</li> <li>4. swearing at a teacher or at another person in a position of authority</li> <li>5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school</li> <li>6. bullying</li> <li>7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board*</li> </ol> <p><b><u>HWDSB</u></b></p> <ol style="list-style-type: none"> <li>8. violations under the Equity Policy; eg. racist, sexist, hate-motivated or derogatory; comments injurious to the physical or mental well-being of any member of the school community</li> <li>9. violations of the Standards of Behaviour in the Code of Conduct eg. repeated disrespect of authority;</li> </ol> <p><i>*Note: Principals must reference the appropriate policy</i></p>	<p>A principal <u>shall suspend</u> a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b><u>Education Act:</u></b></p> <ol style="list-style-type: none"> <li>1. possessing a weapon, including possessing a firearm</li> <li>2. using a weapon to cause or to threaten bodily harm to another person</li> <li>3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</li> <li>4. committing sexual assault</li> <li>5. trafficking in weapons or in illegal drugs</li> <li>6. committing robbery</li> <li>7. bullying (<i>if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person</i>)</li> <li>8. any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice, or hate</li> <li>9. giving alcohol to a minor</li> <li>10 any other activity for which a student may be expelled under Board policy.*</li> </ol> <p><b><u>HWDSB</u></b></p> <ol style="list-style-type: none"> <li>11. violations of the Standards of Behaviour in the Code of Conduct eg. Repeated disrespect of authority</li> <li>12. committing an act of vandalism that causes extensive damage to Board property.</li> </ol> <p><i>*Note: Principals must reference the appropriate policy</i></p>

**SUSPENSION PROCEDURES:****1.0 DURATION OF SUSPENSION**

The minimum duration of a suspension is one school day and the maximum is 20 school days.

When determining the length of a suspension, a principal shall consider any mitigating or other factors prescribed by the regulations.

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the Violent Incident Reporting form must be retained in that student's OSR for:

- one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period
- three years, if the student was suspended for the violent incident.

**1.1 Short-term suspension (1 to 5 days)**

For suspensions of 5 school days or less:

- attempt to contact the parent, prior to the student being suspended
- must provide school work packages for pupils to complete at home while serving the suspension to assist students to continue their academic studies
- the school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate no later than one day following the suspension being issued.

**1.2 Consultation with the School's Superintendent for suspensions of 6 days or more**

Consultation with the School's Superintendent is required for suspensions of 6 or more school days to discuss:

- the investigation undertaken
- the circumstances of the incident;
- whether or not one or more of the mitigating factors are applicable in the circumstances; and
- the appropriate length of the suspension.

**1.3 Long-term Suspensions (11-20 days)**

For suspensions of 11-20 days, the Board will provide a program for pupils who make a commitment to attend the program.

- a Student Action Plan (SAP) will be developed for every pupil on a long-term suspension who makes a commitment to attend the Board's program for suspended pupils
- for 6-10 days suspension, the SAP will include an academic component to continue his/her education
- for 11-20 days suspension, the SAP will contain both an academic component to support the pupil in continuing his or her education and non-academic component to assist the pupil in the development of positive behaviours and attitudes
- A SAP must be developed for every student on a long-term suspension who makes a commitment to attend the Board program for suspended students.

## **2.0 NOTICE OF SUSPENSION**

The principal must make all reasonable efforts to inform the adult pupil and/or parent/guardian of the suspension from school and from engaging in school related activities, and in any case, within 24 hours.

- 2.1** In all cases, an attempt must be made to contact the parent/guardian and/or the adult pupil immediately to apprise them of the suspension and inform them that the letter of suspension is being forwarded. It is important to highlight information regarding the suspension program referral, the Student Action Plan, and the availability of the School Superintendent for consultation.
- 2.2** Within 24 hours of the decision, the principal shall send written notification of the decision to suspend. Notification is to be given to the pupil's teachers, parent/guardian for pupils under the age of 18. Notification is given to the pupil for those 18 years of age and over, or for those 16 to 17 years old who has withdrawn from parental control.
- 2.3** The notification letter must include the following: the reason for the suspension, a one line explanation of the reason, the duration of the suspension, information pertaining to any suspension program to which the pupil may be assigned, the right to consult with the school superintendent, and information about the right to appeal. A copy of the Board's suspension policy shall be attached.
- 2.4** Copies of the letter of suspension shall be forwarded to the School Superintendent of Education, Manager of Social Work Services, teacher(s) of the pupil, and in the Ontario School Record folder.

## **3.0 SUSPENSION APPEAL**

- 3.1** A parent/guardian/ or; pupil 18 years or older who wishes to appeal a suspension may contact the School Superintendent of Education to discuss any matter relating to the suspension and/or appeal of the suspension.
- 3.2** Where a pupil has been suspended, the parent/guardian of a pupil who is less than 18 years of age, or an adult pupil, or a pupil who is 16 or 17 and has withdrawn from parental control may appeal the suspension. The appeal must be made in writing and delivered to the Superintendent of the School within 10 school days of the start of the suspension.
- 3.3** When a written notice of a suspension appeal is received, the Appeals committee of the Board will promptly contact every person entitled to appeal the suspension and inform them that the written notice of appeal has been received.
- 3.4** The parties to the appeal shall be the parent/guardian if the pupil is under the age of 18, or the pupil if 16 or 17 years of age and withdrawn from parental control, or pupil if aged 18 years or older, the principal who suspended the pupil, the person who appealed the decision if other than the pupil or parent/guardian and such other parties whom the Appeals committee may direct.

**3.5** A pupil who (under 18 years of age and still under parent control) is not a party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.

**3.6** An appeal to the Board does not stay the suspension.

#### **4.0 SUSPENSION APPEAL HEARING**

**4.1** The Board may delegate its powers and the duties of the Board under the Education Act, as amended, and its Regulations, in respect to appeal to a committee of the Board comprised of three or more members of the Board. Such committee shall be referred to as the Appeals committee of the Board.

**4.2** The Appeals committee of the Board shall hear and determine the appeal within 15 school days of receiving written notice of the appeal under Section 6.1 above, unless the parties agree on a later deadline. The Board shall not refuse the appeal if the receipt of the notice is delayed.

**4.3** The hearing shall be conducted in-camera with a recorder present, and called to order by the Chair or designate of the Board, who shall explain the process, including any or all of the following:

- introduction of all present
- chair of the committee will outline the process to be followed
- presentation by the principal of the reasons for the suspension
- presentation by the suspended pupil
- presentation by the parent/guardian
- after all parties have been heard, all presenting parties will leave the hearing room while the Appeals committee considers the information and reaches a decision
- should the Appeals committee require clarification, all parties must be called back into the room
- following the committee's deliberation, all parties are called back to hear the decision, announced by the Chair of the committee.

**4.5** The hearing shall be conducted in camera.

#### **5.0 THE DECISION BY THE APPEALS COMMITTEE OF THE BOARD**

The appeals committee may:

- confirm the suspension and the duration of the suspension
- shorten the duration of the suspension and amend the record of suspension accordingly
- quash the suspension and expunge the record of suspension.

## **6.0 NOTICE OF THE DECISION OF THE APPEALS COMMITTEE**

- the chair of the committee will ensure that the decision is communicated by registered mail to all parties to the appeal.
- the decision of the Board on a suspension appeal is final.

## **7.0 RE-ENTRY FOLLOWING SUSPENSION**

A re-entry meeting shall be held to facilitate the suspended pupil's transition back to school. The parent/guardian(s), in the case of a pupil who is not an adult pupil (as defined in this policy) the principal (or designate), the teacher(s) and the pupil should attend the meeting.

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**EXPULSION PROCEDURES:****1.0 PROCEDURES FOR SUSPENSION PENDING POSSIBLE EXPULSION**

- 1.1** A Principal who believes a pupil may have committed an infraction for which the pupil must be expelled shall, in consultation with their School Superintendent, suspend the pupil for 20 school days.
- 1.2** During an investigation to determine whether the pupil will be recommended for expulsion, the pupil shall be assigned to a program for long-term suspended pupils.
- 1.3** When imposing a suspension pending possible expulsion:
- the principal must make all reasonable efforts to verbally notify the adult pupil or the parent/guardian of the suspension, and in any case, within 24 hours
  - the principal must inform the pupil's teacher(s) of the suspension.
  - the principal must provide written notice of the suspension to the adult pupil or the parent/guardian and pupil, the Superintendent of Student Achievement, the Designated Superintendent, and Social Work Services within 48 hours.
  - the written notice of suspension pending possible expulsion must include the following:
    1. the reason for the suspension
    2. the duration of the suspension
    3. information about the program for suspended pupils to which the pupil is assigned
    4. information about the investigation the principal will conduct to determine whether to recommend expulsion to the Appeals committee of the Board; and
    5. a statement indicating that:
      - there is no immediate right to appeal the suspension; and
      - following the investigation, if the principal does not recommend an expulsion, and confirms the suspension, the suspension may be appealed to the Suspension Appeal Committee of the Board.
- 1.4 Duration of Suspension:** A principal may suspend a pupil under this section for up to 20 school days pending recommendation for expulsion. A pupil who is suspended under this section is suspended from his or her own school and from engaging in all school related activities. A pupil may not be suspended more than once for the same occurrence.
- 1.5** If the pupil is suspended for 20 school days pending possible expulsion, the principal must undertake an investigation to determine whether to recommend to the Expulsion Hearing Committee that the pupil be expelled. Ensure parent/guardian is notified.
- 1.6** The school Principal is responsible to ensure the student has a homework package within 24 hours if the student does not to attend the Gateway program.
- 1.7** If the student commits to the Gateway program, the school Principal is responsible to ensure the student action plan (SAP) is provided to the Gateway principal within 48 hours.

## 2.0 PRINCIPAL INVESTIGATION

In order to ensure that the decision in a potential expulsion is fair and that the Principal's or Board's impartiality is apparent, it is essential that staff keep the details of the subject matter confidential.

- 2.1** The inquiry should be completed within 5 school days, if possible, from the date of the commencement of the suspension and include consideration of mitigating circumstances, and other factors, as well as the criteria for recommending expulsion.
- 2.2** As part of the investigation, the principal will:
- complete the Principal's Inquiry for Alleged Expulsion Infraction
  - consult the Superintendent of the School regarding any issues of process and/or timing for conducting the investigation.
  - make all reasonable efforts to speak with the adult pupil or the parent guardian and pupil
  - include interviews with witnesses who the principal determines can contribute relevant information to the investigation as outlined in the *Principal's Inquiry for Alleged Expulsion Infraction*
  - demonstrate that the mitigating and other factors prescribed by Ministry Regulations and outlined in the *Principal's Checklist for Alleged Suspension* have been considered when determining whether to recommend to the Board that the pupil be expelled.
- 2.3** If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the Violent Incident Reporting form must be retained in that student's OSR for five years, if the student was expelled for the violent incident.

## 3.0 DECISION NOT TO RECOMMEND EXPULSION

- 3.1** If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:
- confirm the suspension and its duration
  - confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record accordingly; or
  - withdraw the suspension and expunge the record, even if the suspension has already been served
  - consult with the school superintendent to consider whether a return to school, a placement in an alternative school, or an alternative discipline is appropriate in the circumstances
  - in all cases, a re-entry plan must be in place.
- 3.2 Written Notice:**
- If the principal does not recommend to the Board that the pupil be expelled, the principal will provide written notice to the adult pupil or the parent/guardian and pupil, the School Superintendent, and Student Services. The notice will include:
- a statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension

- a statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension
- unless the suspension was withdrawn, information about the right to appeal the suspension to the Discipline Committee, including the following:
  - a copy of the Board policies and guidelines regarding suspension appeals
  - the name and contact information of the Superintendent of Safe Schools
  - a statement that written notice of intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion
  - if the suspension has been shortened, notice that the appeal is of the shortened length of the suspension, not the original suspension
- date, time, location, of the re-entry plan must be in place.

#### **4.0 DECISION TO RECOMMEND EXPULSION TO THE BOARD**

##### **4.1 Referral by Principal**

Where the Principal, in consultation with the Superintendent of the School decides to refer a matter to the Board for an expulsion hearing, the Superintendent shall immediately notify the Discipline Committee and shall provide him/her with a copy of the notice of referral (Appendix C-2) provided to the adult pupil or the parent/guardian and pupil.

##### **4.2 Timeline for Hearing**

The Discipline Committee must hear the recommendation for expulsion within twenty (20) school days from the date of suspension unless the parties to the expulsion hearing agree upon a later date.

##### **4.3 Principal's Report and Written Notice**

For the purposes of the expulsion hearing, the principal will:

1. Prepare a report(s) to be provided within 24 hours to:
  - the adult pupil or the parent/guardian and pupil (if the pupil is 18 or older or 16 or 17 and has withdrawn from parental control)
  - the School Superintendent.

The report will include:

- a summary of the findings the principal made in the investigation
- the principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the Board, and
- a recommendation regarding the type of school that might benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.



2. Provide written notice of the expulsion hearing to the adult pupil or to the parent/guardian.

The notice shall include:

- a statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in the suspension
- a copy of the Board's policies and guidelines governing the expulsion hearing before the Discipline Committee
- a copy of the parent brochure which includes, but is not limited to information explaining that:
  - (i) if the Expulsion Hearing Committee does not expel the pupil, it will, with respect to the suspension imposed, confirm it and its duration, confirm and shorten its duration, or withdraw the suspension
  - (ii) the parties have the right, during the expulsion hearing, to make submissions as to whether, if the pupil is not expelled, the suspension imposed should be confirmed, reduced or withdrawn
  - (iii) any decision of the Board made at the expulsion hearing with respect to suspension imposed is final and not subject to appeal
  - (iv) if the Board expels the pupil from his or her school only, the Board will direct the Superintendent of Safe Schools to assign the pupil to another school
  - (v) if the Board expels the pupil from all schools of the Board, the Board will assign the pupil to a program for expelled pupils, and
  - (vi) if the pupil is expelled, there is a right of appeal to the Child and Family Services Review Board
- a statement that the pupil and /or his or her parent/guardian has the right to respond in writing to the principal's report
- the name and contact information of the Designated Superintendent whom the person may contact to discuss any matter respecting the expulsion hearing.

#### **4.4 School Superintendent's Support**

The Superintendent may arrange a meeting with the adult pupil or the parent/guardian and pupil and the principal, as appropriate. In this meeting, the Safe Schools Superintendent will review the expulsion hearing process, as well as respond to any questions or concerns the pupil or parent/guardian may have regarding the process or incident. During the meeting, the Safe Schools Superintendent may assist to narrow the issues and identify agreed upon facts.

## **5.0 EXPULSION HEARING AT THE DISCIPLINE COMMITTEE**

If the principal recommends to the Board that a pupil be expelled, the Discipline Committee of the Board shall hold an expulsion hearing and, for that purpose, the Expulsion Hearing Committee has the powers and duties specified by Board policy.

The expulsion hearing shall be conducted in accordance with Board policy at a time specified by the Discipline Committee. A recorder will take minutes of all Discipline Committee Hearings.

**5.1 Parties to the Expulsion Hearing are:**

- the principal
- the adult pupil or the parent/guardian of a pupil who is under 18 and has not withdrawn from parental control
- the Superintendent of the School
- if a pupil is not a party, he or she has the right to be present at the expulsion hearing and to make submissions on his or her own behalf.
- Counsel: All parties may have counsel present at the hearing. Counsel is not required.
- Witnesses can be called by the Principal, Superintendent, student, parent or Counsel.

**5.2 Hearing Held In-Camera**

The hearing is held “in-camera” and is chaired by the Chair of the Discipline Committee of the Board. Discipline Committee members must be present for the commencement of the hearing and may not leave the hearing. The Board must have a qualified recorder. Breaks may be called at the discretion of the Chair.

**5.3 Meeting Process**

The hearing will be conducted in accordance with the rules of the Expulsion Hearing Committee outlined in Board policy.

At the hearing, the expulsion Hearing Committee shall:

- consider the submissions of each party in the form the party chooses to deliver his or her submissions, whether orally, in writing, or both
- solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion
- solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, confirmed and shortened, or withdrawn; and
- such other matters as the Expulsion Hearing Committee considers appropriate.

**5.4 Mitigating Factors**

In determining whether to impose an expulsion the Expulsion Hearing Committee shall consider the following mitigating or other factors:

- whether the pupil has the ability to control his or her behaviour
- whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; or
- whether the pupil's continuing presence in the school does or does not create an unacceptable risk to self or any other individual in the school
- the pupil's academic, discipline and personal history
- whether progressive discipline and preventative interventions have been attempted with the pupil, and if so, the approach(es) that has/have been attempted and any success or failure (see Principal's Checklist for Alleged Suspension)
- whether the infraction for which the pupil might be disciplined was related to any bullying, harassment or discrimination of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason
- the impact of the discipline on the pupil's prospects for further education
- the pupil's age

- where the pupil has an IEP or disability related needs:
  - 1) whether the behaviour causing the incident was a manifestation
  - 2) whether the appropriate individualized accommodation has been provided; and
  - 3) whether a suspension is likely to result in aggravating or worsening the pupil's behavior or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- whether or not the pupil's continuing presence in the school creates an unacceptable risk to the safety of self or any other individual in the school.

