

**AGENDA: 7:00 PM**

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Approval of the Agenda \*Recess will be called to honour Ramadan Iftar at 7:47 PM

Delegations:

- A. Eisham Karim – in-person (5 minutes) re: Suspension & Expulsion Data
- B. Michelle Tom – in-person (10 minutes) re: Suspension & Expulsion Data
- C. Monica Dutt – in-person (5 minutes) re: Suspension & Expulsion Data

Correspondence:

- A. Letter from Class 5B at Cathy Wever Elementary School

5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes: March 27, 2023](#)

Reports from Trustee Special Committees:

7. [Policy Committee – March 1, 2023](#)
8. [Program Committee – March 20, 2023](#)
9. [Finance & Facilities Committee – March 30, 2023](#)

10. Reports from:

- A. [Committee of the Whole \(Private\) – April 3, 2023](#)

11. Oral Reports from:

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

12. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.

<http://www.hwdsb.on.ca/trustees/meetings/>

March 30, 2023

Dear HWDSB trustees,

We hope you all are doing well. We are in class 5B at Cathy Wever school. This year as a part of our commitment to Truth and Reconciliation, we did a inquiry project at Cathy Wever. We asked students and teachers what we could do to make sure we are responding to the Truth and Reconciliation Commission's Calls to Action. We learned that our school thinks we should invite Indigenous speakers to our schools. We need your help to do this.

When we were learning about the Truth and Reconciliation Commission's Calls to Actions, we saw that 64.i says to "commit to the human rights of Indigenous communities and promise that what happened in Residential Schools will be known." One of us suggested that inviting Indigenous speakers would be a good way to do this.

It is important for Indigenous speakers to come to our schools so students can know who this land belongs to and how to respect the land according to the Dish with One Spoon Treaty. You need to help us pay Indigenous speakers for transportation and for sharing their time and knowledge with us. It is important to follow the Dish with One Spoon Treaty and Indigenous peoples should not be expected to do free labour.

We have some ideas how you can help us invite Indigenous speakers in our school. Our first idea is you can make a rule that every year at least two Indigenous speakers come to our school. Our second idea is, can HWDSB trustees help us pay for transportation and pay them to come and teach us and tell us about their history? Our third idea is, can the trustees send an email to parents and caregivers asking if they are Indigenous and if they are if they can come to Cathy Wever to speak?

Thank you for listening to all our ideas. We hope you will help us invite Indigenous speakers in our schools.

We hope you have a good day.

Best wishes,

Class 5B

Cathy Wever School, HWDSB

---

Trustees: Kathy Archer, Becky Buck, Sabreina Dahab, Dawn Danko, Amanda Fehrman, Maria Felix Miller (electronically), Ray Mulholland, Graeme Noble, Paul Tut, Todd White and Elizabeth Wong. Student Trustees Gloria Li and Aisha Mahmoud.

---

**1. Call to Order**

Dawn Danko, Chair of the Board, called the meeting to order at 7:20 p.m.

**2. Approval of the Agenda**

**RESOLUTION #23-31:** Trustees Fehrman/Noble moved: **That the agenda be approved and the Board recess at 7:39 p.m. to honour Ramadan Iftar.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.  
Trustees Tut and White were not present for the vote.

**3. Declaration of Conflict of Interest**

None.

**4. Confirmation of the Minutes: March 6, 2023**

The minutes of March 6, 2023 were confirmed.

Trustees Tut and White returned to the room at 7:25 p.m.

**Report from Trustee Special Committees**

**5. Finance & Facilities Committee – March 9, 2023**

**RESOLUTION #23-32:** Trustees Tut/White moved: **That the Finance & Facilities Committee Report – March 9, 2023 - Item A: That the Board proceed with an increase in the annual International Student Tuition rate commencing in the 2023-24 school year and an increase in the application fee for the program commencing in the 2023-24 school year be approved.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**RESOLUTION #23-33:** Trustees Tut/Buck moved: **That the failed motion: That the Board proceed with an amendment to the agent commission structure commencing in the 2024-25 school year be referred back to the Finance and Facilities Committee.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**RESOLUTION #23-34:** Trustees Tut/White moved: **That the remainder of the Finance & Facilities Committee Report – March 9, 2023 be received.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**Report from Legislated Committees**

**6. Special Education Advisory Committee – February 22, 2023**

**RESOLUTION #23-35:** Trustees Dahab/Noble moved: **That the Special Education Advisory Committee report – February 22, 2023 be approved including that the representative update for Down Syndrome Association of Hamilton be approved.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.  
Trustee White was not present for the vote.

**RESOLUTION #23-36:** Trustees Tut/Student Trustee Mahmoud through Trustee Wong moved: **That the Board recess until 7:58 p.m.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.  
Trustee White was not present for the vote.

Board resumed at 8:00 p.m.

**Report from Community Advisory Committees**

**7. Rural Schools Advisory Committee – February 9, 2023**

**RESOLUTION #23-37:** Trustees Fehrman/Archer moved: **That the Rural Schools Community Advisory Committee Report – February 9, 2023 be approved including:**

- **That Heidi Oglesby be appointed as Chair of the Committee.**
- **That Superintendent Macpherson present the Implementation of the Rural School Reporting Page on HWDSB's public website per Ministry requirement.**

**CARRIED**

Student Trustee Li voted in favour.  
Trustee Dahab and Student Trustee Mahmoud were not present for the vote.

**8. Faith Community Advisory Committee – March 1, 2023**

**RESOLUTION #23-38:** Trustees Buck/White moved: **That the Faith Community Advisory Committee Report – March 1, 2023 be approved including: the recommendation to immediately seek applications to fill the vacancy for one Buddhist member and to add two additional student representatives.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.  
Trustee White was not present for the vote.

**Reports from Staff:**

**9. Student Trustee Elections 2023-2021**

**RESOLUTION #23-39:** Student Trustee Li through Trustee Wong and Trustee Tut moved: **That the following students be confirmed to stand as Student Trustee with HWDSB for the term of office August 1, 2023 to July 31, 2024.**

- **Thomas Lin, Ancaster High**
- **Harry Wang, Westmount Secondary**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**Reports from:****10. Standing Committee – March 6, 2023**

**RESOLUTION #23-40:** Trustees Miller/Tut moved: **That the Standing Committee report – March 6, 2023 be approved including that the Draft 2023-2024 School Year Calendars be approved for public consultation and that the results be brought back to Board.**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**11. Committee of the Whole (private) – March 27, 2023**

**RESOLUTION #23-41:** Trustees Miller/Archer moved: **That the Committee of the Whole Report – March 27, 2023 be approved including:**

- **That the Finance & Facilities Committee Report – March 9, 2023 be received.**
- **That the Special Governance Committee Report – March 7, 2023 be received**

**CARRIED**

Student Trustees Li and Mahmoud voted in favour.

**12. Oral Reports from:****A. City/School Board Liaison Committee**

The Chair shared that there has been no date for a meeting set at this time but they are looking forward to setting quarterly meetings in the near future.

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

The Chair shared that there is an upcoming meeting in April 2023. The Home & School Executive requested a meeting with the Chair and supporting staff to receive some clarity on questions that they brought forward.

**C. Hamilton Foundation for Student Success (HWDSB Foundation)**

Trustee Buck shared the following:

- 2023 Showcase of heARTS – will take place March 30, 2023, from 6:15 with the students performing at 7:30. There is also a silent auction taking place [Silent Auction](#). This event is both in-person and online – so no matter where you are you can enjoy a taste of some of the amazing talent at HWDSB.
- Prom Project is gearing up for another great event.
  - This year Prom Project will again be by appointment only. Please mark your calendars – April 29 from 9:00-4:00 at Sir Winston Churchill Secondary School.
  - Currently donations are being accepted Tuesdays and Thursdays in the morning until April 26th. So, if you have a new or gently used fancy dress, full suit, dress shirt, dress pants, shoes, or accessories please consider donating them.

**D. Ontario Public School Board Association (OPSBA)**

- The Central West Region is happening April 1st from 9am to 12PM. It is being hosted by Upper Grand District School Board. Details will be sent via email for any Trustees interested. If HWDSB would like to submit a policy resolution and/or constitution by-law amendment for consideration at their 2023 AGM this need to be done by April 12, 2023.
- Applications are now open for Public Property Assessment Network Scholarship. \$1000 will be awarded to one recipient in the OPSBA Central West Region. The deadline for receipt of application packages is May 19, 2023.
- February 22, 2023 OPSBA released a public message titled “The right schools in the right locations: OPSBA asks government to lift moratorium on school reviews”. It has been six years since the moratorium was initiated.

The meeting adjourned at 8:38 p.m.

The recording of the Board meeting can be found here:

[Board Meeting-20230327\\_192030-Meeting Recording.mp4 \(sharepoint.com\)](#)

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: March 27, 2023

From: Policy Committee

Date of Meeting: March 1, 2023

The committee held a meeting from 6:06 p.m. to 8:38 p.m. on March 1, 2023, with Trustee Miller presiding.

Members present were: Trustees Kathy Archer (Electronically), Maria Felix Miller and Todd White. Regrets were received from Trustee Sabreina Dahab.

\*\*\*\*\*

**ACTION ITEMS:****A. Recruitment & Selection Policy**

The Committee considered the Recruitment & Selection Policy. This policy underwent significant changes 18 months ago. Minor changes were made to the policy including strengthening the language throughout the policy. The focus this year will be on retention and advancement. There was discussion around changing the title of the policy as well as suggested changes throughout the policy

On motion of Trustee Archer, the Policy Committee recommends that: **The Equitable Recruitment, Retention and Advancement Policy be approved as amended.**

CARRIED

**B. Student Attendance & Arrival Check**

The Committee considered the Student Attendance & Arrival Check Policy. Policy and Program Memorandum (PPM) 123 guides the language in this policy and has a heavy legislative base. There is a lot of underlying research that helps to inform not only HWDSB's practice but the government and the formation of PPM123.

On motion of Trustee Archer, the Policy Committee recommends that: **The Student Attendance & Arrival Check Policy be approved as amended.**

CARRIED

**MONITORING ITEMS:****C. Fundraising Policy**

The Committee considered the Fundraising Policy. This policy is being updated to reflect the new policy standards. The Guiding Principles that were throughout the policy are now listed under one heading. Updates were made to the terminology and the intended outcomes were streamlined. There were a number of requested changes by the Committee. This policy will come back to the Committee for further review.

Respectfully submitted,  
Maria Felix Miller, Chair of the Committee

The Policy package can be found at: <https://www.hwdsb.on.ca/wp-content/uploads/meetings/PC-Agenda-1677253033.pdf>



# Equitable Employee Recruitment, Retainment and Advancement

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to attract a diverse and qualified workforce to support the achievement of its Strategic Directions (2018), Equity Action Plan (2019) and Workplace Equity Action Plan (2020). The Board is committed to creating and sustaining an inclusive, caring and safe learning and working environment through recruitment and promotion practices that are consistent, equitable, transparent, free from discrimination and that support the Board's mission, vision and values.

## GUIDING PRINCIPLES:

This policy applies to all candidates and employees for any position of employment with HWDSB. HWDSB believes in:

- Establishing and maintaining discrimination free environments.
- Maintaining the highest level of ethical and professional standards.
- Developing a workforce that is representative of the diversity of the student body in the Hamilton-Wentworth community. This may include the development of a Special Programs recruitment strategy through the Human Rights Code.
- Recruiting and hiring skilled and qualified employees to support student achievement.
- Exercising due diligence throughout the hiring process to align with all legislated requirements to maintain a safe and secure working and learning environment.
- Providing a bias-free, equitable, fair and transparent interview process for all job competitions.
- Providing support and training to employees who are involved in the hiring process.
- Adhering to the provisions of the collective agreements, where applicable.

## INTENDED OUTCOMES:

HWDSB is committed to removing barriers for all applicants applying to job vacancies. The Board will:

- Identifies and removes discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment, mentoring, retention, promotion, and succession planning in all Board and school positions, including those groups that have traditionally been and/or are currently marginalized within our society.
- Implement strategies to attract and retain employees who reflect the diversity of lived experience within the region and who are capable of understanding and responding to the lived experiences of the diverse communities within the Board's jurisdiction.
- Ensure the Board's hiring practices align with all mandated legislative requirements.
- Provide and maintain a safe and secure working and learning environment.



# Equitable Employee Recruitment, Retainment and Advancement

## RESPONSIBILITY:

Director of Education  
 Superintendent of Human Resource Services  
 Executive Council

## TERMINOLOGY:

*Accommodation:* A reasonable modification or adjustment to a job, the work environment or the hiring process based on individual personal circumstance.

*Applicant:* A person who applies to a vacant position.

*Candidate:* An applicant who is engaged in the selection process for a position. This may include an existing employee or external applicant.

*Conflict of Interest:* A potential, apparent or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the Board, or with the participation in any recommendation or decision pertaining to hiring within the Board.

*Conflict of Interest – Relationship:* Relationship means any relationship of the employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

*Employee:* Full-time or part-time employees of the School Board involved in hiring.

*Equity:* A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

*Qualifications and Merit:* Adhering to qualifications pursuant to Regulation 298, "Operations of Schools General", and valuing applicants additional experiences such as; skills, background, lived experience and work experiences including foreign-trained experience.

*Special Programs:* The Ontario *Human Rights Code* enables organizations to create temporary special measures, referred to as "special programs", to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who face disadvantage and discrimination. Where people from specific marginalized communities are



# Equitable Employee Recruitment, Retainment and Advancement

demonstrably under-represented in a board's workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

## ACTION REQUIRED:

- Recruit prospective employees who are qualified and meet the specific qualifications for each position using bias-free, consistent, inclusive, equitable and transparent recruitment practices.
- Assist qualified employees from diverse backgrounds to acquire relevant employment experiences by providing appropriate learning opportunities when possible (e.g., job coaching).

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Identifies and removes discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment, mentoring, retention, promotion, and succession planning in all Board and school positions, including those groups that have traditionally been and/or are currently marginalized within our society.	Continue to implement the HWDSB Equity Action Plan and Workplace Equity Action Plan.
Implement strategies to attract and retain employees who reflect the diversity of lived experience within the region and who are capable of understanding and responding to the lived experiences of the diverse communities within the Board's jurisdiction.	<p>Conduct ongoing research regarding HWDSB demographics to better inform recruiting and hiring practices.</p> <p>Community outreach to inform members from diverse communities about career opportunities in education to address current and emerging staffing needs and attract applicants that represent our student population.</p> <p>All candidates selected for interview meet the educational, skill and experience qualifications/merit required for the advertised position.</p>
Ensure the Board's hiring practices align with all mandated legislative requirements.	All mandated legislative requirements are reflected in the Board's procedures.



# Equitable Employee Recruitment, Retainment and Advancement

	<p>Implement the Workplace Equity Audit hiring recommendations as outlined in the Workplace Equity Audit.</p> <p>Implement recommendations related to the Ministry of Education Policy/Program Memorandum No. 165</p> <p>Apply the recruitment process consistently to all potential candidates.</p> <p>Train hiring supervisors and supply with appropriate tools to lead a fair and equitable hiring process.</p> <p>Employees on interviewing panels receive appropriate training and tools for participating in the hiring process.</p>
<p>Provide and maintain a safe and secure working and learning environment.</p>	<p>All criminal background checks and vulnerable sector screenings are reviewed and meet HWDSB requirements.</p>

## REFERENCES:

### Government Documents

Canadian Charter of Rights and Freedoms  
 Child and Family Services Act  
 Criminal Code of Canada  
 Education Act  
 Municipal Freedom of Information and Protection of Privacy Act  
 Occupational Health & Safety Act  
 Ontario Human Rights Code  
 Police Services Act  
 Youth Criminal Justice Act  
 Accessibility for Ontarians with Disabilities Act  
 Ministry of Education Policy/Program Memorandum No. 165



# Student Attendance and Safe Arrival

Date Approved: 2018

Page 1 of 3

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the implementation of their obligations for student attendance under the Education Act and the Ministry of Education Policy/Program Memorandum No. 123 guidelines for safe-arrival programs in elementary schools.

## GUIDING PRINCIPLES:

- Safe arrival and attendance are essential to the well-being and academic success of all students.
- Safe-arrival programs are developed and implemented by schools with advice and cooperation from school councils, Home and School Associations (where they may exist), parents/guardians/caregivers, volunteers, and other community members.
- It is the legal responsibility of students and their parent(s)/guardian(s) to ensure attendance and punctuality.
- Parents/guardians have responsibility for ensuring their child's safe arrival at school.
- The design of specific procedures will reflect local needs and the particular circumstances of the school and the community.
- All schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any student's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers.

Safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

## INTENDED OUTCOMES:

- Safe arrival and attendance taking procedures are developed and implemented with advice from School Council, Home and School Associations (where they may exist), parents, and school staff.
- The roles and responsibilities of parents, guardians, caregivers, students, the school, school council, Home and School Associations (where they may exist), and others are identified, documented and communicated to families no later than the end of the first week of each school year.
- Digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations, the Ontario Enrolment Register and HWDSB administrative procedures are maintained and retained.
- Culturally responsive supports, intervention strategies and best practices to encourage regular attendance and punctuality by all students who are enrolled in a school or program operated by the Board are established and implemented.



# Student Attendance and Safe Arrival

Date Approved: 2018

Page 2 of 3

## RESPONSIBILITY:

Director of Education  
Executive Council  
School Principals

## TERMINOLOGY:

*Parent/guardian/caregiver:* May include parent(s), guardian(s) or any other caregiver legally recognized as acting in place of the parent.

*Safe Arrival:* Procedures which are performed together with daily school attendance taking and which are designed to account for any student's unexplained failure to arrive at school or their course-related off-site learning location. By using a system of daily attendance-taking, schools can make reasonable efforts to contact parents, guardians, or caregivers.

If the school has not received notice of lateness or absenteeism, the school will try to contact the parent/guardian, or person(s) whose name has been given to the school as a person to contact in an emergency.

## ACTION REQUIRED:

Schools are required to implement attendance taking and safe arrival procedures following the Ontario Enrolment Register. Attendance taking and safe arrival procedures at the school level shall be reviewed annually by the principal, or when circumstances change that would affect the program, to confirm the effectiveness and to update student information. The school council and Home and School Association (where they exist) shall be invited to review the program.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Safe arrival and attendance taking procedures are developed and implemented with advice from School Council, Home and School Associations (where they may exist), parents, and school staff.	Principals engage with their school communities in the fall to review the policy and confirm any feedback with school superintendents.



# Student Attendance and Safe Arrival

Date Approved: 2018

Page 3 of 3

<p>The roles and responsibilities of parents, guardians, caregivers, students, the school, school council, Home and School Associations (where they may exist), and others are identified and documented and communicated to families no later than the end of the first week of each school year.</p>	<p>A yearly review of randomly selected schools by school superintendents.</p>
<p>Digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations, the Ontario Enrolment Register and HWDSB administrative procedures are maintain and retained.</p>	<p>Regular review through student enrollment and student register procedures.</p>
<p>Culturally responsive supports, intervention strategies and best practices to encourage regular attendance and punctuality by all students who are enrolled in a school or program operated by the Board are established and implemented.</p>	<p>Annual review of attendance supports and intervention strategies by Executive Council.</p>

## REFERENCES:

### Government Documents

Education Act:

Part X111: Safe Schools

Section 265: Duties of a Principal to register students, record attendance, collect information

Section 21: (1) Compulsory attendance;  
 (2) Where attendance excused;  
 (5) Duty of parent to cause child to attend school

Policy/Program Memorandum No. 123 (Safe Arrivals)

Freedom of Information and Protection of Privacy Act (FIPPA)

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

[Ontario Enrolment Register](#)

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: April 3, 2023

From: Program Committee

Date of Meeting: March 20, 2023

The committee held a meeting through MS TEAMS from 6:02 p.m. to 10:07 p.m. on March 20, 2023, with Trustee Graeme Noble presiding.

Members present were: Trustees Kathy Archer (electronically), Becky Buck, Amanda Fehrman, Graeme Noble and Todd White.

\*\*\*\*\*

Committee Chair Noble read a letter from the parents of Ancaster High IB Students: *Proposal to move Ancaster High IB Program to Westdale.*

**MONITORING ITEM:****A. Positive Culture & Well-Being Report**

Staff provided an update on the Positive Culture & Well-Being Report noting the scheduled updates for this report.

- March 2023 – this report included updates on the following:
  - Behaviour Analytic Services
  - Student Voice Survey
  - Safe Schools Action Plan
    - Bullying Prevention, Intervention and Responding
    - Suspension and Expulsion Data

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

**Goal:** Improve the well-being of all students and staff and close the gap for those currently and historically underserved.

**Target:** At least 80 per cent of students and staff who self-identify as Black, Indigenous, racialized, Two Spirit and LGBTQIA+ students and students requiring special education supports and/or services.

*Update:*

- At this time, staff believe we are **not** on track to meet the identified target.

*Next Steps:*

- Future goal-setting to be revisited in development of new strategic directions.

**Leveraging Effective Practices**Strategy #1**Behaviour Analytic Services (BAS)**

*Update:*

*AIM Program*

- 33 programs in 31 schools across HWDSB.
- Students achieved, on average, 80% success for appropriate and safe behaviour, while any behaviour that interferes with learning generally remains low.

*Case Management Approach*

- Established in limited number of secondary schools.
- Focusses on credit attainment, attendance, and engagement for subset of students with disabilities.

*Safe Intervention Program*

- Temporary, intensive support for students (a) leaving a day treatment program, (b) a Board specialized placement, or (c) for students who have difficulty remaining safe in a general education setting.
- Reintegration transition plans are carefully developed and supported.

*Itinerant CYCP Primary Student Supports*

- Additional temporary intensive support for students with behaviour of concern to identify areas for skill development and to better prepare for academics and self-regulation.
- Areas for reduction of interfering behaviour are identified and behaviour plans are co-developed.

*Next Steps:*

- Further development and application of evidence-based strategies, professional development programming, and assessment standards with staff and community partners.
- Plan for specific students entering Grade 9 in September 2023 to be involved in Case Management.

Strategy #2**Student Voice Survey (SVS)**

Under the leadership of the 2021-22 Student Trustees and Student Senate, SVS was created to give HWDSB students a platform “to share their voice on the issues that matter to us”, which opened in May 2022 for students in Grades 7-12.

*Update:*

## SVS Sample

- 4,490 Total Responses
  - 13 high schools (72%) and 57 elementary schools (28% from Grade 7-8 students).
  - Highest participation was from Grade 9 students (25%).

## SVS Results

- Academics identified as the biggest contributor to general student stress.
  - Some marginalized student groups (i.e., 2STLGBQIA+, students with disabilities) were more likely (~50%) than their peers (~30%) to indicate social aspects as a significant stressor.
- Most students (~70%) are not or slightly familiar with mental health resources at their school.
- Students felt that the following considerations would encourage use of mental health supports:
  - Better promotions and communications of available services.
  - Fewer roadblocks to accessing support.
  - Access to a variety of supports, including an adult who (a) they can trust, (b) will listen, (c) can relate to their lived experiences, and (d) won't judge them.
  - Getting help anonymously or without parental disclosure or involvement.
- The resources students want to see include:
  - Environment/Facilities/Accommodations – relaxation room, prayer spaces, less vandalism, safer bathrooms, having a place to go for a walk.
  - Self-regulation Tools/Opportunities – fidget toys, noise cancelling headphones, therapy dogs.
  - School Support – help with academics, limiting homework, more breaks (e.g., flex days).
  - More opportunities to address mental health – wellness checks, stress-relieving activities.

*Next Steps:*

- Foundational to HWDSB's 2023/24-2025/26 Mental Health Strategy (alongside input from parents/guardians/caregivers, staff and community) and future priorities of the Student Senate.
- SVS will be done again (per Ministry mandate), though may not be led by Student Trustees (to their discretion).

**Refining Measures of Progress**Strategy #2**Safe Schools***Human Rights and Anti-Black Racism Policies*

In the fall of 2022, the Human Rights and the Anti-Black Racism policies were approved by the Board.

*Update:*

- Monthly training on Human Rights has continued since November including principals and vice-principals.
- Feedback provided from training that going deeper and providing practical applications (e.g., responding to slurs) has supported them to focus on safe and inclusive classrooms.

*Police/School Board Protocol + Protocol for Policy and Program Memorandum (PPM) 166 - Anti-Sex Trafficking + Safe School Mentors*

The Ministries of Education and of Community Safety and Correctional Services expect that School Boards and Police Services establish and follow a consistent protocol for the investigation of safe and secure school-related occurrences.

The introduction of Safe School Mentors began in October 2022, which provides safe and secure schools training to a secondary and elementary principal from each family of schools to act as regional mentors.

*Update:*

- In January, all Hamilton's public school boards convened with Hamilton Police Services in a review of the Police/School Board Protocol (last updated in 2016).

*Next Steps:*

- In the spring of 2023, the updated Police Protocol and Protocol for PPM 166 – Anti-Sex Trafficking will both be completed and staff will provide learning for Safe School Mentors, principals, and vice-principals.

*Reimagining Wellness*

*Update:*

- Feedback from classroom visits suggests that Reimagining Wellness 2.0 had a positive impact on student collaboration, motivation, and well-being.

*Next Steps:*

- In March 2023, staff are gathering formal feedback from educators about Reimagining Wellness 2.0.
- In April 2023, feedback from students will be gathered on program success through a student voice summit.

*Voices Against Bullying Pilot*

In 2020, staff began meeting with a community-based organization called Voices Against Bullying (VAB).

*Update:*

- In February 2023, VAB launched a family advocacy and support program to facilitate conversation between the home and school where there has been an incident of bullying and the family is looking for support.
- 11 schools have identified an initial interest in being involved in the VAB pilot scheduled to begin in spring 2023.

*Next Steps:*

- VAB is scheduling meetings with each interested school to explore school-specific implementation.

***Safe Schools Monitoring – Suspensions and Expulsion Data***

Suspension, expulsion, safe school incidents, and the Gateway program are all parts of HWDSB's Safe Schools programming. Staff compile and share data on such programs annually by year and category of incident. Total suspension and expulsion numbers are also disaggregated by exceptionality, where they are included as a subset of the total.

- In the 2020/21 school year, the rates for all suspensions, expulsions, and incident reports were significantly lower than other years.
- Compared to 2017/18-2019/20 levels, total suspensions and expulsions show little significant differences.
- Increases in *20-day pending* suspensions in 2021/22 (412-430) compared to 2020/21 (14-50) and 2019/20 (57-111).
  - *20-day pending* suspensions resulting from incidents *motivated by prejudice, hate, and bias* showed a notable increase in 2021/22 (<10 to 207), partially attributable to improvements in staff Human Rights training leading to changes in reporting, investigations, and outcomes.

On the motion of Trustee Buck, the Program Committee **received the Positive Culture & Well-Being Report.**

**Carried**

On the motion of Trustee White, the Committee **moved item #6 to be item #5 on the agenda.**

**Carried**

**B. International Baccalaureate**

*Update:*

- Staff considered the feasibility of consolidation by looking at three areas:
  1. Enrollment – Improved enrollment for 2023/24, but still enrollment-based limitations on program offerings.
  2. Financial Feasibility – No compelling financial case for consolidation.
  3. Community Voice – Strong support for maintaining programming at Ancaster, collected in a February consultation meeting and via Engage HWDSB.

*Next Steps:*

- Staff recommends:
  - