



## **BOARD MEETING**

Monday, May 30, 2016

6:00 p.m.

20 Education Centre Dr, Hamilton, Ontario

Trustee Boardroom

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### **AGENDA**

1. Call to Order
2. O Canada
3. Profiling Excellence

#### Staff

#### Recipients of the Canadian Education Association Ken Spencer Award

- Beth Carey
- Kristy Luker
- Ben Nywening
- Zoe Branigan-Pipe
- John Whitwell
- Shelley Woon

#### Recognized for Outstanding Accomplishment in Support of the John Wismer Scholarship Fund & the Brain Tumour Foundation

- Lydia Vamos
- Dave Walters

#### Recipients of the Canadian Public Relations Society of Hamilton (CPRS) 2016 Pinnacle Award

- Sarah Lennox
- Rob Faulkner
- Patrick Hanson

4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Confirmation of the Minutes
  - May 2, 9 and 16, 2016

#### Reports from Trustee Special Committees:

7. Governance Committee – May 3, 2016
8. Policy Committee – May 11, 2016

## 9. Finance & Facilities Committee

9.1 May 5, 2016

9.2 May 19, 2016

9.3 May 12, 2016 (budget presentation)

## 10. Program Committee – May 5 and May 19, 2016

Reports from Legislated Committees:

### 11. Parent Involvement Committee – May 10, 2016

12. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee

13. Meeting Resumes in Public Session

14. Report from Committee of the Whole (private) – May 30, 2016

15. Pupil Accommodation Q&A – East Hamilton City 2 and Lower Stoney Creek

- Presentation of Answers (questions received at last meeting)
- Questions for Staff (answers to be provided the following meeting)

16. Oral Reports

- A. Student Trustees' Report – Local Activities and Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

17. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee

18. Meeting Resumes in Public Session

19. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information. <http://www.hwdsb.on.ca/trustees/meetings/>

# Minutes of the Special Board Meeting

Monday, May 2, 2016

**LOCATION:** Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

**Trustees:** Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. Regrets were received from Trustee Kathy Archer and Student Trustee Hannah Tobias-Murray.

## 1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:07 p.m. He noted that subsequent Board agendas will include the agenda item "Pupil Accommodation Question & Answer – East Hamilton City 2 and Lower Stoney Creek".

## 2. Declarations of Conflict of Interest

None.

## Reports from Staff

The Director introduced the reports and Superintendent Gillies reviewed the key details of each report.

Trustee Van Geffen joined the meeting.

## 3. Pupil Accommodation Review – Lower Stoney Creek

Suggestions from the trustees for further review and clarifications were noted on the following areas:

- Multi-plan submission to the Ministry of Education; funding of more than one new schools in one area
- Occupancy numbers for new builds
- Implementation costs, including short-term accommodations during new school construction
- Priority in terms of timelines for multi-school buildings
- What governs HWDSB designs for new elementary schools

**RESOLUTION #16-62:** Trustee Beattie, seconded by Trustee Johnstone, moved: **That Trustees receive the Lower Stoney Creek Accommodation Review Final Report and defer a final proposal to the Ministry of Education at least 10 calendar days after the public delegations as per the Board's Pupil Accommodation Policy and Ministry of Education guidelines.**

**CARRIED UNANIMOUSLY.**

## 4. Pupil Accommodation Review – East Hamilton City 2

Suggestions from the trustees for further review and clarifications were noted on the following areas:

- Cost components associated with making 2 schools accessible
- Process for changing boundaries between review areas
- French Immersion students at Glen Echo and Glen Brae Schools; a map showing French Immersion student population
- Future developments in the review area

**RESOLUTION #16-63:** Trustee Danko, seconded by Trustee Beattie, moved: **That Trustees receive the East Hamilton Accommodation Review Final Report and defer a final proposal to the Ministry of Education at least 10 calendar days after the public delegations as per the Board's Pupil Accommodation Policy and Ministry of Education guidelines.**

**CARRIED UNANIMOUSLY.**

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The following were general questions/requests from the trustees for further review and clarifications which pertain to both of the above pupil accommodation reviews:

- A summary of Ministry benchmarks for various capacities for different schools including dimensions for gyms and playing fields for all schools in both review areas
- The list that trustees asked for to be included in the Pupil Accommodation Review report

The meeting adjourned at 7:47 pm.

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# Minutes of the Board Meeting

Monday, May 9, 2016

**LOCATION:** Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

**Trustees:** Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. **Student Trustee** Hannah Tobias-Murray. **Regrets** were received from Trustee Kathy Archer.

## 1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:10 p.m.

## 2. Swearing in Student Trustees 2016-2017

Student Trustee Tobias-Murray provided some background information about the newly elected Student Trustees Tory Dockree and Elizabeth Wong. Their swearing in as Student Trustees for 2016-2017 then followed.

## Approval of the Agenda

**3. RESOLUTION #16-64:** Trustee Van Geffen, seconded by Trustee Danko, moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

## 4. Declarations of Conflict of Interest

None.

## 5. Confirmation of the Minutes

The minutes from the April 18 and 25, 2016 meetings were confirmed.

## 6. Correspondence

- Bluewater District School Board – OFSAA Transfer Policy

**RESOLUTION #16-65:** Trustee Hicks, seconded by Trustee Deathe, moved: **That HWDSB send a letter to the Executive Director of the Ontario Federation of School Athletic Associations (OFSAA) expressing support to the motion from Bluewater District School Board (BDSB) regarding OFSAA Transfer Policy, with a copy of this letter to BDSB.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour

## Reports from Trustee Special Committees

### 7. Finance and Facilities Committee – April 20 and 28, 2016

**RESOLUTION #16-66:** Trustee Van Geffen, seconded by Trustee Beattie, moved: **That the report of the Finance and Facilities Committee – April 20, 2016 be approved, including:**

- (a) That HWDSB focus priorities for the Secondary Facility Benchmark Strategy on Science Labs, Playing Fields, Learning Commons and Gym Floors; and**
- (b) That capital needs related to Technology Labs be funded by the Secondary Program Strategy component or the Annual School Renewal component of the Multi-Year Capital Strategy.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

**RESOLUTION #16-67:** Trustee Van Geffen, seconded by Trustee Beattie, moved: That the report of the Finance and Facilities Committee – April 28, 2016 be approved, including:

**Secondary Facility Benchmark Strategy**

- (a) That the Secondary Facility Benchmark Strategy report be approved; that staff prepare a multi-year implementation plan to deliver the priorities related to the Secondary Facility Benchmark Strategy over a 5-year period; and that, on an annual basis, staff bring the specific plan related to the \$11 million set aside annually for the strategy back to the Board for approval as part of the capital budget.  
and
- (b) That the Guiding Principles for the Multi-Year Capital Strategy be approved.

**2016-17 Budget Development**

- (c) That staff bring back a report providing the cost to provide transportation to any Westmount Secondary School student that resides outside of the walking distance; and  
That staff bring back a report providing the cost to provide HSR passes for any secondary student attending Westmount Secondary School that would be eligible for HSR passes to their home school.
- (d) That the Board approve a budget reduction of \$1.5 million to temporary assistance as year one of a two-year plan to reduce the costs related to providing temporary assistance through a 6-pronged approach provided by staff that includes:
  - Creating a positive work environment
  - Supporting staff through the Total Attendance Support program
  - Making improvements in Human Resources to provide better tracking, follow up, communication and training with regards to sick leave
  - Supporting employees who have a pattern of absences
  - Following up on potential abuse of sick leave when suspected
  - Ensuring that the Board is following the collective agreements and terms and conditions with regards to providing replacement coverage;
  - and that staff be required to bring back a quarterly monitoring report to the Finance and Facilities Committee.

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

**8. Human Resources Committee – April 19, 2016**

**RESOLUTION #16-68:** Trustee Deathe, seconded by Trustee Hicks, moved: That the report of the Human Resources Committee – April 19, 2016 be received.

**CARRIED UNANIMOUSLY.**

Trustees Johnstone, Mulholland and Student Trustee Tobias-Murray were not in the room during the vote.

Student Trustee Tobias-Murray, Trustee Mulholland and Trustee Johnstone returned to the meeting.

**Reports from Legislated Committees**

**9. Special Education Advisory Committee – April 27, 2016**

**RESOLUTION #16-69:** Trustee Johnstone, seconded by Trustee Pattison, moved: That the report of the Special Education Advisory Committee – March 30, 2016 be received.

**CARRIED UNANIMOUSLY.**

Trustee Beattie was not in the room during the vote.  
Student Trustee Tobias-Murray voted in favour.

Trustee Beattie returned to the meeting.

**Reports from Community Advisory Committees****10. Rural Schools Committee – April 21, 2016**

**RESOLUTION #16-70:** Trustee Johnstone, seconded by Trustee Van Geffen, moved: **That the report of the Rural Schools Committee – April 21, 2016 be received.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

**Reports from Staff:****11. Naming of the New Track at Sir Allan MacNab School**

**RESOLUTION #16-71:** Trustee Hicks, seconded by Trustee Mulholland, moved: **That the new track at Sir Allan MacNab Secondary School be named Mark Graham Track and the field be named Paul Brown Field.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

**12. Resolution Into Committee of the Whole (Private Session)**

**RESOLUTION #16-72:** Trustee Danko, seconded by Trustee Johnstone, moved: **That the Board move into Committee of the Whole (Private), this being done at 7:45 p.m.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

The open session resumed at 9:00 p.m.

**13. Committee of the Whole (Private) – May 9, 2016**

**RESOLUTION #16-73:** Trustee Beattie, seconded by Trustee Danko, moved: **That the report of the Committee of the Whole (Private) – May 9, 2016 be approved, including:**

- (a) That the Finance & Facilities Committee report from April 28, 2016 be approved including entering into Phase I of the Property Disposition process for Mountain Secondary school after June 30, 2016 and that revenue received from the leasing of parking spaces around Tim Horton's Field be provided to the HWDSB Foundation for the 2016-17 fiscal year.
- (b) That the Human Resources Committee report from April 19, 2016 be received.

The motion was **CARRIED** on the following division of votes:

In Favour (8) Trustees Beattie, Danko, Deathe, Hicks, Johnstone, Mulholland, Van Geffen, White.

Opposed (2) Trustees Bingham, Pattison.

**14. Pupil Accommodation Q&A – East Hamilton City 2 and Lower Stoney Creek****Presentation of Answers (from last meeting)**

Trustees received answers to questions on the East Hamilton City 2 and Lower Stoney Creek accommodation reviews.

**New Questions (to be presented next meeting)**

None received.

**15. Oral Reports from Liaison Committees****A. City/School Board Liaison Committee**

Chair White highlighted the following:

- Last week's meeting went very well; Trustees Beattie, Deathe and Student Trustee Tobias-Murray were in attendance.
- The committee's Terms of Reference was finally finished after many years of discussion; thanks to Mayor Eisenberger for his support and assistance. The Staff Liaison Committee had discussion on properties and also completed its Terms of Reference. Both Terms of Reference will go to the Governance Committee.

- Trustee Deathe provided an update on HWDSB's ongoing accommodation reviews in East Hamilton City 2 and Lower Stoney Creek.
- Director Figueiredo updated the City on the Green Bin pilot at Westmount Secondary School with the plan of extending this initiative to other secondary schools then to elementary schools. Some issues have to be addressed in terms of the collective agreement with CUPE.
- An update on HWDSB's Strategic Directions process was provided.
- The City informed Board staff on its directions, undertakings and general capital projects. A City presentation to HWDSB has been scheduled at the June 6<sup>th</sup> Board meeting regarding its strategic directions and budget process.
- A motion was passed requesting staff of both HWDSB and City an inventory list of agreements which may have been approved in the past with the intent of categorizing these agreements.
- Trustee Deathe's motion regarding student representation on City/Board Liaison Committee was passed. A Student Trustee or Student Senate representative or any secondary school student can attend the committee's meeting on a rotation basis.

### **B. Hamilton-Wentworth Home & School Association**

Trustee Pattison advised of the forthcoming May 16<sup>th</sup> Annual General Meeting of the association. He also alluded to June 17<sup>th</sup> Leadership Day in Hamilton.

Noting that two schools in the Ancaster area have been busy with their Home & School Associations, Trustee Pattison requested that the directory of HWDSB's Home & School Associations on the website be kept up to date.

### **C. HWDSB Foundation**

Trustee Danko reported the following:

- The Foundation's next meeting will be on Wednesday, May 11<sup>th</sup>.
- The next big event is the HWDSB Golf Classic 2016 on June 1<sup>st</sup> at Willow Valley Golf Club in Hamilton.

### **D. Ontario Public School Boards' Association (OPSBA)**

Trustee Johnstone's report included the following:

- OPSBA's recent Directors' meeting confirmed all actions and decisions passed regionally.
- Good news regarding the Copyrights Consortium: school boards will not be required to pay certain copyright licenses in light of enhancements introduced for educational copyrights. This results in huge gain for schools boards on what would have been a major expense in terms of copyrights.

Trustee Johnstone clarified for Trustee Pattison that copyrights relating to movie nights in schools may not fall into this new direction but she offered to check this out.

### **E. Umbrella Board of Family & Child Care Centres**

Trustee Beattie advised that the Umbrella Board's Annual General Meeting has been scheduled on Wednesday, May 11<sup>th</sup>, 4:30 p.m. at the Scottish Rite Club in Hamilton.

The meeting adjourned at 9:57 p.m.

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# Minutes of the Special Board Meeting

Monday, May 16, 2016

**LOCATION:** Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

**Trustees:** Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. **Student Trustee** Hannah Tobias-Murray.

## 1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 5:35 p.m.

## 2. Declarations of Conflict of Interest

None.

## 3. Delegations

East Hamilton City 2

Pat Matthews, Correspondence Received

For clarification, staff discussed briefly the delegation process and also provided historical background on delegations received during previous accommodation reviews.

**RESOLUTION #16-74:** Trustee Johnstone, seconded by Trustee Beattie, moved: **That the correspondence from Pat Matthews be received.**

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

Lower Stoney Creek

None received.

Trustee Van Geffen joined the meeting.

## 4. Pupil Accommodation – Question and Answer

### A. Presentation of answers (from last meeting)

Trustees received answers to questions on the East Hamilton City 2 and Lower Stoney Creek accommodation reviews.

### B. New Questions (to be presented next meeting)

Trustees asked some questions for staff to take away and the answers will be presented at the next meeting.

- Clarification of boundary maps (existing and proposed scenario)
- Clarification of calculation of vacant pupil places
- Rationale for French immersion proposal at Collegiate – short and long-term accommodation strategy (to balance enrolment)

## 5. Resolution Into Committee of the Whole (Private Session)

**RESOLUTION #16-75:** Trustee Johnstone, seconded by Trustee Beattie, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 6:30 p.m.

**CARRIED UNANIMOUSLY.**

Student Trustee Tobias-Murray voted in favour.

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The open session resumed at 6:57 p.m.

**6. Committee of the Whole (Private) – May 16, 2016**

**RESOLUTION #16-76:** Trustee Beattie, seconded by Trustee Johnstone, moved: **That the report of the Committee of the Whole (Private) – May 16, 2016 be approved, including that the tentative Collective Agreement between the Canadian Office and Professional Employees Union, Local 527 (COPE), representing Educational Assistants, Job Coaches, Vocational Education Support Workers, Communication Disorders Assistants, Developmental Specialists and Youth and Child Care Workers, and Hamilton-Wentworth District School Board for the term of September 1, 2014 to August 31, 2017 be approved and amended as per the School Boards Collective Bargaining Act.**

**CARRIED UNANIMOUSLY.**

Trustee Danko was not in the room during the vote.  
Student Trustee Tobias-Murray voted in favour.

The meeting adjourned at 7:00 pm.

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**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: May 16, 2016

From: Governance Committee

Date of Meeting: May 3, 2016

The committee held a meeting from 1:42 p.m. to 4:26 p.m. on May 3, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308, with Trustee Todd White presiding.

Members present were: Trustees Jeff Beattie, Penny Deathe, Alex Johnstone, Greg Van Geffen (electronically for a portion of the meeting) and Todd White.

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**ACTION ITEMS:****A. Board Meeting Schedule 2016-2017**

The Committee reviewed the dates outlining the Board meeting schedule for 2016-2017.

On the motion of Trustee Johnstone, the Governance Committee **RECOMMENDS** that the meeting schedule for **September 2016 to June 2017 be approved.**

**CARRIED UNANIMOUSLY**

**B. HWDSB Tagline – Strategic Directions – Phase 3**

The Committee received a brief presentation to outline the three final HWDSB Tagline options. As a final step in the Reimagine HWDSB Campaign, middle and high school students visited a creative arts facility for a day-long session using physical and digital tools to develop a tagline. Over 150 students worked in teams to help develop a new tagline for the new Strategic Directions.

On the motion of Trustee Beattie, the Governance Committee **RECOMMENDS** that the following tagline be selected as the official HWDSB Tagline to represent the new HWDSB Strategic Directions:

**Curiosity. Creativity. Possibility**

**CARRIED UNANIMOUSLY**

**MONITORING ITEMS:****C. HWDSB Reports reflecting the new Strategic Directions Annual Plan**

The Committee received an outline of the Annual Plan highlighting the annual monitoring reports, the goals, targets and strategies. This will be reviewed with Executive Council and come back to the Governance Committee on May 31, 2016.

**D. Student Trustees – Terms of Reference Review**

The Committee considered the current Student Trustees Terms of Reference. There was discussion of items such as:

- Repeat term
- Code of conduct
- Media training
- Guiding principles and the role of the Student Trustee
- The election process

Staff will bring a revised terms of reference document in the fall and will review how this will be operationalized.

Respectfully submitted,  
Todd White, Chair of the Committee



## EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

**TO:** GOVERNANCE COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** May 3, 2016

**PREPARED BY:** Heather Miller, Officer of Trustee Services

**RE:** Board Meeting Schedule for September 2016 to June 2017

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Action

Monitoring

**Recommended Action:**

That the Board meeting schedule for September 2016 to June 2017 be recommended for approval.

**Background:**

As per the Trustee Handbook, Governance Bylaw 1.16 states that “during or before the organizational meeting each year, the Board shall approve a schedule of meeting dates and times for regular Board and Standing Committee meetings for the following year. The schedule may be revised by the Board (E.A., 208 (6), 170.4).”

The Board Meeting Schedule is attached for consideration.



**Board, Standing Committee and Information Session Meeting Dates  
September 2016 to June 2017**

<b>Date</b>	<b>Meeting</b>
<b>SEPTEMBER</b>	
Sept. 12	Information Session*
Sept. 19	Board Meeting followed by Standing Committee
Sept. 26	Board Meeting
<b>OCTOBER</b>	
Oct. 3	Hold for meeting
Oct. 17	Board Meeting followed by Standing Committee
Oct. 24	Board Meeting
<b>NOVEMBER</b>	
Nov. 7	Information Session*
Nov. 14	Board Meeting followed by Standing Committee
Nov. 21	Board Meeting
<b>DECEMBER</b>	
Dec. 5	<b>Initial Board</b> , followed by Standing Committee
Dec. 12	Board Meeting
<b>JANUARY</b>	
Jan. 16	Information Session*
Jan. 23	Board Meeting followed by Standing Committee
Jan 30	Board Meeting
<b>FEBRUARY</b>	
Feb. 6	Hold for meeting
Feb. 20	Board Meeting followed by Standing Committee
Feb 27	Board Meeting

<b>MARCH</b>	
Mar. 6	Hold for meeting
Mar. 20	Board Meeting followed by Standing Committee
Mar. 27	Board Meeting
<b>APRIL</b>	
Apr. 3	Information Session*
Apr. 10	Board Meeting followed by Standing Committee
Apr. 24	Board Meeting
<b>MAY</b>	
May 8	Hold for meeting
May 15	Board Meeting followed by Standing Committee
May 29	Board Meeting
<b>JUNE</b>	
Jun. 5	Board Meeting followed by Standing Committee
Jun. 12	Board Meeting

**Board and/or Standing Committee Meetings will be held on Monday nights in the Boardroom at 20 Education Court and will begin at 6:00 pm**

**\*Information Sessions will be held on Monday nights in Room 308 at 20 Education Court and will begin at 5:30 pm. If an Information Session is not needed, the meeting may be cancelled after consulting with the Chair and the Director.**

**Hold for meeting – Trustees and Executive Council are asked to keep these Monday nights open on their calendars in case there is a need to have a meeting. Notice will be provided by the Wednesday prior to the open Monday if it is needed.**



## EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

**TO:** GOVERNANCE COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** Thursday, April 28, 2016

**PREPARED BY:** Jamie Nunn, Superintendent of Student Achievement  
Bill Torrens, System Principal, Leadership & Learning  
Wayne Joudrie, Joudrie Consulting

**RE:** HWDSB Tagline Choices

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**Action**       **Monitoring**

**Recommended Action:**

That the following three submissions by Student Senate be considered and that one be selected as the official HWDSB Tagline to represent the new HWDSB Strategic Directions:

Recommended Taglines (unranked and in alphabetical order):

Curiosity, Creativity, Possibility – HWDSB  
Promoting Unity through Diversity  
Today's Students, Tomorrow's Leaders

**Rationale/Benefits:**

Hamilton-Wentworth District School Board is committed to the achievement and well-being of all of its students. As part of the Reimagine HWDSB Campaign, the Board of Trustees wanted students to have a voice in the creation of our new Tagline – found on hundreds of websites, documents and publications. Research has shown that by including students as partners in decisions about their learning, motivation and perseverance grow resulting in improvement as “student voice is a metaphor for student engagement and participation in issues that matter to learning.” (Student Achievement Division, Ontario Ministry of Education, Sept. 2014).

**Background:**

On March 21, 2016, HWDSB Trustees approved a Strategic Directions Plan with a new mission, commitment statement and new priorities. The new mission is: “We empower students to learn and grow to their full potential in a diverse world.” The new commitment statement is: “We are committed to learning, equity, engagement and innovation.” The five new priorities are: Positive Culture and Well-Being; Student Learning and Achievement; Effective Communication; School Renewal; and Partnerships.

As a final step in the Reimagine HWDSB Campaign, middle and high school HWDSB students visited a creative arts facility (Cotton Factory) on Wednesday, April 27, 2016 for a day-long session using physical and digital tools to develop a tagline. Over 150 students worked in teams to help Hamilton-Wentworth District School Board develop a new tagline to replace “*All Students Achieving Their Full Potential.*”

In total, sixteen taglines were created by the students. The Taglines were as follows:

- Empowerment. Togetherness. Success
- Growing Individually, Together
- Diverse Learners Growing in a Positive Environment
- Educating the Future
- Promoting Unity through Diversity
- Always Learning, Forever Achieving
- Strive to Create Opportunity through a Diverse Learning Environment
- Everyone can Learn When Given the Chance
- Don't Dream it Succeed It
- Creating Bright Minds, Lives, and Futures
- Soaring for Excellence
- Bringing All Minds Together to Create Change
- Creating a Brighter Future through Education
- Curiosity. Creativity. Possibility. - HWDSB
- Today's Students, Tomorrow's Leaders
- Providing Success Through Unity and Education

Following the event, all sixteen suggestions went forward to Student Senate to review and decide upon which Tagline best represented the Strategic Directions. Student Senators voted upon the process upon reviewing the criteria regarding 'What makes a Good Tagline'. Student Senate was aware their top three choices would go forward to the Governance Committee for a recommendation to Board for a final decision.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: May 30, 2016

From: Policy Committee

Date of Meeting: May 11, 2016

The committee held a meeting from 12:12 p.m. to 3:32 p.m. on **May 11, 2016** at 20 Education Court, Hamilton, ON, in Meeting Room 308.

Members present were: Trustees Jeff Beattie, Dawn Danko, Greg Van Geffen and Todd White.

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**CORRESPONDENCE:**

The Committee considered the correspondence received from the Parent Involvement Committee and Student Senate regarding the Community Involvement Activities Policy.

**ACTION ITEMS:****A. Community Involvement Activities Policy**

The Committee considered the Community Involvement Activities Policy. The draft policy was approved for consultation in December 2015. There were 235 responses to the policy consultation that took place from February 1, 2016 to March 2, 2016. The Ministry requires that all secondary students must complete their 40 hours of community service in order to receive their Ontario Secondary School Diploma. There are some students who exceed the 40 hours and this is tracked by our Board once submitted by the students. This Policy supports students in learning the benefits of volunteering and becoming better citizens. The Ministry of Education's ineligible activities will be moved from the policy into the policy directive.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS** that the **Community Involvement Activities Policy be approved.**

**CARRIED UNANIMOUSLY**

**B. Faith Club and Prayer Activities Policy**

The Committee considered the Faith Club and Prayer Activities Policy. This policy was originally developed by members from Faith communities, in order to support the formation of Faith Clubs in a secular school system. The component related to Prayer Activity was developed to support students who were required to pray as practice of their faith, during the school day. Accommodations for prayer activity are now covered in the Religious Accommodation Directive.

On motion of Trustee White, the Policy Committee **RECOMMENDS** that the **Faith Club and Prayer Activities Policy be revoked.**

**CARRIED UNANIMOUSLY**

**C. Political Activity in Schools during Elections Policy**

The Committee considered the Political Activity in Schools during Elections Policy. The draft policy was approved for consultation at the February committee meeting. The policy consultation took place from February 16<sup>th</sup> to March 24<sup>th</sup> and received a total of 159 responses. No changes were made as a result of the consultation.

On motion of Trustee White, the Policy Committee **RECOMMENDS** that the **Political Activity in Schools during Elections Policy be approved.**

**CARRIED UNANIMOUSLY**

**MONITORING ITEMS:****D. Educational Excursions Directive**

The Committee considered the Educational Excursions Directive. The changes to the directive are as a result of the efforts over the past year by a committee that included: school administrators, office staff, business services staff and the privacy officer, with extensive input from the Ontario School Board Insurance Exchange (OSBIE) and legal services. The revised operational practices outlined in the directive were piloted at several schools throughout the year. One of the key changes is HWDSB excursions are no longer grouped in Category 1, 2, 3 but rather the elements of risk for each are assessed individually. This Directive was received for information.

**E. Naming of Schools Policy**

The Committee considered the Naming of Schools Policy. The draft Policy was approved for consultation at the February committee. The policy consultation took place from February 16<sup>th</sup> to March 24<sup>th</sup> and received a total of 90 responses, the majority of which came from parents/guardians/caregivers. The request for consultation input is now being posted on the school web site as well as the Board web site. A few changes were made as a result of the consultation. The Committee has requested further information which will be brought back to the June meeting.

**F. Use of Board Facilities Policy**

The Committee considered the Use of Board Facilities Policy. This policy combines the Community Planning and Facility Partnerships Guidelines (2015) and the Community Use of Schools Memorandum (2006) introduced by the Ministry of Education. The Committee discussed the idea of “cost recovery” as well as charging “for profit.” After reviewing the types of leases and partnerships the Committee requested that further information be brought back to the Policy Committee in June.

Respectfully submitted,  
Dawn Danko, Chair of the Committee




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## Community Involvement Activities

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Date Approved:

Projected Review Date:

**PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility, while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community.

**GUIDING PRINCIPLES:**

- Promote and encourage civic responsibility
- Promote community values
- Develop student interests and skills
- Guide and support students' career explorations
- Introduce and nurture the importance of volunteering
- Reinforce the importance of volunteering

**INTENDED OUTCOMES:**

- Ensure students are completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.
- Provide guidance and encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.

**RESPONSIBILITY:**

Director of Education  
 Members of Executive Council  
 Principals or designate

**TERMINOLOGY:**

*Civic Responsibility:* Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.

*Ineligible Activities:* Ineligible Activities are activities that may not be included as volunteer hours towards a student's Community Involvement Hours, as outlined by both the Ministry of Education and Hamilton-Wentworth District School Board.

*Eligible Activities:* Eligible Activities are activities that may be counted towards a student's 40 community involvement hours, which must be accumulated as a graduation requirement.

*Non-profit:* Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.

*Volunteer:* Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.

## **ACTION REQUIRED:**

Develop a list to guide and encourage students to volunteer across various sectors. All secondary students must complete their 40 hours of community service as part of the requirements for on Ontario Secondary School Diploma. Community Involvement activities can begin on July 1<sup>st</sup> the summer before going into Grade 9.

## **Eligible Activities**

The following list is intended to assist students, parents/guardians in determining whether a planned activity is within an approved area. These volunteer activities may take place in the community or be school-based.

- An event or activity designed to benefit the community in general.
- An event or activity to support a non-profit agency, institution or foundation that aligns with HWDSBs Strategic Directions and meets the ethical standards of the Ministry of Education.
- Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
- Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
- Participation in an event or activity that contributes to the health and well-being of others.
- Participation in an event or activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

## **Examples of Eligible Volunteer Activities**

If the activity that a student wishes to volunteer in does not appear on the list of eligible activities, the student must receive written permission from their secondary school principal before completing any Community Involvement Hours.

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs



- Community Events, Festivals or Fairs
- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Work with Seniors
- Camp Leader or Counsellor
- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board
- Campaigning for Municipal, Provincial or Federal elections

### List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. These are referenced within the Community Involvement Activities Directive.

Hamilton-Wentworth District School Board has also determined that the following are ineligible activities.

- Campaigns for the office of school board trustee

### PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure students are on track towards completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.	This will be measured through analysis of data (time) submitted by students.
Provide guidance and encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.	This will be measured through analysis of data (activity type) submitted by students to ensure this is happening.

### REFERENCES:

#### Government Documents

Policy/Program Memorandum No. 124a - Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011

#### HWDSB Strategic Directions

#### HWDSB Policies

Student Achievement Pillar  
Community Engagement  
Student Engagement




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## Community Involvement Activities Directive

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Directive for Policy X.X Community Involvement Activities

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Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility, while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community.

Every student who begins secondary school must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

### TERMINOLOGY:

*Civic Responsibility:* Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.

*Ineligible Activities:* Ineligible Activities are activities that may not be included as volunteer hours towards a student's Community Involvement Hours, as outlined by both the Ministry of Education and Hamilton-Wentworth District School Board.

*Eligible Activities:* Eligible Activities are activities that may be counted towards a student's 40 community involvement hours, which must be accumulated as a graduation requirement.

*Non-profit:* Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.

*Volunteer:* Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.

## PROCEDURES:

### 1.0 Responsibilities

#### 1.1 HWDSB Responsibilities

- 1.1.1 HWDSB is responsible for developing a list of community involvement activities that the board considers acceptable.
- 1.1.2 The list must not include activities that are designated as ineligible as per the Ministry of Education's list of ineligible activities.
- 1.1.3 HWDSB will develop a reporting system for students to list their planned activities and their completed activities.
- 1.1.4 HWDSB will develop a document that explains the community involvement requirements and the roles and responsibilities of the various participants. This document includes:
  - An overview of the requirements
  - The roles and responsibilities of students
  - The roles and responsibilities of parents/guardians
  - The roles and responsibilities of the person or organization sponsoring an activity
  - A list of eligible and ineligible activities

#### 1.2 Principal Responsibilities

- 1.2.1 Principals will ensure that a description of the community involvement requirement and an outline of the policy and directive are included in the school course calendar.
- 1.2.2 Principals will provide students with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible.
- 1.2.3 Principals will also provide copies of the board's information document to be given to parents/guardians and the person supervising the community involvement activity.
- 1.2.4 If the student proposes to undertake an activity that is not listed on the board's list of approved activities, the principal will determine whether the proposed activity is acceptable.
- 1.2.5 Principals will keep a copy of the approval on file.
- 1.2.6 Principals will determine whether the student has met the community involvement requirement, and if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.
- 1.2.7 Principals, or designate, will continue to collect paper copies of student hours until the online format is operational.
- 1.2.8 Principals are responsible to enter student data into Power Schools and monitor student hours to ensure the requirements for graduation are being met.

### 1.3 Student Responsibilities

- 1.3.1 Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement.
- 1.3.2 Students under the age of 18 years will plan and select their community involvement activities in consultation with their parents/guardians.
- 1.3.3 The student will select an activity (or activities), from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the Ministry's or Board's list of ineligible activities.
- 1.3.4 If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal.
- 1.3.5 A student under the age of 18 must complete the form in consultation with his or her parents/guardian, and must have one parent/guardian sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.
- 1.3.6 When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. Students are encouraged to submit the completed form promptly: it is not necessary to wait until all 40 hours have been completed, or to submit all details on one form.
- 1.3.7 The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents/guardian, if the student is under 18 years of age.
- 1.3.8 Students will provide their parents/guardian with a copy of the board's document "Information on the Community Involvement Diploma Requirement," which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

### 1.4 Parent/Guardian Responsibilities

- 1.4.1 Parents/Guardian should assist their child in the selection of their community involvement activities.
- 1.4.2 Parent/Guardian is also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns.
- 1.4.3 A parent/guardian must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of 18 years.

## 1.5 Sponsors Responsibilities

- 1.5.1 One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships.
- 1.5.2 Persons and organizations within the community may be asked by the student to sponsor a community involvement activity.
- 1.5.3 Any training, equipment or special preparation that is required for the activity should be provided by the person or organization.
- 1.5.4 It is crucial that students are able to fulfil their community involvement requirement in a safe environment.
- 1.5.5 The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

## 2.0 Eligible and Ineligible Activities

### 2.1 Eligible Activities

- 2.1.1 The following list is intended to assist students, parents/guardians in determining whether a planned activity is within an approved area. These activities may take place in the community or be school-based. Add link to the CIH webpage
  - An event or activity designed to benefit the community in general.
  - An event or activity to support a not-for-profit agency, institution or foundation that aligns with HWDSOs Strategic Directions and meets the ethical standards of the Ministry of Education.
  - Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
  - Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
  - Participation in an event or activity that contributes to the health and well-being of others.
  - Participation in an event or activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

### 2.2 Examples of Eligible Activities

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs
- Community Events, Festivals or Fairs
- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Volunteer Work with Seniors
- Camp Leader or Counsellor

- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board

2.3 If the activity that a student wishes to participate in does not appear on the list of eligible activities, the student must receive written permission from their secondary school principal before completing any Community Involvement Hours.

#### 2.4 HWDSB's List of Ineligible Activities

2.4.1 Hamilton-Wentworth District School Board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible:

- Campaigns for the office of school board trustee

#### 2.5 Ministry of Education's List of Ineligible Activities

2.5.1 The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. These include:

- Any activity that would normally be performed for wages by a person in the workplace.
- An activity that is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadow, work experience).
- Any activity that takes place during regular class time on a school day. However, an activity that takes place during lunch breaks or a "spare" period is permissible.
- An activity that takes place in a logging or mining environment, if the student is under sixteen years of age.
- An activity that takes place in a factory, if the student is under fifteen years of age.
- If the activity takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Participation in an activity that involves the operation of a vehicle, power tools or scaffolding.
- Activity that involves the administration of any type or form of medication or medical procedure to other persons.
- An activity that involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.
- An activity that requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Any activity that involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuables.
- Any activity that consists of duties normally performed in the home (i.e., daily chores) or personal recreation activities.
- Any activity that involves a court-ordered program (e.g., community-service program for young offenders, probationary program).




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**Policy No. X.X**

## Faith Club and Prayer Activities

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

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) supports the values, beliefs and cultures within Hamilton-Wentworth by accommodating Faith Club and Prayer Activity in its schools.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

### **ACTION REQUIRED:**

#### **1.0 Overall Procedures for Faith-Based Activities:**

- 1.1 All faith-based activities will respect and comply with the Education Act, Ministry of Education and Training Regulations and supporting Program Memorandums and Board policies/practices.
- 1.2 The Board, through the InterFaith Advisory Committee, will monitor activities.
- 1.3 All faith-based activities will have a Teacher-Advisor.
- 1.4 Role of Teacher-Advisor will be to:
  - act as a facilitator
  - monitor faith activity according to HWDSB Faith Club and Prayer Activities Policy
  - monitor appropriate student 'behaviour'
  - communicate the positive goals of the activity: which increase awareness, appreciation and valuing diversity
  - Principals will make every effort to facilitate the formation of, and provide space for, the faith activity.
- 1.5 Volunteers involved in faith-based activities must comply with Hamilton-Wentworth District School Board Volunteer Policy, i.e., Hamilton Police Service Vulnerable Sector Screening, commonly referred to as a Police Check. The Board will ensure the volunteer/leader is authorized to participate in the activity by their faith supervisory body.
- 1.6 Faith-based activities are open to students of all faiths.
- 1.7 Local faith groups participating in faith-based activities:
  - are defined as recognized religious groups registered with the Ontario Registry General,
  - have charity status,

- the legal right to solemnize marriage, and
- have articles of incorporation.

1.8 Aboriginal/Native cultural activity is recognized and included in this policy.

## **2.0 Complaint Process:**

- 2.1 A complaint will precipitate a review of the activity by the principal.
- 2.2 A complaint will be facilitated by the Supervisory Officer responsible for “Equity”.
- 2.3 The InterFaith Advisory Committee will review a complaint and a ruling may result in the Faith Club losing its right to meet in school if the activity does not meet the policies of Hamilton-Wentworth District School Board.

## **3.0 Faith Club Activity**

### **3.1 Guiding Principles**

The activity:

- must not be indoctrination.
- must not give primacy to any particular religious faith.
- must be open and accessible to all students on an equal basis.
- is for groups of students who gather voluntarily with a common interest.
- is a time of encouragement, pro-social activity.
- is a time for instruction, understanding and tolerance in terms of personal faith and the faiths held by others.
- provides a safe place for students to speak freely.
- develops an awareness of other faiths and beliefs.

### **3.2 Operating Procedures:**

- Students, if they are under 18, must have parental permission to participate. Students can attend a maximum of two meetings to explore the activity, but require parental permission to continue attending.
- Agendas must be student driven and outline how the leader will facilitate the group and ensure multi-faith focus.
- Agendas for each year must be forwarded to the InterFaith Advisory Committee (IFAC) who will ensure the activity is in compliance with the Education Act, Ministry of Education and Training Regulations and Board Policy for Faith Club and Prayer Activity.
- Club agendas must demonstrate exposure to multi-faith activity. This translates to at least two denominations and at least one other major faith group activity. Faith representatives do not necessarily have to be present at each meeting, but the club agenda must demonstrate a multi-faith focus.
- Definition of multi-faith activity: Major faith groups such as Christians, Muslims, Hindu, etc., have sub-groups or denominations. Multi-faith representation equals a minimum of two denominations plus one other faith group, or three different major faith groups.



### 3.3 Activities For Faith Clubs Must Be The Result Of A Student Driven Agenda And May Include:

- pro-social activity supporting community
- pro-social activity for student celebration in one or more religious tenets
- full group activity with speakers
- activity driven by student questions
- sponsoring activities for students at risk
- expositions of various faith festivals

### 3.4 The Role Of Faith Clubs Is To:

- build character
- study versus practice
- expose versus impose
- instruct versus indoctrinate
- educate versus convert
- be academic versus devotional
- study versus teach
- raise awareness versus acceptance
- inform versus conform

### 3.5 Structures for Faith Club Activity:

- May be acted out in a variety of structures, i.e., in full group activity/small group activity.
- All Faith Club activity will be considered part of a system network of faith club activity.
- Faith Clubs may exist that have a two-denominational focus. Examples of these clubs are:
  - Faith Club / Christian Perspective;
  - Faith Club / Muslim Perspective;
  - Faith Club / Hindu Perspective, etc.
- Each Faith Club must engage in one other denominational activity at least once per semester.
- Each Faith Club must engage in one other major faith group activity at least once per semester.

## 4.0 Prayer Activity

### 4.1 Guiding Principles:

- The school community should encourage, not discourage, the connection of students to their spiritual beliefs
- This is an optional and voluntary activity.
- Sharing time may take place proceeding corporate / individual prayer.
- Prayer may be meditation, sitting in silence, listening to request, holding hands/raising of hands, kneeling, chanting, singing and music.
- Content of activity must be positive for society, i.e., constructive, just and generous.
- Prayer activity is a gathering of people to interact with each other and with God or guiding Spirit.

#### 4.2 Operating Procedures:

- A time-allotted area will be provided for this activity.
- Leaders of this activity will be accountable to the School Principal.
- Group or individuals requesting permission for prayer/reflection activity must outline their objectives.
- A leader must be an accredited person with a completed Hamilton Police Service Vulnerable Sector Screening, commonly referred to as a Police Check, according to Hamilton-Wentworth District School Board Volunteer Policy.
- If this activity is led by a volunteer, this person must be approved by an accredited faith group according to Hamilton-Wentworth District School Board Policy on Faith Club and Prayer Activity.



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**Political Activity in Schools During Elections**

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

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of fairness and non-partisanship during election campaigns.

HWDSB supports student and community engagement in the political process. However, it is also essential that the learning environment in schools remains impartial when discussing political topics.

**GUIDING PRINCIPLES:**

- Students learn about the role local, provincial, national and global politics play in everyday life.
- Students have opportunities to gain experience in political affairs through study, discussion debate, curriculum and co-curricular activities in an open, informed and reasoned manner.
- At no time shall political activity interfere with the normal operation of the school.

**INTENDED OUTCOMES:**

Ensure that schools remain impartial and encourage real-life learning about politics during the campaigning of an election.

**RESPONSIBILITY:**

Director of Education  
Members of Executive Council

**TERMINOLOGY:**

*Bias:* An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgments.

*Non-partisanship:* Not biased towards any particular political group or individual.

*Safe Welcome Program:* A Ministry funded program that puts in place access device systems such as locking outside doors, security cameras and buzzers at schools.

## **ACTION REQUIRED:**

### **Candidates**

Once an election begins, candidates are not permitted to make individual presentations to students, school councils or staff members. Candidates, unless they are the current official and acting in that role, may not take part as official platform guests at any school or work function.

### **Staff**

During election campaigns, it is important that all Board staff members be mindful of their responsibility as public employees and refrain from activities or actions that might appear to favour one candidate or party over another on behalf of the Board.

### **Students**

Student debates and discussion aimed at increasing political awareness are encouraged. At the discretion of the Principal, non-partisan information, such as polling dates and locations, may be posted within the school.

### **Schools used as polling stations**

The *Canada Elections Act*, *Ontario Elections Act* and *Municipal Elections Act* stipulate that it is the Returning Officer/City Clerk who will choose suitable locations for polling stations, which may include schools. Polling stations are usually selected because they are located centrally in ridings/wards and are easy to access for the voting public.

If schools are identified as polling stations for an election, Facility Services will work with the Returning Officer/City Clerk to address the safety of students, staff and the community. This work will also include ensuring the Safe Welcome Program, where applicable, is followed and to find appropriate accessible locations within the school for the polling station.

## **PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
Ensure that schools remain impartial and encourage real-life learning about politics during the campaigning of an election.	This will be measured through a sample of schools to capture what activities took place during the election period.

## **REFERENCES:**

### **Government Documents**

Elections Act

Ontario Public School Boards Association (OPSBA)

### **HWDSB Strategic Directions**

### **HWDSB Policies**

Engagement Pillar

Student Engagement




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## Political Activity in Schools During Elections Directive

Directive for Policy X.X Political Activity in Schools

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Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of fairness and non-partisanship during election campaigns.

HWDSB supports student and community engagement in the political process. However, it is also essential that the learning environment in schools remains impartial when discussing political topics.

### TERMINOLOGY:

*Bias:* An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgments.

*Non-Partisan:* Not biased towards any particular political group or individual.

*Safe Welcome Program:* A Ministry funded program that puts in place access device systems such as locking outside doors, security cameras and buzzers at schools.

### PROCEDURES:

#### 1.0 Candidates

- 1.1 Current trustees may continue to attend and participate in school or Board functions and events, but shall not campaign or conduct themselves in any way that may be perceived as campaigning.
- 1.2 Political lawn signs and partisan literature are not to be posted on Board property, including bulletin boards. Candidates may not distribute flyers on vehicles parked on school or Board property.
- 1.3 Political candidates may attend school council meetings only as observers, just as with any other member of the public. Candidates cannot make individual presentations to school councils.
- 1.4 School councils are not permitted to endorse a specific trustee candidate or other government level candidate, or to campaign on behalf of a specific candidate. School councils are not to distribute candidate information.

- 1.5 In the event that an all-candidates meeting is requested by students and connected to curriculum, such a meeting is to be for students taking relevant courses. If other students express an interest in participating to their teacher or principal, they will have the opportunity to do so.
- 1.6 When arranging an all-candidates meeting, every effort must be made to ensure all candidates have an opportunity to attend.
  - 1.6.1 At least two weeks advance notice must be given to all candidates.
  - 1.6.2 If candidates are unable to attend, they may have a designate attend on their behalf.
  - 1.6.3 A minimum of two candidates or designates, for the same position, must confirm their attendance at least one week in advance of the meeting in order for the meeting to proceed.
  - 1.6.4 All-candidates meetings may be organized by students during the regular school day or by community organizations / school councils after regular school hours with the support of the principal.
  - 1.6.5 An all-candidates meeting organized by students or school councils must ensure that candidates' messaging remains restricted to their party's platform, or personal views, while being respectful of other candidates' views or beliefs.
- 1.7 Candidates are not to invite any media to school events.
- 1.8 Candidates, or their staff, are prohibited from taking pictures or recording audio/video when inside the school during an all-candidates meeting.
- 1.9 All activities related to capturing student images and identifiable information must be undertaken in accordance with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

## **2.0 Students**

- 2.1 While on Board property during school hours, a student may not be actively involved in a candidate's campaign.
- 2.2 Secondary school students may choose to work on political campaigns. Activities related to recognized political organizations, municipal, provincial and federal political activities, except for candidates running for the position of Trustee for Hamilton-Wentworth District School Board, will count towards community involvement hours. This work must take place outside of the instructional day.

## **3.0 Staff**

- 3.1 Employees must not engage in partisan or campaign activities of any kind while on Board property or during work hours.

- 3.2 Board employees may not wear articles of clothing or other paraphernalia, such as but not limited to, scarves, buttons, caps, pins and signs while on Board property that support or refer to political parties or candidates.
- 3.3 Staff working for or supporting a particular candidate must keep the work outside the realm of the school. No school resources (phone, fax, computer, email, social media and photocopier) can be used for partisan political activity.
- 3.4 Supplying personal information (name, address, phone number, email) of students and parents, including school council members, to any candidates or their staff is strictly prohibited.
- 3.5 No campaign materials shall be given to the students or distributed for students to take home.

#### **4.0 Schools**

- 4.1 Schools with social media accounts may follow candidates but must ensure that they follow all candidates involved.
- 4.2 As per the *Municipal Elections Act*, if a school is selected as a polling station and an agreement between HWDSB and the Returning Officer has been reached, it may not be changed.
- 4.3 Schools that are selected as polling stations should try to use doors that open directly to the outside from the area used as a polling station as the main entrance and exit for voters.
- 4.4 Principals should be cognizant that exterior entrances may include walking across uneven terrain, accessibility or distance issues and it may be difficult for some to use these entrances. If this is the case, voters are to use an accessible door.
- 4.5 As part of the Safe Welcome Program, Facility Services will make every effort to ensure elections staff provide two monitors to greet voters and escort them through the school to the polling station, in the event that exterior doors do not enter directly into the polling station.
- 4.6 In the event that election monitors cannot be secured, Principals should ask for community volunteers to be on a roster to admit voters as they arrive. Students are not permitted to do this task.



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## **Educational Excursions**

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

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) believes that a quality education includes the opportunity for all students to participate in educational excursions. HWDSB values the connection between educational excursions and the curriculum in extending and enriching the educational experience to assist students in achieving their full potential.

### **GUIDING PRINCIPLES:**

- All students are able to participate in educational excursions.
- Opportunities represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental trips, and educational films and documentaries related to the Ontario Curriculum.
- All students are able to experience the richness and diversity of their local community and culture, and beyond.
- Educational excursions are planned in accordance with Board and Ministry policies/directives and communicated appropriately to parents.
- Educational excursions are age-appropriate, constructive in nature, and meet Ontario curriculum expectations and safety guidelines (e.g. Ontario Physical and Health Education Association (OPHEA) guidelines).

### **INTENDED OUTCOMES:**

- To ensure that educational excursions are accessible to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council



## TERMINOLOGY:

*Educational excursion:* an educational learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB strategic directions. Educational excursions provide the opportunity to explore the local community and culture, and beyond. Educational excursions should support opportunities for students to achieve their potential. Educational excursions represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental trips and educational films and documentaries related to the Ontario Curriculum. The terms field trip, student/school trip and trip are deemed to be synonymous with the term educational excursion for the purpose of this policy.

*Student Support Fund:* This program supported through the HWDSB Foundation provides for the basic needs for at risk students to help alleviate the challenges and stressors surrounding the issues of financial disparity, thereby improving their potential educational outcomes. This can include excursions that include a cost.

## ACTION REQUIRED:

### General:

- All schools and worksites in HWDSB will comply with provincial legislation relating to student and staff travel. Moreover, this policy complies with other policies in the Board.
- Schools will strive to provide equitable opportunities for all students to participate in educational excursions in their local community and beyond.
- All educational excursions will be linked to curriculum and /or HWDSB Strategic Directions (e.g. Achievement Matters, Engagement Matters, Equity Matters.)

### Equity:

- The Equity Fund may be accessed by high/moderate need schools to assist in providing opportunities for educational excursions.
- Schools may use fundraising as a voluntary measure to defray costs.
- Accessibility for students with Special Needs will be ensured.
- Data will be collected in all schools across the district to track the opportunity to participate in educational excursions.
- Schools will use the 'equity lens' to ensure that all students across the district have the opportunity to participate in meaningful, curriculum-related educational excursions.

### Ontario Curriculum Connections:

- Schools will identify the link(s) to curriculum and/or HWDSB strategic directions on the Educational Excursions: Application for Permission form and the Educational Excursion: Information to Parent/Guardian forms within the Policy Directive.

### Implementation:

- Training will be provided to HWDSB staff to implement this policy.
- Schools may wish to initiate an Educational Excursion Steering Committee.
- The principal will exercise his/her discretion to ensure the safety of all educational excursions.

**PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
To ensure that educational excursions are accessible to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability	<p>There will be an annual report to ensure that students have the opportunity to participate in educational excursions that are strategically designed to enhance and enrich the students' overall educational experiences, linked to the curriculum and the Board's strategic directions, and include a range of educational experiences in support of student achievement.</p> <p>The information contained in this report will be gathered through the utilization of the Educational Excursions Tracking Form. Data from the tracking form will be utilized to guide school and system improvement planning to support equity among schools and within schools.</p>

**REFERENCES:****Government Documents**

Education Act—Part VI BOARDS, Duties & Powers  
 Education Act Regulation 298 OPERATION OF SCHOOLS - GENERAL  
 Ontario Curriculum  
 Ontario Federation of School Athletic Associations (OFSAA) Regulations  
 Ontario Physical and Health Education Association (OPHEA) Guidelines  
 Ontario School Boards' Insurance Exchange (OSBIE)  
 Highway Traffic Act - Section 32 – licensing

**HWDSB Strategic Directions**

Achievement Matters  
 Engagement Matters  
 Equity Matters

**HWDSB Policies**

Accessibility Standards for Customer Service  
 Diversity and Equity Pillar  
 Equity and Inclusive Education  
 Medical/Health Support – Anaphylaxis  
 Nutrition  
 Partnership  
 Procurement  
 Safe Schools Pillar  
 Student Fees  
 Transportation  
 Volunteer




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## Educational Excursions Directive

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Directive for Policy X.X Educational Excursions

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Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a quality education for students which includes the opportunity to participate in educational excursions.

### TERMINOLOGY:

*Educational Excursion:* An educational excursion is any approved and supervised activity or program, off school premises. The Educational Excursion Policy describes an educational excursion as “an educational learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB strategic directions. Educational excursions provide the opportunity to explore the local community and culture, and beyond. **Educational excursions should support opportunities for students to achieve their potential.** Educational excursions represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental excursions and educational films and documentaries related to the Ontario Curriculum. The terms field excursion, student/school excursion and excursion are deemed to be synonymous with the term educational excursion.”

*At-Risk Students:* The Chairs of the Expert Panels on Students at Risk in *Building Pathways to Success: The Report of the Program Pathways for Students at Risk Work Group*, Toronto, 2003 defined At-Risk students as:

- Elementary students who are performing at level 1, or below grade expectations;
- Secondary students who would have studied at the Modified or Basic level in the previous curriculum;
- Secondary students who are performing significantly below the provincial standard, earning marks in the 50s and low 60s and who do not have the foundations to be successful in the new curriculum;
- Students who are disengaged, with very poor attendance;

*Health Information:* Personal Health Information is defined in the *Personal Health Information Protection Act 2004* and includes, but is not limited to, information relative to the physical and mental health of the individual.

*Inappropriate Behaviour:* Behaviour which is precluded under codes of conduct or generally, and include without limitation, the consumption of alcohol, non-prescription drugs/narcotics, smoking, inappropriate language/swearing, etc.

*Service Provider:* Refers to any venue providing any element of the activities included in the excursion process. Service providers may include transportation services, providers of admission to the venue, and non-board employees acting as facilitators/instructors. Tour companies providing comprehensive excursion related services would also fit this definition.

*Student Support Fund:* This program, supported through the HWDSB Foundation, provides for the basic needs for at risk students to help alleviate the challenges and stresses surrounding the issues of financial disparity, thereby improving their potential educational outcomes. This can include excursions that include a cost.

*Teacher in Charge:* One or more teachers may be designated as the teacher in charge. Teacher in charge may also refer to an Educational Assistant, Early Childhood Educator, Coach or School Principal/Vice-Principal. The teacher in charge may or may not be the homeroom teacher of the students attending the excursion. The teacher in charge will be the teacher responsible for co-ordinating all aspects of the excursion including completion of the *HWDSB Planning Checklist for Educational Excursions and Athletics*. There is no additional remuneration for the teacher in charge.

*Volunteer:* An individual who agrees to undertake, without pay or other remuneration, a designated task that supports a student, a classroom, a school, or an HWDSB system initiative. Volunteers in the context of Educational Excursions may include supervisors, drivers, participants, or a combination thereof. The use of volunteers is governed under HWDSB's *Volunteer Policy 2.11 and Volunteer Policy Directive*.

## **PROCEDURES:**

### **1.0 Educational Excursion Planning**

- 1.1 All activities off school premises that are promoted or organized, must be approved by the principal as part of the school program. Activities that are not approved shall not be in any way promoted or organized during school hours or associated whatsoever with the school or Board.
- 1.2 Educational excursions should be appropriate, constructive in nature and must be planned to meet student learning expectations.
- 1.3 Educational excursions must be compatible with the age and learning development of the students.
- 1.4 Schools are encouraged to create opportunities for students to experience the richness and diversity of their local community and culture.
- 1.5 Planning for educational excursions should ensure accessibility to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability.

- 1.6 The *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*, is applicable to educational excursions. On rare occasions, students may be denied participation on an educational excursion if the student has continuously demonstrated a pattern of behavior in violation of the *Codes of Conduct* at school or school related events, prior to the excursion. Principals should discuss their concerns and review options with the parent/guardian and discuss the rationale for their recommended decision with the Superintendent of Student Achievement prior to the excursion. Where a student is denied participation on an educational excursion, teachers must provide the student with an in-school opportunity to meet the learning expectations of the excursion.
- 1.7 A change in locale involves risks and responsibilities beyond those encountered in the classroom. Planning must extend beyond the usual lesson preparation to include pre-excursion instruction, effective preparatory communications with parent/guardian(s), the supervision and safety of the students during the excursion, and appropriate evaluation, assessment, and/or follow-up activities.

Excursion planners and the school principal must thoroughly review and complete the *"HWDSB Planning Checklist for Educational Excursions and Athletics"* to ensure all risks have been anticipated and mitigated. If a principal cannot answer affirmatively to the items on the *"HWDSB Planning Checklist for Educational Excursions and Athletics"*, s/he must consult with their Superintendent of Student Achievement for approval.

The completed *"HWDSB Planning Checklist for Educational Excursions and Athletics"* must be kept on file at the school for the current school year, plus one additional year.

- 1.8 In order to minimize the inherent element of risk of educational excursions, *The Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interscholar Athletic Guidelines*, and *Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interscholar Athletic Guidelines* are to be used. Current guidelines must be used. These guidelines are referred to as *SAFETY Guidelines* in the rest of the policy.

Principals and teachers in charge must also refer to *Administrative Memo S0#39* along with *Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.

- 1.9 A pre-excursion meeting with parents/guardians must be part of the planning for all out-of-province and out-of-country excursions, and for high-risk excursions and activities.

## **2.0 Responsibilities**

- 2.1 Principals/Vice-Principals:

For the purposes of this section, the role of the principal must be delegated to the vice-principal.

- 2.1.1 Before approving any excursion, principals/vice-principals must ensure that all planning, preparation, proposed bookings, supervision and notifications, including those of inherent risk, have been organized by the teacher in accordance with the Board approved *Educational Excursions Policy and Policy Directive*. The “*HWDSB Planning Checklist for Educational Excursions and Athletics*” must be thoroughly reviewed and signed off by the principal.

If a principal cannot answer affirmatively to the items on the “*HWDSB Planning Checklist for Educational Excursions and Athletics*”, s/he must consult with their Superintendent of Student Achievement for approval.

- 2.1.2 Principals and teachers in charge must also refer to *Admin Memo S0#39* along with the *Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.
- 2.1.3 It is expected that schools fully inform parents/guardians of the transportation, activities and supervision, as well as the cost breakdown, before seeking parent approval. Online forms are available where excursions are considered. For higher risk excursions (such as overnight excursions), it is expected that schools will host a pre-excursion information session that also outlines the contact information, itinerary and emergency plan of the excursion. Schools are expected to remain in touch by cellphone with supervisors of a high risk excursion.

## 2.2 Teachers:

- 2.2.1 When planning an excursion, teachers are required to follow the Board approved *Educational Excursions Policy and Policy Directive*.
- 2.2.2 Principals and teachers in charge must complete the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” to ensure all necessary arrangements are made. They must also refer to *Admin Memo S0#39* along with the *Appendix One- Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.
- 2.2.3 Planning should include accounting for all excursion costs and expenditures. The *HWDSB Excursion Costing Summary* is available online to assist teachers in planning the total cost and amounts to be collected from each student.
- 2.2.4 Teachers are required to inform students and volunteers of all expectations in participating in the excursion and to ensure parents are informed of all details of the excursion, including inherent risk where applicable. The *Parent/Guardian Consent Form* is available online to assist in communicating the risks to parents.
- 2.2.5 The teacher shall consult with the principal and the parents of students who are medically fragile, at risk, or require special assistance in their daily learning program, in order to determine the participation of the student on an educational excursion. An emergency plan needs to be in place for all students, as well as individual plans necessary for specific students.

2.2.6 For the duration of the excursion, the teacher will have access to student information, contact, medical and any other vital information. In advance of the excursion, the teacher and school administration will review a communication strategy should there be an emergency.

2.2.7 Excursions of higher risk should include constant communication between the trip organizer and the school throughout the duration of the excursion.

Teachers are expected to consult with the principal should any unexpected incidents occur during the excursion.

2.2.8 Teachers are asked to be models for the students and the board and refrain from smoking and substance use (e.g.: alcohol, illegal drugs) during the excursion.

### 2.3 Students:

2.3.1 Students are expected to adhere to educational excursion expectations, the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*.

2.3.2 Students are accountable to the teacher and the principal for their actions.

2.3.3 Students are required to be prepared for the educational excursion with the appropriate clothing, equipment and supplies.

2.3.4 Students are required to follow the directions of all personnel involved with the excursion.

2.3.5 **Students 18 or over** are responsible for extended medical insurance for educational excursions that occur out of province or out of country.

### 2.4 Parents/Guardians:

2.4.1 Parents/guardians who give permission for their child to participate on an educational excursion are expected to be informed of the details of the excursion and to review them with their child. The *Parent/Guardian Information Letter* template is available online to assist schools in communicating the details of the excursion to parents.

2.4.2 When giving permission, parents/guardians are required to ensure the school's records are updated with any medical conditions of the child and to provide current emergency information and contacts.

2.4.3 Parents/guardians will consult with the teacher and the principal in order to determine the participation of a child who is medically fragile, at risk, or requires special assistance in his/her daily learning program.



2.4.4 Parents/guardians are asked to support the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles* by reinforcing these expectations with their child and being prepared to assist the school in returning their child from the educational excursion in the event of an emergency or a breach of the *School Code of Conduct* by their child prior to the completion of the excursion. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

2.4.5 On the day of the educational excursion, in the event of illness, parents are asked to advise the school, in order that the excursion departure not be delayed.

## 2.5 Volunteers:

2.5.1 Volunteers must be identified by the teacher in charge and approved by the principal. They will have fulfilled the volunteer screening processes outlined in Board *Volunteer Policy and Policy Directive 2.11* and a demonstration of sound judgement.

The main purpose of a volunteer is to assist with the smooth operation of the excursion. All volunteers must be known to the principal and demonstrate the following characteristics as outlined in the "*HWDSB Planning Checklist for Educational Excursions and Athletics*"

- Maturity
- Rapport with students
- Communicate in common language
- Maintain confidentiality
- Ability to maintain vigilance and awareness of potential hazards
- Ability to act independently and support any student in need of assistance
- Reliable and good attendance
- Participate independently. No dependents/pets permitted

2.5.2 Volunteers are expected to know the details of the educational excursion and their specific duties.

2.5.3 Volunteers are expected to support the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*, and report any inappropriate student conduct to the teacher.

2.5.4 Volunteers are expected to adhere to the excursion schedule and dress appropriately for the purpose of the educational excursion.

2.5.5 Volunteers are expected to refrain from smoking and substance use (e.g.: alcohol, illegal drugs) during the excursion.

2.5.6 On the day of the educational excursion, in the event of illness, volunteers are asked to advise the school, in order that the excursion departure not be delayed.

2.5.7 Volunteers who are not employees of the Board must maintain confidentiality of any health information or other student information of which may come into their possession in their volunteer capacity.



## 2.6 Superintendents:

- 2.6.1 Superintendents are responsible for ensuring that educational excursions are planned in accordance with Board policy.
- 2.6.2 Before approving out of province, out of country and high-risk educational excursions, the superintendent must ensure that the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” has been completed and that all risks have been considered and mitigated.
- 2.6.3 Under no circumstances will superintendents give approval for any educational excursion that involves activities listed in the Appendices to *Admin Memo S0#39: Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities – Activities not Appropriate in Elementary Level*.

## 2.7 Insurance and Risk Management:

- 2.7.1 The administration of insurance matters is managed through Insurance and Risk Management. Insurance and Risk Management provides support to the school principal regarding risk management and the assessment of school excursion activities. Insurance and Risk Management is the liaison and resource between Board staff and the insurer, in regard to liability issues. Insurance and Risk Management prepares and issues an annual list of approved carriers each fall.
- 2.7.2 HWDSB will establish a Risk Management Advisory Committee that will be responsible for periodically reviewing practices related to educational excursions and making suggestions to Executive Council that will reduce risk and maximize educational benefits.

## 3.0 Educational Excursion Costs

- 3.1 Educational excursion costs are expected to be affordable to students and approved by the principal. Costs for educational excursions, including fundraising, will be reviewed annually with input from the School Council.
- 3.2 A plan for accounting for educational excursion costs and expenditures, including a plan for use of any residual funds, should be developed as part of monitoring, and should be approved by the principal and shared with the parents/guardians. Teachers are asked to prepare the *HWDSB Excursion Costing Summary* and make this available for the principal to review. In the event of an insurance claim, a complete account of funds is required.
- 3.3 Cancellation insurance must be made available through the tour provider for all overnight excursions. Any costs associated with the purchase of cancellation insurance would become part of the cost of the educational excursion which is paid for by the student/parent/guardian. An exception to this requirement can be made for hotels and other travel arrangements where the provider clearly states in the contract that the booking may be cancelled at any time (up to a reasonable notice period), without penalty or loss of deposit.

- 3.4 Any supply teacher costs incurred to accommodate for educational excursions will be charged to the school budget.

#### 4.0 Application and Approval Process:

Approval is required in accordance with the category of educational excursion being planned. Teachers must complete the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” for approval within the timelines outlined below.

Exceptions to the timelines below will only be permitted in cases where a team/club is participating in a competition and their participation in the competition is based on a preceding event, of which the outcome was unknown in advance, in order to meet the prescribed timelines.

The chart that follows outlines approval requirements.

<b>All Excursions within Ontario (where all items on Checklist are confirmed in agreement)</b>	<b>All Excursions outside of Ontario and/or include elements that are not confirmed as in agreement on the Checklist</b>
Approval Lead Time: Two weeks	Approval Lead Time: Three months within Canada Six months outside of Canada
Teacher submits to the principal for approval	Teacher submits to the principal for approval, who will then forward to the Superintendent of Student Achievement for approval.
<b><i>Retain a signed copy of all applications and forms in the school office for spot-checking and insurance purposes.</i></b>	

#### 4.1 Repetitive Visits and/or Spontaneous Neighbourhood Excursions

- 4.1.1 Where permission is required for more than one visit by the same student(s) to the same destination for similar activities, or within the neighbourhood for physical education or spontaneous activities, the teacher in charge is expected to complete the *Multiple Excursions Schedule* for approval, and upon approval to indicate:

- i. the destination
- ii. a brief description of the activities
- iii. method of transportation being used
- iv. a schedule of the proposed dates (repetitive) of the visits.

Parents are asked to indicate their consent on the *Multiple Excursions Schedule* for the activities listed and return the schedule to the school including their signature. Parents/guardians are not required to consent to all of the activities listed in order to have their child participate in the activities for which they have given consent.

## 4.2 Physical Education and Athletics

- 4.2.1 Where educational excursions are part of the Physical/Health Education Program, teachers are to follow requirements outlined in: *Physical Education Ontario Safety Guidelines Elementary Curricular Guidelines*, and *Physical Education Ontario Safety Guidelines Secondary Curricular Guidelines*. The appropriate permission form for participating in physical activity and the current medical information form must also be in the school's records.

## 4.3 Extra-Curricular Activities

- 4.3.1 Where educational excursions are part of the Athletic Program, teachers are to follow requirements outlined in: *Physical Education Ontario Safety Guidelines Elementary Interschool Athletics Guidelines*, and *Physical Education Ontario Safety Guidelines Secondary Interschool Athletics Guidelines*. For extra-curricular athletic activities sanctioned by the board, the appropriate *Student Athlete Information Package* must be completed. A permission form for participating in physical activity and the current medical information must also be in the school's records.

## 4.4 Activities That Will Not Get Approval

- 4.4.1 Any activity off school premises, or travel tour which is not approved by the principal as part of the school program, shall not be promoted or organized during school hours or in association whatsoever with the school or Board.
- 4.4.2 Approval will not be given for any educational excursion that involves activities listed in the Appendices to *Admin Memo S0#39: Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities – Activities not Appropriate in Elementary Level*.

## 5.0 Supervision

### 5.1 Ratio of Supervisors to Students:

- 5.1.1 An adequate number of supervisors must be provided to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).
- 5.1.2 Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the excursion. No student shall be sent home unaccompanied by an excursion supervisor. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

**The following minimum adult-to-student ratios are required:**

<b>Elementary</b>	<b>JK, SK</b>	<b>1:5</b>
	<b>Grades 1-3</b>	<b>1:8</b>
	<b>Grades 4-6</b>	<b>1:10</b>
	<b>Grades 7-8</b>	<b>1:13</b>

<b>Secondary</b>	<b>Grades 9-12</b>	<b>1:15</b>
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If the activity involves higher inherent risk, Supervision Ratios must be in accordance with the *SAFETY Guidelines*.

## 5.2 Supervision of Overnight Educational Excursions:

- 5.2.1 Included in the ratio for all overnight excursions, must be an adequate number of male and female supervisors.

Supervisors must be provided, to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).

- 5.2.2 Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the excursion. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

## 5.3 Qualifications of Teachers in Charge

- 5.3.1 It is required that at least one certified teacher, employed by HWDSB, be assigned to supervise each educational excursion. Non-teacher volunteer coaches must be under the supervision of a certified teacher, vice-principal or principal, employed by HWDSB. The Superintendent of Student Achievement must approve any exception in conjunction with the principal. Volunteer supervisors and/or non-teacher volunteer coaches are to be approved by the school principal as per the board's *Volunteer Policy and Directive 2.11*.
- 5.3.2 Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities such as camping, swimming, canoeing, rock climbing. For complete certification requirements, refer to: *Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interschool Athletic Guidelines* and *Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interschool Athletic Guidelines*.

## 6.0 Parent Information and Consent

### 6.1 Information and Permission

- 6.1.1 Parents/guardians are to be notified of all educational excursions. Once approval for the excursion is received from the principal, the teacher is to complete the following Educational Excursion documents: *Parent/Guardian Information Letter and Parent/Guardian Consent Form* and forward to the parent/guardian of the student for information and consent. Templates of both are available on myHWDSB.
- 6.1.2 Students under the age of 18 shall not participate in an excursion without delivering a signed *Parent/Guardian Consent Form* or online consent (where permitted).

## 6.2 Emergency/Health Information

- 6.2.1 In the *Parent/Guardian Information Letter*, parents/guardians are requested to update the school immediately if there are any changes to:
- Parents/guardians and home address/phone numbers
  - Emergency contact names/phone numbers
  - Medical/health concerns
- 6.2.2 Teachers will obtain the *Student Emergency Medical/Contact Information* form off the PowerSchool student information system and bring this along on the excursion, or have this information accessible on a secure electronic device. Information on this form is based on details provided on the *Student Information Verification* form which is sent home and returned with any necessary changes at the start of the school year.
- For overnight excursions, or where the PowerSchool forms are not practical to use, it is suggested that a copy of the *Student Emergency Medical/Contact Information* form is sent home in the information package to parents/guardians so that they can review this information and advise of any changes.
- 6.2.3 Staff will not administer medicine on excursions. The student must be able to self-administer any medications. Staff may follow the board's *Anaphylaxis Directive* under the *Medical/Health Supports Policy* should they have reason to believe a pupil is experiencing an anaphylactic reaction without preauthorization to do so.

## 6.3 Informed Consent Information

- 6.3.1 For all educational excursions, the *Parent/Guardian Consent Form* must be completed by the teacher in charge/principal and forwarded to the parent/guardian for completion and returned to the school.

## 7.0 Transportation

### 7.1 Busing

- 7.1.1 Bus carriers should be selected from the list of pre-approved carriers for HWDSB, in accordance with the *Board Transportation Policy*. Approved carriers can be obtained through the Purchasing Services Department or in [myHWDSB](#).

Where more than one bus will be used to transport participants, the following conditions will apply:

- a) The teacher in charge of each bus will have a list of the students assigned to the bus.
- b) The school office will be provided with a copy of each bus list.
- c) Students must travel on the bus to which they have been assigned.

### 7.2 Tour Companies

- 7.2.1 Tour companies who arrange their own carriers for educational excursions are required to provide the following:

- a) Proof of general liability insurance for no less than two million dollars per occurrence.
- b) Proof of fleet auto insurance in the amount not less than eight million covering passenger and road hazard.
- c) Proof of an in-date Commercial Vehicle Operating Licence.

### 7.3 Volunteer Drivers using Private Vehicles or another Licensed Automobile

- 7.3.1 Volunteer drivers are any persons authorized by the principal, who have agreed to transport students while driving their own or another licensed automobile that meets the requirements of the Board outlined on the *Educational Excursion Volunteer Driver Form*. Volunteer drivers must hold a minimum of a valid Ontario Class G License. The driver/owner must complete the *Educational Excursion Volunteer Driver Form* and submit it to the teacher for principal approval.

*Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.*

- 7.3.2 Volunteer drivers may be used exclusively for the transport of students, or may be used in a capacity of both a driver and a volunteer supervisor.

### 7.4 Volunteer Drivers (Educational Staff) using Rental Vehicles

- 7.4.1 Where vehicles are being rented by educational staff for Board-sponsored educational excursions, the full insurance coverage offered by the rental company is to be purchased (Public Liability, Collision and Comprehension). The driver must provide proof of a license required to operate the specific vehicle rented.

### 7.5 Student Volunteer Drivers using Private Vehicles (*not recommended*)

- 7.5.1 If the volunteer driver is a registered student in the school, is 18 years of age, holds a valid Ontario Class G License and the Board required insurance amount, the driver must complete the *Educational Excursion: Volunteer Driver* form and submit it to the teacher for principal approval.

For the purposes of this section, it is not acceptable for a driver to have a G1, G2 or M class license.

*Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.*

### 7.6 Student Driver using Private Vehicle to Drive Self (*not recommended*)

- 7.6.1 Student drivers using a private vehicle to drive themselves must hold a valid Ontario Class G or G2 License. Student Drivers using private vehicles to drive themselves must be identified on the *Identification for Transportation by Private Vehicle Form* and on the *Information to Parent/Guardian* and *Permission for Educational Excursion* forms.

For the purposes of this section, it is not acceptable for a driver to have a G1 or M class license.

*Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.*

## 7.7 Student Identification for Transport

### 7.7.1 Approved Carrier: Complete *Student Identification for Transportation by Approved Carrier*.

- a) The list must remain with the supervisor in charge of each student group and in the possession of the teacher in charge of the excursion.
- b) A duplicate list is to be kept in the school office in the event that parent notification becomes necessary.
- c) Students must travel on the bus to which they have been assigned.

### 7.7.2 Private Vehicle: Complete *Student Identification for Transportation by Private Vehicle*.

- a) The list must remain with the driver of each vehicle and a master in the possession of the teacher in charge of the excursion.
- b) A duplicate master list is to be kept in the school office in the event that parent notification becomes necessary.
- c) Students must travel in the vehicle to which they have been assigned.

### 7.7.3 At the conclusion of the educational excursion, the lists shall be collected and disposed of by school staff in accordance with confidential information procedures.

## 7.8 Transportation of Excursion Related Equipment and Supplies

7.8.1 The transportation of excursion related equipment and supplies shall be done in accordance with the safety requirements of the approved carrier. The *SAFETY Guideline* or *Educational Excursions Resource Binder* should be referenced when planning to transport equipment.

7.8.2 The teacher in charge will be responsible for tracking all board-owned equipment and supplies and for ensuring all items are returned to the school upon completion of the excursion.

## 8.0 Requirements of Program Service Providers

8.1 When purchasing services for specific programs from facilities, the requestor is to acquire proof of general liability insurance for no less than two million dollars. Please refer to *Admin Memo SO#39 Appendix Four - Confirmation of Insurance Requirements* for guidance on when a Certificate of Insurance must be obtained.

8.2 Program Service providers must have certified instructors for higher risk activities that include (canoeing, skiing, rock climbing, etc.). Refer to the *SAFETY Guidelines* for specific requirements for instructors. Where applicable, proof of the Technical Standards & Safety Authority (TSSA) license and certification is required to be provided by the owner/operator.



## 9.0 Risk Management

- 9.1 Intent: Managing risk may assist in minimizing injuries, ensuring a safe learning environment and reducing the liability exposure of the Board. Planning for educational excursions must include an emergency action plan, access to a first aid kit and cancellation insurance if applicable.
- 9.2 Hamilton-Wentworth District School Board: The Board, its employees and approved volunteers who have been assigned duties by the principal, are insured for liability in the event of a lawsuit alleging negligence while performing such duties for the Board.
- 9.3 Inherent Risk: Accidents can occur and cause injury at any time. However, some educational activity programs, such as water sports, involve increased elements of risk. The chances of an accident occurring can be reduced by carefully following instructions at all times while engaged in this type of activity. When an educational excursion involves an activity that could increase the potential of injury, parents/guardians and students need to be aware of and fully understand the risks involved in these activities. Part of the approval and permission process includes a *Parent/Guardian Consent Form*, outlining the inherent risk and the right of the parent/guardian to refuse their child's participation prior to the parent granting permission.

Due to the inherent risk in some activities, certain excursions and activities are not permitted. All activities which involve a higher level of inherent risk are to be presented to the Superintendent of Student Achievement for approval.

- 9.4 Student Accident Insurance: HWDSB does NOT provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of students participating in educational excursions. If parents/guardians do not have private insurance coverage, Student Accident Insurance coverage may be purchased, at no cost to the Board, by parents/guardians each September. Coverage is available through Reliable Life at 1-800-463-KIDS (5437) or online at [www.insuremykids.com](http://www.insuremykids.com).
- 9.5 Extended Medical Insurance: It is the parent/guardian's responsibility to ensure that their child is covered by insurance appropriate to the educational excursion. It is mandatory for all participants in educational excursions out-of-province or out-of-country to have out-of-province extended medical insurance coverage.

**Note: OHIP no longer covers all medical costs incurred outside of Ontario. It is the parent/guardian and student's responsibility to provide comprehensive medical insurance coverage. Written proof of coverage is to be provided to the school principal at least one week prior to the excursion in order to participate in an educational excursion outside of the province or country.**

- 9.6 Foreign Exchange Student: Medical coverage is not available through Provincial plans to foreign visitors. As a condition of attending any HWDSB school, Foreign Exchange students must secure their own private medical plans and extent of coverage. The Board makes available the opportunity for any student in full- time attendance to purchase student accident insurance.



In the event of a lawsuit, if an injury occurred, the Board is insured for liability. The responsibility of the Board to the student remains the same whether or not the student has a medical plan.

- 9.7 Accident Forms: Should any accident occur on the excursion, the teacher in charge ensures all accident forms are completed and filed upon return to the school.

## **10.0 Ongoing Monitoring and Review**

- 10.1 Risk Management Advisory Committee: A Risk Management Advisory Committee will be responsible for periodically reviewing practices related to educational excursions and making suggestions to Executive Council that will reduce risk and maximize educational benefits.

- 10.2 Records Retention: All educational excursion documents referred to above including:

- HWDSB Planning Checklist for Educational Excursions and Athletics
- Parent/Guardian Information Letter
- Parent/Guardian Consent Form
- HWDSB Multiple Excursion Schedule
- HWDSB Excursion Costing Summary

Must be retained in the school's records for the current year, plus one additional year. In addition, all correspondence, plans, schedules, busing/transportation information, etc. related to arrangements made, must also be retained.

- 10.3 Ongoing Monitoring and Review: The Superintendent of Student Achievement will perform periodic spot checks of the school's educational excursion records to ensure that required documents are being retained and that evidence of sign-off is retained.
- 10.4 Compliance with Directive: It is the expectation of the HWDSB that all board employees and volunteers comply with this directive. Any violations of this directive may result in disciplinary action.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: May 30, 2016

From: Finance and Facilities Committee

Date of Meeting: May 5, 2016

The committee held a meeting from 9:15 a.m. to 11:15 a.m. on May 5, 2016 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko, Greg Van Geffen and Todd White. Trustee Mulholland was in attendance.

\*\*\*\*\*

**MONITORING ITEMS:****A. Multi-Year Capital Strategy “Other” Component**

Staff presented a report that provided more information on the “Other” component that was approved as part of the 7 components of the Multi-Year Capital Strategy framework. The “Other” component of the Multi-Year Capital Strategy is intended to include any new school construction or addition that is funded by the Ministry or for which the Board has obtained permission from the Ministry to use its Proceeds of Disposition as a funding source. It also includes any projects for which School Renewal or Proceeds of Disposition dollars have been committed to capital projects that are not part of the other 6 components of the Multi-Year Capital Strategy.

**ADDITIONAL ITEMS FOR DISCUSSION:****B. 2016-2017 Budget Development**

Information was presented on the proposed budget for the “Transforming Learning Everywhere” (TLE) initiative which will be entering the 2<sup>nd</sup> year of phase in in 2016-17.

Respectfully submitted,  
Greg Van Geffen, Chair of the Committee

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: May 30, 2016

From: Finance and Facilities Committee

Date of Meeting: May 19, 2016

The committee held a meeting from 9:16 a.m. to 12:46 p.m. on May 19, 2016 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Greg Van Geffen and Todd White. Trustees Archer, Hicks and Mulholland were in attendance. Regrets were received from Trustee Danko.

\*\*\*\*\*

**DELEGATION:****A. CALVIN CHRISTIAN SCHOOL**

Representatives from Calvin Christian School expressed interest in purchasing a portion of land that is located on the Mountain Secondary Site which abuts their property and which they have been leasing from HWDSB for 16 years.

**ACTION ITEMS:****B. 2016-17 Operating and Capital Budget Estimates**

Staff presented the report that will be presented at the June 6, 2016 for approval of the 2016-17 budget. This budget aligns the Board's resources with the Board's approved priorities, complies with all Ministry and other regulatory requirements as well as includes reductions related to declining enrolment, school closures and attrition.

On the motion of Todd White the Finance and Facilities Committee **RECOMMENDS** that the following Recommended Actions be forwarded for approval **at the June 6, 2016 Board meeting:**

1. **That the Board approve the 2016-17 Salary and Benefit expenditures in the amount of \$463,228,610 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C**
2. **That the Board approve the 2016-17 Non-Salary expenditures in the amount of \$66,437,596 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C**
3. **That the Board approve the 2016-17 Capital Budget expenditures in the amount of \$107,033,031 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix D. The Executive Superintendent of Board Operation and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured, if required.**

**CARRIED****C. Sherwood Secondary School Update**

In 2012, Sherwood was part of the secondary accommodation review and the decision was made to keep the school open. At the time, the renewal needs were identified at \$31 million. The Board has submitted three businesses cases to the Ministry of Education for renewal at Sherwood Secondary School (2012/13, 2013/14 and 2015/2016) and was not successful.

On the motion of Jeff Beattie the Finance and Facilities Committee **RECOMMENDS** that:

- a) **HWDSB approve the revised Appendix B of the Secondary Facility Benchmark Strategy report**
- b) **HWDSB submit a business case for funding of a new school on the existing Sherwood site as a part of the Board's submission for the next round of Capital Priorities Funding. The Board will include the \$9,012,000 set aside for Sherwood Secondary School in the Secondary Facility Benchmark Strategy as the Board's contribution towards the new school.**

**D. Long Term Facilities Master Plan – Annual Update**

Staff presented the document which is fluid and provides an update on the current state of HWDSB facilities and also includes an updated draft Accommodation Review Strategy schedule. On an annual basis, Trustees will decide on which accommodation review area(s) will be scheduled for the following year (based on the draft Accommodation Review Strategy schedule).

On the motion of Todd White the Finance and Facilities Committee **RECOMMENDS** that:

- a) **That the Board receive the Long-Term facilities Master Plan Annual update and;**
- b) **That the Accommodation Strategy Schedule for 2016-2017 be approved to include West Hamilton City and Ancaster with staff being directed to bring back reports for the two review areas, in the Fall 2016.**

**CARRIED**

**MONITORING ITEMS:****E. Secondary Facility Benchmark Strategy**

Staff presented the report that provides the projects that will be completed in 2016-2017, the first year of the multi-year capital strategy. Based on the guiding principles, the following work will be completed in 2016-2017:

<b>School</b>	<b>Project</b>	<b>Funding</b>
DVSS	Sports field	\$1,250,000
Orchard Park	Science labs, Learning Commons & Gym	\$2,540,000
Westdale	Sports field	\$1,250,000
Westmount	Science labs & Learning Commons	\$3,000,000
Sir Winston Churchill	Sports field & Gym floor	\$2,040,000
Glendale	Gym floor	\$40,000

Respectfully submitted,  
Greg Van Geffen, Chair of the Committee



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

**FROM:** Manny Figueiredo, Director of Education

**DATE:** May 19, 2016

**PREPARED BY:** Stacey Zucker, Executive Superintendent of Board Operation and Treasurer  
Denise Dawson, Manager of Budget Services

**RE:** **2016-17 Budget Estimates**

Action

Monitoring

### Recommended Actions:

1. That the Board approve the 2016-17 Salary and Benefit expenditures in the amount of \$463,228,610 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated May 19, 2016
2. That the Board approve the 2016-17 Non-Salary expenditures in the amount of \$66,437,596 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated May 19, 2016
3. That the Board approve the 2016-17 Capital Budget expenditures in the amount of \$107,033,031 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix D dated May 19, 2016. The Executive Superintendent of Board Operation and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured, if required.

The following appendices provide information regarding the 2016-17 Budget:

Appendix A	2016-17 Summary of Enrolment Projections
Appendix B	2016-17 Operating Budget: Summary of Revenues and Expenditures
Appendix C	2016-17 Summary of Expenditures by Economic Classification
Appendix D	2016-17 Capital Budget
Appendix E	2016-17 Staffing Summary

### Rationale/Benefits:

The Hamilton-Wentworth District School Board (HWDSB) is financially responsible with a clear focus on providing the system with the resources and supports necessary to support our Board Priorities. The budget presented for the 2016-17 school year reflects this approach.

Our Board Priorities focus on Student Learning and Achievement through effective instructional strategies, building student and staff well-being through positive climate strategies, improving our communication through comprehensive strategies, investment in school renewal to improve school facilities and strengthening our collaboration with new and existing community partners to enhance opportunities for students. Our budget aligns our resources to fulfill this commitment. By aligning our resources through this budget in support of our priorities, we do believe that all students will achieve their full potential.

**Highlights:**

The following are the key highlights of the 2016-17 Budget:

- Alignment of resources with the Board's approved Priorities has been achieved
- Compliance with all Ministry class size and other regulatory requirements have been achieved (i.e. the 2016-17 Preliminary Operating Budget is balanced.)
- The Board incorporated budget reductions related to:
  - Declining enrolment
  - School closures
  - Attrition

**Background:*****Overall***

The fiscal year for all School Boards in Ontario runs from September 1 to August 31. The basic legislated financial requirements of a School Board are to develop and maintain a balanced budget and be in compliance with the Ministry of Education basic enveloping requirements. The 2016-17 Budget Estimates meets these requirements.

***Process***

HWDSB's Finance and Facilities Committee has been working towards bringing forward a balanced budget which meets the requirements of the Ministry as well as aligns with the strategic directions of the Board. The Finance and Facilities Committee usually meets on a monthly basis but began meeting on a weekly basis on March 31, 2016 to review all aspects of the 2016-17 Budget Estimates. At the same time, the following reports were brought forward to the Board for approval:

- January 25, 2016- Approval of Key Parameters/Assumptions to Guide 2016-17 Budget Development
- April 18, 2016 - Approval of 2016-17 School Based Staffing

In addition, the preliminary special education budget for 2016-17 was shared with the Special Education Advisory Committee on April 27, 2016.

The key objective of the Budget Development Process is to align the allocation of resources with the Board Priorities, identify school based staffing requirements; identify budget challenges and opportunities, and the development of key messages to be included in the communication plan.

***Enrolment (Appendix A)***

The Ministry of Education allocates funding to School Boards using a model that is based on enrolment and the needs of students in each board. Enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31<sup>st</sup> and March 31<sup>st</sup>. These two fixed-in-time FTE enrolment values are combined to produce the annualized Average Daily Enrolment (ADE). HWDSB enrolment projections are based on historical enrolment trends and student retention rates on a school by school basis. These enrolments are reviewed by the school administration and adjustments are made if required.

An estimated ADE of 34,134 elementary students has been used to develop the 2016-17 Budget Estimates which is a decrease of 164.00 ADE or .48% from the 2015-16 Budget Estimates. This decrease is consistent with the decline in enrolment experienced by the Board since 2014-15 now that FDK is fully implemented. An ADE of 14,110.25 has been estimated for secondary students, a decrease of 837.00 or 5.6% from the 2015-16 Budget Estimates. This is consistent with the decline in enrolment that the Board, and the Province, has been experiencing over the past 12 years. The overall projected ADE is 48,244.25 which represent a 2.03% decrease from the 2015-16 Estimates.

***Operating Revenue Projections (Appendix B)***

The Ministry of Education's Electronic Financial Information System (EFIS) forms have been used to calculate the Grant for Student Needs (GSN). 98% of total operating revenue comes from the Province through the GSN. The 2016-17 GSN is estimated to be \$518.1 million which is an increase of approximately \$2.1 million or .4% over the 2015-16 Budget Estimates. The increase in GSN funding for HWDSB is due to declining enrolment, school closure and increases to salary benchmarks announced by the Ministry on March 24, 2016 to fund the Central Labour Agreements.

The remaining \$11.6 million in operating revenue comes from other Ministry grants and miscellaneous revenue. This amount is consistent with prior years.

***Operating Expenditure Projections (Appendix B and C)***

The operating expenditures are projected to be \$525.7 million, an increase of approximately \$3.0 million or .58 % from the 2015-16 Budget Estimates.

Operating expenditures include a salary component (approximately 87%) and a non-salary component (approximately 13%).

The operating expenditures budget has been increased for a number of reasons including:

- Required increases for benefits, leases and other known fixed increases.
- Increases to salaries in accordance with the Central Labour Agreements (funded by the Ministry).
- Additional staffing to meet class size compliance and student need

The operating expenditures budget has also been decreased for a number of reasons including:

- To reflect decreases in expenditures as a result of declining enrolment.
- To reflect the savings as a result of school closures.
- To reflect the savings as a result of reduction in transportation services to realign budget with actual spending.
- To reflect savings from one time computing equipment expenditures that were in 2015-16 Budget

***Capital Budget (Appendix D)***

Each year, the Board prepares a capital budget based on the capital projects expected to be completed during the year. These projects are either funded by the Ministry of Education through various capital grants or by the Board through proceeds of disposition of surplus properties. In 2016-17, the Board is projected to spend approximately \$64.7 million on capital related projects.

In addition, the Board will pay interest on debentures for previous capital projects in the amount of \$7.6 million. This amount is fully supported by the Ministry through the GSN.

***Conclusion***

The Budget Estimates reflect the projected funding and proposed expenditure needs for 2016-17.

Once information on actual enrolments becomes available, it is likely that budget revisions will be required. The Ministry requires the submission of Revised Estimates, in December 2016, based on actual October enrolment and funding from the Province will be adjusted to reflect any changes. In addition, the Ministry continues to announce other Provincial operating grants and these will be included along with the corresponding expenditures.

It is also important to note that this budget is based on staff's interpretation of the best known information regarding ongoing implementation of the Central Labour Agreements at this time and will likely change once all labour issues are resolved. Any revenue and expenditure effects will be included in the Revised Estimates in December 2016.

## Hamilton-Wentworth District School Board

## 2016/2017 Budget Estimates

## Enrolment Projections

	2015/2016 Budget Estimate	2016/2017 Budget Estimate	Increase (Decrease) ADE	Increase (Decrease) %
<b>Elementary</b>				
Full Day Kindergarten	6,298.00	6,351.00	53.00	0.84%
Primary	10,597.00	10,280.00	(317.00)	(2.99%)
Grades 4 -8	16,795.00	16,946.00	151.00	0.90%
Special Education	608.00	555.00	(53.00)	(8.72%)
<b>Total Elementary Enrolment</b>	<b>34,298.00</b>	<b>34,132.00</b>	<b>(166.00)</b>	<b>(0.48%)</b>
<b>Total Secondary Enrolment</b>	14,947.25	14,110.25	(837.00)	(5.60%)
<b>Total Enrolment</b>	<b>49,245.25</b>	<b>48,242.25</b>	<b>(1,003.00)</b>	<b>(2.04%)</b>

Average Daily Enrolment (ADE)

Average Daily Enrolment is calculated based on the existing two count dates (October 31 and March 31) within the board's fiscal year. The full-time equivalent of pupils enrolled will be weighted at 0.5 for each of the count dates,.



## Hamilton-Wentworth District School Board

## 2016/2017 Budget Estimates

## Summary of Operating Revenues and Expenditures

	2016/2017	2015/2016	Increase (Decrease)		2014/2015
	Budget Estimates	Budget Estimates	Over 2015/2016 Budget Estimates		Actuals
	\$	\$	\$	%	\$
<b>Revenues:</b>					
Grants for Student Needs	518,107,303	516,047,691	2,059,612		516,316,110
Other Ministry Grants	6,334,508	6,131,658	202,850		10,887,094
Miscellaneous	5,224,395	4,458,028	766,367		5,933,968
<b>Total Revenues:</b>	<b><u>529,666,206</u></b>	<b><u>526,637,377</u></b>	<b><u>3,028,829</u></b>	<b><u>0.58%</u></b>	<b><u>533,137,172</u></b>
<b>Expenditures:</b>					
<b>Program Instruction:</b>					
Classroom Teachers	314,131,769	309,385,371	4,746,398		309,770,089
System Principals, Consultants & Support	5,258,630	5,008,103	250,527		4,669,139
Occasional Teachers	8,435,000	9,300,000	(865,000)		11,470,483
Educational Assistants	30,117,194	29,772,191	345,003		30,419,082
Early Childhood Educators	12,121,123	11,904,564	216,559		10,962,452
Professional & Para-Professionals	16,516,296	16,253,901	262,395		16,304,192
Class Texts, Instructional Supplies	16,608,078	17,110,190	(502,112)		15,511,046
Instructional Computers	4,616,910	5,774,800	(1,157,890)		5,314,730
Instructional Staff Development	3,502,969	3,036,971	465,998		3,801,879
School Administration	33,155,885	33,155,918	(33)		33,679,108
Continuing Education	4,534,747	4,262,697	272,050		6,087,843
	<b><u>448,998,600</u></b>	<b><u>444,964,706</u></b>	<b><u>4,033,894</u></b>	<b><u>0.91%</u></b>	<b><u>447,990,043</u></b>
<b>Program Support:</b>					
Board Administration & Governance	13,140,701	13,309,677	(168,976)		13,117,982
School Operations	50,116,414	50,162,994	(46,580)		53,747,671
Transportation	15,410,491	16,200,000	(789,509)		14,759,594
	<b><u>78,667,606</u></b>	<b><u>79,672,671</u></b>	<b><u>(1,005,065)</u></b>	<b><u>(1.26%)</u></b>	<b><u>81,625,247</u></b>
<b>Non-Operating:</b>					687,211
<b>Contingency:</b>	2,000,000	2,000,000	-		-
<b>Total Expenditures:</b>	<b><u>529,666,206</u></b>	<b><u>526,637,377</u></b>	<b><u>3,028,829</u></b>	<b><u>0.58%</u></b>	<b><u>530,302,501</u></b>
<b>Accumulated Surplus</b>	-	-	-		2,834,671

**Hamilton-Wentworth District School Board**  
**2016/2017 Budget Estimates**  
**Summary of Expenditures by Expense Type**

	<b>2016/2017 Budget Estimates</b>	<b>2015/2016 Budget Estimates</b>	<b>Increase (Decrease) Over 2015/2016 Budget</b>		<b>2014/2015 Actuals</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>%</b>	<b>\$</b>
<b>Remuneration</b>					
Salaries & Wages	383,732,556	378,152,269	5,580,287		379,594,582
Employee Benefits	65,261,723	64,354,666	907,057		64,278,747
Temporary Assistance	14,234,331	15,734,331	(1,500,000)		18,695,130
	<u>463,228,610</u>	<u>458,241,266</u>	<u>4,987,344</u>	<u>1.09%</u>	<u>462,568,459</u>
<b>Consumables</b>					
Professional Development	3,642,769	3,215,971	426,798		3,933,753
Textbooks & Supplies	22,144,057	22,437,900	(293,843)		21,429,509
Energy	9,877,900	9,877,900	-		10,100,170
Repairs & Minor Renovations	3,520,000	3,202,840	317,160		3,434,943
Computing Equipment	1,020,516	2,147,746	(1,127,230)		3,719,863
Rentals	2,316,922	2,681,180	(364,258)		1,735,953
Fees & Contractual Services	6,412,477	6,594,339	(181,862)		8,261,757
Other Expense	875,894	815,387	60,507		893,000
	<u>49,810,535</u>	<u>50,973,263</u>	<u>(1,162,728)</u>	<u>(2.28%)</u>	<u>53,508,948</u>
<b>Transportation</b>	14,627,061	15,422,848	(795,787)	(5.16%)	14,225,094
<b>Contingency</b>	2,000,000	2,000,000	-		
<b>Accumulated Surplus</b>	-	-	-		2,834,671
<b>Total Expenditures</b>	<u><u>529,666,206</u></u>	<u><u>526,637,377</u></u>	<u><u>3,028,829</u></u>	<u><u>0.58%</u></u>	<u><u>533,137,172</u></u>

**Hamilton-Wentworth District School Board**  
**2016-17 Capital Budget**  
**Summary of Funding Sources and Expenditures**

	<b>2016/2017 Budget Estimates</b>	<b>2015/2016 Budget Estimates</b>	<b>Increase (Decrease) Over 2015/2016 Budget Estimates</b>	
	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>%</u>
<b>Funding Sources:</b>				
Ministry Capital Allocation	52,244,000	64,305,423	(12,061,423)	(18.76%)
Estimated Proceeds of Disposition	12,500,000	5,000,000	7,500,000	150.0%
Ministry Capital Debt (Interest) Support Payment	7,609,723 *	7,882,809	(273,086)	(3.46%)
Temporary Accommodation	722,014	302,500	419,514	138.7%
Amortization	33,957,394	29,738,383	4,219,011	14.2%
<b>Total Funding Sources</b>	<b>\$ <u>107,033,131</u></b>	<b>\$ <u>107,229,115</u></b>	<b>\$ <u>(195,984)</u></b>	<b><u>(0.18%)</u></b>
<b>Expenditures:</b>				
Construction in Progress	64,744,000 "	69,305,423	(4,561,423)	(6.58%)
Capital Debt Interest	7,609,723 *	7,882,809	(273,086)	(3.46%)
Temporary Accommodations	722,014	302,500	419,514	138.7%
Amortization	33,957,394	29,738,383	4,219,011	14.2%
<b>Total Expenditures</b>	<b>\$ <u>107,033,131</u></b> ^	<b>\$ <u>107,229,115</u></b>	<b>\$ <u>(195,984)</u></b>	<b><u>(0.18%)</u></b>

**NOTES**

\* The Ministry fully funds the payment of debentures related to previously approved capital projects. These are corresponding revenues and expenses related to the interest payments for these amounts.

" See Appendix D-1 for Construction in Progress projects.

^ Each year, the Board prepares its capital budget based on the expected projects to be completed during the year. Sometimes, due to unforeseen circumstances, not all of the work gets completed.

**Hamilton-Wentworth District School Board  
2016-17 Budget Estimates  
Capital Budget**

	Funding Sources							
	Expenditures	Capital	School	Full Day	Other	SRG	Proceeds of	Total
	Total	Priorities	Consolidation	Kindergarten	Ministry	and SCI	Disposition	Funding
	Estimated		Capital					
	Capital Budget							
<b>Construction in Progress</b>								
New North Secondary School	14,000,000	14,000,000						14,000,000
Nora F. Henderson Secondary School	4,000,000	4,000,000						4,000,000
Tiffany Hills Elementary School	1,000,000	1,000,000						1,000,000
New Greensville Elementary School	500,000	500,000						500,000
New Beverly Elementary School	3,000,000		3,000,000					3,000,000
Dalewood Elementary School Renovation	500,000						500,000	500,000
Franklin Road Elementary School	2,427,000		450,000	494,000	1,483,000			2,427,000
Ridgemount Elementary School	3,520,000		2,384,000	494,000		642,000		3,520,000
Pauline Johnson Elementary School	3,797,000		2,422,000	1,375,000		-		3,797,000
Secondary Facility Benchmark Projects	11,000,000					7,000,000	4,000,000	11,000,000
Elementary Facility Benchmark Projects	11,000,000					5,000,000	6,000,000	11,000,000
Secondary Program Strategy Projects	2,000,000						2,000,000	2,000,000
School Renewal Projects	8,000,000					8,000,000		8,000,000
<b>Total</b>	<b>\$ 64,744,000</b>	<b>19,500,000</b>	<b>8,256,000</b>	<b>2,363,000</b>	<b>1,483,000</b>	<b>20,642,000</b>	<b>12,500,000</b>	<b>\$ 64,744,000</b>

## Hamilton-Wentworth District School Board

## 2016/2017 Budget Estimates

## Summary of Staffing

	2016/2017 Budget Estimates	2015/2016 Budget Estimates	Inc (Dec) Over 15/16 Budget	Notes	2014/15 Actual
<b>Program Instruction</b>					
Classroom Teachers					
Elementary	2,100.30	2,115.50	(15.20)	2	2,112.70
Secondary	1,006.93	1,059.50	(52.57)	2	1,079.00
Total Classroom Teachers	3,107.23	3,175.00	(67.77)		3,191.70
Educational Assistants	585.00	582.00	3.00	3	579.00
Early Childhood Educators	230.00	226.00	4.00	2	220.00
Professionals & Para-Professionals	166.10	167.10	(1.00)	5	168.60
School Administration					
Principals & Vice Principals	160.00	161.00	(1.00)	2	165.00
Clerical/Secretarial Support	197.50	198.50	(1.00)	4	198.50
Total School Administration	357.50	359.50	(2.00)		363.50
System Principals, Consultants & Support					
System Principals, Consultants	40.67	39.67	1.00	2,6	38.67
Administrative Support Staff	4.00	4.00	0.00		4.00
Total System Principals, Consultants & Support	44.67	43.67	1.00		42.67
Continuing Education	10.50	10.50	0.00		10.50
<b>Total Program Instruction</b>	<b>4,501.00</b>	<b>4,563.77</b>	<b>(62.77)</b>		<b>4,575.97</b>
<b>Program Support</b>					
Board Administration & Governance	112.00	114.00	(2.00)	7	115.00
School Operations	430.00	432.50	(2.50)	4	441.50
Transportation	5.50	5.50	0.00		5.50
<b>Total Program Support</b>	<b>547.50</b>	<b>552.00</b>	<b>(4.50)</b>		<b>562.00</b>
<b>Capital</b>					
School Renewal	8.50	8.50	0.00		8.50
<b>Total Staff</b>	<b>5,057.00</b>	<b>5,124.27</b>	<b>(67.27)</b>		<b>5,146.47</b>

2015/16 Budget staffing represents impact of enrolment projections, legislative and collective agreements, class size compl  
 Reflects impact of change in enrolment  
 Staffing enhancement to support student need  
 Staffing changes due to school closure  
 Staffing changes due to restructuring Professionals & Paraprofessionals  
 Staffing changes due to Ministry transferring EPO revenue to GSN allowing temporary positions to be permanent  
 Staffing changes to reflect restructuring of Board Admin & Governance due to retirements

FTE = Full Time Equivalent



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

**FROM:** Manny Figueiredo, Director of Education

**DATE:** May 19, 2016

**PREPARED BY:** Stacey Zucker, Executive Superintendent of Board Operations and Treasurer  
David Anderson, Senior Facilities Officer

**RE:** Sherwood Secondary School Update

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**Action X**

**Monitoring**

**Recommendation:**

That:

- a) HWDSB approve the revised Appendix B of the Secondary Facility Benchmark Strategy report, dated May 19, 2016.
- b) HWDSB submit a business case for funding of a new school on the existing Sherwood site as a part of the Board's submission for the next round of Capital Priorities Funding. The Board will include the \$9,012,000 set aside for Sherwood Secondary School in the Secondary Facility Benchmark Strategy as the Board's contribution towards the new school.

**Background:**

On May 23, 2012, the Board approved the following motions:

**“That the Board approve the closure of Barton, Hill Park and Mountain Secondary Schools upon the opening of a new school located both easterly and south of the Lincoln Alexander Parkway and the relocation of students to their permanent schools no later than September 2015, pending Ministry approval.”**

**“That the Facilities Management Department consult with the principal and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.”**

As a result of these decisions, Sherwood Secondary School remained open and the Board began to look at strategies to address the renewal needs. At the time the decisions were made, the renewal needs at Sherwood were identified as approximately \$31 million.

Business cases were submitted for the renewal needs at Sherwood Secondary School as part of the 2012-13 and 2013-14 Capital Priority Submissions. The business cases were not supported by the Ministry. Therefore, it was necessary for the Board to come up with a plan to support not only Sherwood but all the renewal needs of the Secondary Schools that remained open as part of the decisions made on May 23, 2012.

As a result, June 9, 2014 Finance Committee report approved which included **“That the Board approve the Secondary School Revitalization Strategy as outlined in Appendix A.”**

On November 4, 2015, the Finance and Facilities Committee received a report entitled “Hamilton Mountain Secondary School Update.” In the update on Sherwood, the report stated the following.

“According to the secondary revitalization strategy, 2014-15 should have seen science labs, storage, prep rooms and offices revitalized. A significant amount of this work has not been completed due to the extensive asbestos abatement required as part of the renovations. The renovations cannot take place while students are in the school and the summer does not provide enough time to complete the renovations. In addition, with the experience that the Board has with asbestos abatement, the costs related to renewal work will be substantially increased.”

As a result of this update, the Board approved the following motion at the November 16, 2015 Board meeting. **“That Board staff bring back an update as to the cost estimates and possible solutions to be able to honour the motions made by the Board of Trustees in May 2012 for Sherwood Secondary School.”**

On December 2, 2015, the Finance and Facilities Committee received a report entitled “Sherwood Secondary School Update.” The report provided the Committee with possible solutions to renovate/replace Sherwood Secondary School. It also discussed the Feasibility studies that had been commissioned by the Board to review the feasibility of the work contemplated by the Secondary Program Strategy for 10 secondary schools.

As a result of this report, the Board approved the following motions at the December 14, 2015 Board meeting.  
**“A. That staff pause the Secondary Revitalization Strategy and Field Revitalization Strategy except for what has already been tendered or purchased, and that staff bring back a report at the appropriate time when the feasibility studies has been reviewed by staff.**  
**B. That, if the request for School Consolidation Submission is released by the Ministry prior to the report in the above recommendation, Board staff submit a business for funding of a new school on the existing Sherwood site.”**

On February 4, 2016, the Finance and Facilities Committee received a report entitled “Sherwood Secondary Update.” It provided an update on the feasibility study completed at Sherwood Secondary School and the costs associated with the work contemplated by the study. The total cost related to the work was estimated at \$37.5 million.

On February 22, 2016, the Board approved the following motion:  
**“That the 2016 Ministry Request for School Consolidation Capital Projects and New Construction of Child Care report be submitted to the Ministry of Education as the submission from HWDSB.”** The construction of a new school on the existing Sherwood site was the only request on the Board’s submission.

After the motion on December 14, 2015, Board staff began work on a Multi-Year Capital Strategy which has 7 components. On April 25, 2016 the Board approved the following motion:  
**“A. That HWDSB adopt the multi-year capital strategy framework.**  
**B. That HWDSB approve the dollar amounts as set out in the multi-year capital strategy/framework for the 2016-17 budget.”**

Between January and April, Board staff began to receive the Feasibility studies related to the 10 secondary schools for which they were commissioned. It was determined that the funding source for the capital projects associated with these feasibility studies would be the “Secondary Facility Benchmark Strategy” component of the Multi-Year Capital Strategy and that the capital projects would have to be prioritized.  
 On March 21, 2016, the Board approved the following motions:

**“That staff allocate \$11M to the Secondary School Revitalization Strategy annually.” and “That staff identify Science Labs, Playing Fields, Learning Commons, Technology Labs and Gym Floors as potential priorities. Additionally, staff are asked to bring the committee further analysis on Technology Labs and Gym Floors.”**

On April 20, 2016, the Finance and Facilities Committee received further information from Board staff regarding Technology Labs and Gym Floors. On May 9, 2016 the Board approved the following motion:

- “A. That HWDSB focus priorities for the Secondary Facility Benchmark Strategy on Science Labs, Playing Fields, Learning Commons and Gym Floors;  
and  
B. That capital needs related to Technology Labs be funded by the Secondary Program Strategy component or the Annual School Renewal component of the Multi-Year Capital Strategy.”**

On April 28, 2016, the Finance and Facilities Committee received a report entitled “Secondary Facility Benchmark Strategy”. The report updated the Guiding Principles associated with the Multi-Year Capital Strategy and provided the costs for all secondary schools for the 4 priorities that were identified by the Board as part of the strategy based on the results of the feasibility studies. On Appendix B to the report (attached as Appendix B to the current report), there was a note related to Sherwood Secondary School science labs that stated that “The feasibility of the ability to do the Sherwood science lab renovations in a safe manner (ie. within a period when students are not in the building) is being revisited by Board staff and will be provided to Trustees as soon as possible.”

As a result of this report, the Board approved the following motion at the May 9, 2016 Board meeting.

- “A. That Appendix B of the Secondary Facility Benchmark Strategy report, dated April 28, 2016 be approved; that staff prepare a multi-year implementation plan to deliver the priorities related to the Secondary Facility Benchmark Strategy over a 5 year period; and that, on an annual basis, staff bring the specific plan related to the \$11 million set aside annually for the strategy back to the Board for approval as part of the capital budget.  
and**

- B. That the Guiding Principles set out in Appendix A of the report be approved as the guiding principles for the entire multi-year capital strategy.”**

On May 12, 2016, the Finance and Facilities Committee received a verbal report regarding HWDSBs 2015-16 School Consolidation Capital Grant submission for the construction of a new school on the Sherwood Secondary School site. The submission was not approved and as a result, Board staff indicated that this meant that the work identified as part of the “Secondary Facility Benchmark Strategy” for Sherwood needed to be considered in the 2016-17 plan.

The Guiding Principles for the Multi-Year Capital Strategy are attached as Appendix A. The first guiding principle states that “Schools identified as being in ‘Poor’ condition as defined in the Long-Term Facilities Master Plan will be given priority both in terms of schedule and budget.” Sherwood is identified as ‘Poor’ in the Plan and therefore when staff were planning the first year of the Multi-Year Capital Strategy, Sherwood was identified as one of the schools of priority.

In particular, the intention of staff was to include the renovation of Sherwood science labs in the first year of the Secondary Facility Benchmark Strategy. In order to follow up on the note regarding Sherwood on the bottom of Appendix B related to the timeline and in order to finalize the budget associated with science labs at Sherwood, the third party who completed the initial feasibility study at Sherwood was asked to provide a report on the budget and timeline associated with renovating the science labs as a stand-alone project.



**Staff Observations:**

Board staff received the report from the third party and it is attached as Appendix C. The cost associated with the stand-alone science lab renovation is estimated at \$8.6 million and involves closing the second floor of the school for an entire school year, accommodating students in 24 portables.

Board staff does not feel that it is in the best interest of the current students of Sherwood or in the best long-term interest of the Board to complete this renovation. Therefore, Board staff explored other potential options to complete science labs at Sherwood.

Board staff considered adding the science labs as an addition on to the existing Sherwood school. Board staff also considered a stand-alone facility housing the science labs on the same site. There are a number of issues with these options including:

- They would not address the renewal needs in the existing school
- There is no need for additional capacity at the existing school
- There would still be a significant cost associated with the addition or stand-alone facility (over the \$5.75 million originally allocated through the Secondary Facility Benchmark Strategy)
- The Board requires Ministry approval to add square footage to any facility
- It would be highly unlikely that the Ministry would approve an addition or stand-alone facility without additional capacity needs

The final option that Board staff considered was taking the \$9,012,000 originally allocated to Sherwood Secondary School through the Secondary Facility Benchmark Strategy and allocating it to the construction of a new school on the Sherwood site.

In May 2016, the Ministry is expected to be releasing its request for business cases for the 2016 Capital Priorities Grant. Board staff recommends that the Board submit a business case for a new build on the Sherwood site and that as part of the business case, the Board allocate \$9,012,000 to the new build. Therefore, the Board would be honouring its monetary commitment to the school and at the same time reducing the commitment required by the Ministry for a new school to approximately \$25 million.

**Conclusion:**

Board staff had a third party prepare a report related to the cost and timing of the performing the renovations of the Sherwood Secondary School science labs as a stand-alone project as opposed to the original feasibility study where it was part of a multi-year renovation project. The cost has been estimated to \$8.6 million and involves taking the second floor offline for an entire school year and accommodating students in 24 portables. Board staff does not believe this is in the best interest of the current students of Sherwood or the long-term interest of HWDSB. The Board considered all possible option and believes that the most reasonable option to to allocate the \$9,012,000 originally allocated to Sherwood through the Secondary Facility Benchmark Strategy and allocating it to new school construction on the existing Sherwood site as part of a business case submission for the next round of Capital Priorities Grant requests which is expected later this month.

**Hamilton-Wentworth District School Board****Guiding Principles for the Multi-Year Capital Strategy**

1. Schools identified as being in `Poor` condition as defined in the Long-Term Facilities Master Plan will be given priority both in terms of schedule and budget;
2. Partnership opportunities that align with the Board's Strategic Priorities, that have a cost savings associated with them and that are time sensitive will be given priority both in terms of schedule and budget;
3. The scope of work proposed for each school will adhere to the Board design standards;
4. The Multi-Year Capital Strategy will be reviewed and updated on an annual basis, as part of the Board's Long-Term Facilities Master Plan update, to reflect any changes in scope, schedule or available funds;

		Priorities				
School		Science Labs	Learning Commons	Sports Fields^	Gymnasium Floors	Total
Feasibility Studies	Sherwood Secondary	\$5,750,000 *	\$2,000,000	\$1,250,000	\$12,000	\$9,012,000***
	Ancaster High	X	X	\$1,250,000	\$15,000	\$1,265,000
	Saltfleet District High	\$2,500,000	X	\$1,250,000	\$15,000	\$3,765,000
	Dundas Valley Secondary	X	X	\$1,250,000	X	\$1,250,000
	Orchard Park Secondary	\$2,000,000	\$500,000	\$1,250,000	\$40,000	\$3,790,000
	Westdale Secondary	\$3,000,000	\$500,000	\$1,250,000	\$15,000	\$4,765,000
	Westmount Secondary	\$2,500,000	\$500,000	n/a	X	\$3,000,000
	Sir Winston Churchill Secondary	\$2,000,000	\$500,000	\$2,000,000	\$40,000	\$4,540,000
	Glendale Secondary	\$2,000,000	\$500,000	\$1,250,000	\$40,000	\$3,790,000
	Sir Allan MacNab Secondary	\$2,250,000	\$500,000	X	\$15,000	\$2,765,000
	Subtotal	\$22,000,000	\$5,000,000	\$10,750,000	\$192,000	\$37,942,000
	Contingency (15%)	\$3,300,000	\$750,000	\$1,613,000	\$29,000	\$5,692,000
Subtotal	\$25,300,000	\$5,750,000	\$12,363,000	\$221,000	<b>\$43,634,000</b>	

School	Science Labs	Learning Commons	Sports Fields ^	Gymnasium Floors	Total
Waterdown District High	X	X	\$2,000,000	X	\$2,000,000
Nora Frances Henderson Secondary	X	X	\$2,000,000	X	\$2,000,000
New North Secondary	X	X	\$1,000,000	X	\$1,000,000
Total	\$25,300,000	\$5,750,000	\$17,363,000	\$221,000	<b>\$48,634,000</b>

\*\*\* The \$9,012,000 initially identified as the total cost related to the Secondary Facility Benchmark Strategy priorities at Sherwood Secondary School is being set aside to support Sherwood for the duration of the Multi-Year Capital Strategy. In 2016-17, the \$9,012,000 is being used to support the business case to the Ministry of Education for a new school to be built on the existing Sherwood property as part of the 2016 Capital Priorities Submission.

\* A study was conducted by a third party consultant on the feasibility of completing the Sherwood Secondary School science lab renovations in a safe manner (ie. within a period when students are not in the building). The feasibility study results indicated that there was no logical manner in which to conduct the science lab renovations in isolation. The study identified a capital investment of approximately \$8.6 million and taking the second floor of the school off line for an entire school year.

^ For the Sports Fields, Sir Winston Churchill Secondary School, Waterdown District High School, Nora Frances Henderson Secondary School and the New North Secondary School are intended to be Artificial Turf fields. The remainder are to be Natural Turf fields.

NOTE: An annual budget of \$11 million has been allocated to the Secondary Facility Benchmark Strategy component of the Multi-Year Capital Strategy. The projected cost associated with the priorities above is \$48,634,000. Therefore, it is expected that this is a 5-year strategy. Any part of the budget allocation which is not used will be reallocated to a different component of the Multi-Year Capital Strategy based on Board approval.

**CS&P**Architects

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## Memorandum

Project:	Sherwood Secondary School Feasibility Study	To:	HWDSB	For Your:	<input checked="" type="checkbox"/> Information and Use
		Attention:	David Anderson		<input type="checkbox"/> Distribution
Project No.:	14046	Pages:	7		<input type="checkbox"/> Review and Comments
Date:	May 16, 2016	From:	Maureen O'Shaughnessy		<input type="checkbox"/> To File

Re: **Feasibility to Construct Science Labs**

We are writing, as requested, to comment on the feasibility to proceed immediately with the construction of the science room renovations at Sherwood Secondary School. The key issue affecting the acceleration of this project is the complexity of the abatement, which will drive both the cost and schedule.

There is no logical way to isolate the science rooms only for renovation. The challenge is related to the need to keep the abatement area completely separate from the occupied area of the school. The entire 2nd floor requires Type 3 abatement. This means that all supply and return air must be completely separated from the rest of the school building. The only logical way to approach the science renovations is to close down and renovate the entire 2nd floor. It may be physically possible to separate the science room supply and return from the rest of the 2nd floor; however even the smallest potential for cross-contamination is not a risk that the Board should contemplate. Isolation between floors is less concerning as there is only one point of connection between floors. The 2nd floor will require a new rooftop air handling unit, to provide a completely separate system, as part of the renovation.

The construction would take over a year and could start at the end of one school year for occupancy in September of the following year. There are 24 classrooms, including the 6 existing science rooms, which would be displaced for 14 months. If the students cannot be accommodated elsewhere for a year then up to 24 portables would be required. The cost to install portables on site is approximately \$50,000 per portable, for a total of \$1,200,000. This does not include the cost to purchase or rent new portables, if required. A new electrical service would also be required at an approximate cost of \$500,000.

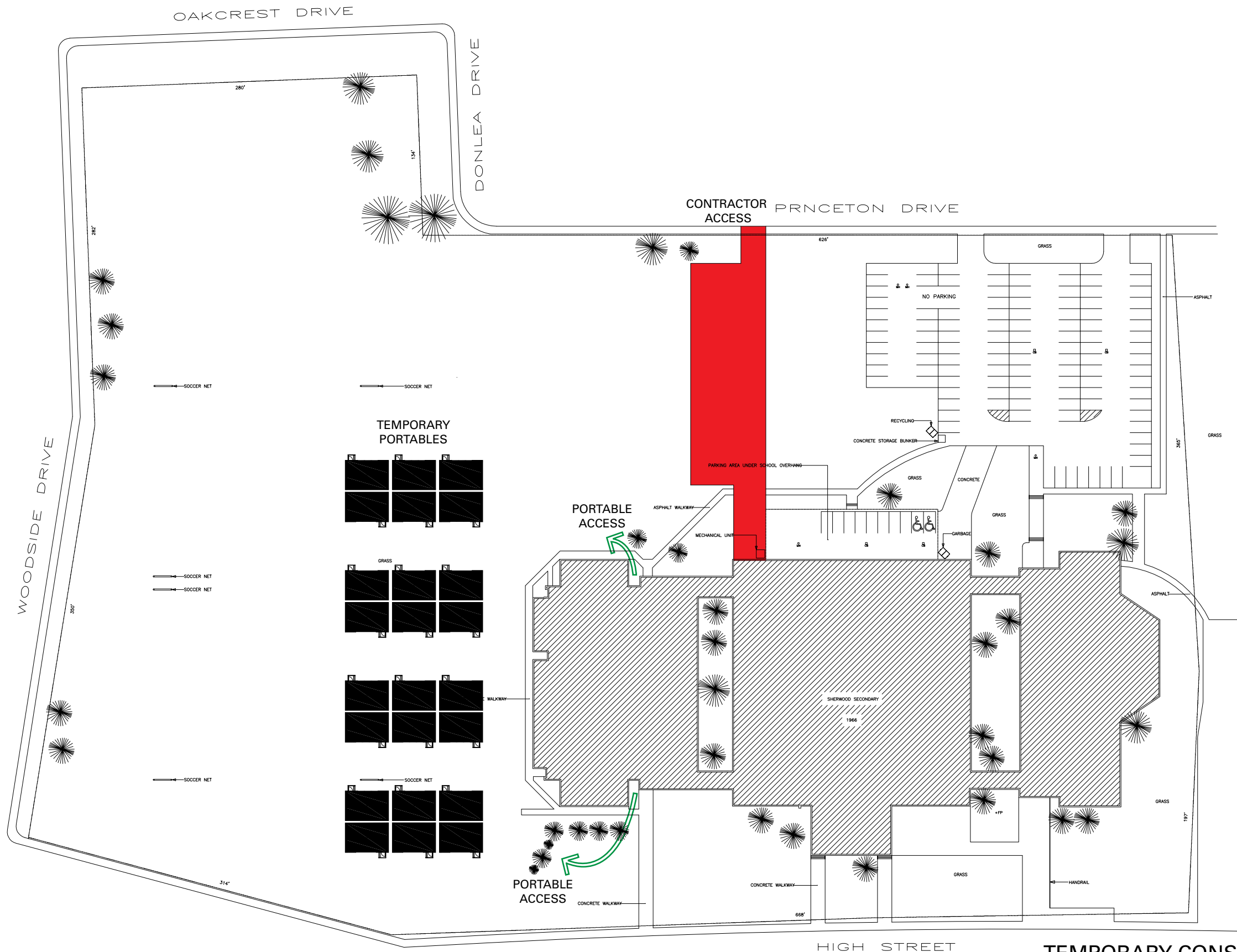
Construction access would be limited to the stairwell at the northeast corner of the classroom wing. This stair would be inaccessible to students during construction. Temporary provisions for exiting through the construction shop at the basement level would be required. A fire rated access to exit, using the gym exit vestibule, would also be required to temporarily replace the northeast stair exit on the ground floor. A temporary driveway from Princeton Drive would provide access to the contractor's staging area. See attached sketches for temporary construction provisions.

**CS&P**Architects

## **Memorandum**

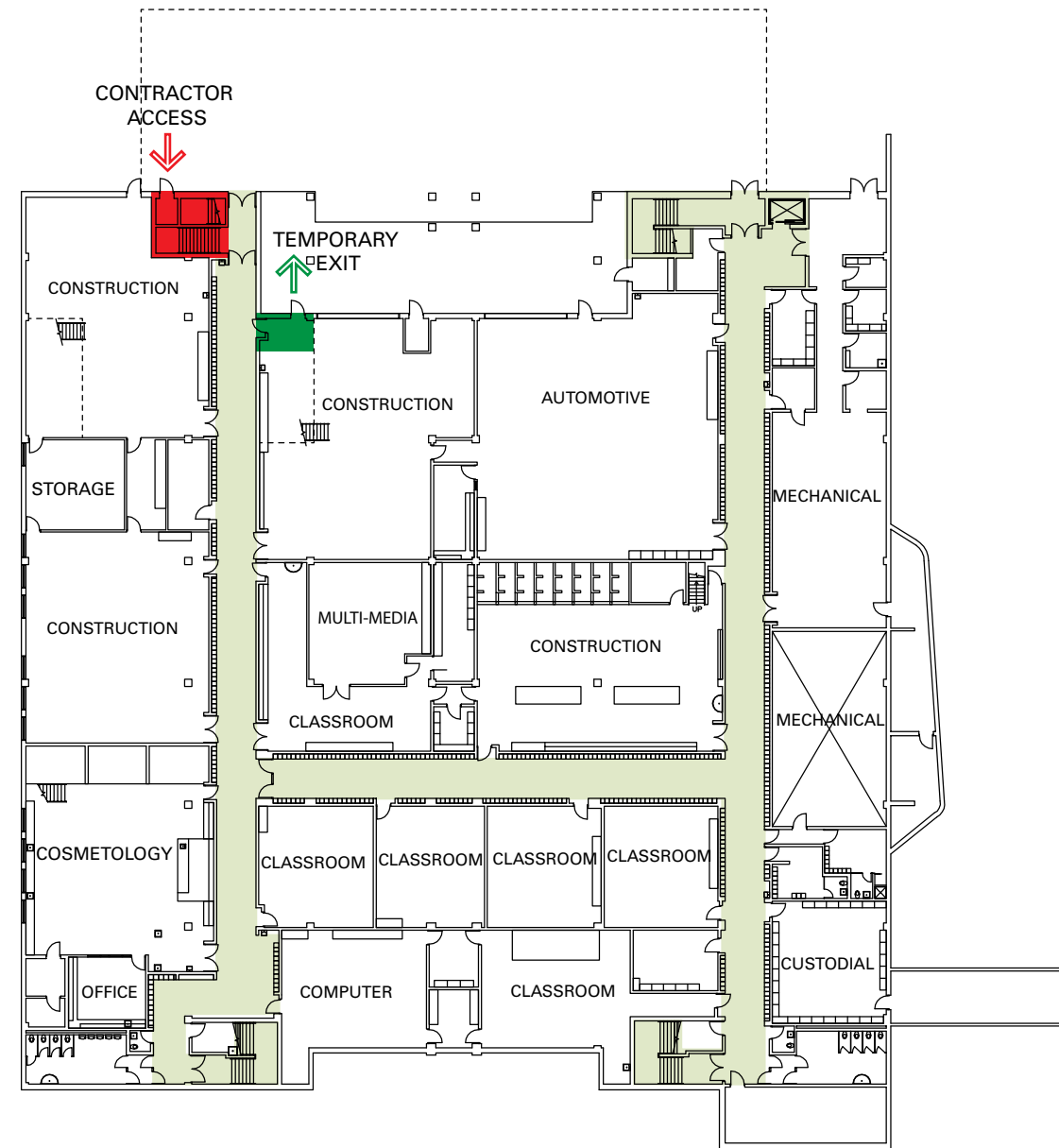
Continued A preliminary total project cost estimate is attached. These costs are based on the costing in the Sherwood Feasibility Report. There is no allowance for escalation. The total project cost includes hard costs for construction; phasing and moving costs; furnishings and equipment costs; and soft costs for consulting fees, permits, etc.

	Abatement		Renovation				Phasing				Moving		Total Project		
	Constr Cost	Total	Constr Cost	Contingency	Soft Costs	FFE	Total	Constr Cost	Contingency	Soft Costs	Total	Soft Costs		Total	
				5%	15%	5%			5%	15%					
<b>Corridors</b>	\$ 437,500	<b>\$ 437,500</b>	\$ 231,000	\$ 11,550	\$ 34,650	\$ 11,550	<b>\$ 288,750</b>	\$ 68,200	\$ 3,410	\$ 10,230	<b>\$ 81,840</b>	\$ 32,400	<b>\$ 32,400</b>	<b>\$ 840,490</b>	
<b>Science &amp; Adjacent Classrooms</b>	\$ 450,000	<b>\$ 450,000</b>	\$ 2,188,400	\$ 109,420	\$ 328,260	\$ 109,420	<b>\$ 2,735,500</b>	\$ 134,200	\$ 6,710	\$ 20,130	<b>\$ 161,040</b>	\$ 35,000	<b>\$ 35,000</b>	<b>\$ 3,381,540</b>	
<b>Remaining Classrooms</b>	\$ 700,000	<b>\$ 700,000</b>	\$ 1,478,700	\$ 73,935	\$ 221,805	\$ 73,935	<b>\$ 1,848,375</b>	\$ 102,200	\$ 5,110	\$ 15,330	<b>\$ 122,640</b>	\$ 42,500	<b>\$ 42,500</b>	<b>\$ 2,713,515</b>	
<b>Total Construction</b>		<b>\$ 1,587,500</b>					<b>\$ 4,872,625</b>				<b>\$ 365,520</b>		<b>\$ 109,900</b>	<b>\$ 6,935,545</b>	
<b>New Rooftop AHU</b>													<b>\$ -</b>		
													No Req'd	Cost	
<b>Portables</b>													24	\$ 50,000	<b>\$ 1,200,000</b>
<b>Upgrade Electrical Service</b>														\$ 500,000	<b>\$ 500,000</b>
<b>Total Portables</b>															<b>\$ 1,700,000</b>
<b>Total Project</b>															<b>\$ 8,635,545</b>



**TEMPORARY CONSTRUCTION PROVISIONS  
SHERWOOD SECONDARY SCHOOL  
SITE PLAN**

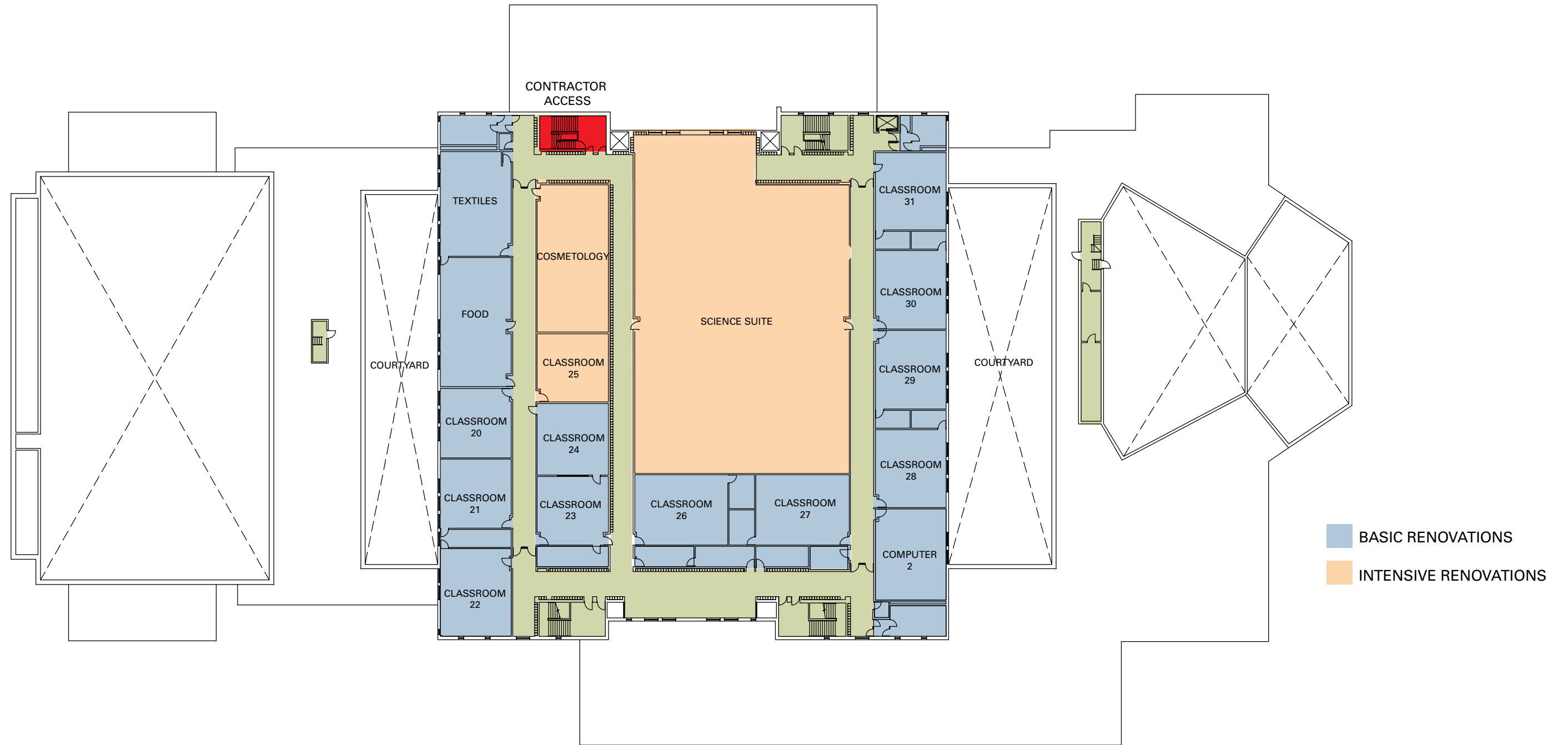




TEMPORARY CONSTRUCTION PROVISIONS  
SHERWOOD EXISTING BASEMENT PLAN



TEMPORARY CONSTRUCTION PROVISIONS  
SHERWOOD EXISTING GROUND FLOOR PLAN



TEMPORARY CONSTRUCTION PROVISIONS  
SHERWOOD PROPOSED SECOND FLOOR PLAN



## EXECUTIVE REPORT TO FINANCE & FACILITIES COMMITTEE

**DATE:** May 19, 2016

**TO:** Finance & Facilities Committee

**FROM:** Manny Figueiredo, Director of Education

**PREPARED BY:** Stacey Zucker, Executive Superintendent of Board Operation and Treasurer  
David Anderson, Senior Facilities Officer  
Ellen Warling, Manager of Planning & Accommodation

**RE:** Long Term Facilities Master Plan – Annual Update 2015/2016

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**Action X**

**Monitoring**

### Recommendations:

That the Board receive the Long-Term Facilities Master Plan Annual Update and approve the revised Accommodation Strategy Schedule.

### Rationale/Benefits:

The Long Term Facilities Master Plan (LTFMP) is a fluid document that identifies the current state of Hamilton-Wentworth District School Board's (HWDSB) facilities and outlines a facility management strategy. HWDSB will issue annual updates each winter/spring and will completely revise the LTFMP two years after the Canadian Census which acts as background information and base data for the LTFMP. The attached LTFMP is scheduled for a complete revision in 2018. Within HWDSB's mandate is an obligation to provide *equitable, affordable, and sustainable learning facilities* for students. The purpose of the LTFMP is to identify strategies to meet this mandate and assist in long-term planning.

### Background:

The LTFMP Guiding Principles were approved by the Board of Trustees on February 25, 2013 (Resolution #13-11) and provide the framework for the development and implementation of the accommodation strategies contained within the plan. The following guiding principles are consistent with the commitment to provide quality teaching and learning environments that are driven by the needs of students and programs:

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement (*HWDSB Strategic Directions, Annual Operating Plan 2011-12*)
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support (*Learning for All: HWDSB Program Strategy*)
4. The scheduled length of time on a vehicle provided through Hamilton-Wentworth Student Transportation Services shall not exceed 60 minutes one way. (*Transportation Policy, 2014*)
5. School facilities meet the needs of each of our students in the 21st century (*Education in HWDSB, 2011*)

6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free)“Pathways” Policy, 1999*)
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families (*A Guide to Educational Partnerships, 2009*)
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs (*Education in HWDSB, 2012*)
9. Specific principles related to elementary and secondary panels:

#### Elementary

- a. *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
- b. *School Grade/Organization* –Kindergarten to-Grade 8 facilities
- c. *School Site Size* - optimal elementary school site size would be approximately 6 acres
- d. *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery

#### Secondary

- a. *School Capacity* - optimal school capacity would be 1000 to 1250 students
- b. *School Site Size* - ideal secondary school site size would be approximately 15 acres, including a field, parking lot and building

Not meeting the aspects of the program specific principles above (#9), does not preclude that a school has been pre-determined for closure or other accommodation strategies. The principles are intended to be guides and may not be able to be met in all circumstances.

The LTFMP Guiding Principles will align with HWDSB’s reimagined Vision and Focus to better serve students, parents and the greater community. Priorities highlighted from HWDSB’s new Strategic Directions include:

**School Renewal** – We will optimize opportunities to invest in improved facilities

**Partnerships** – We will strengthen our collaboration with new and existing community partners to enhance opportunities for students

#### **Accommodation Strategy Schedule**

The accommodation strategy schedule recaps completed accommodation strategies from 2011/2012 through 2015/2016 and outlines the next 5 years of proposed accommodation strategies. The schedule is broken down by planning areas. Planning areas allow for comprehensive and in-depth analysis of each area of the city. Analysis of accommodation/utilization issues and facility needs are done on a smaller scale to determine the right solution for each planning area. The schedule outlines the following:

- Accommodation Reviews
- Boundary Reviews
- Grade Reorganizations
- Anticipated Land Purchases
- Opening/closing/sale of schools
- Holding Schools

The schedule indicates a moratorium on accommodation reviews in the 2018-2019 school year due to the municipal election. By June 2016, HWDSB will have completed 3 secondary and 8 elementary accommodation reviews. The schedule recommends 6 elementary accommodation reviews from 2016/2017 to 2020/2021 school year.

## **Annual Update**

The annual update also consists of the following items:

- Facility Condition Index
- Facility Partnership Update
- Multiyear Capital Strategy
- Property Disposition and Acquisition
- Portable Update
- Planning Areas
- Residential Development Update
- Thematic Enrolment Maps

## Section 1 : Accommodation Strategy Schedule

Planning Area	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>1 Westdale</b>										
Dalewood	Complete									
Cootes Paradise	Complete									
Glenwood										
Prince Philip	Complete			Closed	SOLD					
<b>2 Flamborough</b>								LP		
Allan Greenleaf		BR								AR
Balaclava		BR								AR
Flamborough Centre										AR
Guy Brown		BR								AR
Mary Hopkins										AR
Millgrove		BR	Complete							
<b>3 Central Mountain</b>										
Cardinal Heights		GR	Complete		HS	HS	Closed			
Eastmount Park			Complete		Closed					
Franklin Road			Complete							
GL Armstrong			Complete							
Linden Park		GR	Complete		Closed					
Norwood Park										
Pauline Johnson			Complete							
Queensdale			Complete							
Ridgemount		GR	Complete							
<b>4 East Hamilton City 1</b>										
Hillcrest			Complete							
Parkdale			Complete							
Rosedale			Complete							
Roxborough Park			Complete		Sold					
Viscount Montgomery			Complete							
WH Ballard			Complete	BR						
Woodward			Complete		Closed					

AR	: Accommodation Review
GR	: Grade Reorganization
Complete	: Completed Accommodation Review
Open	: New School Open

HS	: School being used for transition
BR	: Boundary Review
Closed	: Closed School
LP	: Land Purchase

## Section 1 : Accommodation Strategy Schedule

Planning Area	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>5 West Hamilton City</b>										
Bennetto						AR				
Cathy Wever						AR				
Central						AR				
Dr. Davey						AR				
Earl Kitchener						AR				
Hess Street						AR				
Queen Victoria						AR				
Ryerson						AR				
Strathcona						AR				
<b>6 West Glanbrook</b>										
Bell-Stone			Complete	Closed	SOLD					
Mount Hope			Complete							
<b>7 East Hamilton Mountain</b>										
CB Stirling									AR	
Helen Detwiler										
Highview									AR	
Huntington Park									AR	
Lawfield									AR	
Lincoln Alexander									AR	
Lisgar									AR	
Ray Lewis										
Richard Beasley									AR	
Templemead									AR	
<b>8 Lower Stoney Creek</b>										
Collegiate Avenue						AR				
Eastdale						AR				
Green Acres						AR				
Memorial (Stoney Creek)						AR				
Mountain View						AR				
RL Hyslop						AR				
Winona										

AR	: Accommodation Review
GR	: Grade Reorganization
Complete	: Completed Accommodation Review
Open	: New School Open

HS	: School being used for transition
BR	: Boundary Review
Closed	: Closed School
LP	: Land Purchase



## Section 1 : Accommodation Strategy Schedule

Planning Area	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>9 West Hamilton Mountain</b>										
Buchanan Park							AR			
Chedoke				HS	HS		AR			
Gordon Price							AR			
Holbrook							AR			
James Macdonald							AR			
Mountview							AR			
RA Riddell							AR			
Westview							AR			
Westwood							AR			
<b>10 Ancaster</b>										
Ancaster Meadow										
Ancaster Tiffany Hills			LP			Open				
Ancaster Senior						AR				
CH Bray						AR				
Fessenden						AR				
Queen's Rangers						AR				
Rousseau						AR				
<b>11 East Hamilton City 2</b>										
Elizabeth Bagshaw					AR					
Glen Brae					AR					
Glen Echo					AR					
Lake Avenue					AR					
Sir Isaac Brock					AR					
Sir Wilfrid Laurier					AR					

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GR	: Grade Reorganization
Complete	: Completed Accommodation Review
Open	: New School Open

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## Section 1 : Accommodation Strategy Schedule

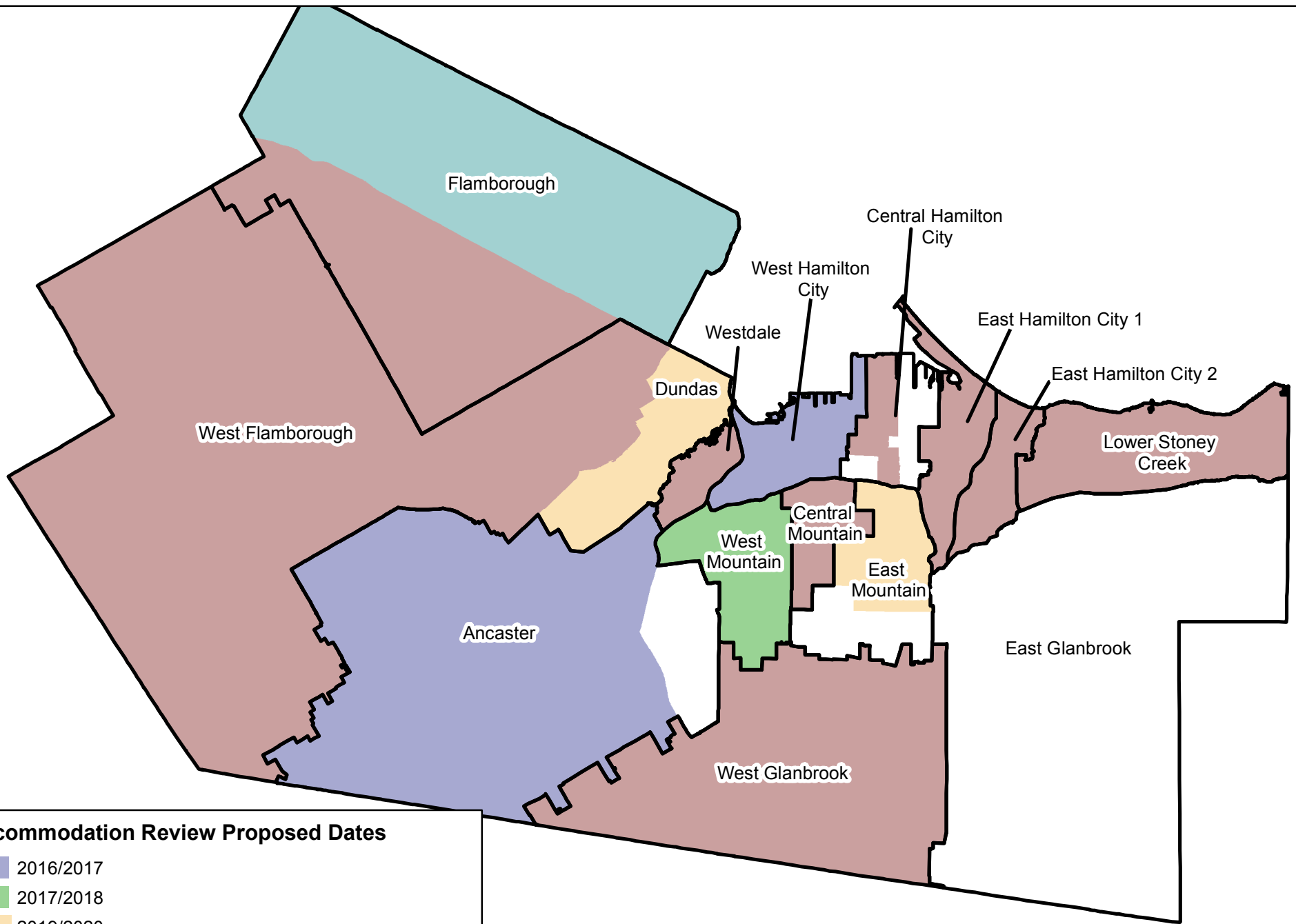
Planning Area	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>12 Central Hamilton City</b>										
AM Cunningham				BR						
Adelaide Hoodless										
King George	Closed									
Memorial (Hamilton)	Complete									
Prince of Wales	Complete									
Queen Mary				BR						
<b>13 Dundas and West Flamborough</b>										
Beverly Central			Complete							
Dr. Seaton			Complete							
Greensville			Complete							
Spencer Valley		BR	Complete							
Dundana									AR	
Dundas Central									AR	
Sir William Osler									AR	
Yorkview									AR	
<b>14 East Glanbrook and Upper Stoney Creek</b>				LP					LP	
Bellmoore										
Billy Green										
Gatestone		BR								
Janet Lee										
Michaelle Jean										
Mount Albion		BR								
Tapleystown										

AR	: Accommodation Review
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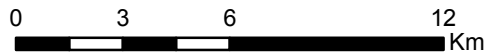
Elementary Accommodation Reviews	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
	2	0	4	0	2	2	1	0	2	1

# Accommodation Review Proposed Dates



## Accommodation Review Proposed Dates

- 2016/2017
- 2017/2018
- 2019/2020
- 2020/2021
- Complete or In Progress
- No Accommodation Review Suggested



May 2016

Planning and Accommodation

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: May 30, 2016

From: Finance and Facilities Committee

Date of Meeting: May 12, 2016

The committee held a meeting from 9:20 a.m. to 12:20 p.m. on May 12, 2016 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko, Greg Van Geffen and Todd White.

\*\*\*\*\*

**MONITORING ITEMS:****A. Update on 2015-16 School Consolidation Capital submission (verbal)**


Staff provided information on the request for funds from the Ministry of Education to build a new school on the existing Sherwood site. Although a letter has not arrived to formally announce it, the request was unsuccessful. Correspondence from the Ministry is forthcoming. This was the first time HWDSB has asked for funds to build a new school on the Sherwood site. The previous two requests were for funds to perform renovations on the existing school.

**ADDITIONAL ITEMS FOR DISCUSSION:****B. Review of the 2016-17 Preliminary Operating Budget and Preliminary Capital Budget**

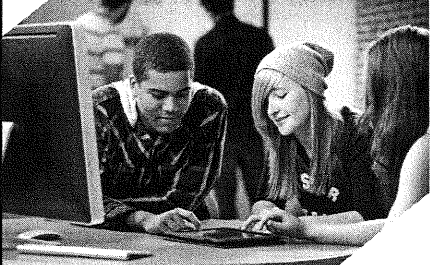
Staff previewed the PowerPoint presentation that will be shared with all trustees on May 30, 2016. Feedback was sought from committee members to ensure that all aspects of the budget process had been covered. The budget is aligned with the Board's priorities:

- Positive Culture and Well-Being
- Student Learning and Achievement
- Effective Communication
- School Renewal
- Partnerships

Respectfully submitted,  
Greg Van Geffen, Chair of the Committee



**2016-17 BUDGET ESTIMATES**  
**STANDING COMMITTEE MAY 30, 2016**



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**AGENDA**

- ▶ Budget Development Process
- ▶ Enrolment
- ▶ Revenues and Expenditures
- ▶ Private Session Agenda
- ▶ Capital Budget



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**STATUS OF BUDGET DEVELOPMENT**

- ▶ Jan 25, 2016 - Board of Trustees - Approval of Key Parameters/Assumptions to Guide 2016-17 Budget Development
- ▶ Apr 13, 2016 - Board of Trustees - Approval of School Based Staffing Recommendations
- ▶ Feb-May 2016 - Executive Council and Finance and Facilities Committee meetings to develop/review budget
- ▶ May 20, 2016 - Special Standing Committee - Review of 2016-17 Budget Estimates
- ▶ April 27, 2016 - SEAC - Review of Preliminary 2016-17 Special Education Budget
- ▶ June 5, 2016 - Board of Trustees - Approval of 2016-17 Budget Estimates



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**2016-17 ANNUAL BUDGET**

*“Show me your budget  
and I will show you your values”*

- The Budget is the Board’s fiscal plan to support the delivery of educational programs and services to support the Board’s Strategic Priorities



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**2016-17 BOARD PRIORITIES**

**Positive Culture and Well-Being**  
*We will build student and staff well-being through positive climate strategies and supportive relationships*

**Student Learning and Achievement**  
*We will improve student learning and achievement through effective instructional strategies*

**Effective Communication**  
*We will improve our communication through comprehensive strategies*

**School Renewal**  
*We will optimize opportunities to invest in improved school facilities*

**Partnerships**  
*We will strengthen our collaboration with new and existing community partners to enhance opportunities for students*

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**ENROLMENT**

- Grants for Student Needs are enrolment driven
- The Board reports their full-time equivalent (FTE) enrolment to the Ministry at two points in time throughout the year
  - October 31
  - March 31
- Average Daily Enrolment (ADE) is the average of these 2 enrolments and the basis for funding



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### ENROLMENT

#### PROVINCE

- 1,358,814 elementary students in almost 4,000 schools
- 592,772 secondary students in more than 900 schools

#### HWDSB

- 34,134 elementary students in 88 schools
- 14,110 secondary students in 15 schools

HWDSB represents approximately 2.5% of the Province's total enrolment

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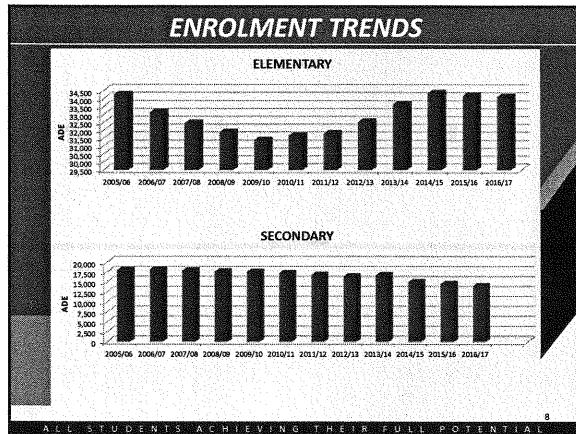
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### PROJECTED ENROLMENT

	2015-16 Revised Budget	2016-17 Budget Estimates	Increase (Decrease) ADE	Increase (Decrease) %
<b>Elementary</b>				
Full Day Kindergarten	6,298.00	6,351.00	53.00	0.84%
Primary	10,597.00	10,280.00	(317.00)	(2.99%)
Grades 4-8	16,795.00	16,946.00	151.00	0.90%
Special Education	608.00	557.00	(51.00)	(8.72%)
<b>Total Elementary Enrolment</b>	<b>34,298.00</b>	<b>34,134.00</b>	<b>(164.00)</b>	<b>(0.48%)</b>
<b>Total Secondary Enrolment</b>				
	14,947.25	14,110.25	(837.00)	(5.60%)
<b>Total Enrolment</b>	<b>49,245.25</b>	<b>48,244.25</b>	<b>(1,001.00)</b>	<b>(2.03%)</b>

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### REVENUE

#### Grants For Students Needs (GSN)

- Standard set of formulas and inputs to determine funding for all school boards
- Driven by enrolment and unique student needs
- Represents 98% of HWDSB revenue

#### Other Ministry Grants

- Citizenship and Immigration – both Federal and Provincial
- Education Program Other (EPO) Grants

#### Board Generated Revenue

- International Student Fees
- Rental Revenue
- Bank and Investment Revenue

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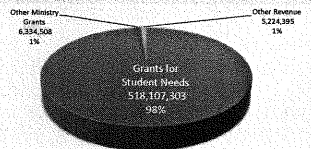
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### OPERATING REVENUES 2016-17

	2016-17 Budget Estimates	2015-16 Budget Estimates	Inc. (Dec) Over 2015-16 Approved Budget	
	\$	\$	\$	%
Grants for Students Needs	518,107,303	516,047,691	2,059,612	
Other Ministry Grants	6,334,508	6,131,658	202,850	
Other Revenue	5,224,395	4,458,028	766,367	
	<b>529,666,206</b>	<b>526,637,377</b>	<b>3,028,829</b>	<b>0.58%</b>

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### GRANTS FOR STUDENT NEEDS (GSN)

#### Pupil Foundation Grant

- Represents approximately 50% of total GSN
- Driven by enrolment
- Grade specific allocations per student
- Covers the basic costs of education for all students in all boards
  - Classroom Teachers
  - Early Childhood Educators
  - Texts and Instructional Supplies
  - Classroom Computers
  - Professional Development
  - Professionals & Para-professional Supports
  - System Principals, Teacher Consultants



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**GRANTS FOR STUDENT NEEDS (GSN)**

**School Foundation Grant**

- Represents approximately 7% of total GSN
- Driven by number of schools and enrolment at each school
- Covers the basic costs of administration for all schools in all boards
  - Principals and Vice-Principals
  - School Office Staff
  - School Office Supplies
  - School Office or Administrator Computers



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**GRANTS FOR STUDENT NEEDS (GSN)**

**Special Purpose Grants**

- Represents approximately 43% of total GSN
- Driven by program enrolment, board demographics and the unique needs of the Board and its students
  - Special Education
  - Languages (FSL, ESL)
  - Learning Opportunities
  - First Nations, Metis & Inuit Education
  - Qualifications and Experience
  - Safe Schools
  - Continuing Education
  - Board Administration & Governance
  - School Operations
  - Transportation



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**GRANTS FOR STUDENT NEEDS (GSN)**

**Ministry Budget Requirements**

- Balanced Budget
- Compliance with Legislation/Regulations
  - Primary and Grade 4-8 Class Size
  - Secondary Average Class Size
- Compliance with Ministry Funding Envelopes
  - Special Education
  - Board Administration & Governance
  - Accommodation



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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Central Labour Agreements**

- Funding for increase in salary for teaching and non-teaching staff of 1.25% to reflect negotiated increase of 1% Sept 1<sup>st</sup> and 0.5% on Feb 1, 2017
- Funding for salary increases due to movement on the salary grid effective September 1<sup>st</sup>
- Employee Health, Life and Dental Benefits Transformation to consolidate benefits into 5 Trusts to improve cost-efficiency and delivery of benefits
- Final impact on Board benefits yet to be determined



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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Equity in Education**

- Funding for a dedicated First Nations, Metis and Inuit (FNMI) Education Lead
- Funding to support Board Action Plans for First Nations, Metis and Inuit Education
- Updating per pupil allocations for FNMI and English as a Second Language to reflect the 2011 National Household survey data over 3 years



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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Ongoing Implementation of GSN Changes**

**School Operations Grant:**  
Second year of a three year phase out of base top-up funding for school operations

- \$5 million of funding to be eliminated over 3 years
- Approximately a \$1.6 M decrease in 2016-17

**School Foundation Grant:**  
Second year of three year phase in of a new allocation model for school foundation grants to reduce funding for a principal and school office staff in very small schools

- Elementary < 150 pupils – 2 schools
- Secondary < 200 pupils – 1 school + 3 Alter Ed
- Approximately a \$650,000 decrease in 2016-17

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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Ongoing Implementation of GSN Changes**

**School Board Administration & Governance:**  
 Second year of the four year phase in of the new Board Administration funding model that replaces the current enrolment-based allocation to better reflect the key cost drivers and costs structures of school boards

- Approximate decrease of \$25,000 in 2016-17

**Special Education:**  
 Third year of the four year phase in of the new High Needs funding model which eliminates the former high needs per pupil amount and redistributes funding based on a Statistical prediction model (SESPM) and High Needs Measures of Variability Amount

- Approximate increase of \$300,000 in 2016-17

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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Enhancements to Keep up with Costs**

- Transportation Grant increased by 2% to recognize higher operating costs
- School Operations
  - Non-staff benchmark increased by 2% for cost increases in natural gas, insurance, other
  - 3.5% increase in electricity component of the benchmark



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**MARCH 24, 2016 GSN ANNOUNCEMENT**

**Transfer of EPO Funding to the GSN**

- To streamline the reporting requirement for boards and to enhance the Ministry's commitment to funding some initiatives the following EPOs have been transferred into the GSN:
  - Funding for Library Staff
  - Outdoor Education Funding
  - Managing Information for Student Achievement (MISA)
  - Technology Enabled Learning and Teaching Contact

This results in an increase of approximately \$843,500 in GSN revenue and the addition of 2.0 positions in the budget as they are now funded permanently

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### GRANTS FOR STUDENTS NEEDS

	2016-17 Budget Estimates	2015-16 Budget Estimates	Incr/(Decr) Over 2015-16 Budget	
Pupil Foundation Grant	257,867,845	261,137,636	(3,269,791)	(1.25%)
School Foundation Grant	33,505,243	34,118,519	(613,273)	(1.80%)
<b>Special Purpose Grants</b>				
Special Education	66,900,187	66,560,391	310,796	0.47%
Language	10,970,780	10,774,802	195,978	1.82%
First Nations, Metis, and Inuit Education	802,184	837,184	(35,000)	(4.18%)
Safe Schools	1,430,858	1,430,893	(35)	(0.63%)
Learning Opportunities	17,220,567	16,448,867	771,700	4.69%
Continuing Education	2,940,479	2,748,429	192,050	6.99%
Qualifications & Experience	51,217,289	45,950,665	5,266,624	11.46%
Transportation	14,306,668	14,037,026	272,639	1.94%
Declining Enrolment	1,806,655	1,319,550	480,105	37.14%
Administration & Governance	12,612,404	12,456,211	156,193	1.25%
School Operations	46,520,154	48,166,696	(1,646,542)	(3.42%)
<b>Total Grants for Student Needs</b>	<b>\$ 518,107,303</b>	<b>\$16,047,691</b>	<b>2,059,612</b>	<b>0.40%</b>

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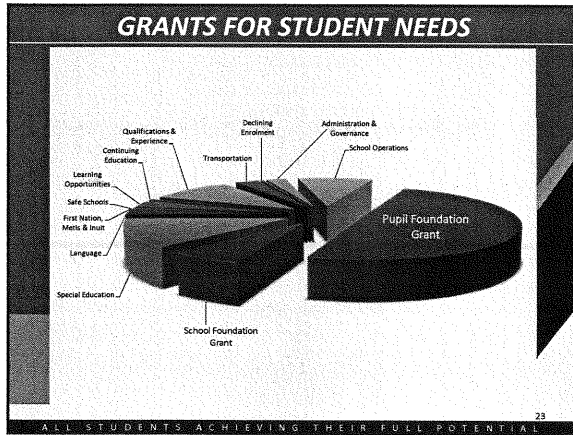
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### OTHER REVENUE

- Other Ministry Grants
  - EPO grants announced by Ministry for 2016-17
  - Amount will continue to increase throughout the year as more funding is announced
  - Usually corresponding increase in expenditures

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### OTHER REVENUE

- International Student fees
- Community use of schools
- Bank interest
- Based on prior year amounts and expectations for the current year



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### SUMMARY OF EXPENDITURES

	2016-17 Budget Estimate	2015-16 Revised Budget	Incr./Decr. Over 2015-16 Revised Budget
<b>Remuneration</b>			
Salaries & Wages	\$ 363,732,557	378,182,270	5,549,713
Employee Benefits	65,261,723	64,354,866	(906,857)
Temporary Assistance	14,234,331	15,724,331	(1,500,000)
	<b>463,228,610</b>	<b>458,261,366</b>	<b>4,967,244</b>
			1.09%
<b>Consumables</b>			
Professional Development	3,642,769	3,215,971	426,798
Textbooks & Supplies	22,144,057	22,437,300	(293,243)
Energy	9,877,900	9,877,900	-
Repairs & Minor Renovations	3,500,000	3,202,840	297,160
Computing Equipment	1,020,516	2,147,746	(1,127,230)
Rentals	2,316,822	2,881,180	(564,358)
Fees & Contractual Services	6,412,477	6,594,339	(181,862)
Other Expense	875,894	815,387	60,507
	<b>48,810,832</b>	<b>50,973,293</b>	<b>(2,162,461)</b>
			(2.20%)
Transportation	14,827,061	15,422,848	(795,787)
Contingency	2,000,000	2,000,000	-
<b>Total Expenditures</b>	<b>\$ 528,686,206</b>	<b>\$28,637,277</b>	<b>3,028,929</b>
			0.58%

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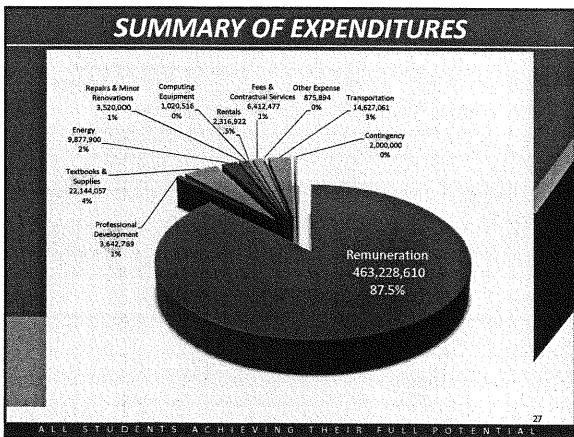
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**2016-17 EXPENDITURE CHANGES**

**Remuneration \$5,580,287**

- Salary increase for teachers and non-teaching groups of 1% Sept. 2016 and .5% Feb 1, 2017
  - Funded by increase in all Grant Salary Benchmarks
- Movement on the grid on September 1st
  - Funded by the increase in Q & E grant
- School based staffing approved on April 18, 2016
  - Adjustments for declining enrolment
  - Adjustments for student need
  - Adjustments for school closure
- Other adjustments based on declining enrolment, budget priorities and attrition.

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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**2016-17 EXPENDITURE CHANGES**

**Benefits \$907,057**

- Increase in Statutory benefits (CPP, EI)
- Increase in Workplace Safety Insurance Costs per actuarial projection based on claim history and costs
- Increase in Health and Life Benefits based on current costs of providing benefits

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**2016-17 EXPENDITURE CHANGES**

**Temporary Assistance (\$1,500,000)**

- Approved at May 9, 2016 Board meeting
- Decrease part of a 2 year plan to bring HWDSB average attendance to reported provincial averages. Staff will use a multi-pronged strategy to work with and support staff:
  - a) Creating a positive work environment
  - b) Supporting staff through the Total Attendance Support program
  - c) Making improvements in Human Resources to provide better tracking, follow up, communication and training with regards to sick leave
  - d) Supporting employees who have a pattern of absences
  - e) Following up on potential abuse of sick leave when suspected
  - f) Ensuring that the Board is following the collective agreements and terms and conditions with regards to providing replacement coverage

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**2016-17 EXPENDITURE CHANGES**

**Professional Development \$426,798**

- Board spends what it receives professional development from the GSN
- Additional Education Program Other (EPO) funding for professional development through the Renewed Mathematics Strategy
- Throughout the year as additional EPO are received funds will be allocated to professional development



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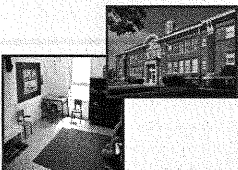
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**2016-17 EXPENDITURE CHANGES**

**Repairs & Minor Renovations \$317,160**

- Increase to reflect current maintenance spending
- Included as one component of the Multi-Year Capital Strategy



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**2016-17 EXPENDITURE CHANGES**

**Computing Equipment (\$1,127,230)**

- 2015-16 budget included \$1 Million in one time spending that did not carryover to 2016-17 school year



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**2016-17 EXPENDITURE CHANGES**

**Transportation Services (\$795,787)**

- Actual transportation costs for 2015-16 are lower than budget. 2016-17 budget readjusted to reflect these lower costs
- Carrier rate increase per contract



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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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**QUESTIONS**

Move into Private Session

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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**POSITIVE CULTURE & WELL-BEING**

*We will build student and staff well-being through positive climate strategies and supportive relationships*

Even though the Board is experiencing declining enrolment we have maintained our enhanced resources available to staff and student for:

- Resources for Mental Health
- Investment in Character Networks
- Alignment of Resources for Positive School Climate, and Community Engagement to ensure effective service is provided
- Increased number of Social Workers
- Increased number of Educational Assistants
- Total Attendance Support Program
- Return to Work and Return Accommodation
- Employee Assistance Program

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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**STUDENT LEARNING & ACHIEVEMENT**

*We will improve student learning and achievement through effective instructional strategies*

The board continues to support these instructional strategies in the 2016-17 budget:

- Investment in technology and professional development for Transforming Learning Everywhere (TLE)
- Commitment to K-1 strategy with primary reading intervention teachers and additional Early Childhood Educators
- Improving Mathematics – professional learning focused on our students in FDk to grade 1, grades 4-6 and secondary applied mathematics. Consists of cross panel training and use of technology to support learning. Additional math supports to be added to system through the Ministry Renewed Mathematics Strategy
- Continue to implement the Secondary Program Strategy Tier 3 and SHSM with resources and capital investment included in the 2016-17 Budget



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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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**EFFECTIVE COMMUNICATION**

*We will improve our communication through comprehensive strategies*

The 2016-17 budget includes funding to improve communications with

- Parent Place (Parent Portal) connects parents to their child's school online, anytime, anywhere. The services provided to parents include:
  - View grades and attendance
  - Pay for field trips or special days
  - Access important forms
- Conducting a communication audit in fall 2016 to provide an objective assessment of the effectiveness of current strategies by identifying strengths, weaknesses and communication gaps.

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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### SCHOOL RENEWAL

*We will optimize opportunities to invest in improved school facilities*

The 2016-17 budget includes \$64.7 million for expected capital expenditures and funding to improve our facilities per the Multi-Year Capital Strategy:

- Building new schools and renovating others that have been approved for either Ministry Capital Priorities, School Consolidation Capital and other Ministry Capital Grants
- Secondary and Elementary Facility Benchmark Projects, Secondary Program Strategy projects funded through annual Capital dollars and Proceeds of Disposition
- Annual School Renewal projects to address high and urgent needs in our system funded from the annual capital budget allocation

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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### PARTNERSHIPS

- Alignment of Resources for Positive School Climate, and Community Engagement to ensure effective service is provided
- Review of Rental Rates for Community Use of Schools

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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### SUMMARY OF REVENUES & EXPENDITURES

	2016-17 Budget Estimate	2015-16 Revised Budget	% Chg Over 2015-16 Revised Budget
<b>Revenues:</b>			
Grants for Student Needs	516,127,303	516,047,891	2,058,912
Other Ministry Grants	6,234,428	6,131,868	202,560
Other Revenue	5,254,365	4,458,228	796,137
<b>Total Revenues</b>	<b>527,616,096</b>	<b>526,637,977</b>	<b>0.58%</b>
<b>Expenditures:</b>			
<b>Program Instruction:</b>			
Classroom Teachers	314,131,749	309,365,271	4,766,478
System Projects, Consultants & Support	9,283,630	9,008,183	275,447
Classroom Teachers	8,435,000	9,300,000	(865,000)
Educational Assistants	30,117,184	28,772,161	1,345,023
Early Childhood Educators	12,171,123	11,804,564	366,559
Professional & Para-Professionals	18,514,298	18,253,001	261,297
Class Tech, Instructional Supplies	18,602,078	17,110,190	(1,491,888)
Instructional Computers	4,918,910	5,174,383	(255,473)
Instructional Staff Development	3,503,869	3,535,971	(32,102)
School Administration	33,156,884	33,156,818	66
Continuing Education	4,534,747	4,292,887	241,860
	448,889,600	444,864,706	4,024,894 0.91%
<b>Program Support:</b>			
Board Administration & Governance	12,440,791	12,350,877	89,914
School Operations	50,118,414	50,142,864	(24,450)
Transportation	15,418,481	15,206,000	212,481
	78,077,686	77,699,741	(377,945) (0.48%)
Contingency	2,000,000	2,000,000	-
<b>Total Expenditures</b>	<b>529,967,286</b>	<b>526,564,447</b>	<b>3,402,839 0.58%</b>

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ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

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### 2016-2017 CAPITAL BUDGET

	Expenditures		Funding Sources					Total Funding
	Total Estimated Capital Budget	Capital Priorities	School Consolidation Capital	Full Day Redesign	Other Ministry	SRG and DCI	Proceeds of Disposition	
<b>Construction in Progress</b>								
New North Secondary School	14,000,000	14,000,000						14,000,000
New F. Henderson Secondary School	4,000,000	4,000,000						4,000,000
Wiley Hill Elementary School	1,000,000	1,000,000						1,000,000
Dalewood Elementary School Renovation	500,000	500,000						500,000
New Greenville Elementary School	500,000	500,000						500,000
New Beverly Elementary School	3,000,000	3,000,000						3,000,000
Franklin Road Elementary School	2,427,000		450,000	494,000	1,483,000			2,427,000
Ridgewood Elementary School	3,320,000		2,868,000	448,000		942,000		3,320,000
Pauline Johnson Elementary School	3,797,000		2,427,000	1,370,000				3,797,000
Secondary Facility Benchmark Projects	11,000,000					7,000,000	4,000,000	11,000,000
Elementary Facility Benchmark Projects	11,000,000					5,000,000	6,000,000	11,000,000
Secondary Program Strategy Projects	2,000,000						2,000,000	2,000,000
School Renewal Projects	8,000,000						8,000,000	8,000,000
<b>TOTAL</b>	<b>594,744,000</b>	<b>23,000,000</b>	<b>5,354,000</b>	<b>2,340,000</b>	<b>1,483,000</b>	<b>20,642,000</b>	<b>12,000,000</b>	<b>594,744,000</b>

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**COMMITTEE REPORT**

Presented to: Board

Date of Meetings: May 30, 2016

From: Program Committee

Date of Meeting: May 5, 2016

The committee held a meeting from 6:04 p.m. to 9:20 p.m. on May 5, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Alex Johnstone presiding.

Members present were: Trustees Penny Deathe, Alex Johnstone and Larry Pattison. Trustees Danko, White and Beattie were also in attendance. Regrets were received from Trustees Bingham and Archer.

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**MONITORING ITEMS:****A. French Immersion (FI) Strategy**

The French Immersion Strategy is focused on ensuring that all students who wish to enroll in French Immersion are able to do so. Staff presented the report to the Committee speaking to the following points:

- French Immersion Strategy program overview. French Immersion is an optional program offered beginning in Grade 1. There is a much better retention rate when starting FI at an early age. HWDSB exceeds the Ministry guidelines for the minimum number of hours of instruction required and provides a solid foundation for students who want to continue FI at the secondary level.
- Current status of French Immersion programming. HWDSB currently has 15 elementary FI schools, two single track French schools and 13 dual track schools.
- Proposed French Immersion boundaries and location. French Immersion will be offered to all students guaranteeing a placement within their French Immersion boundary and students will be bussed within their FI neighborhood of schools. This allows for the Board to have a balanced enrolment and manage the student enrolment.
- System (centralized) application process for French Immersion program. The application process in January would align with the staffing process that takes place in the New Year. This would also allow parents the opportunity to note how their child is performing in Senior Kindergarten prior to applying to the French Immersion program.
- Trustees requested that staff bring back further information of the following items:
  - Communication of schools facing accommodation pressure as well as those not facing accommodation pressure.
  - Communication of which alternative school a student could be placed at.
  - FI boundaries
  - Detailed planning information of potential new FI sites in Waterdown and East Hamilton.

Staff will bring the report back for further discussion.

Respectfully submitted,  
Alex Johnstone, Chair of the Committee

## COMMITTEE REPORT

Presented to: Board

Date of Meetings: May 30, 2016

From: Program Committee

Date of Meeting: May 19, 2016

The committee held a meeting from 5:33 p.m. to 8:35 p.m. on May 19, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Alex Johnstone presiding.

Members present were: Trustees Christine Bingham, Alex Johnstone and Penny Deathe. Regrets were received from Trustees Kathy Archer and Larry Pattison.

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### ACTION ITEMS:

#### A. Transforming Learning Everywhere Report

Staff presented the Transforming Learning Everywhere (TLE) Report to the committee noting the following:

- Engaged learners focusing on instructional practices being used in our classrooms accelerated by digital tools.
- Improving the essential skills such as problem solving, critical literacy, higher order thinking.
- Focus on instructional practices that increase:
  - Educator engagement
  - Student engagement
  - Student achievement
- Implementation and sustainability of one-to-one technology on a larger scale in HWDSB.
- Engaging parents in understanding how teaching has changed and what their role is as parents.
- How HWDSB will be measuring success.
- The variety of PD approaches that will be used with elementary and secondary educators.
- Incorporating technology into the Special Education classes.
- The use of Smart boards in the classrooms as well as I-Pads.

On the motion of Trustee Deathe, the Program Committee **RECOMMENDS** that the **2016-2017 implementation plan be approved as year three of the five year Transforming Learning Everywhere.**

**CARRIED UNANIMOUSLY**

### MONITORING ITEMS:

#### B. Feedback from Student Senate re: 2016-2017 Action Plan – Student Engagement Report

Trustees Deathe and Johnstone shared some of the following feedback from Student Senate that they received about Student Engagement:

- Students feel engaged when they are involved in extracurricular activities (this was very popular), not repeating lessons, inquiry based learning, when they volunteer.
- Students feel excited to come to school because of their teachers, sports teams and friends.
- Ways to become more engaged – many clubs were listed, positive space room, a store, culture day, food drives that are consistent.

#### C. Update on Transitions

A report summarizing the first and second semester achievement data of the students who transitioned from Parkview Secondary School to other schools for September 2014 was presented to SEAC on February 24, 2016 and staff were asked to return in May with a report that would address some questions they had related to the success of the students. Staff brought the report to the Program Committee prior to taking it back to SEAC. Some of the information that was shared include:

- Most of the program offering from the former Parkview Secondary School continued to be offered in the schools that students chose to attend.

- If a student/parent determined that they had not chosen the right program, they were allowed to transfer during September 2014
- Attendance in the first month of the transition (September 2014) dipped slightly and absences were somewhat higher than other secondary schools in the district. There were two cultures coming together and it took some time to get the challenges resolved and attendance is at about 80% now.
- Students who made the transition to their home schools have access to the full range of programs and some of these students have taken applied level programs and done well in them. Some of these students also became involved in extracurricular activities offered at the school.
- Option sheets are done the same across the board now. Students who transitioned in 2014 follow the same process and their plans are highly individualized.
- All students who transitioned continue to have a caring adult who is in regular contact with the student.
- All schools reported that the majority of students have adapted well to their environments. A peer mentor approach was used to help with the visits prior to the student moves.
- Students have given positive feedback on the Co-op and apprenticeship programs.
- Closing ceremonies brought closure through positive actions for the schools and communities.
- The 2016-2017 school year will be the last year for reporting on this transition.

#### **D. Elementary Program Strategy**

Staff shared a chart with the Committee outlining the Secondary School placement of the Specialist High Skills Major Programs (SHSMS) and the Specialized (Tier 3) Programs.

Respectfully submitted,  
Alex Johnstone, Chair of the Committee

# EXECUTIVE SUMMARY

## 21<sup>st</sup> Century Learning/Transforming Learning Everywhere Report – May 2016

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HWDSB's vision for 21<sup>st</sup> Century Learning, Transforming Learning Everywhere (TLE), challenges us to create a culture of engaged learners (staff and students) by focusing on instructional practices being used in our classrooms, accelerated by digital tools. Our goal is to improve the essential skills of problem solving, critical literacy, higher order thinking, in addition to foundational knowledge and skills that are required in the 21<sup>st</sup> century.

Along with all other school boards in Ontario, HWDSB undertaking this important work to support educators and students in “a world where approaches to learning and teaching increasingly incorporate the richness offered by the digital age” (Ontario Public School Boards' Association, 2013). We are being recognized provincially for our innovative approach to this work (Ministry of Education, 2016), through the implementation of TLE, as we are focusing on instructional practices and are providing equitable access to digital tools across all elementary schools, and soon all secondary schools.

As stated in the 21<sup>st</sup> Century Learning Board report (March, 2014 & May, 2015), our theory is that the use of evidence based pedagogy, accelerated by digital tools will lead to increases in student engagement and student achievement. Further, by providing teachers with appropriate support and resources, their engagement will increase as well. These goals are in alignment with two of HWDSB's new priorities, Positive Culture and Well-being and Student Learning and Achievement.

The main goals of the project include:

1) Focus on instructional practices that increase:

- Teacher engagement
- Student engagement
- Student achievement

2) Implementation and sustainability of one-to-one technology on a larger scale in HWDSB

The attached report outlines the actions the HWDSB has taken in over the past year to implement year 2 of TLE across the system. The report provides details on implementation for the learning approach in our schools, the professional development that we offer, tools and infrastructure and technical supports. The report includes an updated 5 year implementation plan, an updated deployment schedule and updated business plan. A high level overview of data and feedback that has been collected to date is also provided.

Within the report, the recommended action is to approve the 2015-2016 implementation plan (p.14) as year three of the five year Transforming Learning Everywhere plan.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueriedo, Director

**DATE:** May 19, 2016

**PREPARED BY:** Executive Council, E-BEST, Corporate Communications, 21<sup>st</sup> Century Learning, Information and Instructional Technology (IIT)

**RE:** 21<sup>st</sup> Century Learning/Transforming Learning Everywhere Report

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Action

Monitoring

### Recommended Action:

That the 2016-2017 implementation plan be approved as year three of the five year Transforming Learning Everywhere.

### Rationale/Benefits:

As a school board we must fulfill the promise in our new Mission statement (We empower students to learn and grow to their full potential in a diverse world) by preparing our students with 21<sup>st</sup> century competencies that will enable them to face and solve complex challenges now and in the future. These 21<sup>st</sup> century competencies (e.g., problem solving, higher-order thinking and critical literacy) are “additional to the important foundational skills of literacy and mathematics, and to the core learning of other subjects” (Ministry of Education, 2016).

Our educators and students are able to access information and a global community of fellow learners as we now live in a world of “anytime, anywhere”. Access to this information enables educators and students to design learning opportunities that are engaging and foster both foundational and 21<sup>st</sup> century skills. As success in the future, for individuals, companies and communities, will “depend on the ability to come up with innovative solutions to new and unexpected problems” (Schmidt, Resnick, & Ito, 2016), we must continue to engage in this work.

*“We need to help students develop the creative thinking skills that are needed in a rapidly changing workplace, preparing them for jobs that will be enhanced, not replaced, by new technologies.”*  
-Schmidt et al., 2016



HWDSB's vision for 21<sup>st</sup> Century Learning, Transforming Learning Everywhere (TLE), challenges us to create a culture of engaged learners (staff and students) by focusing on instructional practices being used in our classrooms, accelerated by digital tools. Our goal is to improve the essential skills of problem solving, critical literacy, higher order thinking, in addition to foundational knowledge and skills that are required in the 21<sup>st</sup> century (see Appendix X for model).

Along with all other school boards in Ontario, HWDSB undertaking this important work to support educators and students in "a world where approaches to learning and teaching increasingly incorporate the richness offered by the digital age" (Ontario Public School Boards' Association, 2013). We are being recognized provincially for our innovative approach to this work (Ministry of Education, 2016), through the implementation of TLE, as we are focusing on instructional practices and are providing equitable access to digital tools across all elementary schools, and soon all secondary schools.

#### Towards Defining 21<sup>st</sup> Century Competencies for Ontario

In its first foundation document on 21<sup>st</sup> Century Competencies, the Ministry of Education has highlighted that the implementation of a 21<sup>st</sup> century vision to guide teaching and learning will require innovative thinking and/or action in the following areas:

- **Curriculum:** Significant views of curricula to embed 21<sup>st</sup> century competencies are required.
- **Teaching Strategies:** A broad repertoire of pedagogical strategies is required to support the emphasis on deep (rich) learning and new learning partnerships.
- **The role of technology:** In addition to developing students' technological skills, technology-enabled teaching and learning practices play a significant role in supporting the development of the full range of 21<sup>st</sup> century competencies.
- **The role of informal and experiential learning:** Life-wide informal learning and experiential learning play an important role in the development of 21<sup>st</sup> century competencies.
- **Assessment Practices:** Transformative pedagogical approaches will necessitate changes to assessment practices.
- **Physical Space:** Research supports the notion that *where* we learn affects the quality of *how* we learn.

*"A culture of innovation, risk-taking, and continuous learning together with capacity building guided by knowledge of the approaches and practices most likely to prove effective are key..."*

– Ministry of Education, 2016

The implementation of Transforming Learning Everywhere has resulted in action in all of the above mentioned areas.

#### Overall Goals for Transforming Learning Everywhere:

As stated in the 21<sup>st</sup> Century Learning Board report (March, 2014 & May, 2015), our theory is that the use of evidence based pedagogy, accelerated by digital tools will lead to increases in student engagement and student achievement. Further, by providing teachers with appropriate support and resources, their engagement will increase as well. These goals are in alignment with two of HWDSB's new priorities, Positive Culture and Well-being and Student Learning and Achievement.

[Video: What is Transforming Learning Everywhere?](#)

TRANSFORMING  
LEARNING  
EVERYWHERE

The main goals of the project include:

- 3) Focus on instructional practices that increase:
- Teacher engagement
  - Student engagement
  - Student achievement
- 4) Implementation and sustainability of one-to-one technology on a larger scale in HWDSB

What changes do we expect to see and when?

The challenges faced by HWDSB and other schools boards in the province include the recognition that this transformation in practice in classrooms takes time. As noted in last year's report, there is literature that suggests that, in order to achieve desired student outcomes (i.e., enhanced student achievement and well-being), system, school and classroom strategies must be implemented according to research-based benchmarks. Further, this literature indicates that there are predictable stages of implementation, and that it takes several years to introduce a strategy and bring it to scale in a school district (National Implementation Research Network, 2009). School systems first needs to recognize that this shift in classroom practices, including adapting to and also adopting technology, will take 3 to 5 years to implement. As such, this report includes an updated 5-year implementation plan was developed (see Appendix B).

Timeline	Levels of Implementation	Expectations Related to Instructional Goals
2014-2016	① Exploration & ② Installation	<ul style="list-style-type: none"> <li>• Increase in awareness and understanding of the vision for senior administration</li> </ul>
	③ Initial Implementation	<ul style="list-style-type: none"> <li>• Increase in awareness of the vision for teachers and other staff</li> </ul>
2016-2019	④ Partial Implementation	<ul style="list-style-type: none"> <li>• Changes in teachers behaviors and teacher engagement</li> <li>• Changes in student engagement</li> </ul>
	⑤ Full Implementation	<ul style="list-style-type: none"> <li>• Changes in student achievement</li> </ul>
2019 and beyond	⑥ Sustainability	<ul style="list-style-type: none"> <li>• Ongoing increases in teacher and student engagement and student achievement</li> </ul>

In consultation with [Dr. Carol Campbell](#), an expert in whole system reform and large-scale change strategies, we developed the following framework to describe changes we expect to see as we move from initial implementation of TLE to sustainability.

National Implementation Research Network Levels of Implementation	
Level	Description
① Exploration	Needs assessment, mapping of resources and current practices, review of practices in other jurisdictions, literature review, assessment of organizational/school capacity... <b>resulting in decisions about an evidence-informed course of action.</b>
② Installation	Ensuring infrastructure (organizational processes, funding streams, human resources, technology), policy development, consultation... <b>resulting in settings that are prepared for implementation.</b>
③ Initial Implementation	Awareness-building, preparation for change, training, small scale piloting of strategies... <b>resulting in introductory use of the evidence-informed strategy.</b>
④ Partial Implementation	Introductory use of a strategy into school/district practices, staff are developing skills for implementing the strategy with fidelity. Different parts of the organization may be more advanced than other parts ... <b>resulting in some use of evidence-informed strategy.</b>
⑤ Full Implementation	Integration of strategy into school/district practices, alignment with policies and procedures, strategy carried out with proficiency, ongoing coaching to ensure implementation fidelity... <b>resulting in the strategy becoming a regular part of school/district life.</b>
⑥ Sustainability	Skillful adaptations to new circumstances, succession planning and training to ensure continuity, maintenance of supportive infrastructure... <b>resulting in long-term survival and continued effectiveness of the evidence-informed strategy.</b>

**2015-2016 Action Plan**

<b>TLE: Essential Component</b>	<b>Strategies (What we will do)</b>	<b>Evidence (Anticipated Outcomes)</b>
<b>Learning Approach</b>	<ul style="list-style-type: none"> <li>Focus on changing the “learning partner” relationship between teachers and students, students and students and students and community.</li> <li>Support Blended Learning in all classrooms through a common virtual learning platform (D2L).</li> <li>Focus on use of inquiry based learning guided by the voices and students teachers.</li> <li>Focus on introducing New Pedagogies for Deep Learning in all Clusters.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout all schools, teachers will engage students by making material personally relevant.</li> <li>Increases in teacher and student engagement in phase one schools.</li> <li>Increase in use of D2L across HWDSB.</li> <li>Creation of blended learning environment in all Grade 4 and 5 classrooms.</li> <li>Students learning made visible through variety of means.</li> </ul>
<b>Professional Development</b>	<p>For Administrators:</p> <ul style="list-style-type: none"> <li>Increase understanding of Inquiry Based Learning, Blended Learning, changing role of teachers as activators of learning, development of rich learning tasks and supporting students to develop skills such as higher-order thinking, problem solving and critical literacy.</li> </ul> <p>Leadership and Learning:</p> <ul style="list-style-type: none"> <li>Increase capacity to support and promote inquiry based learning, blended learning and New Pedagogies for Deep Learning.</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>Provide collaborative learning with Instructional Coaches for support.</li> <li>Provide inquiry-based learning opportunities that facilitate collaboration and critical thinking between educators.</li> <li>Provide school-based Professional Development and Teacher-Learning Critical Pathway planning.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development opportunities that are varied in format and content to meet the needs of our staff.</li> <li>Ongoing collaboration with external partners to ensure the needs of our learners (staff and students are met).</li> <li>Increased awareness of the TLE among teachers and the community.</li> <li>Teachers and students take leadership roles.</li> <li>Teachers in more schools have increased knowledge about taking an inquiry based approach, how this can be supported by technology and change the way students learn.</li> </ul>
<b>Tools and Infrastructures</b>	<ul style="list-style-type: none"> <li>Provide wireless internet in every instructional space.</li> <li>Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and teacher device where necessary.</li> <li>Maintain current 1:1 in the nine schools.</li> <li>Deploy 1:1 devices in Grade 6 at Glen Brae.</li> <li>Deploy 1:1 devices in Grade 9 at SJAM and Delta.</li> <li>Deploy shared kits in all Grade 4 and 5 classrooms.</li> <li>Install the standard set of software on iPads by the Information and Instructional Technology Department (IIT).</li> </ul>	<ul style="list-style-type: none"> <li>Wireless access within all our learning spaces will provide all students and staff with connectivity.</li> <li>We will increase the number of classrooms with mobile devices and projectors and reduce the number of computer labs.</li> <li>The deployment of 1:1 devices and the shared kits will be completed by October.</li> <li>All iPads within the system will have the standard set of software and will be managed in our MDM environment.</li> </ul>
<b>Technical Supports</b>	<ul style="list-style-type: none"> <li>Implement Student Technical Assistance Team (STAT) program at all 9 project schools and at Delta, SJAM and Glen Brae.</li> <li>Provide opportunities for parents to engage with staff to discuss issues related to digital devices to accelerate learning.</li> </ul>	<ul style="list-style-type: none"> <li>The STAT teams will be implemented to transform the relationships between teachers and students.</li> <li>Increase in parent engagement opportunities regarding TLE, with a focus on student learning, security, and digital citizenship.</li> </ul>

## 1. Learning Approach

### **What we did:**

Our emphasis has been on educators using effective teaching strategies in their classroom to address problem solving, higher order thinking and critical literacy. Classrooms in elementary and secondary schools have been engaged in inquiry based learning guided by the voices of students and teachers. Educators are providing students with the opportunity to ask questions and explore ideas based on their needs, interests, lived experiences, and strengths while ensuring the learning is strongly linked to curriculum expectations. Learning is a blend of face-to-face interactions and using technology through a common digital toolkit including the HWDSB virtual learning platform (the HUB) and Google Applications. Schools have been emphasizing the importance digital citizenship as an integral part of the positive culture and climate throughout. Students are focused on making their learning visible through the use of video creation apps like “Explain Everything” and we are providing more opportunities for them to connect with external experts, community partners, and authentic resources such as Virtual Researcher on Call, Skype with Authors, Hamilton Code Club, and Twitter, to make learning more connected to the real world. These collaborations have helped to improve communication and thinking skills. Anecdotal evidence from teachers suggests higher engagement and achievement, especially with lower performing students. Educators have been using digital resources and applications to support the assessment for, as and of learning, to provide immediate feedback to students, and to create more effective communication and to build stronger relationships between students, with staff and families. In our special education classrooms, technology is used to support authentic learning and communication through a multi-disciplinary approach for students with significant communication needs. These iPads are issued to students with personalized apps to meet their individual needs. We have used student profiles and learning styles to inform the selection of apps for specific programs such as our Autism, Developmental, and Character Network classrooms.

### **Impact of what we did:**

Educators are becoming more responsive to student voice and material is more relevant to student interests and curiosities. They are exploring tools that better fits their teaching style, their technological readiness, and the learning needs of their students. Our students are able to learn and demonstrate effective thinking strategies in areas of personal interest, and they are taking more ownership for their own learning. Video creation apps are allowing students to document their own learning processes as they complete a variety of tasks, allowing educators to provide better assessment of the process of learning rather than merely assessing the final product. Through the digital window of the classroom, parents and community partners can see opportunities to offer support; through digital sharing, the system can identify champions, and leverage their expertise in system professional development. Students are also using technology within their Coop placements to capture and share their learning. Educators are posting resources in the HUB and Google Docs to ensure resources are accessible to students within and outside of the classroom. Our students’ ability to use technology to communicate basic needs and as a social exchange has increased within and outside of the classroom. App bundles have been established for specific Special Class Programs that align with evidence based approaches to instruction for students with specific strengths and needs.

### **What we learned:**

We need to explicitly teach collaborative skills with students. Offering choice for both educators and students increases ownership, collaboration and participation. When this happens, students are more engaged in learning and regulate their behaviour more effectively. The use of the applications mentioned above changes the educator’s approach to assessment, resulting in a focus on the process of learning as opposed to just the outcome. Connecting with experts outside the classroom empowers educators to be activators of learning. Students become more engaged and when staff and students are familiar with the use of technology, the learning environment is extended beyond the school and school day. Students are able to access resources across environments. Staff have an opportunity to understand students’ experiences and demonstration of skills beyond the classroom. Technology can be a powerful tool to facilitate student voice, empowering them to engage in diverse and authentic ways.

[Video: Transforming Learning Everywhere in HWDSB](#)



## 2. Professional Development

### What we did:

Professional learning with elementary and secondary educators came in a variety of forms, leveraging the expertise of lead teachers, consultants and technicians to support the work. In our secondary schools such as Nora Henderson, Delta and Sir John A. Macdonald, teachers and educational assistants engaged in a number of learning opportunities with a specific focus on teaching strategies that would most effectively address problem solving, higher order thinking and critical literacy. This included “Lunch and Learns”, 1:1 and small group coaching, large group workshops, specific learning sessions, etc. As we allocated shared kits of iPads to all elementary grade 4 and 5 classrooms, we integrated our Professional Development plans with our Math Strategy, to ensure that technological knowledge, content knowledge, and knowledge of effective instruction were all equally represented in our learning sessions. We also focused on the capacity of our instructional coaches and consultants from the program, special education, equity and positive climate teams to support and promote effective teaching practices such as inquiry based learning, through a blended physical and digital approach. Accessibility tools and resources were made available for everyone (rather than just a subset of students), and we trained educators on how to access those tools for all learners, providing a more inclusive environment. Explicit Professional Development was provided to address Digital Citizenship, managing the digital classroom, and the role of all stakeholders in raising responsible citizens in a digital world. The use of strategies and assessment tools provided through Michael Fullan’s work “New Pedagogies for Deep Learning” is moving beyond the original schools in the west end of the district to a number of elementary and secondary schools across the system. Educators are exploring other effective approaches such as “Integrative Thinking” which focuses on how to teach students to be problem solvers and innovative thinkers. Educators and school administrators are also providing engaging opportunities for parents and school councils to experience what inquiry based learning looks like and how they can be partners with our students as they expand their learning beyond the classroom. Collaborative planning between 21st Century Learning, Specialized Services and Information and Instructional Technology teams occurred to ensure Special Class Teachers and Educational Assistants received Professional Learning that brings the perspective of each department while addressing the diverse learning needs of staff through whole group and self-select learning opportunities.

Professional Development funding in the amount of \$216,956.00 was allocated to support a variety of system delivered opportunities including large group, small group and after school sessions focused on supporting educators with how to use technology to enhance new approaches to teaching and learning in our elementary and secondary classrooms. Schools also receive professional development funds to support school based initiatives focused on what they have identified as their needs for continuous learning and improvement including early reading, math instruction and the individual learning needs of all students. This funding totals \$1.8 million and through the support of consultants and instructional coaches, we have encouraged all professional learning to be delivered through a TLE lens.

**Impact of what we did:**

Educators are learning in a variety of ways, including self-learning, which has provided tangible strategies that are used effectively in classrooms. Networking and collaboration are starting within and between schools, but educators need more time to meet, plan and reflect with their colleagues. In our elementary schools, instructional coaches are the first point of support for educators and strong co-learning relationships have developed. Classrooms are more inclusive and students are able to demonstrate learning within the classroom. Classroom and schools norms are consistently created across the system. We continue to take small steps, understanding each person's entry point and meet them where they are as they change their teaching practice. We are also learning that when parents are engaged alongside students, meaningful discussions and connections can be made at home and on family outings. Staff's ability to incorporate new teaching strategies such as inquiry based learning varies across schools. By providing educators an opportunity to communicate their learning, capacity builders are able to effectively target their support to address the individual learning needs of staff. Educators are sharing their learning with other educators through formal opportunities such as Professional Learning Days and Staff meetings, and informally. Collaborative professional development opportunities have been planned that will assist with the launch of Special Education-TLE initiative specific to Special Classes.

**What we learned:**

Varied entry points for professional learning engages a greater number of educators and ensures greater learning. Having a more diverse group involved in the planning led to richer Professional Development. Job-embedded, site based support is essential. Educators feel supported in their learning by personalizing the learning to their individual needs and context. When administrators are familiar with the practices of their educators and create the conditions for staff to share, educators who have embraced learning are accessible resources to continue to move learning forward within a school. Assessment and Evaluation is still an area where educators and capacity builders struggle. We therefore need to provide more opportunities for educators to learn how to measure the impact of their new instructional strategies using ongoing assessments, report card data and the results of provincial assessments. In order to support our staff and student learning within the Special Classes to effectively utilize technology as an activator of learning, staffing resources specific to Special Education – TLE will be necessary. By having Special Assignment Teachers specific to supporting technology, educators within these classes will have the opportunity to receive job-embedded professional learning unique to their learning needs, based on the students they are supporting. Collaborative planning processes allow for an integrated approach to building capacity; rich learning opportunities; problem solving across departments to occur proactively; and a team approach to moving the work forward.

We need to view parents as co-learners (include them in learning opportunities from start to finish), keeping parents informed of what classes are working on to draw upon their expertise and contacts, and inviting them into the classrooms to be a part of the learning environment (not as a volunteer but as a contributor and co-learner).

**[Video: Deep Learning](#)**

### **3. Tools and Infrastructures**

#### **What we did:**

We have now provided wireless internet in every instructional space in our elementary and secondary schools. Our elementary schools have shifted from computer labs to pods in all classrooms; student mobile devices, and a projector and educator device are provided where necessary. We have maintained the current 1:1 deployment for grades 4 to 8 in the original 7 elementary schools and 2 secondary schools. In 2015-2016, we expanded to deploying 1:1 devices in Grade 6 at Glen Brae, and in grade 9 at Delta and Sir John A. Macdonald. All other secondary schools are providing shared kits of devices in a variety of ways. We have also deployed shared kits in all Grade 4 and 5 classrooms. Our Information and Instructional Technology Department (IIT) has installed a standard set of software on iPads, and migrated all iOS devices in the board from “MAA360 and Configurator to Airwatch”. We have also implemented better controls and security so that only apps from a board standard app catalogue are available; and we have implemented a vetting process for apps to: ensure consistency; ensure age appropriateness; ensure they conform to the 21st Century Learning and Technology Policy; align with our Equity Policy; do not include advertising; and protect privacy. iPads have been issued to teachers of Special Education Classes and an iPad has been issued to each Special Education Class that is supported by educational assistants to assist in their learning. Through the Special Equipment Amount (SEA) Claim process we are now providing coloured printers specific to a few students who communicate through alternative measure such as Picture Exchange Communication to allow for visuals that present as visual appealing and more authentic.

#### **Impact of what we did:**

Wireless everywhere ensures equitable access to digital and web resources in every school in HWDSB, and accelerates students’ adoption of using digital collaboration and submission of work with educators. We have increased access for students to a digital world within each classroom. We have seen a shift in staff and student attitudes towards digital tools as supports for learning rather than for entertainment or as a reward. We have created a secure, safe, and stable platform that provides uniformity: easing support burdens, and reducing the amount of troubleshooting on the part of educators and students. Standardizing the software being used across the system makes adoption easier, colleague to colleague support easier, and ensured educators don’t need to worry about security and privacy concerns, or terms of service, because these things have already been identified as safe. Ensuring student devices are locked down eliminated virus issues, malware and security concerns, and ensured privacy for our students. This also ensured less time lost while devices were being serviced. Due to the significant and complex needs of our students within system Special classes, educators are appreciative of the opportunity to familiarize themselves with the technology and applications prior to students receiving the technology. Educators are able to immediately produce resources that support the inclusion and instruction of student with significant communication needs.

#### **What we learned:**

Infrastructure matters. Ensuring all our learning environments are properly outfitted will change the learning environment. You can’t do the work if you don’t have the tools necessary to do the work. Baseline skill-levels with digital tools is increasing across the organization as access becomes more ubiquitous. We have learned that we need to have controls on how the devices can be used. We can be optimistic about how the devices will be used, but also need to establish limits within that freedom to ensure safety. Establishing consistent tools that work increased confidence, and eliminates the need for the educator to play the role of the technician. Replacing open Google searches with pre-loaded resources and regular use of the virtual library will help to ensure that students are accessing developmentally appropriate materials especially when dealing with controversial issues. It was essential to develop an approach to issuing the technology that allowed us to continue to keep timelines for SEA equipment at a minimum. Finding a balance between maintaining SEA supports and channeling resources to TLE - Special Education was established by distributing to classes over a period of a few months. It is essential to diversify our tools specific to the individualized learning needs of some students. An interdisciplinary approach to problem solving is critical to find solutions that work for the student, the professionals determining the student programming needs, and the professionals supporting the tools and infrastructures. Through collaboration amazing things happen for kids by problem solving barriers.



Along with the deployment of devices, we have learned that it is essential to establish a culture of responsibility among our students so that they see the value of this tool to support their learning in and outside the classroom. The following chart outlines the percentage of devices deployed that have been damaged over the past two years of deployment:

	# of Student iPads	Damaged iPads	Percent Damaged
<b>Sep 2014 through Aug 2015</b>	2755	250	9.1
<b>Sep 2015 through Apr 2016</b>	5418	102	1.9

This data indicates that we are seeing a positive shift towards more responsibility among our students. This shift can be attributed to the focus our schools had in year two on establishing clear school and classroom norms for the responsible use of devices and clear communication with parents through a permission form outlining expectations. Our next steps will include a review of our permission form and communication plan with parents and students so that they clearly understand the responsibility they have to maintain a board issued device.

#### **4. Technical Supports**

##### **What we did:**

Some Secondary Schools such as Delta and Sir John A. Macdonald along with a few of our elementary schools have provided their own support by creating Student Technical Assistance Teams. There is also varied supports for schools depending on the nature of the project. We increased technical support dedicated to special education, Special Equipment Amount (SEA) Claims and TLE – Special Education and we ensured a team approach has been taken to supporting the work.

##### **Impact of what we did:**

We are learning what level of support is necessary for each school involved and who can best provide that support. There is a reduced wait times for students' access to essential individualized equipment. This has increased the ability of SEA Educational assistants to focus on supporting students with learning to use their technology rather than spending their time working on technical components preparing to take equipment out to students. The 21st Century SEA Consultant, SEA Technicians and SEA Educational Assistants work collaboratively to support the recommendations of other professionals (Psychoeducational Consultants & Speech Pathologists) to support student learning.

##### **What we learned:**

By having Technicians specific to the SEA department, the Specialized Services Department is able to provide a more responsive service delivery model. As members of an integrated team we are able to take a solution focused approach to our work as everyone is working toward a common goal. Internal protocols for the allocation of SEA equipment need to be reviewed and revised to increase access to equipment. Stringent criteria had previously been established due to limit human resource supports to distribute and maintain equipment. Recommendations of professionals have been limited by the criteria. There is a need to clearly define who within the school is going to take the role to support the technical aspects of the technology. Staff taking on this role require time, training and resources to ensure effectiveness.

##### **General Notes:**

\* SEA = Special Equipment Amount: Funding provided by the Ministry designated to ensuring students who require Specialized Equipment receive what they need. A specific amounts of funds are designated each year specifically to Assistive Technology, including the human resources required necessary to distribute and maintain the equipment.



**2016-2017 Work Plan**

<b>TLE: Essential Component</b>	<b>Strategies (What we will do)</b>	<b>Evidence (Anticipated Outcomes)</b>
<b>Learning Approach</b>	<ul style="list-style-type: none"> <li>• Focus on collaboration - changing the “learning partner” relationship between teachers and students, students and students, students and community and teachers and parents.</li> <li>• Focus on effective teaching (e.g., inquiry, problem based, experiential learning) and assessment (for, as and of learning) guided by the voices of students and educators.</li> <li>• Focus on introducing New Pedagogies for Deep Learning in all Families of Schools and engaging students by making material personally relevant.</li> <li>• Support Blended Learning in all classrooms through a common virtual learning platform (the HUB).</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in educator and student engagement in schools as measured by responses on student and staff surveys, participation in focus group and student attendance.</li> <li>• Demonstration of foundational and 21<sup>st</sup> century skills from students through achievement on report cards, EQAO, assessments, educators’ reflections, students’ work, and students’ reflections through e-Portfolios (e.g. All About Me and the Individual Pathways Plan – IPP) .</li> <li>• Increase use of New Pedagogies for Deep Learning tools in schools.</li> <li>• Increase in use of the HUB across HWDSB.</li> </ul>
<b>Professional Development</b>	<p>For Administrators:</p> <ul style="list-style-type: none"> <li>• Increase understanding of how to support educators to use effective teaching strategies (e.g., inquiry, problem based, experiential learning), assessment (for, as and of learning) and nurture a culture of collaborative learning.</li> </ul> <p>Leadership and Learning:</p> <ul style="list-style-type: none"> <li>• Increase capacity to support and promote effective teaching strategies and blended learning.</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Provide collaborative learning and opportunities to think critically with colleagues and through the support of Instructional Coaches</li> <li>• Provide school-based Professional Development and support for educator learning teams</li> <li>• Provide opportunities for parents to engage with staff to discuss issues related to digital devices to accelerate learning (e.g., student learning, security, and digital citizenship).</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in administrator engagement in schools as measured by focus group feedback.</li> <li>• Increase in administrator awareness as measured by ongoing conversations with Superintendents</li> <li>• Measure attendance of educators and administrators in volunteer professional learning opportunities that are varied in format and content to meet the needs of our staff.</li> <li>• Increase in parent engagement and understanding of TLE as measured by responses on surveys, focus groups and feedback through the HUB.</li> </ul>
<b>Tools and Infrastructures</b>	<ul style="list-style-type: none"> <li>• Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and teacher device where necessary.</li> <li>• Maintain current 1:1 in the twelve phase one schools.</li> <li>• Deploy 1:1 devices in Grade 7 at Glen Brae, and in Grade 10 at SJAM and Delta.</li> <li>• Deploy 1:1 devices in all grade 9 and special classes</li> <li>• Continue shared kits in all Grade 4 and 5 classrooms and deploy shared kits in grade 6 classrooms across the system.</li> <li>• Install the standard set of software on iPads by the Information and Instructional Technology Department (IIT).</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of classrooms with mobile devices and projectors and reduction in the number of computer labs.</li> <li>• The deployment of 1:1 devices and the shared kits will be completed by December 2016.</li> <li>• All iPads within the system will have the standard set of software and will be managed in our MDM environment.</li> </ul>

<b>Technical Supports</b>	<ul style="list-style-type: none"><li>• Support the Implementation of a Student Technical Assistance Team (STAT) program across the system.</li></ul>	<ul style="list-style-type: none"><li>• The STAT teams will be implemented in 50% of our secondary and elementary schools to transform the relationships between teachers and students.</li></ul>

## **Appendices**

**Appendix A:** Transforming Learning Everywhere (TLE) Model

**Appendix B:** 5 Year Implementation Plan

**Appendix C:** Updated Business Plan

**Appendix D:** Updated Deployment Schedule

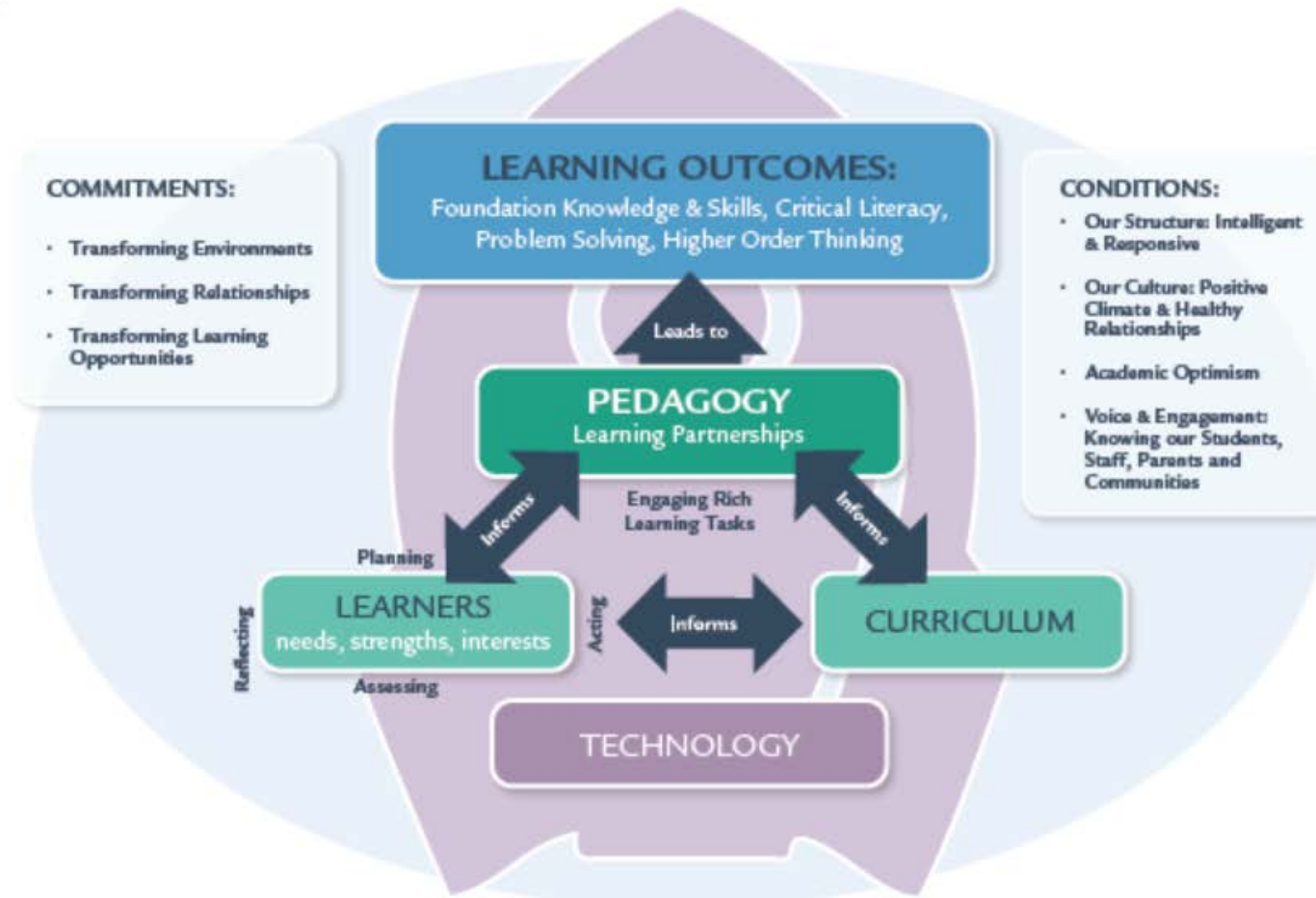
**Appendix E:** Glossary of Terms

**Appendix F:** Report on TLE from 2014-2015



## Transforming Learning Everywhere (TLE) Model

Driven by Instruction - Accelerated by Technology - Learning for Success



1. All students reading by the end of Grade 1
2. Improvement in Mathematics
3. All students graduating

Last Revision: May 11, 2016

Appendix B

UPDATED FIVE YEAR IMPLEMENTATION PLAN

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)
<b>Level of Implementation</b>	Exploration	Exploration & Installation	Initial Implementation	Partial Implementation	Full Implementation
<b>Learning Approach</b>	<p><b>Moving towards Blended Learning in all classrooms through a common virtual learning platform (D2L):</b>                      - Access to interactive, digital tools, resources and supporting on-line and face-to-face collaborations - staff/student and student/student and student/community                      - A virtual space to post student work – sharing with staff, classmates, parents/guardians/caregivers</p>				
	Focus on blended learning at the <b>teacher point of learning</b> and instruction (teacher device)	Focus on blended learning at the <b>teacher point of learning and instruction shifting to student point of learning</b>	Focus on blended learning - <b>teacher and student directed</b>	Focus on blended learning – <b>moving towards teacher and student directed across the system</b>	Focus on blended learning at the <b>teacher and student point of learning</b> - all grades, all subject areas everywhere
	<p>Focus on use of inquiry based learning</p>				
	<p><b>Student Voice Forums</b> - from system to school level to classroom level discussions where student voices are captured and inform our practice</p>				
		Focus on introducing New Pedagogies for Deep Learning in some classrooms in the West Cluster.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all Clusters.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all Clusters.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all schools.
<b>Professional Development – System and School Level</b>	<p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>• Provide meaningful understanding of what Inquiry Based Learning and Blended Learning looks like, and how to create a classroom to facilitate this learning (workshops, in-services and summer institute learning)</li> <li>• Provide meaningful understanding of the changing role of teachers to support inquiry based learning, develop rich tasks and help students develop skills such as higher-order thinking, problem solving and critical literacy</li> </ul> <p><b>Leadership and Learning</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Learning Consultants and system leaders building the capacity of Leadership and Learning Consultants and Instructional Coaches to support and promote inquiry based learning and blended learning as part of effective instruction in all classrooms</li> <li>• Leadership and Learning Consultants along with 21<sup>st</sup> Century Learning Consultant building the capacity of Instructional Coaches in New Pedagogies for Deep Learning</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>• Provide collaborative learning with Instructional Coaches for support</li> <li>• Provide inquiry-based learning opportunities that facilitate collaboration and critical thinking between educators</li> <li>• Coach educators on ways to integrate blended learning into their Annual Learning Plan</li> <li>• Provide school-based Professional Development , and Teacher-Learning Critical Pathway planning to include elements of Blended Learning where appropriate</li> </ul>				

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)	
Tools and Infrastructure	<p><b>Wireless Rollout continues</b></p> <p><b>System Level (i.e., shifting technology to the point of learning - from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom Projector and Teacher Device):</b> Begin replacement of Computer Labs with some pods in classrooms</p> <p><b>7 North Family of Schools:</b> September 2013 – <b>1:1 Devices for all Teachers</b> (gr. 4-6) January 2014 – <b>Pods – classroom set of devices</b></p> <p><b>Nora Henderson Secondary:</b> Test Wireless connectivity</p> <p><b>Assistive Technology:</b> Assess/provide assistive technology to support inclusion of students transitioning from Parkview to Delta or Mountain; Assess/provide assistive technology to support inclusion of students with identified needs moving from Grade 8 to 9</p> <p><b>Support Team:</b> Devices for all instructional coaches and consultants</p>	<p><b>Wireless Internet in Every Instructional Space</b> (projected completion by December 2014)</p>				
		<p><b>System Level:</b> Complete shift from computer labs to pods in some schools</p> <p><b>7 North Family of Schools:</b> September 2014 – <b>1:1 Devices for all Students and Teachers</b> (gr. 4-8)</p> <p><b>Nora Henderson Secondary:</b> September 2014 – <b>1:1 Devices for all Students and Teachers (gr 9-12)</b></p> <p><b>Assistive Technology:</b> Support, monitor and learn from implementation in order to support other staff and an increasing number of students with specific needs across the system to support Learning For All</p>	<p><b>System Level:</b> Complete review of computer labs across all schools; providing student mobile devices, and a projector and teacher device where necessary.</p> <p><b>North Schools:</b> Continue with providing <b>1:1 Devices for all Students and Teachers at 7 North</b> (gr. 4-8), <b>1:1 Devices for all Students and Teachers</b> in Grade 6 at Glen Brae, Grade 9 at Delta and SJAM.</p> <p><b>Elementary schools:</b> shared tablet deployment begins with grade 4 &amp; 5 teachers and students across the system</p> <p><b>Nora Henderson Secondary:</b> Continue to support and learn to prepare for New Secondary Schools implementation and implementation in other schools</p>	<p><b>System Level:</b> Continue reassessment of existing hardware and software in schools to shift technology to the point of learning (from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom Projector and Teacher Device)</p> <p><b>System Tablet Technology Rollout Continues:</b></p> <p><b>Elementary schools:</b> Shared tablet deployment continues with grade 4&amp;5 and begins with grade 6 teachers and students across the system; Continue with providing <b>1:1 Devices for all Students and Teachers at 7 North</b> (gr. 4-8), <b>1:1 Devices for all Students and Teachers</b> in Grade 6 &amp; 7 at Glen Brae.</p> <p><b>Secondary Schools:</b> 1:1 tablet deployment in grades 9 &amp; 10 at Delta and SJAM, grades 9-12 at Henderson, and all students at Mountain Secondary; 1:1 tablet deployment begins with grade 9 teachers and students across the system</p>	<p><b>System Tablet Technology Rollout Continues</b> (see Deployment Schedule)</p>	
		<p><b>Installing the standard set of software on iPads by the Information and Instructional Technology Department (IIT)</b></p>				
			<p><b>Assistive Technology:</b> Continue to provide assistive technology as required to support Learning For All</p>			
Technical Supports	<p>Explore how to train students as in-school <b>Student Technical Assistance Team</b>-to be a first line of support for technical issues with student and teacher devices (interested students will gain valuable experiential learning towards a potential future career pathway).</p>	<p>Implement <b>Student Technical Assistance Team</b> program at the 7 North Schools, Nora Henderson Secondary and Mountain Secondary.</p>	<p>Continue growth of the <b>Student Technical Assistance Team</b> programs at the North Schools, Nora Henderson Secondary and Mountain Secondary.</p> <p>IIT technical support model to be reviewed</p>	<p>Expand <b>Student Technical Assistance Team</b> programs and teams to other secondary and elementary schools.</p>	<p>Continue with <b>Student Technical Assistance Support Team</b> programs and teams in all secondary and elementary schools.</p>	

## Appendix C

## Updated Business Plan

This schedule has been updated to incorporate leasing the technology and to incorporate the increase in funding for the Ministry for technology.

Summary	Actual 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 and beyond
<b>Costs*</b>							
Technology	\$ 636,000	\$ 685,000	\$ 1,500,000	\$ 2,200,000	\$ 2,800,000	\$ 3,500,000	\$ 3,500,000
Temporary Assistance	\$ 111,000	\$ 122,000					
Additional Licensing	\$ -	\$ 100,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
	<u>\$ 747,000</u>	<u>\$ 907,000</u>	<u>\$ 1,750,000</u>	<u>\$ 2,450,000</u>	<u>\$ 3,050,000</u>	<u>\$ 3,750,000</u>	<u>\$ 3,750,000</u>
<b>Revenue Sources</b>							
School Budgets	\$ 90,000	\$ 90,000	\$ 632,000	\$ 917,000	\$ 1,204,000	\$ 1,483,000	\$ 1,500,000
Ministry Technology EPO **	\$ 437,000	\$ 536,000	\$ 745,053	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
Operating Savings	\$ 220,000	\$ 281,000	\$ 368,000	\$ 533,000	\$ 846,000	\$ 1,267,000	\$ 1,250,000
	<u>\$ 747,000</u>	<u>\$ 907,000</u>	<u>\$ 1,750,000</u>	<u>\$ 2,450,000</u>	<u>\$ 3,050,000</u>	<u>\$ 3,750,000</u>	<u>\$ 3,750,000</u>
Surplus/Deficit	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

## NOTE:

\* Does not include Professional Development. Professional Development related to TLE is incorporated into the Board's Professional Development Budget.

\*\* Assumption that this grant will continue into the future.

## Appendix D

## Digital Device Deployment Schedule

	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets				
2014-15	Pilot Project – one-to-one at 7 North Elementary Schools										Pilot Projects – Nora Henderson Secondary School and Assistive Technology at Mountain and Delta			
2015-16 <sup>SE</sup>	7 North (FOS 4)	X <sup>c</sup>	7 North (FOS 4)	X <sup>c</sup>	7 North (FOS 4) & Glen Brae		7 North (FOS 4)		7 North (FOS 4)		Pilot Projects – Nora Henderson Secondary, Mountain, Assistive Technology, Grade 9 Classes at Delta and SJAM			
2016-17	7 North (FOS 4)	X <sup>c</sup>	7 North (FOS 4)	X <sup>c</sup>	7 North (FOS 4) & Glen Brae	X <sup>c</sup>	Glen Brae				X	Delta, SJAM, Henderson	Henderson	Henderson
2017-18	X		X		X			X			X	X		
2018-19	X		X		X		X			X	X	X	X	
September 2019	X		X		X		X		X		X	X	X	X

X = all schools

<sup>c</sup> = includes combined grade classes (e.g., 4/5 classes, 5/6 classes, 6/7 classes)

<sup>SE</sup>= we are providing iPads to students in the following Special Education classrooms, both elementary and secondary across the system:

Autism, Character Networks, Comprehensive, Deaf and Hard of Hearing, Developmental, Graduated Support and Primary Speech and Language classrooms.



## Appendix E

## Glossary of Terms

**Blended Learning**<sup>1</sup>: Blended learning uses technology tools and resources to teach and support learning face-to-face.

**Continuous Learning and Improvement**: A collaborative process that school communities engage in to support school improvement and student achievement by identifying student and staff needs.

**Digital Citizenship**<sup>2</sup>: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Foundational knowledge and skills**: The essential knowledge and skills in reading, writing and mathematics.

**Inquiry Based Learning**<sup>3</sup>: An approach to teaching and learning that places students' questions, ideas, and observations at the centre of the learning experience.

**Learning Resources**<sup>4</sup>: Refers to any person(s) or any material that is acquired for instruction and/or evaluation.

**Deep Learning**<sup>5</sup>: This involves using new knowledge to solve real-life problems and incorporates a range of skills and attributes. These skills include citizenship, communication, critical thinking, collaboration, creativity, character.

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<sup>1</sup> From the HWDSB 21<sup>st</sup> Century Learning and Technology Policy (2013).

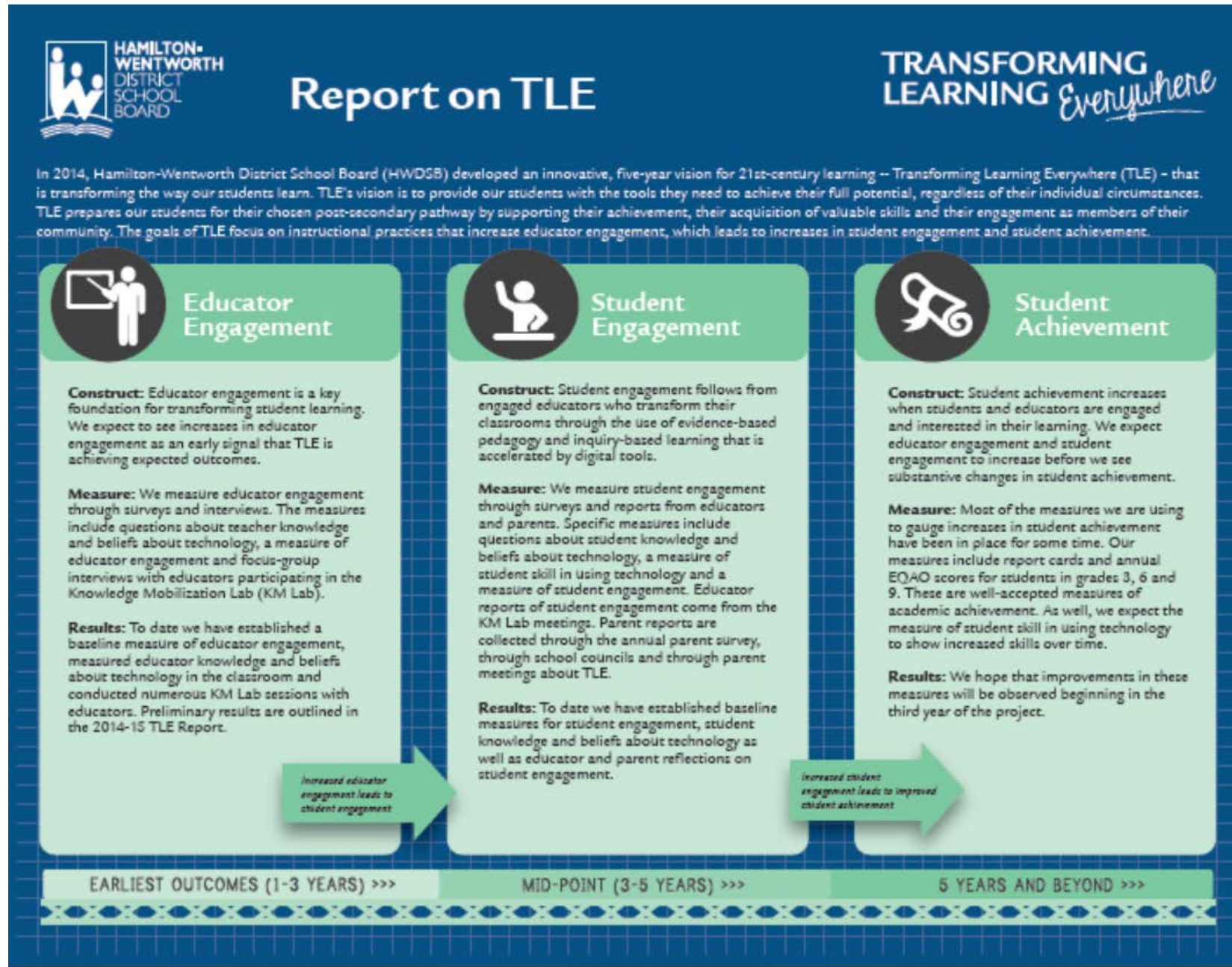
<sup>2</sup> From the HWDSB 21<sup>st</sup> Century Learning and Technology Policy (2013).

<sup>3</sup> Capacity Building Series

<sup>4</sup> From the HWDSB Selection of Learning Resources Directive (2013).

<sup>5</sup> Fullan, M., & Quinn, J. (2016). Coherence.

## Appendix F:



## Committee Report

Presented to: Board

Meeting date: May 30, 2016

From: Parent Involvement Committee

Meeting date: May 10, 2016

The committee held a meeting on May 10, 2016 from 6:30 – 8:50 p.m., at the Education Centre, 20 Education Court, Hamilton, Ontario, with Kevin Baglole presiding.

Members present were: Kevin Baglole, Margaret Reid, Emily Bolyea-Kyere, AnnMarie Dymont, Amanda Fehrman, Marwan Masri, Tyler McNeil, Susan Millman, Angela Murchie, Shannon Gould, Harold Hoff, Sandra Binns, Shawna MacLellan, Wasan Mohammad, Jeff Reynolds, Sue VanEgdom, Rochelle Butler, Sumaira Khurshid, Rukhsana Nadeem, Paul Reilly, Shelley Stacey, and Trustee Penny Deathe.

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### INFORMATION ITEMS:

#### **A. Election of Chairperson and Vice-Chairperson for 2016-2017**

Chairperson: Margaret Reid

Vice-Chairperson: Kevin Baglole

#### **B. Active and Safe School Routes (ASSR) Update**

Sue Dunlop, Superintendent of Student Achievement provided the committee with an update.

#### **C. Parent Portal**

Kevin Graham, Principal of Saltfleet presented to the committee. He provided an overview of the capabilities of the portal. Two pilot schools are Saltfleet and Ancaster Senior. Once the pilot phase is complete the parent portal will be available to all schools within the district.

#### **D. Math Curriculum Update**

John Leyzer, System Principal and Peter Joshua, Executive Superintendent of Leadership and Learning provided the committee with an update.

#### **E. PIC Symposium Update**

Committee members that attended the April symposium gave the committee an overview.

#### **F. Standing Items**

Updates were provided for the following Standing items:

- French Immersion Advisory Council
- Rural School Advisory
- Home and School
- Policy
- Standing committee
- Communication sub-committee
- Profiling Volunteer Excellence

Respectfully submitted,  
Kevin Baglole, Chair of the Committee