## **6.0 DECISION OF THE DISCIPLINE COMMITTEE**

The Discipline Committee shall decide:

- whether to expel the student
- if the pupil is to be expelled, whether the pupil is expelled from his or her school or from all schools of the Board.

## **7.0 RESTRICTION ON EXPULSION**

The Board shall not expel a pupil if more than 20 school days have expired since the pupil was suspended, unless the parties to the expulsion hearing agree on a later deadline.

## **8.0 FAILURE OF PARTY TO ATTEND HEARING AFTER DUE NOTICE**

Where a notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Discipline Committee may proceed in the absence of the party and the party is not entitled to any further notice of the proceeding.

## **9.0 CONFLICT OF EVIDENCE**

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Discipline Committee may request further evidence or the Committee may assess the evidence and determine whether, on balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

## **10.0 DECISION NOT TO EXPEL THE PUPIL**

If the Expulsion Hearing Committee decides not to expel, the Board shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

- confirm the suspension and its duration
- confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record accordingly; or

- withdraw the suspension and expunge the record, even if the suspension has already been served;
- consider whether a return to school, a placement in an alternative school, or an alternative discipline is appropriate in the circumstances; in all cases, a re-entry plan must be in place.

The Expulsion Hearing Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

**The Expulsion Hearing Committee's decision with respect to the suspension is final.**

## **11.0 DECISION TO EXPEL THE PUPIL**

If the Expulsion Hearing Committee decides to impose an expulsion on the pupil, it must decide whether to impose a Board Expulsion or a School Expulsion. In determining the type of expulsion, the committee shall consider the mitigating and other factors listed in section 6.4 all submissions and views of the parties, any written response to the principal's report provided before the completion of the hearing, and such other matters as the Expulsion Hearing Committee considers appropriate.

1. If the Board expels the pupil from his or her school only, the Board will assign the pupil to another school.
2. If the Board expels the pupil from all schools of the Board, the Board will assign the pupil to a program for expelled pupils.

### **Written Notice of Expulsion:**

A Board that expels a pupil shall ensure that written notice of the expulsion is given promptly to:

- all parties to the expulsion hearing
- the pupil, if the pupil was not a party to the expulsion hearing.

The written notice shall include:

- the reason for the expulsion
- a statement indicating whether the expulsion is a school expulsion or a Board expulsion information about the school or program for expelled pupils to which the pupil has been assigned; and
- information about the right to appeal the expulsion, including the steps to be taken.

## **12.0 APPEAL OF A BOARD DECISION TO EXPEL A STUDENT**

- The adult pupil or the parent/guardian may appeal a Board decision to expel a student to the Child and Family Services Review Board (CFSRB) in accordance with the procedures set out by the Ministry of Education. An appeal of the decision of the Board to expel a student does not stay the expulsion.
- The adult pupil or the parent/guardian has 30 days from the date of the decision to request an appeal. The CFSRB also has the authority to extend this period where circumstances warrant.

- The Child and Family Services Review Board has 30 days after receiving a written notice of appeal
- To convene a hearing. The Board is authorized to extend the period of time for convening a hearing at the request of any party to the appeal.
- The decision of the Child and Family Services Review Board on an appeal under this section is final.

### **13.0 STATUS OF AN EXPELLED PUPIL**

An expelled pupil continues to be a pupil of the Board that expelled him or her if the pupil attends a program for expelled pupils:

- offered by that Board; or
- offered by another Board under the agreement between that Board and the Board that expelled the student.

An expelled student ceases to be a pupil of the Board that expelled him or her if:

- the pupil is assigned by that Board to a program for expelled pupils and does not attend the program; or
- the pupil registers as a pupil of another Board.

### **14.0 ONTARIO STUDENT RECORD**

**14.1** Nothing in this policy prevents the use of a record in respect of a pupil by the Principal of the school attended by the pupil, or the Board that operates the school, for the purposes of a disciplinary proceeding instituted by the principal at in respect of conduct for which the pupil is responsible to the Principal.

**14.2** The following information will be included in the Ontario Student Record:

- Violent Incident Reporting Form
- A copy of all letters and notices tendered under this policy.

**14.3** The information relating to expulsion shall be removed five years after the date on which the student was expelled. Where an expelled student has been readmitted to school by a school Board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any other expulsions. If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to the expulsion will remain in the OSR unless removed under the guidelines in the previous paragraph. The transfer will occur in accordance with section 6 of the Ontario Student Record (OSR) Guideline, 2000.

### **15.0 POWERS OF OTHER BOARDS**

If a pupil who has been expelled from one Board registers as a pupil of another Board, the other Board may assign the pupil to a program for expelled pupils, unless the pupil satisfies the requirements of completion of the program as determined by a person who provides a program.

## **16.0 READMISSION REQUIREMENTS**

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once he or she has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the Principal of the Program.

If the pupil satisfies the requirements of these clauses, the Board shall readmit the expelled pupil to a school of the Board and promptly inform the pupil in writing of his or her admittance.

## **17.0 RETURN TO SCHOOL AFTER EXPULSION**

A pupil who has been expelled from all schools of a Board is entitled to be readmitted to a school of the Board if the pupil has, since being expelled:

- successfully completed a program for expelled pupils; or
- satisfied the objectives required for the successful completion of a program for expelled pupils.

## **18.0 RETURN TO ORIGINAL SCHOOL AFTER EXPULSION**

A pupil who has been expelled from one school of the Board, but not from all schools of the Board, may apply in writing to a person designated by the Board to be re-assigned to the school from which he or she was expelled.



## POLICY COMMITTEE TO STANDING COMMITTEE

**DATE:** Monday, June 10 , 2013

**TO:** Standing Committee

**FROM:** Todd White, Chair of Policy Committee

**RE:** Revoke the Expulsion and Suspension Policies

Title of Document: Expulsion Policy; Suspension Policy

Scoping Document

Draft Policy

Policy Review

Policy Directive

**Action**

**Monitoring**

**Policy Committee Motion:**

**That the Expulsion and Suspension Policies be revoked. This was moved by A. Johnstone and received a unanimous vote.**

**Rationale/Benefits: The Expulsion Policy and Suspension Policy will be replaced by the Student Behaviour and Discipline Policy.**

**Background: As Bill 13 (Accepting Schools Act) was introduced, the safe schools legislation is focused more on a whole school approach and less on non-integrated approaches to student discipline and behaviour.**

**To better position the policies supporting the Positive School Climate work in HWDSB, it is recommended that one policy titled Student Behaviour and Discipline be developed and supported by two policy directives.**

**The Policy Directives are:**

- **Progressive Discipline and Promoting Positive Student Behaviour, and**
- **Suspension, Expulsion, and Programs for Long-Term Suspended or Expelled**







## POLICY COMMITTEE TO STANDING COMMITTEE

**DATE:** Monday, June 10 , 2013

**TO:** Standing Committee

**FROM:** Todd White, Chair of Policy Committee

**RE:** Community Engagement Scoping Document

Title of Document:

Scoping Document   
 Policy Review

Draft Policy   
 Policy Directive

**Action**

**Monitoring**

### Policy Committee Motion:

**That the Community Engagement Scoping Document be approved.  
 This was moved by A. Johnstone and received a unanimous vote.**

### Rationale/Benefits:

HWDSB believes in maintaining and strengthening collaborative relationships with community partners in support of student achievement and well-being. The Engagement Pillar policy was developed as an umbrella, from which this policy and 3 others (student, staff and parent) will flow.

### Background:

In the spring of 2009 staff prepared a scoping document for review by PWSC to begin the process of developing a Community Engagement policy. In discussion with PWSC, it was determined that there was a need for a policy to address other areas of engagement aside from community. A separate policy was needed for Student Engagement, Parent Engagement and Staff Engagement.

Understanding these newly identified needs PWSC requested that a Pillar Policy for Engagement be developed before any engagement policies be developed.

In 2012 the Engagement Pillar policy was approved and staff have revisited the original Community Engagement Scoping Report and have incorporated the key elements of the pillar policy.






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## Community Engagement

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### Scoping Report

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**Please Note:** No Scoping Report is required for Ministry Mandated Policies or changes, unless HWDSB's Policy significantly exceeds the parameters set out by the Ministry.

#### **PART A – REVIEW**

1. Does the proposed policy fall within the mandate of HWDSB?
  - Yes
  - No
  
2. Is the proposed policy consistent with HWDSB's Mission, Vision, Values, and Strategic Directions?
  - Yes
  - No
  
3. Does a Policy Directive, Administrative Memo or Legislation already exist that addresses the intent of the proposed policy?
  - Yes
  - No
  
4. Is this Scoping Report a result of a Policy Review?
  - Yes
  - No

#### **PART B – RECOMMENDATION**

My recommendation to the Policy Committee is:

to

Develop a new policy\*

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*\*If you are developing policy, or revising an existing policy, please proceed to PART C*

The Engagement Pillar Policy was developed as an umbrella policy, from which this and 3 others (student, staff and parent) will flow. 11C4

Hamilton-Wentworth District School Board community members are welcomed, encouraged, respected, recognized and valued as partners in student learning and well-being.

Hamilton-Wentworth District School Board and all schools will foster relationships with community members who support student achievement and well-being.

Hamilton-Wentworth District School Board and all schools will collaborate with community agencies, organizations and public bodies to improve service and support for student success and well-being.

Hamilton-Wentworth District School Board and all schools will provide community with varied opportunities to give input.

Hamilton-Wentworth District School Board and all schools will remove barriers to engagement by ensuring equity of opportunity and access.

Hamilton-Wentworth District School Board and all schools will ensure the community is actively engaged.

Hamilton-Wentworth District School Board and all schools will help strengthen the community through engagement.

tended Outcome:  
(What are the specific outcomes expected from this policy?)

Hamilton-Wentworth District School Board believes in ensuring high levels of community participation, involvement and engagement contributing to student achievement and well-being.

urpose:  
(Why is this policy needed?)

- Alignment with Ministry of Education legislation, guidelines, policy and frameworks
- Alignment with other HWDSB policies
- Definition of community engagement
- Roles and responsibilities clarity
- Who engages with whom, where, why and how?
- Monitoring of why, where and how we engage
- Measurement of impact of engagement
- Classroom, school and system engagement of community
- Equity of opportunity, access and outcomes for all stakeholders
- Eliminating barriers to engagement
- Supports/resources for community engagement
- Best practices in community engagement
- Community use of schools including reciprocal agreements
- Community outreach
- Partnerships
- Communication
- Consultation
- Links between parent and community engagement policies
- HWDSB Foundation
- Volunteers
- Facility Partnerships

atters to be included in the proposed policy:

Fundraising  
Parent, student, staff engagement  
Donations  
Leases

atters falling outside of the proposed policy:

ow will the proposed policy impact the following:

udents: - improved student achievement and well-being  
- Equity of opportunity, access and outcomes

arents: - Enhanced involvement of HWDSB parents and families.

- Clear definition of community engagement  
- Shared ownership for community enqaagement across Hamilton-Wentworth District School Board

- Service excellence

11C-6

Community:

See Intended Outcomes



## POLICY COMMITTEE TO STANDING COMMITTEE

**DATE:** Monday, June 10 , 2013

**TO:** Standing Committee

**FROM:** Todd White, Chair of Policy Committee

**RE:** Staff Development Policy

Title of Document:

Scoping Document   
 Policy Review

Draft Policy   
 Policy Directive

**Action**

**Monitoring**

**Policy Committee Motion:**

**That the Staff Development Policy be approved. This was moved by A. Johnstone and received a unanimous vote.**

**Rationale/Benefits:**

Updates to the existing Staff Development Policy to align with HWDSB Strategic Directions and the HR Pillar Policy. This update provides clear and consistent guidelines for the development, delivery and measurement of all staff development initiatives.

**Background:**

The existing Staff Development Policy was on an old policy template that did not reflect the current content required for HWDSB Policy documents. All relevant content from that policy is reflected in the new template. Additional information has been included to align the Guiding Principles, Intended Outcomes and Progress Indicators with HWDSB Strategic Directions and to reflect the language contained within the HR Pillar Policy and the Professional Learning Plan. All operating procedures for Staff Development are now included in a policy directive.







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## Staff Development Policy

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board is committed to fostering the continuous growth of its employees through comprehensive staff development support and programs that are aligned with the boards' strategic direction, goals, beliefs and vision of all students achieving their full potential.

### GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board is committed to providing support for the ongoing professional learning of all employees by:

1. Delivering learning programs and supports that are driven by System initiatives, legislated regulations, school/department plans and emergent staff needs.
2. Promoting a professional learning culture that is focused on the development of collective and distributed leadership within an intelligent responsive system that builds a culture of academic optimism - collective efficacy, trust and high expectations for staff and students.
3. Providing learning opportunities that foster co-learning, are accessible and meet the diverse learning needs of all employees.
4. Provide staff and leadership development to strengthen employees' skills, knowledge and competencies.

### INTENDED OUTCOMES:

1. Priorities for developing and delivering professional learning are determined by the directions and strategies identified within the Annual Operating Plan, through Ministry guidelines and other legislated requirements.
2. Employee professional learning, leadership development and performance management processes promote continuous improvement and engagement for all employee groups.
3. Professional learning expenditures are funded within the guidelines of the boards' Staff Development budget requirements and the Employee Expenses Policy.
4. System leaders' learning supports and reinforces the development and delivery of learning that promotes:
  - a. distributed and collective leadership within the district;
  - b. joint problem solving amongst leaders and staff;
  - c. staff self-assessment and reflection on their work;
  - d. support for the professional work of all staff through a self-assessment performance appraisal plan.

**RESPONSIBILITY:**

Director of Education  
 Superintendent, Human Resources

**TERMINOLOGY:**

**Professional Learning**

A comprehensive, sustained, and intensive approach to improving employee effectiveness.

**Distributed Leadership**

Leadership as a product of the interactions of leaders, their followers and their situation.

**Academic Optimism**

1. A belief that our work can make a difference
2. Our ability to achieve.
3. Culture of high expectations.

**ACTION REQUIRED:**

During the budgeting process, Staff Development funds available for distribution are allocated according to the Staff Development Policy Directive procedures and guidelines. All learning opportunities funded will support and sustain a professional learning organization culture.

**PROGRESS INDICATORS:**

Data will be collected to measure the degree to which the intended outcomes contained in the Pillar Policy, specific policies and related policies have been achieved. The review will include but not be limited to the following key areas and related components:

Key Areas	Components
Staff Engagement	School Effectiveness Framework, School/Service Improvement Plans, Staff Engagement Survey, Feedback/Assessment of various system learning programs and school/department learning supports e.g. Leadership 1, 2,3, Leaders Facilitating Learning, Covey Programs, L& L in-school support , HR legislated learning programs, TPA/PPA/EPAS
Student Engagement	Student focus groups and survey, System Meetings, OLMs, EQAO results
Parent Engagement	Parent Engagement Committees, School Parent/Teacher Committees, Partnership and Engagement Feedback

**REFERENCES:**

**Government Documents**

Ministry of Education Expenditure Guidelines

Ministry of Education Teacher Performance Appraisal System

**HWDSB Strategic Directions**

Achievement Matters

Engagement Matters

Equity Matters

**HWDSB Policies**

Accessibility Standards for Customer Service

Employee Expense Policy

Equity Policy

Performance Appraisal Policy

Respectful Working and Learning Environments Policy Directive

Staff Harassment Policy






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## Staff Development Policy Directive

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### **RATIONALE:**

Hamilton-Wentworth District School Board is committed to providing support for the ongoing professional learning of all employees by:

1. Delivering learning programs and supports that are driven by System initiatives, legislated regulations, school/department plans and emergent staff needs.
2. Promoting a professional learning culture that is focused on the development of collective and distributed leadership within an intelligent responsive system that builds a culture of academic optimism - collective efficacy, trust and high expectations for staff and students.
3. Providing learning opportunities that foster co-learning, are accessible and meet the diverse learning needs of all employees.

### **TERMINOLOGY:**

#### Professional Learning

A comprehensive, sustained, and intensive approach to improving employee effectiveness.

#### System Sponsored Staff Development

Staff Development programs and in-services related to professional learning that provide release time funding during the day for permanent staff to attend.

### **Staff Development Funding Procedures:**

#### **1. Setting Direction and Determining Budget**

- 1.1 Staff Development professional learning programs shall be driven by identified system initiatives linked to the boards' annual operating plan, legislated regulations, terms and conditions of employment, collective agreements, ministry mandates, and emergent staff needs related to student achievement.
- 1.2 Each year, Executive Council will establish a professional learning budget plan and Staff Development allocations will be assigned in two categories:
  - 1.2.1 Professional Learning supported by the service departments within the organization and
  - 1.2.2 Professional Learning dedicated to advancing student achievement through the Annual Operating Plan. Legislation, terms and conditions of employment, collective agreements and ministry mandates fall into the first category
- 1.3 The budget related to professional learning dedicated to advancing student achievement will mirror the tiered approach that has been used to serve the learning needs of students. The board's annual Professional Learning Plan report will provide detail related to the allocation of this portion of the Staff Development budget.

#### **2. Expenditure Guidelines**

- 2.1 Attendance at conferences, seminars, workshops must support either:
  - 2.1.1 the established objectives and priorities of the system Staff Development plan or the school/department, or
  - 2.1.2 must be of a type that can be reasonably expected to improve performance, or

- 2.1.3 is required for the employee's position.
- 2.2 Wherever feasible, cost effective measures are to be followed, i.e. shared accommodation, shared travel, economy class travel and meals as prescribed by the Employee Expense Policy.
- 2.3 All claims for conference/staff development reimbursement shall be submitted by participants on the Conference/Staff Development Reimbursement Claim Form (copy attached).
- 2.4 Honoraria: a gift to in-house in-service deliverers ranging from \$25.00 to \$50.00 where principal/supervisor deems warranted.

**3. Authorization**

- 3.1 Expenditure of funds allocated to schools to be authorized by the school principal
- 3.2 Expenditure of funds allocated to the Education Centre departments to be authorized by the superintendent or designate(s)
- 3.3 Expenditure of funds allocated for system initiatives to be authorized by the appropriate superintendent
- 3.4 All expenditures must be authorized by the applicant's supervisor

**4. System Sponsored Staff Development Budget**

- 4.1 Staff Development funds allocated to system budget lines shall be non-transferable
- 4.2 System sponsored professional development costs for occasional/casual coverage will be assigned a Code 77 release time budget code by the sponsoring Superintendent or designate(s)
- 4.3 The cost of occasional/casual coverage identified for system sponsored professional development will be charged to the appropriate Code 77 release time budget code

**5. School/Department Staff Development Budget**

- 5.1 Staff Development funds allocated to school/department budget lines shall be non-transferable
- 5.2 Expenditures exceeding school/department allocation shall be covered by the school/department overall budget
- 5.3 The cost of any occasional/casual coverage required for staff development purposes shall be charged to the school/department Staff Development budget



**HWDSB Conference/Staff Development  
Reimbursement Claim Form**

Applicant's Name: \_\_\_\_\_

School/Location: \_\_\_\_\_

Description of Claim: \_\_\_\_\_  
(include Title, Date,  
& Location) \_\_\_\_\_

Registration Fee: \$ \_\_\_\_\_

Meals: \$ \_\_\_\_\_

Accommodations: \$ \_\_\_\_\_

Mileage: \_\_\_\_\_ km x \_\_\_\_\_ rate \$ \_\_\_\_\_

Other:  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

**TOTAL CLAIM:** \$ \_\_\_\_\_

Staff Development Account #: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_

**Authorization:**  
Principal/Supervisor: \_\_\_\_\_

**Note: Please photocopy this blank form for claim submissions.  
All original receipts must be attached**

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD  
**CONFERENCE/STAFF DEVELOPMENT REIMBURSEMENT CLAIM**

**For Accounting Use Only**

Vendor # \_\_\_\_\_ Approval: \_\_\_\_\_ Accuracy: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Entry Date: \_\_\_\_\_





**COMMITTEE REPORT**

**Committee: Finance Committee**

**Date of Meeting: May 8, 2013**

**Presented to: Standing Committee**

**Date of Meeting: June 10, 2013**

The committee held a meeting from 12:08 p.m. to 1:50 p.m. on the above date at 120 King Street, Suite 1120, Hamilton, Ontario, with Judith Bishop presiding.

Members present were: Trustees Judith Bishop (Chair), Wes Hicks, and Todd White and regrets were received from Lillian Orban.

\*\*\*\*\*

**3. Debrief of the Special Finance Committee meeting on May 6, 2013**

The committee reviewed the issues relating to the 2013-2014 budget that were raised by fellow trustees: snow plowing and the impact of the Memorandum of Understanding on the 2013-2014 Budget. The committee considered the impact at their meeting and determined that it was revenue neutral.

On the issue of snowing plowing school tarmacs, the committee identified three areas of concern: liability; contract cost across the system and the potential for property damage.

On motion of Trustee Hicks the Finance Committee **RECOMMENDS that in situations where ice buildup on playground blacktop poses a safety danger, the situation should be referred to Facilities Management to resolve on a case by case basis.**

**CARRIED UNANIMOUSLY**

The recommended actions in the 2013-2014 Budget Report to Standing Committee were voted on separately. Wes Hicks abstained from voting on the Part I which related to staffing.

On motion of Trustee White the Finance Committee **RECOMMENDS that Part I of the Recommended Actions of the 2013-2014 Budget Report be presented to the Standing Committee on May 13, 2013.**

CARRIED (Trustee Hicks abstained)

On motion of Trustee Hicks the Finance Committee **RECOMMENDS that Part II and III of the Recommended Actions of the 2013-2014 Budget Report be presented to the Standing Committee on May 13, 2013.**

**CARRIED UNANIMOUSLY**

On motion of Trustee White the Finance Committee **RECOMMENDS that Part IV of the Recommended Actions of the 2013-2014 Budget Report be presented to the Standing Committee on May 13, 2013.**

**CARRIED UNANIMOUSLY**

**4. Community Use of Schools – Rental Rates**

The committee considered a staff report on rental rates for community use of school and equitable access and use of Board facilities. Superintendent Stephanian will bring back additional information to the committee at its next meeting.

**5. Education Development Charges**

The committee received a verbal update on the status of Education Development Charges and next steps required.

**6. Mohawk Trail Museum**

The committee received a verbal update on the issues related to the Mohawk Trail Museum. Committee members directed staff to bring a monitoring report on the issue to the May 13 Standing Committee.

**7. Budget Booklet**

The committee postponed consideration of the matter to a future meeting.

**9. Motion to Move to Private Session**

On motion of Trustee Hicks, the Finance Committee **RECOMMENDS:**

**That the Finance Committee move to Private Session.**

**CARRIED UNANIMOUSLY.**

Respectfully submitted,  
Judith Bishop, Chair of the Committee



## EXECUTIVE REPORT TO STANDING COMMITTEE

**DATE:** June 10, 2013

**TO:** Standing Committee

**FROM:** Dr. John Malloy, Director of Education  
Don Grant, Superintendent of Business and Treasurer  
Denise Dawson, Manager of Budget

**RE:** **2012/2013 Average Class Size Report - Secondary**

Action

Monitoring

### Rationale/Benefits:

Key Statistics HWDSB:

	Ministry Requirement	2012/13 Actual	2011/12	2010/11	2009/10
Average Secondary Class Size	≤ 22:1	20.08	20.12	20.33	19.88

The Hamilton-Wentworth District School Board is in compliance with Ministry secondary average class size requirements in 2012/13.

The following appendices are attached:

Appendix A           Average Class Size Secondary Report  
Appendix B           Summary of Average Class Size by Secondary School

Boards are required to make the average class size reports available to the public. Accordingly, the Average Class Size Secondary Report will be posted on the Board's website. Schools and the Chair of each School Council will be advised that the report is available.

Attach.





Ontario School Information System

BRDSUM-0032SS.00 Secondary School Average Class Size  Summary**Region: LD****Board Number and Name: B66141 Hamilton-Wentworth DSB****Academic Year 2012-2013****Submission Period Type March Secondary School**

In Accordance with the requirements of Regulations 276/01 and 399/00, and the amending regulations 275/01 and 403/05, the following report is provided to the Minister.

Total pupil credits for all secondary schools

119,508.63

Total number of classroom credits for all secondary schools

5,951.38

Average size of the board's secondary school classes, in the aggregate

20.08

This report represents data in OnSIS. All OnSIS data is signed off by the Director or Director's designate through the signed security form.

SSACS Board Contact Name: Denise Dawson

Telephone Number: 905-527-5092 Ext: 2202

Email Address: denise.dawson@hwdsb.on.ca

**The Hamilton-Wentworth District School Board  
Secondary Average Class Size Report  
For the 2012/2013 School Year**

	OCTOBER 31/2012			MARCH 31/2013			2012/2013 SCHOOL YEAR		
	Pupil Credits	Classroom Credits	Avg Class Size	Pupil Credits	Classroom Credits	Avg Class Size	Pupil Credits	Classroom Credits	Avg Class Size
Ancaster	3,796.50	165.65	22.92	3,738.00	176.53	21.17	7,534.50	342.18	22.02
Barton	2,473.50	121.38	20.38	2,255.35	121.80	18.52	4,728.85	243.18	19.45
Delta	2,491.00	130.00	19.16	2,290.00	133.56	17.15	4,781.00	263.56	18.14
Glendale	3,521.00	168.61	20.88	3,359.50	161.61	20.79	6,880.50	330.22	20.84
Highland	2,864.00	120.50	23.77	2,826.50	124.00	22.79	5,690.50	244.50	23.27
Hill Park	2,710.50	136.03	19.93	2,465.50	132.32	18.63	5,176.00	268.35	19.29
Mountain	643.50	50.50	12.74	531.00	50.00	10.62	1,174.50	100.50	11.69
Orchard Park	4,000.50	182.69	21.90	3,838.00	176.41	21.76	7,838.50	359.10	21.83
Parkside	1,596.00	87.72	18.19	1,505.00	78.64	19.14	3,101.00	166.36	18.64
Parkview	850.50	71.50	11.90	714.50	66.90	10.68	1,565.00	138.40	11.31
Saltfleet	4,635.50	204.50	22.67	4,268.00	210.23	20.30	8,903.50	414.73	21.47
Sherwood	4,002.50	193.69	20.66	3,709.00	179.25	20.69	7,711.50	372.94	20.68
Sir Allan MacNab	3,166.00	167.00	18.96	2,942.50	162.02	18.16	6,108.50	329.02	18.57
Sir J. A. Macdonald	4,140.50	231.60	17.88	4,043.00	243.36	16.61	8,183.50	474.96	17.23
Sir W. Churchill	3,905.50	187.38	20.84	3,602.00	182.62	19.72	7,507.50	370.00	20.29
Waterdown	4,117.50	186.55	22.07	4,001.50	204.67	19.55	8,119.00	391.22	20.75
Westdale	6,318.50	264.65	23.87	6,045.50	271.25	22.29	12,364.00	535.90	23.07
Westmount	5,584.50	238.04	23.46	5,293.00	241.33	21.93	10,877.50	479.37	22.69
King William Alter Ed	148.50	15.55	9.55	117.50	15.42	7.62	266.00	30.97	8.59
Crestwood 9-12 Alter Ed	175.50	29.89	5.87	233.26	26.10	8.94	408.76	55.99	7.30
James Street/Turning Point	294.50	20.96	14.05	294.02	18.97	15.50	588.52	39.93	14.74
<b>Total HWDSB</b>	<b>61,436.00</b>	<b>2,974.39</b>	<b>20.65</b>	<b>58,072.63</b>	<b>2,976.99</b>	<b>19.51</b>	<b>119,508.63</b>	<b>5,951.38</b>	<b>20.08</b>