

SPECIAL COMMITTEE OF THE WHOLE

MONDAY FEBRUARY 6, 2012

7:30 pm

1. Call to Order R. Barlow
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes
 - A. December 5, 2011 – Regular CTW
 - B. December 12, 2011 – Special CTW
 - C. January 16, 2012 – Regular CTW

ACTION ITEMS

5. Special Education Advisory Committee Report V. Corcoran
6. Parent Involvement Committee (Parent Charter) S. Stephanian
7. Finance Advisory Sub-Committee – Terms of Reference J. Brennan
8. Mar 2012 OFA Debt Offering: Good Places to Learn, Growth Schools
Funding and Primary Class Size D. Grant

MONITORING ITEMS

9. 2010-2011 Safe, Equitable & Inclusive Schools Report P. Reinholdt
10. Budget Development Timetable and Consultation D. Grant

11. Public Questions for Clarification
12. Adjournment

<u>Upcoming Public Meetings</u>			
<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Governance Sub-Committee	Wednesday Feb. 8 2012	12:45 pm	Ed Centre, Room 1
Finance Advisory Sub-Committee	Wednesday Feb. 15, 2012	12:30 pm	Ed Centre, Room 1
Parent Involvement Committee	Tuesday Feb. 21, 2012	6:30 pm	Ed Centre, Lower Auditorium
Board Meeting	Monday Feb. 27, 2012	6:30 pm	Board Room



Minutes of the Committee of the Whole

Monday, December 5, 2011

PRESENT:

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

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

REGRETS:

None.

1. Call to Order

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 7:24 p.m., welcoming everyone.

2. Approval of Agenda

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

That the agenda be approved.

CARRIED UNANIMOUSLY. (Trustee Johnstone was not in the Board Room during the vote.)
Student Trustees Janas and Shen voted in favour.

3. Declaration of Conflict of Interest

None declared.

4. Approval of the Minutes

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

That the minutes of the November 14, 2011 Regular Committee of the Whole meeting be approved as amended.

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

FOR:	Trustees Brennan, Hicks, White, Orban, Mulholland, Simmons, Bishop, Johnstone, Turkstra, Barlow.	(10)
OPPOSED:	Nil.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

ACTION ITEMS:**5. French Immersion Program**

The Director provided an overview advising, this is the first of two reports – this one dealing with when to begin French Immersion implementation and budget related; next week's report is a monitoring report and focused on program concept and delivery. He noted that the decision tonight will impact the report next week. The Director thanked the French Immersion team, Superintendent Joshua, principals and staff for their participation and collaboration.

Ellen Warling, Manager of Accommodation and Planning, presented the key details, highlighting the following:

- The recommendation is focused on grade one being the entry point for French Immersion, with the out of catchment exception granted to those students currently attending Junior Kindergarten (JK) at a French Immersion site.
- Courtesy transportation will be offered if available.
- Challenges of continuing the French Immersion start at Senior Kindergarten (SK) include: capital construction budget, Ministry funding not enough; annual operating budget, inability of sites to accommodate required additions, and ability to provide adequate staffing levels (Early Childhood Educators).

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

That the Board approve French Immersion to begin in grade 1 effective September 2012 and that all Junior and Senior Kindergarten students (with the exception of those students who are presently JK students at a French Immersion site) attend their home school for kindergarten effective September 2012.

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

- A workshop with the French Immersion Advisory Committee and consultation among school communities have taken place but not specifically about this recommendation.
- The Director remarked that the information in the report is specific to budget and, from administration's perspective, this needs to be debated first by trustees. He acknowledged that the issue should be communicated on a wider scope as discussion unfolds.

Concerned that the Ministry of Education does not recognize any differentiation of French Immersion programs in kindergarten, it was

Moved in amendment by: K. Turkstra
Seconded by: A. Johnstone

That the following phrase be added at the end of the motion: "unless there is space at the French Immersion schools through the out of catchment request process, giving priority to those students with siblings already in the school".

The following clarifications were offered:

- Another key challenge is the implications of the caps to the collective agreement. Boards cannot exceed the cap. When looking at "out of catchment" French Immersion JK/SK students, their OOC acceptance may be further along in the process and this needs to be communicated. If ample time is not provided to those who need the program in catchment, then a new class will need to be created for those "out of catchment" students.

- Staff are currently reviewing the “out of catchment” approach since requests are usually received in February and March. In terms of transportation, the courtesy application process is expected to continue and this will be optional and provides no guarantees.
- The recommended action will communicate that the Board is not advocating for students to leave their home schools. This may be challenging for some families but based on a review of other Boards with this model, it does not impact the French Immersion program.
- Research was done around eight school boards (some start French Immersion in grade 1 while others start in grade 4). In terms of instruction hours, there is no significant difference between starting in kindergarten and in grade 1 – the grade 1 program is 100% immersion at HWDSB.
- There is no conclusive pedagogical data available for a kindergarten start or a Grade 1 start to the French Immersion program
- Kindergarten registration takes place in the first week of February. Capital project requests need to be submitted to the Ministry very quickly to address accommodation needs.
- Continuing with the French Immersion program start in kindergarten will result in a deficit for French Immersion schools. With the grade 1 start, French Immersion kindergarten students will attend their home school and this will free up classrooms.
- Individualized program may be provided to support SK students going to grade 1 next year. Attention to oral instruction is also addressed here.
- At present there is only one French Immersion SK full-day kindergarten in the entire system, the Guy Brown Elementary School. The full-day kindergarten program is different and only exists in one place. When working with a hard cap (23 students) and dealing with a dual track program, there is risk that numbers will not fall evenly and a need arises to create multiple classes, resulting in cost implications.
- Home schools have the ability to accommodate the estimated 425 SK students who will attend French Immersion program.
- The issue of whether a school is going into single or dual track depends on the provincial government. If the direction is providing French Immersion in a school which does not have the program and make that school dual track, there will be accommodation issue in terms of space. Moving 50% of program will require engaging in an accommodation review process, unless the program stays in the same catchment area. HWDSB attempted to look at this while some other Boards looked at ways which were not family friendly.
- In terms of capital plans for necessary additions in 2012, staff will have a chance to understand the full impact and opportunity to spend all capital funding. A revised submission to the Ministry will have to be done to ensure having the right spaces in the right areas.
- The K-2 strategy will provide students with an opportunity for early identification, including language.

The Director emphasized that administration brought before the trustees a recommendation which is obviously a budget recommendation and the challenge was that the decision will have a huge impact on challenges which have to be implemented (needs Director’s clarification). He noted further that staff need clear direction regarding information which the trustees felt they did not have.

Trustee concerns and suggestions for further consideration were summarized as follows:

- Lack of wide community and other stakeholders consultation process.
- The possibility of losing students to the Catholic Board which continues to offer a SK French Immersion program.
- Lack of details in the two-page report – one trustee would like to see more comprehensive thinking on the pros and cons, alternative strategies, traditional options, and the merits of having split classes.

- One trustee would like to see a school by school analysis; more advocacy with provincial government and the local MPPs.
- Negative implications of the proposed change on the perceptions of the effected FI kindergarten students, particularly in terms of transferring funds from one area in support of other kindergarten students.
- A discussion on student achievement.
- Trustees in support of the recommended action felt that putting off a decision will only raise community expectations and that there is no conclusive data on the negative implications resulting from a one-year delay in starting French Immersion. It was also pointed out that the Board has already been struggling to find money to meet staffing and capital needs relative to the full-day kindergarten.

Moved by: L. Peddle
Seconded by: T. White

That the report re French Immersion Program be referred to staff and that a report which provides all required information be brought back.

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

FOR:	Trustees White, Orban, Mulholland, Peddle, Turkstra.	(5)
OPPOSED:	Trustees Brennan, Hicks, Simmons, Barlow, Johnstone, Bishop.	(6)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

To the amendment,

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

FOR:	Trustees Brennan, Hicks, Simmons, Barlow, Johnstone, Turkstra, Bishop.	(7)
OPPOSED:	Trustees White, Orban, Mulholland, Peddle.	(4)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

Trustee Hicks called the question for the motion as amended and it was

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

To the motion as amended,

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

FOR:	Trustees Brennan, Hicks, Simmons, Barlow, Johnstone, Turkstra, Bishop.	(7)

OPPOSED:	Trustees White, Orban, Mulholland, Peddle.	(4)
ABSTENTIONS:	None.	(0)

Student Trustee Janas was not in the Board Room during the vote. Student Trustee Shen voted in favour.

6. West Accommodation Review Committee (ARC) Terms of Reference - Timelines

K. Bain presented the report.

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

That the Terms of Reference for the West ARC be amended to: “the ARC will complete its work and submit its report to the Director of Education by Friday, February 3, 2012.”

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

- The recommended action will not affect the submission timeline for trustees.
- The report submission date for North ARC is January 12, 2012 and January 19, 2012 for South ARC.
- Stating that administration is well aware of the challenges of ARC submission date extension requests, the Director assured that Executive Council will do the work and staff reports will be before the trustees at the appropriate time. Any further requests by the ARCs will be brought to the Board for consideration and decision.

To the motion,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Emphasizing fairness and equity for all ARCs, it was

Moved by: L. Peddle
Seconded by: W. Hicks

That an extension of deadline for final reports, aligned with West ARC, be offered to the North and South ARCs, if requested.

Trustee Mulholland called the question and it was

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

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

FOR:	Trustees, Hicks, White, Orban, Mulholland, Simmons, Bishop, Peddle, Johnstone, Turkstra, Barlow.	(10)
OPPOSED:	Nil.	(0)
ABSTENTIONS:	Trustee Brennan.	(1)

Student Trustees Janas and Shen voted in favour.

7. Policy Working Sub-Committee

A. Environment Policy

J. Brennan gave a brief overview of the report then introduced Stew Thompson, Consultant, who assisted in reviewing this policy.

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

That the Environment Policy (as amended) be approved.

Apologizing for not highlighting the revisions, S. Thompson reviewed the changes.

Noting the Environment Policy annual report, the Chair of the Board felt this should be added to the Board's Work Plan.

To the motion,

CARRIED UNANIMOUSLY. (Trustees Hicks and White were not in the Board Room during the vote.) Student Trustees Janas and Shen voted in favour.

8. Public Questions for Clarification

M. Harrington asked what percentage of funding money may be redirected from regular programs to under funded programs.

As an example, D. Grant advised that the Board spends more than the Ministry funding for special education (\$2.4 million of the \$500 million total Board budget).

The Director stated that these children are all our students; therefore, other grant monies can pay for students with special needs, e.g., for full day kindergarten school boards are asked to implement the program in a certain way. He noted further that for other discretionary budget items, decisions are made by the trustees.

M. Harrington asked the Chair of the Board if private meetings will continue before making decisions in public.

T. Simmons clarified that these are not secret meetings and trustees do not conduct Board business during these sessions. He remarked further that these meetings help build good relationships among trustees and also provide them professional development in terms of learning more about the Board and its varied programming.

M. Harrington asked if the Board will continue to hold in-camera meetings.

Clarifying that the Board does not make decisions at closed meetings, T. Simmons affirmed that in-camera sessions, if necessary, will continue for making better business decisions.

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

That the committee move to in-camera session, this being done at 9:55 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

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Minutes of the Special Committee of the Whole

Monday, December 12, 2011

PRESENT:

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

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

REGRETS:

Administration: Pat Rocco

1. Call to Order

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:30 p.m., welcoming everyone.

2. Approval of Agenda

Moved by: W. Hicks
Seconded by: T. White

That the agenda be approved.

Revisions:

- Copy of PowerPoint presentation from Ancaster Parents: French Immersion (Item 5)
- Additional Appendix Information for Item 10 (Safe, Equitable and Inclusive Schools Report)
- Consent Agenda – Item 4A (Enrolment Summary – October 31, 2011) moved to Monitoring Items as Item 11A -- reference: Item 4 (Consent Agenda) – motion

To the motion as amended,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour

3. Declaration of Conflict of Interest

None declared.

4. CONSENT AGENDA

Moved by: J. Brennan
Seconded by: W. Hicks

That item 4A (Enrolment Summary – October 31, 2011) be moved to Monitoring Items to become Item 11A.

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

FOR:	Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland Simmons, Barlow, Bishop, Turkstra.	(10)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

DELEGATIONS

5. French Immersion Presentation - Ancaster Parents for French Immersion

Presenters: Ying Chan and Thomas Reinke.

Y. Chan presented the report.

Comments from trustees were noted as follows:

- In providing funding the Ministry does not differentiate between English and French Immersion students. The Ministry counts the number of students, puts them together in a class with a cap and allocates funds accordingly.
- HWDSB has 12 FI sites while the Catholic Board has 3 sites. The Catholic Board's French Immersion programming is not necessarily comparable with that of HWDSB i.e., not complete immersion in grade 1 at HWCDSB
- The concept of half-day kindergarten was explored for Guy Brown Elementary School but the Ministry did not approve of it -- even with high demand for ½ days, funding for the program and student was "all day".
- Presenters were proposing ½ day French and ½ day English instruction which is different from and ½ day program

Although acknowledging the funding challenges, the presenters felt the French Immersion program should not be singled out to address these.

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

That the delegation presentation from Ancaster Parents for French Immersion be received for information.

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

FOR:	Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland Simmons, Barlow, Bishop, Turkstra.	(10)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Student Trustees Janas and Shen voted in favour.

6. Dundas Parents

Presenters: Louise Adam and Richard Gelder.

The delegation voiced its key recommendation of having the French Immersion catchment include all of Dundas through Dundana Elementary School.

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

- There is no projection of an increase in the number of portables at Sir William Osler Elementary School to a proportion (10 portables) reflected in the delegation's report.
- HWDSB has no Policy in place in terms of keeping siblings together in one school – this may be endeavoured as a guiding principle but school administration cannot make that commitment.

Moved by: L. Peddle
Seconded by: T. White

That the delegation presentation from Dundas Parents re French Immersion be referred to staff for follow-up.

Noting that the delegation reports were received in advance, the Director advised that administration made an effort to respond to the issues and concerns raised, adding that staff can bring back more information in response to any other issues/concerns from the presentations tonight.

Several trustees would like staff to review closely the situation at Sir William Osler School in terms of accommodation and the delegation's proposal to explore the expansion of Dundana School to become a dual-track K-8 school.

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

FOR:	Trustees Brennan, Hicks, Johnstone, White, Orban, Mulholland Simmons, Barlow, Turkstra, Peddle.	(10)
OPPOSED:	Trustee Bishop.	(1)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

7. Canadian Parents for French – Hamilton-Wentworth

Presenters: Denise Massey and Roz Manaji.

The delegation explained that, by definition, French Language Rights mean more families are able to access French Language programs than before.

The presenters would like to see staff's expertise go hand in hand with community input in considering the current situation of HWDSB's French Immersion.

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

That the delegation presentation from Canadian Parents for French Immersion (Hamilton-Wentworth Chapter) be referred to staff for review and comment.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

MONITORING ITEMS:

8. French Immersion Review

The Director gave an overview of the report, highlighting the following:

- Staff's attempt to look at complex issues from multiple perspectives and were aware of challenging concerns from trustees, parents and the community
- Research done around SK or grade 1 start for French Immersion was inconclusive
- Administration's commitment to provide students with effective/quality programming and remain competitive with this
- The impact on Board policy and consultation process

Comments from trustees were noted as follows:

- Several action items (e.g., Bellmoore site as a new single track French Immersion school, boundary changes, half-day French/half-day English concept, implications for the Board policy, costs information) could have come up from the monitoring report – a motion should be put forth to this effect.
- Community/public consultation is key prior to Board decision.
- Transportation for French Immersion programs, including the concerns around bus transfers for students in rural areas, should be revisited.
- Staff should explore and consider viable alternative options for providing French Immersion.
- Hiring process and strategies for ECEs for French Immersion programs should be considered closely in collaboration with colleges in Ontario and staff may want to explore actively the recruiting of ECEs from outside the province.

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

- Toronto District School Board's French Immersion program guarantees the program at registration but not the school; there is a cap in its primary program.
- If HWDSB continues with the SK start, the 21 extra spaces left amount to \$3.5 million which is above and beyond Ministry funding (with the Ministry providing the school renovation costs).
- A key implication in terms of enrolment is the difficulty of creating another French Immersion school – HWDSB does not have a large number of schools to provide grade 1 programs and create a balance between French and English dual-track schools. It was noted further that French Immersion schools accommodate students from different boundaries.
- The Director offered the following further clarifications:
 - The consultation held last year communicated to trustees that the challenges before the Board should be considered through program and accommodation lens. At present, French Immersion has become a budget lens giving rise to issues and challenges around accommodation. In terms of program strategy for French Immersion, no consultation has taken place as everyone agreed that this is an effective program. As an accommodation issue, the implication of full-day kindergarten resulted in the budget becoming so challenging which was the main reason why this issue was brought before the trustees first prior to public consultation.
 - Why was French Immersion not included or discussed in the Ministry's full-day kindergarten initiative? The Ministry's funding formulas do not take into consideration local issues, e.g., discussion on single-track and dual-track French Immersion schools.
 - The Accommodation and Review Committee (ARC) process may be helpful if the Board decides to explore the proposal around the Bellmoore site.

At 8:30 p.m., it was

Moved by: L. Peddle
Seconded by: T. White

That the Open Committee of the Whole recess until after the regular Board meeting,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The open Committee of the Whole resumed at 9:41p.m.

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

- Recruitment of ECEs, including those with French background, is highly competitive and requires some strategic planning. HWDSB is constantly hiring to replenish its ECE pool.
- With regard to data collection on ECEs across the province, one trustee suggested that the Ontario Public School Boards' Association (OPSBA) may be a helpful resource.
- Collection of data relative to issues linked with French Immersion, e.g., bullying in dual-track schools, impact of EQAO scores – it has been difficult to gather data from research-based sources as people tend to share their opinions based on experience. EQAO data can be obtained through E-Best.
- It is Human Resources' priority to explore and have clear expectations in hiring French teachers. It was noted that HWDSB has constantly attracted the best French teachers through its recruitment efforts and strategies, noting there are French teachers on staff recruited from Quebec and New Brunswick. Teacher hiring takes into consideration the approved collective agreement.
- In his regular conversation on various matters, the Director advised that the Ministry's Deputy Minister is fully cognizant of HWDSB's local challenges with its programs.

At 10:30 p.m., it was

Moved by: T. Simmons

Seconded by: W. Hicks

That the meeting be extended until the completion of this item (French Immersion Review) and item 12 (Public Questions for Clarification).

Moved in amendment by: L. Peddle

Seconded by: T. White

That item 11A (Enrolment Summary – October 31, 2011) be added for consideration.

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

FOR:	Trustees White, Simmons, Bishop, Turkstra, Peddle.	(5)
OPPOSED:	Trustees Brennan, Hicks, Johnstone, Orban, Mulholland, Barlow.	(6)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

To the original motion,

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

FOR:	Trustees Hicks, Johnstone, White, Orban, Simmons, Barlow, Bishop, Turkstra, Peddle.	(9)
OPPOSED:	Trustees Brennan, Mulholland.	(2)

ABSTENTIONS:	None.	(0)
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Student Trustees Janas and Shen voted in favour.

E. Warling related that the Peel District School Board switched from SK to grade 1 start with its French Immersion program. This led to significant increase in the number of students taking French Immersion. PDSB's program is heavily promoted in schools, particularly in promoting parental understanding and feedback through information sessions and discussion with teachers. Their French Immersion program has also been beneficial to its immigrant student population.

Moved by: T. White
Seconded by: L. Peddle

That the French Immersion Review report be referred back to staff and that staff facilitate a consultation process including French Immersion Advisory Committee (FIAC) and our wider community which will provide feedback on:

- 1) **The starting point of French Immersion in HWDSB (Policy),**
- 2) **The initiation of a single track French Immersion school at the Bellmoore School Site, and**
- 3) **Potential boundary changes that would facilitate a strategic French Immersion accommodation plan.**

Staff bring back an action report at the January Board meeting that recommends to the Board actions to be taken on the above three matters.

Confirming that administration will be able to meet the motion's timeline for the report, the Director noted however that many of the elements for feedback are intertwined (Board policy, boundary change and the proposal around Bellmoore site). He indicated that Superintendent Joshua will be meeting with the French Immersion Advisory Committee next week and discussion there will give some direction on the type of future meetings to take place.

T. White accepted K. Turkstra's friendly amendment of adding "Budget Implications" as fourth matter for feedback.

To the following motion as amended,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

That the French Immersion Review report be referred back to staff and that staff facilitate a consultation process including French Immersion Advisory Committee (FIAC) and our wider community which will provide feedback on:

- 1) **The starting point of French Immersion in HWDSB (Policy),**
- 2) **The initiation of a single track French Immersion school at the Bellmoore School Site,**
- 3) **Potential boundary changes that would facilitate a strategic French Immersion accommodation plan, and**
- 4) ***Budget implications.***

Staff bring back an action report at the January Board meeting that recommends to the Board actions to be taken on the above three matters.

9. Year-End Financial Report – August 31, 2011

Not considered due to a lack of time.

10. 2010-2011 Safe, Equitable and Inclusive Schools Report

Not considered due to a lack of time.

11. Completed Property Sales

Not considered due to a lack of time.

12. Public Questions for Clarification

Richard Leitner asked what the planned new single track French Immersion elementary school at the current Bellmoore School site would be called.

The Director advised that it has not been decided at this time.

A member of the public asked about the cost implications of English Full-Day Kindergarten and English Senior Kindergarten.

The Director clarified that there will be two scenarios: only English Kindergarten and Senior Kindergarten with no courtesy transportation at all.

Moved by: J. Brennan

Seconded by: T. White

That the meeting be adjourned, this being done at 10:29 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

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Minutes of the Committee of the Whole

Monday, January 16, 2012

PRESENT:

Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustees** Jacqueline Janas (Westdale), Judy Shen (Westmount).

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

REGRETS:

Trustees: Lillian Orban (Ward 7).

1. Call to Order

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:15 p.m., welcoming everyone.

2. Approval of Agenda

L. Peddle joined the meeting at 6:16 pm.

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

That the agenda be approved.

Revisions:

- Move up the following Monitoring Items: Interim Financial Report – October 31, 2011, Enrolment Summary Report – October 31, 2011 and 2010-2011 Safe, Equitable and Inclusive Schools Report to become agenda items 9 to 11.

L. Peddle requested a verbal update on the Education Centre Project, noting there had been no formal update since October 13th and believing that the public should be aware of its progress to date from HWDSB, being the key player with this project.

The Chair advised that the ECP Planning Committee will be bringing an update by the end of the month.

One trustee added that the committee has been working well within the mandate for the project, reminding that the Ministry of Education gave strict instructions regarding the negotiation terms.

Moved by: L. Peddle
Seconded by: K. Turkstra

That a verbal update on the Education Centre Project be provided to demonstrate management oversight to trustees.

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

FOR:	Trustees White, Mulholland, Turkstra, Peddle.	(4)
OPPOSED:	Trustees Brennan, Johnstone, Hicks, Simmons, Barlow, Bishop.	(6)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen abstained from voting.

The original motion, as amended, was put to a vote.

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

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

Student Trustees Janas and Shen voted in favour.

3. Declaration of Conflict of Interest

None declared.

4. Approval of the Minutes

Moved by: K. Turkstra
Seconded by: L. Peddle

That the minutes of the December 5, 2011 Regular Committee of the Whole meeting be tabled.
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved by: K. Turkstra
Seconded by: L. Peddle

That the minutes of the December 12, 2011 Regular Committee of the Whole meeting be tabled.
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

ACTION ITEMS:

5. Special Education Advisory Committee Report

V. Corcoran noted the presence of Judy Colantino, Chair of SEAC, and then provided brief background information regarding the committee's in-depth discussion about the Learning for All: Program Strategy, including the student voice open house and presentations about this initiative.

Moved by: J. Bishop
Seconded by: J. Brennan

That the following report of the Special Education Advisory Committee be approved:

BUSINESS ARISING FROM THE MINUTES:**Learning for All: Program Strategy**

It was moved by J. McEwen-Hill, seconded by L. Barrie: That SEAC support the HWDSB's Program Strategy in principle and recommend that the Board:

- continue to provide the full range of services currently offered for students with special needs;
- continue the expansion of literacy interventions;
- provide consistency of programming across the District;
- develop a means of evaluating alternative results;
- expand community partnerships; and
- continue to develop appropriate transitions and pathways.

CARRIED.

CORRESPONDENCE:**Lynwood Charlton Centre**

It was moved by D. Foster, seconded A. Mackey: That Lynn Vanderbrug be appointed the new representative of the Lynwood Charlton Centre on SEAC during the 2010-2014 membership term.

CARRIED.

One trustee commended the considerable work and collaboration of SEAC in looking at the Board's program strategy which included small group discussions and presentations from some schools (Parkview, Orchard Park, Waterdown Secondary Schools) about their successful programs for students with learning disabilities, noting all these efforts resulted to the recommendations before the trustees tonight.

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

- Stating the assumption to be that these SEAC recommendations are brought to trustees' attention and the Board should receive these at this time, the Director advised that these recommendations are already within the scope of Executive Council's work.
- In terms of evaluating alternative results, staff are looking at this area from both regional and provincial levels.

To the motion,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The Chair thanked J. Colantino for her time and efforts.

6. Policy Working Sub-Committee**First Nation, Metis and Inuit Education Policy**

J. Bishop provided an overview then requested S. Stephanian to review the policy document. S. Stephanian noted the presence of Gail Belisario (Principal of Equity) and Jenny Kay Dupuis (Aboriginal Community Liaison).

Moved by: J. Bishop
Seconded by: W. Hicks

That the First Nations, Metis and Inuit Education Policy (as amended) be approved.

Similar to other Board policies, several trustees preferred aligning this policy to the current strategic directions (of Achievement matters, Engagement matters and Equity matters) rather than reflecting these as generic per one trustee's suggestion. It was agreed further to flag this issue to the Policy Working Sub-Committee for further discussion on whether a change is necessary.

To the motion,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

7. Delegations – Special Meetings of Committee of the Whole

K. Bain reviewed the report, explaining the proposed delegation hearing dates and then referred to Appendix A relative to the requirements for the Accommodation Review Delegations.

Moved by: T. Simmons

Seconded by: J. Bishop

That the Board approve the revised delegation rules for special hearings related to the accommodation reviews.

The following Trustee comments/suggestions for further consideration were noted:

- An opportunity for an early meeting start (earlier than 6:00 p.m.) may be explored.
- The title of the document (Special Hearings of Committee of the Whole) should be revisited as it does not refer specifically to accommodation review.
- Phone number information for the contact person (Heather Miller) should be reflected in addition to e-mail, as an alternate way of contact.
- Receiving the delegation or referring specific items to staff for follow-up after a presentation may take valuable time from the delegation presentations. The hearing process should only provide an opportunity for trustees to ask questions for clarification then a further meeting may be scheduled to allow for debriefing.
- Referral of specific items to staff facilitates advance notice and avoids delay in providing trustees the required information.
- The 10-minute length of a presentation may be reduced to 5 minutes to allow for multiple delegation presentations.
- The public should be provided with clear start and end times for the delegation presentations, including the number of delegations scheduled to present for the evening.
- People or groups unable to attend should be invited to make written submissions with appropriate timeline.

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

- Under Ministry guidelines for accommodation reviews, the Board must hold meetings to gather input from the public on the options currently before trustees.
- A Board motion will be helpful for staff to bring back further information about a specific issue or concern from the delegation presentations.
- If the Board provides a choice (either 5 or 10 minutes presentation time) to delegations, then the time parameters provided earlier, applicable to 10-minute presentation length, will need to be revised.
- There is communication about delegation process on the website through the “Regulations for Delegation Presentations to Committee” document; however, this does not apply to the special hearings relative to the accommodation reviews.

Moved in amendment by: J. Bishop

Seconded by: T. Simmons

That the following clauses of the last paragraph under “Process for delegations at the committee hearing” (Appendix A, page 7-2) be deleted:

- (a) Receive the delegation, or
- (b) Refer specific items to staff for follow-up

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

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

Student Trustees Janas and Shen were opposed to the motion.

Moved in amendment by: J. Bishop
Seconded by: J. Brennan

That clause (b) "Refer specific items to staff for follow-up" of the last paragraph under "Process for delegations at the committee hearing" (Appendix A, page 7-2) be deleted.

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

FOR:	Trustees Brennan, Hicks, Simmons, Barlow, Bishop.	(5)
OPPOSED:	Trustees Johnstone, White, Mulholland, Turkstra, Peddle.	(5)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

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

That the delegations be given a choice of either 5 or 10 minutes presentation time.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Moved in amendment by: T. White
Seconded by: L. Peddle

That delegations unable to attend be encouraged to make their submissions three business days prior to the hearing.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

Trustees agreed that the timelines for the Board's final debate on the ARC's and staff's reports should be left open until all delegation presentations and submissions are considered by the trustees.

To the original motion, as amended,

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

8. Accommodation Review Reports for Dalewood, Prince Philip, G.R. Allan Schools

A. Accommodation Review Committee (ARC) Report

The Director discussed briefly the process for the presentation and then introduced the ARC presenters (parents Anita McGowan and Michael Reid) and called on Superintendent K. Croxall (Chair of the Dalewood ARC), who provided an overview of the report. Dan Del Bianco, ARC Co-ordinator, was also in attendance to assist in responding to questions.

A. McGowan and M. Reid provided a PowerPoint presentation of the key areas of the ARC report.

B. Staff Report

Using PowerPoint, Superintendent K. Bain presented the highlights of the report.

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

- The PowerPoint presentations on the ARC Dalewood and Staff reports will be posted on the website.
- The proposed transportation accommodation in the staff report will not change the overall Ministry budget for transportation.
- In terms of enrolment for this cluster of schools, the projections in both reports were done prior to October 31, 2011 and in spite of possible projection fluctuations, staff assume that the long-term trends will remain consistent. Some key factors may influence enrolment in this area which include the introduction of new French Immersion centres at Waterdown and Dundas communities, and the implementation of full day kindergarten program.
- The proposed closure date (June 2013) for Prince Philip School was pushed back by one year (original date was June 2012) due to the large scope of the capital improvements for the two remaining schools which require a year to meet the needs.
- The Facility Index information error for Dalewood was discovered in January 2011 and traced back to the Ministry's data bank. The Director further clarified that trustees were advised of the discrepancy at the time with staff getting together and concluding that there were more reasons to proceed and engage with the ARC process.
- The estimated Renewal Cost figures on page 8A-16 of the ARC report was generated by Board staff for the committee; these numbers were based on Ministry data.
- In terms of "out of catchment" allowance, Dalewood enrolment last winter of 2010 would be close to "out of catchment" situation. On an annual basis, each school is reviewed and the number of portables are increased as required.
- The data reflected on page 8A-22 (Table re Dalewood ARC Boundary Options – Classroom Requirement) were not confirmed in terms of implications for classroom allocation due to timeline constriction and attendance.
- The proposed elevator and construction of a gymnasium for G. R. Allan School will take some classroom space.
- Prince Philip is a smaller school among the three schools considered; to make changes to accommodate G. R. Allan students will be more expensive than making changes to G. R. Allan (i.e., accommodation cost is less). HWDSB will be able to provide a good learning environment to G. R. Allan and the transportation cost will make up the difference.
- There is an existing recreation centre at the Dalewood site as referenced in the ARC report in terms of partnership. For staff report, HWDSB has not received any partnership proposals to date.

It was moved by: J. Brennan
Seconded by: J. Bishop

That the Board receive the Accommodation Review Committee's Report for Dalewood, Prince Philip and G. R. Allan Schools and defer a final decision until April 2012.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

It was moved by: T. Simmons
Seconded by: T. White

That the Board receive Staff's Accommodation Review Report for Dalewood, Prince Philip and G. R. Allan Schools and defer a final decision until April 2012.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

The members agreed to only consider the Enrolment Summary Report – October 31, 2011 under Monitoring Items, adjourn then convene the Special Board meeting.

MONITORING ITEMS

Enrolment Summary Report – October 31, 2011

D. Grant presented the salient details of the report.

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

- Reference: Coloured chart on page 11-2 of the Interim Financial Report – October 31, 2011 – secondary staffing is down by 4.3 Full-Time Equivalent (FTE) while elementary staffing increased by 19.5 FTE; these numbers correlate to actual enrolment.
- The Director advised that Executive Council has put in place some safeguards to ensure no double counting for secondary schools. He recalled that in the past schools assumed that those students who left would be coming back to them. As pathway strategies are pursued, this assumption can no longer continue.
- Due to the Student Success initiative, Hill Park School saw students succeeding with some indicating to return to their home school but later on decided not to and pursue college instead. Colleges are attracting high school students earlier than usual and cohorts are quite consistent. The “fluidity” of students across the system needs to be monitored closely.
- In terms of teacher staffing, there are no job losses with permanent staff. Some probationary teachers may be assigned to long-term occasional positions. There is no provision for declaring redundancy for the second semester.
- Relative to temporary staff, the Direction noted that different rules apply on staff requests to cover for permanent teachers, adding that the common practice is to ensure that there are spots to staff that HWDSB owes staff to.
- For Barton School, enrolment has been down to about 50 students; many students did not return due to college while some went to Community and Continuing Education (CCE) program.
- There is awareness across the system that HWDSB's numbers in terms of students leaving have dropped for the last five years; however, there are losses in some schools and growth in others. The Supervised Alternative Learning (SAL) students also count in terms of enrolment. The Superintendents of Student Achievement met with secondary school administrators to understand what took place to address the errors, e.g., double counts. It was further noted that the numbers in the report do not impact the accommodation review committees.
- With regards to grade 11 students, there was a slight increase in graduation rates in 2010. It is typical in any school year that in September and October grade 11 students withdraw – there was a greater number of withdrawals in September 2011 and fewer in October 2011.

- More students take part-time employment and this affects the numbers in terms of FTE. Sometimes this direction is in the students' best interest so they need to be supported, resulting in considerable work and collaboration with principals in this area.

In response to one trustee's request, the Director agreed to provide accurate Secondary enrolment, head count and FTE information to South ARC.

The following items were not considered due to a lack of time.

- Interim Financial Report – October 31, 2011
- Elementary and Secondary School Year Calendars 2012-2013
- HWDSB Director's Report to the Community
- 2010-2011 Safe, Equitable & Inclusive Schools Report
- Public Questions for Clarification

It was moved by: T. Simmons
Seconded by: W. Hicks

That the meeting be adjourned, this being done at 9:49 p.m.

CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.

rr

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
January 17, 2012

Moved by _____, seconded by _____: That the following Report of the Special Education Advisory Committee dated January 17, 2012 be approved:

PRESENTATION – BEST BUDDIES PROGRAM

It was moved by S. Starr, seconded by J. McEwen-Hill: SEAC recommends that the Board support the Best Buddies Program as it expands into the elementary system and continue to support the expansion of this program into all secondary schools as part of the Secondary School Program Strategy.
CARRIED.

**REPORT OF THE PARENT INVOLVEMENT COMMITTEE (PIC)
February 6, 2012**

Moved by _____, seconded by _____: That Hamilton-Wentworth District School Board adopt the Hamilton Parent Charter in all classrooms, schools and offices.

Hamilton Parent Charter

Background

Hamilton Best Start, through the work of the Parent & Family Engagement Committee, is leading a ground-breaking initiative to develop Hamilton's first-ever Parent Charter that aims to:

- Set a gold standard of how parents can expect to be treated in their dealings with service providers, or any organization that they come into contact with;
- Provide a consistent message about the value of their parenting role.

There are three key reasons why Hamilton is primed for a Parent Charter and why it matters:

1. The Hamilton Parent Charter sets out shared principles and beliefs for service providers around making parents feel valued, respected, and supported in their roles at each stage of their children's lives.
2. It provides a strong foundation for the future of families, service providers, and organizations that serve and/or employ parents in Hamilton.
3. This Parent Charter is truly made-in-Hamilton. It reflects the voice of the community and was developed through extensive public consultation and feedback.

In short, the Parent Charter directly supports Hamilton's vision to be the best place to raise a child. *In fact, Hamilton is leading the way as the first Canadian community to introduce a Parent Charter.*

Moved by B. Reid, seconded by S. Binns that a recommendation be made to the Board of Trustees to adopt the Hamilton Parent Charter district-wide. CARRIED.

HAMILTON PARENT CHARTER OF RIGHTS

From the point of becoming a parent you should be involved in every step of your child's life. Parenting is a lifelong commitment. You should be offered support to help you as you raise your children.

The Right to Respect

You will be:

- treated fairly and equally
- treated with dignity
- treated without judgment or discrimination

The Right to Information

You will:

- receive timely information
- receive accurate information that will help you make informed decisions

The Right to Be Heard

You will:

- be listened to
- be understood
- get a response to your concerns

The Right to Assistance

You will have timely access to

- assistance
- services
- supports

The Right to be Involved

You have the right to:

- have an active role in all areas of your children's lives
- participate in opportunities to make change

The Right to Safety and Security

You can expect:

- privacy and confidentiality
- safe physical environments

The Right to Appeal

You have the right to:

- know the process for review
- ask for change to any decision you have concerns about

These rights shall apply to all parents without discrimination according to race, colour, gender, sexual orientation, ability/disability, ethnic origin, region, economic status, religion, source of income or any other distinction. This Parent Charter does not replace the law.

"Parent" refers to mothers, fathers, legal guardians, and other adults responsible for the care of a child.

**Hamilton
Best Start** ★

CHARTRE DES DROITS DES PARENTS DE HAMILTON

Dès que vous êtes sur le point de devenir parent, vous devez participer à chaque étape de la vie de votre enfant. Être parent, c'est un engagement à vie. Vous devriez avoir du soutien pour vous aider pendant que vous élevez vos enfants

Le droit au respect

Vous serez traités:

- de façon équitable et sur un pied d'égalité
- avec dignité
- sans jugement ni discrimination

Le droit à l'information

Vous recevrez:

- des renseignements en temps opportun
- des renseignements précis qui vous aideront à prendre des décisions éclairées

Le droit d'être entendu

Vous:

- serez écoutés
- serez compris
- obtiendrez une réponse à vos préoccupations

Le droit à de l'aide

Vous aurez accès en temps opportun à:

- de l'aide
- des services
- du soutien

Le droit de participer

Vous avez le droit de:

- jouer un rôle actif dans tous les domaines de la vie de vos enfants
- participer à des occasions d'apporter des changements

Le droit à la sécurité

Vous pouvez vous attendre à:

- la protection et la confidentialité de vos renseignements privés
- des milieux physiques sécuritaires

Le droit d'interjeter appel

Vous avez le droit de:

- connaître le processus de révision
- demander de changer une décision qui vous inquiète

Ces droits s'appliqueront à tous les parents sans discrimination aucune fondée sur la race, la couleur, le sexe, l'orientation sexuelle, la capacité/l'incapacité, l'origine ethnique, la région, le statut économique, la religion, la source de revenu ou toute autre distinction. La présente Charte des droits des parents ne transcende pas la législation.

Par « parent », on entend les mères, les pères, les tuteurs et tuteurs légaux et les autres adultes responsables de prendre soin d'un enfant.

Hamilton
Meilleur départ



FINANCE ADVISORY SUB-COMMITTEE TO COMMITTEE OF THE WHOLE

DATE: Monday, February 06, 2012
TO: Committee of the Whole
FROM: Jessica Brennan, Chair of Finance Advisory Sub-Committee
RE: Finance Advisory Sub-Committee Terms of Reference

Action X Monitoring

Recommended Action:

That the revised Terms of Reference for Finance Advisory Sub-Committee as per Appendix A dated January 16, 2012 be approved.

Rationale/Benefits:

Revised Terms of Reference clarify that meetings of the Finance Advisory Sub-Committee will only be closed to the public in accordance with section 207(2) of Education Act.

Background:

The Finance Advisory Sub-Committee reviewed its Terms of Reference regarding closed and open sessions on December 14, 2011. It was clarified that the meetings of the subcommittee should only be closed if the agenda item met the criteria in section 207(2) of the Education Act. This amendment was approved by the subcommittee for consideration by the Committee of the Whole.

**FINANCE ADVISORY SUB-COMMITTEE
TERMS OF REFERENCE**

Mandate:

The purpose of FASC is to provide advice and to make recommendations to the Board on matters related to financial management, school operations and facilities management in order to:

- support operational effectiveness,
- assess/monitor how policies and related procedures are generated and maintained and

In particular, the FASC will provide advice to administration regarding the following processes of the Board:

1. Financial Management (including Capital Plan Funding Strategies):
 - o Budget Planning and Development:
 - with administration, conduct workshops for all trustees on the development of the annual budget.
 - provide advice on budgetary matters and on non-budgeted expenses that occur and report to the Committee of the Whole.
 - participate in the development and implementation of a communications and consultation plan to provide budget information to the community and to receive from staff comments from parents, students, staff and other stakeholders on budget issues.
 - monitor provincial budget issues and consider the impact of provincial issues on the Hamilton-Wentworth District School Board.
 - consider the impact of other budgetary pressures that may be unique to the Hamilton-Wentworth District School Board and make recommendations to the Committee of the Whole on the budget assumptions/parameters to guide the development of the budget each fiscal year.
 - o Treasury Management
 - o Non-grant Revenue Management
 - o Procurement
2. School Operations and Facilities Management
 - o Custodial and Maintenance operations
 - o Energy Management
 - o Health, Safety and Security
 - o Capital plans, Policies and Procedures
 - o Construction Management

Membership:

- The Finance Advisory Sub-Committee will be made up of three to five trustees.

Meetings:

- Meetings are held regularly during the months of September to June. Other meetings may be called anytime; at the discretion of the Chair.
- **Part of the meetings may** be closed to the public in accordance with the Education Act subsection 207(2), as there may be sensitive matters discussed of a financial or personal nature.

Revised January 2012



EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: February 6, 2012

TO: Special Committee of the Whole

FROM: Don Grant, Superintendent of Business and Treasurer
Aaron Lofts, Manager, Capital and Grants

RE: **Mar 2012 OFA Debt Offering: Good Places to Learn, Growth Schools Funding and Primary Class Size**

Action X

Monitoring **Recommended Action:**

That the board authorizes HWDSB to participate in a loan offering from the Ontario Financing Authority (“OFA”) to the maximum amount available as of August 31, 2011.

Rationale/Benefits:

On November 22, 2011, the Ministry announced it would issue a debenture estimated to settle on or about March 9, 2012. The debenture will have a 25-year term, and will be for the value of approved capital projects as at August 31, 2011. This debenture issue is similar to the ones issued in past years for approved capital projects. The value of these projects, and consequently HWDSB’s share of the debenture, is estimated at \$18,990,316; comprised of the following:

Ministry Capital Initiative:		Estimated Debenture proceeds
Good Places to Learn	Various Schools	9,478,385
Growth Schools Funding	Guy Brown Elementary School	8,511,931
Primary Class Size	Guy Brown Elementary School	1,000,000
TOTAL		\$18,990,316

The legal firm Borden Ladner Gervais (“BLG”) will be engaged in order to ensure that the interests of the HWDSB have been protected. Accordingly, this by-law will be reviewed by legal counsel.

Background:

The Ministry announced a number of initiatives to assist school boards in addressing capital needs in the areas of Provincially identified urgent and high repair needs in schools, (Good Places to Learn); construction costs as a result of implementing the Primary Class Size initiative; and assisting in the construction costs for new schools as a result of significant new residential development (Growth Schools Funding). These HWDSB Board-approved and Ministry funded initiatives encompass a number of years and will be permanently financed by a series of debentures issued by the Province. The Ministry will provide capital grant payments each year to school boards to offset the annual principal and interest costs of the debentures. The board has approved and participated in similar offerings through the OFA beginning in November 2006 and most recently in November 2011.

Name of Report: 2010-2011 Safe, Equitable & Inclusive Schools Report

To: John Malloy, Director of Education

From: Executive Council
Lead Superintendent (Safe Schools) Pam Reinholdt

Date: December 12, 2011

Organizational Alignment

- **Strategic Direction: Equity Matters.** HWDSB will provide safe, inclusive and respectful learning environments for all staff and students.
 - **Annual Operating Plan:** Create equitable school environments. Develop and implement inclusive practices within schools.
 - **Director's Performance Appraisal:** Provide safe, equitable and inclusive learning environments for each student.
-

Overview/Context

(includes a brief comment on where we were at in the previous year's report in terms of "Next Steps" if possible and attach previous year's Action Plan with Monitoring and Review Completed)

As with all HWDSB reports, the Safe and Equitable Schools Report has been built upon the fundamental beliefs of:

- ✓ we will serve each student (Achievement Matters);
- ✓ we will provide an engaging program to meet each student's interests and to improve student achievement (Engagement Matters); and
- ✓ we will provide access to programming that meets each student's needs (Equity Matters).

The goal of a safe, equitable and inclusive school (SE&IS) strategy is to encourage school practices that promote a caring and safe school culture—a culture that models and reinforces socially responsible and respectful behaviours, so that learning and teaching can take place in a safe and caring environment. (Mather, 2001). HWDSB schools need to create and maintain environments that foster a sense of belonging, enhance the joy of learning, and honour diversity. A safe, caring and equitable school is a place where all partners—students, staff, parents, and community members—treat others fairly, with respect and kindness, and act in a socially responsible way towards all members of the school community, including students with special education needs. It is an inclusive community where diversity is affirmed within a framework of common values, and where all members participate in decision making and cooperate to promote the well-being of all. (Caring and Safe Schools in Ontario, MOE, 2010)

The focus for the SE&IS work is based on several Ministry of Education documents and resources including:

- The Ontario Education Act (Part X111: Behaviour, Discipline, and Safety),
- Keeping Our Kids Safe at School (Responding and Reporting to Incidents),

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- Safe Schools: Creating a Positive School Climate,
- Caring and Safe Schools in Ontario (Supporting Students with Special Education Needs Through Progressive Discipline K-12),
- Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy.

The co-ordinated efforts of Safe Schools, Equity, Special Education, HWDSB Mental Health Strategy, and Program have all impacted the work in the area of Safe, Equitable, and Inclusive Schools.

The 2010-2011 school year focus continued to be on prevention and intervention, with a particular emphasis on research-based effective programs and strategies such as Peer Mediation and Roots of Empathy. Restorative Justice practices shifted from awareness training across the system, to in-school support for implementing the strategies into the curriculum and everyday practice. As part of our partnership, we participated in leading the two-day training sessions as requested by the five partners. In-depth training was provided for several staff groupings.

On-going training is essential in addressing SE&I schools. Several items in the 2010-2011 work plan addressed this area. We continued with the implementation of progressive discipline strategies and collaboratively working with Student Services to address the needs of exceptional pupils. This requires continuous work to better understand mitigating circumstances and the attributes of each exceptionality, as well as Mental Health issues.

Bullying Prevention and Intervention remained a focus area:

- Focus groups were conducted which included students who were bullied, as well as some who self-identified as bullies, and some who were bystanders.
- Three workshops were provided for school staff on dealing with cyber-bullying and the different strategies for dealing with gender-based bullying.
- Training for Bill 157 continued throughout the past year. This information provides us with valuable insight as we create our work plan for 2011-2012.

The SE&IS survey was rewritten and was implemented in the new format this past spring.

Work continued on policy updates, as well as two new brochures for parents. The Police/School Board Protocol was also updated and awareness training has been provided.

What We Did

(Highlights of actions taken based upon previous year's plan)

Schools are required by legislation to complete the SE&IS survey every two years. One-half of our schools conducted the survey in 2010-2011. (formerly 2 surveys: Safe Schools Survey and Equity Survey). This survey has a grade 4 to 8 version, and a grade 9 to 12 version. The secondary survey questions require active parental consent, which may have resulted in the fewer number of responses from secondary students. We learned from this that a longer time for completion of the survey is required to allow schools time to follow-up on the consent forms not being returned.

In 2010-2011 the SE&IS survey was completed by a total of 9532 students in HWDSB. The purpose of the SE&IS survey is to inform the Board of the diversity of our student population and ensure that the Board continues to support learning in safe, equitable and inclusive environments.

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The SE&IS survey provides us with student voice—the collective perspective of students within HWDSB. The survey affords students with an opportunity to influence their experiences at school and provides a means for us, as a system, to engage students and respond to what they are saying. The survey asked questions about student equity (e.g., culture, faith), students' sense of belonging at school, students' experiences with bullying/harassment, and students' plans following graduation (secondary students only). The data collected from this anonymous survey is used to make decisions about instructional practice, programs, and services that are available to students.

This past year, we worked with E-BEST and safe schools teams to utilize evidence-based practices in helping schools use the data collected via the SE&IS survey. SE&IS workshops brought school teams together to collaboratively work with their data and develop an action plan for the year. The workshops focused on 1) reviewing school and Board level data from the survey, 2) learning about evidence-based practices, 3) the selection of practices to be incorporated into each school's improvement plan, and 4) sharing student focus group data with schools to provide them with strategies which students indicated will reduce the incidence of bullying at school. At the first SE&IS workshop, time was provided to each safe school team (parents, students, staff and administrators) to work with the data to select strategies for their school. Members of the SE&IS team and E-BEST were on hand to provide assistance when needed and to help school teams determine how they could implement at their schools. Several months later, a second workshop brought school teams back together to review progress made with regards to the strategies they implemented. School teams were given the opportunity to network with other teams who had used the same strategies. The feedback received about the SE&IS workshops was positive, with participants appreciating the support and dedicated time to review the data and make plans for the coming year.

Last year we learned through feedback that schools were anxious to implement Restorative Justice (RJ) practices and language; however, they needed more support in the “how to” of this strategy. With less time needed for system training, the special assignment teacher was able to work in a few schools directly this past year to assist administrators and teachers with implementation. Schools concentrated on concrete applications of Restorative Justice practices, including connections to curriculum, student leadership, relationships, and communication.

Although much work has been done collaboratively between Special Education/Student Services and SE&IS, understanding mitigating circumstances balanced with appropriate consequences continues to be an area of continued focus. The Making a Difference document (as noted in the *Mental Health Strategy Report: June 2011* and available at www.cymhin.ca) includes materials to support educators with regard to various mental health issues, and has been very useful for teachers and administrators. The document continues to be revised and shared as new information becomes available. This document is supported through the Student Support Leadership Initiative (SSLI), a Ministry of Education (EDU) and Ministry of Children and Youth Services (MCYS) collaborative of community members including HWCDSB, with Contact Hamilton as the 'lead' agency and HWDSB managing the funding. The Mental Health Strategy Steering Committee and the Board's Health and Safety Officer have worked together to support schools through the provision of strategies and processes for responding to behaviour. A committee addressing student behaviour has developed and begun to implement online training/information modules to support staff and administrators to better understand behaviours.

As of October, 2011, there are active Positive Space Groups in 14 of our secondary schools: Westdale, Westmount, Hill Park, Ancaster, Orchard Park, Saltfleet, Sherwood, Sir Winston Churchill, Delta, Sir John A. MacDonald, Highland, Glendale, Parkside, Waterdown. Given that there were 3 Positive Space Groups in June 2009, this number represents more than a fourfold increase in the number of Positive Space Groups across the district within a span of two years. Schools that do not have an active group are being supported in their development and

implementation. Membership in Positive Space Groups ranges from 4 students in one school, to over 40 in another. Members may be LGBTQ youth or their allies. Most groups meet at least once a week, usually during the lunch period. Activities include discussions, movies, raising awareness of homophobia and LGBTQ issues, or students just coming together in a safe and comfortable setting. Positive Space teachers/leads participated in a 3-day diversity and equity leadership institute in support of their work and they continue to meet as a network during the school year.

For the last 2 years, the Positive Space Teacher/Leads at Sir Winston Churchill, with support from their administrator, have organized and hosted a Day of Difference event that is open to all Positive Space Group members as well as other interested students across the system.

To support the activities of Positive Space Groups, a Draft Positive Space Group Guide has been developed. The Equity Department has also provided each group with funds in the amount of \$200 for the 2010-11 school year. As well, consultants have visited a number of the groups to provide support.

A number of policies and documents have undergone review this past year. The five local School Boards and Hamilton Police Service worked together to write the new Police/School Board Protocol (Based on the Provincial Model for Police/School Board Protocols - 2011). The Protocol was in-serviced at the awareness level in September of 2011. Superintendents with school supervision responsibilities will work with schools to address issues as they arise. Three policies (Bullying Prevention and Intervention, Promoting Positive Student Behaviour and Progressive Discipline, and Code of Conduct) continue to be revised. An information pamphlet is being printed to inform parents of the updated Arrival Check Policy and the Appropriate Dress information. Using funding from a Ministry grant, the Bullying information pamphlet for parents and students was translated into Arabic, Cambodian, Chinese, Karen, Serbo-Croatian, Somali, Urdu, and Vietnamese.

What We Learned

(Include data that measures progress and include previous year's data as a comparison if possible)

We continue to support schools in a number of areas related to safe schools.

We have learned that schools need time to review, analyze, and use data from the surveys. The knowledge mobilization model used in 2010-2011 will be used again for those schools that complete the SE&IS survey in 2011-2012. The model also supports parent and student engagement in the SE&IS work.

The SE&IS survey not only provides information for each school, but also provides information to us as a system. With regards to a sense of belonging, the majority of respondents (64%) indicated their school was a friendly and welcoming place, though 10% reported rarely or never feeling this way about their school. Overall, 55% of students reported that they enjoy being at school and 72% feel accepted by adults in their school. Verbal bullying is the most common form of bullying reported by students and over 1000 students are the victims of bullying at least once a week. Bullying was reported to take place most frequently on the playground, in hallways, during recess and in the lunchroom/cafeteria. 81% of students did agree that it is their responsibility to help when they see bullying at their school.

We have learned through our focus group research, that students in grades 5-12 have very important things to tell us about what will work to reduce bullying in our schools. Their ideas map onto those elements which research tells us are the most important to consider when planning prevention and intervention. Strategies that students tell us will work include visibility of adults, consequences for repeat incidents of bullying, providing opportunities for students to build relationships with their peers, and offering information sessions that reflect delivery models

that they believe will be most effective. This information helps us, as a system, to support schools in areas related to addressing bullying issues, developing welcoming and caring environments for students, and providing strategies for by-standers to anonymously report bullying.

We have learned that although participants indicate through feedback surveys that they enjoy and are excited by the RJ and practices awareness training, more work is required to actually implement the practices as they relate to progressive discipline. Support is also needed to demonstrate how RJ can address implementation of student engagement, equity, character attributes, and classroom management.

Formal RJ Circles held at schools in cases where potential expulsions existed, conducted by Gateway staff, resulted in 9 students being either diverted to long-term suspensions, or receiving a shortened suspension. Students participating in RJ circles realize the impact of their behaviours on others; there has been very limited recidivism of the behaviours for these students and they continue to be engaged in the school setting. 'Circles' are also used daily at the Gateway program, and 3 formal circles at the program were used to repair harm to the community. Our school community officers and John Howard staff are also actively involved in formal circles.

We have learned that the practice of RJ has had a positive impact for students and has been used successfully as part of the progressive discipline implementation.

Schools have been working to provide alternatives to suspensions and expulsions. New resources were provided to consider alternatives for exceptional students and to better understand the exceptionalities. As well, Safe Schools, Equity, and Student Services worked together to provide pro-active alternatives for staff who work with exceptional pupils. This has resulted in a further reduction in the number of exceptional students being suspended or expelled.

We learned that schools needed follow-up to provide clarity after the large in-service related to Bill 157 and the Secure Schools Policy directive. Schools are conscientious about implementing Bill 157. A review with all employees who work directly with students of the duties to respond and report to bullying is required annually beginning in the 2010-2011 year. A DVD is available for administrators to use with staff.

We have also learned that working with community partners assists in creating safe, orderly, caring schools and healthy communities. As a member of the following committees, we are able to enhance the initiatives within the safe schools portfolio:

- City of Hamilton Strategic Road Planning Committee- focus is on road safety for drivers and pedestrians.
- Police/School Board Liaison Committee – HPS and all area school boards; focus is on issues related to schools on communities, developing strategies, and working collaboratively on joint initiatives from our respective Ministries.
- Safe, Equitable and Inclusive Schools – focus is on incorporating equity initiatives into safe schools work.
- Canadian Safe Schools Network – focus is on providing provincial forum for sharing best practice, providing conferences and training; HWDSB assists in providing support, workshops at a provincial level.
- Student Support Leadership Initiative(SSLI) – approx. 20 partners; focus is on providing a community strategy to address Mental Health issues; funded and mandated by the Ministry of Education and Ministry of Child and Youth Services; Contact Hamilton manages the project; HWDSB manages the funding.

- Hamilton Coalition for Bullying Prevention and Intervention –more than 20 community partners; focus is working collaboratively toward a “bully-free Hamilton”
- Threat Assessment Development Committee – sub-committee of the Student Support Leadership Initiative; education and health partners
- Hamilton Children’s Network: comprised of 35+ community, health, and education providers to consider how we can collaboratively sustain the SSLI work when the funding expires next year.

Progress on “Next Steps” that were outlined in 2009-2010 Safe Schools Report to Guide the Work for this past school year 2010 – 2011

The data from the 2009–10 SE&IS Report indicated that there was need to continue training on several safe schools topics. Training focused on continuing work related to Bill 157 (Bullying Prevention and Intervention), and Restorative Justice. Some support for integrating the language and approach of RJ in the curriculum and in classroom management strategies was also provided.

We also continued with in-service and resources, provided collaboratively with other departments related to exceptionalities and mitigating circumstances to address the higher percentage of exceptional students receiving suspensions and expulsions. Peer Mediation and Positive Space Groups continued to be implemented in schools.

Work Plan	Actions	Timelines	Progress 2010-2011
<p>Policy Review</p> <p>*Review all policies with a projected review date of Sept. 2010-June, 2011 *Review Appropriate Dress Policy *Review Arrival Check Policy</p>	<p>*Convene safe schools advisory committee *Develop timelines based on “projected review” date *Book dates for Policy Review Committee</p>	<p>Nov. 2010–June, 2011</p> <p>May/June 2011</p>	<p>*3 policy revisions in progress *Arrival Check and Appropriate Dress Info for parents being printed</p>
<p>Enhance Data Collection to Provide System Direction</p> <p>Develop and Implement School Climate Survey</p> <p>Conduct Focus Groups re: Student Voice re: what we, as a system, can do to address Bullying</p>	<p>*Collaborate with E-Best, Equity, Violence Prevention social Worker to develop new survey * consult with appropriate groups for input</p> <p>*randomly select secondary schools (victims and perpetrators of bullying) to participate; analyze</p>	<p>*complete by end of Jan. 2011 for implementation in Feb., 2011</p> <p>Nov. to March, 2011</p>	<p>*Safe and Equitable Survey developed and implemented in Spring, 2011</p> <p>*Focus groups conducted, findings summarized, plan to be developed in 2011-2012</p>

Work Plan	Actions	Timelines	Progress 2010-2011
	results; *develop plan to address issues identified		
Implement Ministry Directives *Review Police/Board Protocol *On-going support for Bill157 *Implement Bullying Awareness Week (3 rd week of November)	*Collaboratively with HPS, HWCDSB, French Boards *develop appropriate implementation strategies re: changes *develop communication strategy with Corporate Communications *An on-line Q&A and a DVD on the Ministry website will be used as a reference for annual review of Bill 157, as well as training new staff *develop improved tracking system for 'Delegation of Authority' *convene student/staff committee to plan recognition of the week, provide schools with ideas, strategies for celebrating the week, that can be used throughout the year *work collaboratively with the Bullying Prevention and Intervention Community Coalition to plan an evening for parents (Nov. 18, 2010)	* pending notification from MOE *Nov.2010 – Feb. 2011 Oct. 2010 June, 2010 – Nov. 2010	*Police/Board protocol written *Stage 1 in-service completed for Administrators, Managers, Social Workers, Executive Council, Executive Assistants, School Resource Officers *Training provided for secondary occasional teachers *models shared with schools Completed and sent to schools *Student /Staff committee organized, promoted, and assisted with suggestions and supports for schools; *students organized a bullying poster campaign; *Panel of Parents and Students who experienced RJ as a resolution to bullying (100+ parents attended)
On-going School Supports *Provide models for schools re RJ implementation (prevention) in	*Special assignment teacher to work with schools to assist teachers to share successful strategies in online conference area	Sept. 2010 to May, 2011 Jan. – June 2011	*On-line conference for RJ leads established; *Six schools worked with special assignment teacher to

Work Plan	Actions	Timelines	Progress 2010-2011
classrooms and as an alternative for progressive discipline			implement RJ language and approaches
*continue RJ training as requested	*training for mentoring EA's, Student Success system team, Student Success school leads, Character Networks staff, and some elementary EAs.	Oct.-2010-April 2011	*Training completed and being applied
*Continue expansion of peer mediation *Continue support (financial) for Roots of Empathy	6 schools requested training	*on-going throughout 2010-2011	*6 new schools implemented peer mediation

DATA COLLECTION

Data collection provides schools and the system with information that helps us to focus our work for the upcoming year. At the system level, we provide direction, resources, supports, and training that will assist schools and their communities to enhance our safe, caring, and orderly environments. The work also supports our school leaders and staff to help students build healthy relationships, positive interactions, decision-making skills, and coping strategies.

Suspension and expulsion rates continue to decrease. Alternatives to suspension, and in some cases expulsion, include progressive discipline measures, prevention and early intervention strategies, restorative practices, support services either within the Board or through community supports, and program modifications and accommodations.

Overall, we are seeing improvements in the total number of students suspended, the number of suspensions being given, and suspensions by gender, with the exception of a slight increase in female suspensions in secondary.

The categories of infractions for suspensions show improvement in most areas; however, there are increases in some areas. In secondary, these are bullying, physical assault, and robbery. There are small increases in threatening bodily harm and uttering threats; and a larger increase in swearing and physical assault. Schools are able to consider their own data to determine concerns for their specific schools and to establish plans to address these concerns, with support from the Board where needed.

Overall, we continue to make slight gains in the number of identified students who are being suspended. More work is yet to be done to implement the training modules that have been developed, and program delivery models continue to be reviewed to better serve our students.

GATEWAY PROGRAM:

The Gateway data is included in numbers on others charts. It is separated here for the purposes of monitoring the program and to provide an overview of the number of students who accessed the program.

The Gateway program provides academic and social/emotional supports for students who are on long-term suspension (6 to 20 days) and for students who are expelled from all schools of the Board.

During the 2010-2011 school year, 85 students were enrolled at Gateway. This number included students who carried forward in the program from June, 2010, long term suspended students, and the 33 students expelled from all schools in the 2010-2011 school year. Two students graduated from Gateway in June, 2011 (1 from grade 8 and one from grade 12). Forty-four (44) students returned to regular programming at either their home school or a different school within HWDSB, and 19 students went to Alternative Education within HWDSB or were non-attending. Total number of credits earned by students at Gateway in 2010-2011 was 147.5.

We have learned that better facilitation of data collection is needed so that we may know more about students enrolled in the Gateway Program. In collaboration with E-BEST, we will develop and implement a new system for gathering data about our students who are suspended and/or expelled. The system will allow us to track such information as attendance, credit accumulation, graduation, destination following the Gateway program and recidivism. While this data will be collected outside of the Student Information System in 2011-2012, the goal will be to incorporate this data collection in the new Student Information System in 2012-2013.

Program Category	Number of Students		
	08-09	09-10	10-11
# of Students attending on a 6 to 10 day suspension	11	13	12
# of Students attending on a 11 to 20 day suspension	15	16	10
# of students attending on 20 day pending expulsion – became 20 suspension	11	12	9
# of Students attending on an expulsion	49	56*	53
# of Students attending on intervention	10	4	1

Panel			
# of Students attending in the Elementary Panel	27	21	18
# of Students attending in the Secondary Panel	69	80	67

Gender			
# of Students attending --Male	77	83	65
# of Students attending --Female	19	18	20

Category—Special Education Students in Program			
# of Special Education Students - BEHAVIOURAL	10	0	0
# of Special Education Students - COMMUNICATIONS LD	0	0	0

SAFE SCHOOLS WORK PLAN FOR 2010-2011

Essential Component	Strategies	Evidence	Implementation and Monitoring
Knowing Our Students			
*Skill Building through an Equity Lens	*RHVP (Reduce Homophobic Violence Period)- a program to address homophobic violence and hate crimes	*Presentations by HPS and JHS to grade 9 classroom	*SOSAs and L& L to be introduced to program and to monitor completion of presentations
*Peer Mediation Implementation	*Social worker to model training to build capacity with consultants	*Increase number of schools using peer mediation	*Support for peer mediation school 'leads' 2 meetings per year to share best practice
*Provide Leadership experiences for inclusion of all groups of students as per focus group feedback	*leadership camp for building relationships; collaboratively planned with student engagement , safe schools, and student leadership	*Develop instrument to determine success of program	*Consultants, key leaders, and students plan, implement

Knowing Our Staff			
<p>*Continue professional learning for staff related to Bill 157 to promote clarity and consistency</p> <p>*Support for schools to implement Safe Schools Plan, including anonymous bullying reporting</p> <p>*Provide training for new administrators and social workers who have not yet been trained</p> <p>*Continue support for elementary and secondary EAs and Character Networks teachers</p> <p>*continue to build capacity for facilitators</p>		<p>*scheduled sessions for 'instructional' segment of cluster meetings</p> <p>*Schools have a plan and are implementing the plan</p> <p>*Training sessions completed</p>	<p>*Follow-up with schools during school visits</p> <p>*SOSAs and L&L monitor plan in place; requirement of anonymous reporting mechanism</p> <p>*participation in online conference, strategies used in classrooms</p>

Knowing Our Parents and Community			
<p>*Implement Bullying Awareness Week (3rd week of November, 2012)</p>	<p>*Information evening for parents</p>	<p>*Forum planned for Nov. 16, 2012 at Westdale with Dr. Tracy Vallaincourt</p>	<p>*In collaboration with Hamilton Coalition for Bullying Prevention and Intervention</p>
<p>*Bullying Awareness Evenings for Parents</p> <p>*Conduct parent interest survey to determine need for support group for parents of children/youth who have been bullied</p>	<p>*3 evenings planned for parents (2 in Sept, 1 TBD)</p> <p>*Information pamphlet to parents, by cluster, sessions would run once per week for 8 weeks, topics to be generated by the group</p>	<p>Increased awareness of issues, prevention, intervention</p> <p>*attendance at sessions</p> <p>*parent involvement, feedback at end of sessions</p>	<p>* Monitored by Lead Safe Schools SO and Social Worker – Violence Prevention</p> <p>*implemented by Social Worker-Violence Prevention</p>

Policy Development and Review			
*Complete 3 policies currently in progress	*PWSC process	Policies completed Jan. -Feb. 2012	SOSA and Safe Schools Principal Advisory
Suspension Policy, Expulsion Policy	*PWSC process	Mar./-May, 2012	SOSA and Safe Schools Principal Advisory
<i>** Bill 13 –Accepting Schools Act & Bill 14 – Anti-Bullying Act, may require policy review/development this year</i>		<i>** pending legislation</i>	

SUSPENSION / EXPULSION TOTALS

School Year	Total Suspensions	# of Exceptional Student Suspensions	Total Expulsions
2007-2008	6,110	577	59
2008 -2009	5,524	556	46
2009-2010	4,916	511	40
2010-2011	4,407	500	37 (33 from all schools in the board; 4 from his/her own school)

SUSPENSION DATA *(includes 1 suspension, 2 suspensions, and more than 2 suspensions)

	Elementary		Secondary		Total	
	09-10	10-11	09-10	10-11	09-10	10-11
Total number of students	31,396	31,225	17,618	17,277	49,014	48,502
Number of suspensions	2,611	2,393	2,305	2,128	4,916	4,521
Number of students suspended *	1,315	1,245	1,500	1,407	2,815	2,652
Percentage of students suspended	4.2%	4.0%	8.5%	8.1%	5.7%	5.5%

Number of Students Receiving One, Two, Three or More Suspensions

Panel	# of Students Suspended 1x			# of Students Suspended 2x			# of Students Suspended 3x or more		
	M	F	Total	M	F	Total	M	F	Total
Elementary	581	170	751	203	40	243	225	26	251
Secondary	692	304	996	175	62	237	132	42	174

Total Suspensions by Gender

	Elementary		Secondary	
	09-10	10-11	09-10	10-11
Male	2,207	2030	1,746	1,552
Female	404	363	559	576
Total	2,611	2393	2,305	2,128

Total Suspensions by Category

Category	Elementary			Secondary		
	08-09	09-10	10-11	08-09	09-10	10-11
Bullying	97	108	65	22	16	27
Physical Assault	16	12	21	23	18	23
Robbery	6	12	6	6	8	13
Possession of Weapon	16	26	19	25	22	14
Influence of Alcohol	2	2	0	62	36	29
Possess Alcohol/Drugs	25	21	11	207	176	155
Trafficking	0	4	0	5	8	4
Alcohol to Minor	0	0	0	1	1	0
Swearing	174	144	154	130	187	177
Threaten Bodily Harm	6	8	10	5	3	2
Utter Threat	118	83	98	67	43	36
Vandalism	47	47	43	36	28	13
Sexual Assault	9	6	4	0	0	0
Other Board-set infraction	2,406	2,138	1,962	2,013	1,759	1,635
TOTAL	2,922	2,611	2,393	2,602	2305	2,128

Suspensions: Identified (Exceptional) Students

(extension of, and included in, information above)

	Elementary		Secondary		Total	
	09-10	10-11	09-10	10-11	09-10	10-11
Number of identified students	1,868	1,849	1,945	1,901	3,813	3,750
Number of identified students suspended	263	248	248	252	511	500
% of identified students suspended	14.1%	13.4%	12.75%	13.3%	13.4%	13.3%

Number of Suspensions by Exceptionality for Identified Students (elem & sec combined)

Exceptionality	Number of Suspensions		
	08-09	09-10	10-11
Autism	8	4	10
Behaviour	101	97	84
Deaf/HOH	2	0	1
Blind/Low Vision	3	1	1
Language Impairment	11	20	3
Speech Impairment	3	3	2
Learning Disability	282	252	264
Mild Intel Disability	129	121	120
Developmental Disability	5	2	3
Physical Disability	2	2	1
Giftedness	8	7	7
Multiple Except	2	2	4
Total	556	511	500

EXPULSION DATA

	Elementary		Secondary		Total	
	09-10	10-11	09-10	10-11	09-10	10-11
Total number of students	31,396	31,225	17,618	17,277	49,014	48,502
Total number of students expelled	7	3	31	30 +4 from own school only	40	37
Total number of Identified students expelled	1	1	2	5	3	6
Percentage of students expelled (including Identified)	.0002%	.0001%	.0017%	.0017%	.0008%	.0007%

TOTAL EXPULSIONS BY CATEGORY

Category	09-10	10-11
Possession of a weapon	0	2
Using a weapon to cause or to threaten bodily harm to another person	4	4
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	9	6
Committing sexual assault	1	0
Trafficking in weapons or in illegal drugs	1	3
Committing robbery	0	0
Giving alcohol to a minor	0	0
Engaging in any other activity that may be established by policy of the Board	25	18
TOTAL	40	37

9-16

Elementary Suspension Data by School

School	2007 - 2008			2008 - 2009			2009 - 2010			2010-11		
	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended
Adelaide Hoodless Alter Ed	3	3	28.6%	1	1	8.3%	11	5	62.5%	0	0	0.0%
A. M. Cunningham	15	5	1.4%	2	2	0.5%	6	3	0.8%	0	0	0.0%
Adelaide Hoodless	185	77	15.0%	345	95	18.8%	186	62	14.2%	119	48	12.4%
Allan A. Greenleaf	29	14	2.3%	7	6	1.1%	20	11	2.1%	10	8	1.6%
Ancaster Meadow	0	0	0.0%	9	8	1.3%	6	5	0.8%	7	3	0.4%
Ancaster Senior	2	2	0.6%	9	9	2.8%	18	10	3.6%	46	11	3.8%
Balaclava	22	8	2.0%	9	6	1.5%	13	11	3.0%	16	9	2.5%
Bellmoore	18	15	4.4%	13	8	2.3%	18	11	3.3%	16	7	2.4%
Bell-Stone	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Bennetto	116	57	10.2%	109	63	11.5%	122	51	10.3%	139	62	12.7%
Beverly Central	1	1	0.7%	0	0	0.0%	6	3	1.9%	6	3	1.9%
Billy Green	14	12	3.6%	19	12	3.8%	3	2	0.7%	8	5	1.5%
Buchanan Park	1	1	0.5%	0	0	0.0%	0	0	0.0%	2	1	0.6%
C. H. Bray	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Canterbury Alter Ed	0	0	0.0%	0	0	0.0%	2	2	36.4%	0	0	0.0%
Cardinal Heights	15	10	3.2%	0	0	0.0%	0	0	0.0%	14	12	4.1%
Cathy Wever	298	111	17.8%	132	60	9.8%	181	69	12.0%	104	52	8.8%
C. B. Stirling	56	37	8.8%	33	22	5.5%	56	37	10.0%	20	14	3.9%
Central	3	3	2.0%	5	5	3.2%	1	1	0.7%	18	12	7.5%
Chedoke	114	46	9.7%	64	36	7.9%	27	14	3.0%	14	12	2.7%
Collegiate Avenue	10	7	2.7%	20	13	4.8%	15	14	5.3%	3	2	0.8%
Crestwood Alter Ed	0	0	0.0%	0	0	0.0%	17	14	31.1%	0	0	0.0%
Dalewood	81	32	7.8%	24	15	3.8%	2	2	0.5%	12	10	2.6%
Dr. J. Edgar Davey	94	45	13.5%	0	0	0.0%	0	0	0.0%	30	24	4.6%
Dr. J. Seaton	0	0	0.0%	5	5	1.7%	2	2	0.7%	12	11	4.6%
Dundana	4	1	0.4%	5	4	1.7%	5	2	0.8%	7	5	1.6%
Dundas Central	29	11	2.2%	6	5	1.1%	13	10	2.1%	11	9	2.0%
Earl Kitchener	8	5	1.2%	10	6	1.4%	14	5	1.2%	24	7	1.6%
Eastdale	12	10	4.4%	9	7	3.2%	15	9	4.4%	6	3	1.5%
Eastmount Park	52	21	9.6%	70	23	11.3%	28	16	8.8%	12	8	4.3%
Elizabeth Bagshaw	121	58	15.2%	17	10	3.1%	14	8	2.5%	22	18	5.8%
Fessenden	2	2	0.7%	11	3	1.0%	0	0	0.0%	1	1	0.3%
Flamborough Centre	11	7	2.0%	6	5	1.5%	11	9	2.7%	3	3	1.0%
Franklin Road	12	8	2.1%	7	6	1.8%	4	2	0.6%	9	5	1.4%
Gatestone	17	13	2.2%	26	14	2.4%	26	16	2.7%	12	8	1.3%
G. L. Armstrong	60	31	7.2%	94	38	10.0%	61	27	7.0%	82	32	9.2%
G. R. Allan	0	0	0.0%	0	0	0.0%	0	0	0.0%	3	3	0.8%
Gibson	91	21	12.6%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Glen Brae	18	15	6.9%	17	13	5.5%	11	7	3.0%	10	6	2.4%
Glen Echo	2	2	0.8%	18	8	3.1%	2	1	0.4%	8	4	1.5%
Glenwood	0	0	0.0%	0	0	0.0%	0	0	0.0%	0	0	0.0%
Gordon Price	21	22	4.8%	4	3	0.7%	22	14	3.3%	18	11	2.6%
Green Acres	20	9	2.9%	15	7	2.2%	8	4	1.3%	13	12	4.1%
Greensville	1	1	0.4%	1	1	0.4%	2	2	1.0%	2	2	1.0%
Guy Brown	1	1	0.4%	2	2	0.7%	0	0	0.0%	2	1	0.3%

Elementary Suspension Data by School

School	2007 - 2008			2008 - 2009			2009 - 2010			2010-11		
	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended
Helen Detwiler	49	28	4.6%	34	34	6.0%	68	22	4.1%	44	25	4.8%
Hess Street	82	48	11.8%	71	38	9.2%	65	34	9.2%	42	26	7.8%
Highview	40	26	6.7%	55	31	8.2%	68	31	8.5%	34	21	5.7%
Hillcrest	95	54	11.1%	100	43	8.9%	54	27	5.7%	78	46	9.8%
Holbrook	33	12	5.8%	9	3	1.5%	6	3	1.5%	4	4	1.9%
Huntington Park	39	25	5.7%	28	21	5.0%	86	38	9.1%	40	24	6.0%
James Macdonald	6	5	1.9%	0	0	0.0%	2	2	0.9%	0	0	0.0%
Janet Lee	2	2	0.6%	4	4	1.2%	11	6	1.8%	6	6	1.7%
King George	218	82	30.1%	192	57	21.4%	138	40	16.7%	39	23	11.6%
Lake Avenue	37	28	4.9%	67	41	7.1%	47	29	5.0%	73	54	9.7%
Lawfield	21	18	3.9%	19	13	2.2%	20	13	2.0%	18	16	2.2%
Lincoln Alexander	10	4	1.8%	9	3	1.4%	4	2	1.1%	18	5	3.1%
Linden Park	15	5	2.8%	24	8	5.0%	12	6	4.1%	27	8	5.4%
Lisgar	26	17	6.0%	19	15	5.5%	8	6	2.3%	5	5	2.2%
Mary Hopkins	1	1	0.3%	0	0	0.0%	1	1	0.3%	3	2	0.7%
Memorial - City	353	127	25.3%	157	71	14.9%	47	34	7.2%	43	27	6.3%
Memorial - Stoney Creek	5	4	1.4%	2	2	0.7%	4	4	1.4%	0	0	0.0%
Millgrove	0	0	0.0%	0	0	0.0%	1	1	0.7%	2	2	1.3%
Mount Albion	18	12	3.9%	14	8	2.4%	6	6	1.7%	7	4	1.0%
Mount Hope	56	27	11.9%	14	9	4.1%	9	3	1.3%	18	12	4.8%
Mountain View	5	5	1.4%	54	39	11.9%	34	24	7.6%	30	25	8.2%
Mountview	2	2	0.9%	1	1	0.5%	0	0	0.0%	2	2	1.0%
Norwood Park	7	5	1.2%	4	4	0.9%	3	3	0.6%	1	1	0.2%
Parkdale	23	9	4.7%	22	16	8.9%	38	18	11.1%	33	13	8.8%
Pauline Johnson	0	0	0.0%	3	2	0.8%	1	1	0.5%	6	6	2.8%
Prince of Wales	0	0	0.0%	60	40	21.9%	139	74	16.0%	108	50	10.4%
Prince Philip	125	24	13.2%	0	0	0.0%	3	2	1.2%	0	0	0.0%
Queen Mary	84	45	8.7%	95	49	10.1%	123	64	13.2%	158	72	15.1%
Queen Victoria	0	0	0.0%	23	17	9.5%	58	32	7.8%	48	27	6.2%
Queen's Rangers	15	7	4.3%	2	2	1.4%	0	0	0.0%	1	1	0.7%
Queensdale	11	3	1.6%	10	3	1.7%	3	1	0.6%	0	0	0.0%
R. A. Riddell	19	14	2.3%	13	11	1.7%	11	7	1.1%	17	14	2.1%
R. L. Hyslop	25	13	5.5%	13	10	4.7%	13	10	4.9%	6	5	2.7%
Ray Lewis	17	13	2.2%	10	7	1.2%	8	6	1.0%	7	5	0.8%
Richard Beasley	0	0	0.0%	8	2	1.3%	4	2	1.3%	6	5	3.3%
Ridgemount	10	7	2.6%	29	21	7.4%	15	9	3.3%	12	11	4.4%
Rosedale	56	17	10.3%	18	6	3.9%	0	0	0.0%	2	2	1.4%
Rousseau	1	1	0.5%	1	1	0.5%	0	0	0.0%	1	1	0.4%
Roxborough Park	85	35	14.3%	54	22	9.9%	35	20	10.2%	41	18	9.6%
Ryerson	20	14	4.1%	38	19	5.5%	7	6	1.8%	23	12	3.2%
Sanford Ave.	125	84	16.4%	115	86	26.1%	75	46	10.9%	0	0	0.0%
Sir Isaac Brock	1	1	0.6%	2	2	1.1%	10	6	3.4%	19	7	4.0%
Sir Wilfrid Laurier	82	48	9.7%	85	42	8.2%	112	47	9.2%	172	52	10.7%
Sir William Osler	34	27	4.5%	19	14	2.3%	9	7	1.1%	19	13	2.3%
Spencer Valley	6	3	1.2%	16	13	5.7%	24	14	6.0%	7	3	1.4%
Stinson Street	19	7	3.6%	0	0	0.0%	0	0	0.0%	0	0	0.0%

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Elementary Suspension Data by School

School	2007 - 2008			2008 - 2009			2009 - 2010			2010-11		
	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended	# of Suspensions Issued	# of Students Suspended	% of Enrolment Suspended
Strathcona	19	4	2.3%	18	5	2.7%	9	8	4.8%	5	4	2.4%
Tapleytown	11	8	4.0%	40	14	7.3%	18	7	3.8%	4	2	1.1%
Templemead	24	21	3.4%	33	18	3.0%	10	7	1.2%	60	18	3.2%
Viscount Montgomery	28	19	4.3%	33	24	5.6%	39	23	5.9%	38	15	4.8%
W. H. Ballard	45	30	4.6%	80	40	6.7%	119	59	9.8%	156	64	11.1%
Westview	104	49	14.4%	46	21	6.2%	22	17	5.4%	16	13	4.6%
Westwood	15	6	2.4%	22	11	4.4%	20	6	2.7%	20	11	4.9%
Winona	4	4	0.9%	4	4	0.9%	15	9	1.7%	10	4	0.7%
Woodward Avenue	4	3	1.7%	3	3	1.9%	10	4	3.2%	8	4	3.3%
Yorkview	0	0	0.0%	6	3	1.8%	19	7	4.3%	15	11	7.3%
Total	3691	1777	5.5%	2922	1494	4.7%	2611	1315	4.2%	2393	1245	4.2%

Source: 2010-11 Suspension and Expulsion Reports Submitted to ONSIS



EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: February 6, 2012

TO: John Malloy, Director of Education

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

RE: **Budget Development Timetable and Consultation**

Action

Monitoring

Purpose of Report:

The purpose of this report is to share information regarding the Board's 2012/2013 Budget Development process; particularly, information concerning key timelines and plans for budget consultation.

The Board has assigned the responsibility for "Budget Planning and Development of the school board's budget to the Finance Advisory Sub-Committee (FASC). During last year's budget development process it was suggested that the communication and consultation regarding the budget development process should be enhanced. FASC has taken this suggestion seriously and this report will provide information pertaining to the improvements FASC is planning with respect to the budget development process while still achieving Ministry timelines regarding budget approval.

Accordingly, FASC has developed an introductory statement of Board Budget Priorities (see attached) based on the foci of the 2011/2012 budget which will be used as a base from which to launch the consultation exercise. Consultation will take place during the month of February; results will be shared at the March Committee of the Whole meeting.

Rationale/Benefits:

In order to provide for the development of the 2012/2013 budget the following key steps and timelines have been identified:

- February: Consultation and Timetable;
- March: Key Parameters/Assumptions to Guide Budget Development;
- April: School Staffing Recommendations;
- May: Budget Workshop and Budget Refinements to reflect new information; if necessary;
- By June: Approval of Budget

Actions that FASC is planning in order to improve communication, consultation and enhance public perception of the budget development process include:

- The provision of more reports to Committee of the Whole over the course of

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Budget Development Timetable and Consultation (cont.)

the budget development process

- The engagement parents, staff, student and community in consultation on the identification of Board priorities to guide development of the Board's budget and
- The holding of the FASC sponsored Annual Budget Workshop in a public forum.

Consultation:

The following four main benefits of public consultation have been identified:

1. It improves the public's understanding of an issue and builds strong lines of communication.
2. It helps us to become fully aware of the possible impact of a decision.
3. It gives us the opportunity to make an informed, educated decision, taking the public's views into consideration.
4. It creates a better environment for the implementation of a decision because people have been able to participate in the decision-making process and understand the reasons for the decision.

Consequently, FASC is planning to enhance our communication around the budget development process and consult with the public regarding the important and foundational notion "Identification of Board Priorities" (see attached). Board Priorities are comprised of initiatives &/or programs to which the Board would direct funds; if we have the opportunity to do so.

Background:

The fiscal year for all School Boards in Ontario is in alignment with the school year and runs from September 1 to August 31. According to Ministry of Education reporting and accountability requirements, a School Board's budget must be submitted to the Ministry by the end of June preceding the start of the fiscal year in question.

Attach.

Hamilton-Wentworth District School Board
2012-2013 Budget Consultation Process

Where the Board has the opportunity to direct funds, the following are priorities:

K-2 Oral Communication & Early Reading Strategy

Hamilton-Wentworth District School Board's (HWDSB) *K-2 Oral Communication & Early Reading Strategy* aims to increase the number of students reading at grade level by the end of grade 3. The strategy focuses on delivering quality programming that is good for all students, together with appropriate and timely interventions for some students who exhibit learning difficulties, to ensure that each student is improving.

Expansion of Full Day Kindergarten

Hamilton-Wentworth District School Board is expanding *Full Day Kindergarten* to an additional 25 schools, as per the roll out of *Full Day Kindergarten* by the Ministry across the province. *Full Day Kindergarten* offers four and five-year-olds play-based learning and small group instruction. Students develop a strong foundation for learning in all areas, including language and math, engage in healthy physical activities and the arts, and develop socially and emotionally through interaction with their peers, and the teacher and early childhood educator who both guide them.

School Network Infrastructure Upgrade and Wireless Everywhere Project

We know that today's learners prefer to access information quickly from multiple media sources and to network with each other simultaneously. This is why the *School Network Infrastructure Upgrade and Wireless Everywhere Project* is so important. In its second year of implementation, this project leads to high levels of student engagement because we're listening to our students and their interests and building equity by making sure all our students receive the appropriate programming and support to reach their full potential.

Implementation of the Student Information System

With the purchase of a new *Student Information System*, it is important for HWDSB to continue to implement the new system and train staff accordingly so that we meet the enrolment reporting requirements of the Ministry of Education. This system also supports schools by bringing together student data from a variety of sources and makes the data easier to access for school staff.

Professional Learning Plan

Hamilton-Wentworth District School Board is focused on student achievement and well-being. In order for staff to meet the needs of our students, they must have an appreciation for focused learning. Through our *Professional Learning Plan*, we endeavour to support staff to meet the specific needs of our students.

Special Education

Hamilton-Wentworth District School Board's commitment to providing appropriate educational opportunities for improved student learning for all students is what makes its *Special Education* programming so important. HWDSB endeavours to meet the needs of all students in *Special Education* in the most enabling environment, in unity with parents through special education supports and services for exceptional learners.

English Language Learners

English language Learners are students whose first language is a language other than English and who need support to help them in achieving proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

First Nations, Metis and Inuit Learners

Hamilton Wentworth District School Board respects the heritage and culture of First Nation (Status and Non- Status) Metis and Inuit Peoples and recognizes that meeting the needs of First Nation, Metis and Inuit students requires a deep understanding of their cultures and historic experiences. HWDSB is committed to serving the needs of First Nation, Metis and Inuit Students in order to improve achievement levels and ensure equitable opportunities.

Program Strategy

Our comprehensive Program Strategy is designed to ensure that we offer relevant programs that meet the particular needs and goals of all our students and reflect their strengths and interests. We are restructuring what we offer, where we offer it, and how we offer programs for our 21st Century learners, such that they are provided with the knowledge and skills they will need to achieve their full potential.

Accommodation Review Committee Recommendations

Through our *Accommodation Review Committees*, schools have been looked at in groups in order to develop recommendations to Trustees that make the best use of location, space and programming. It is important for HWDSB to ensure that the appropriate resources are distributed to implement Trustee's final decisions on the accommodation review process.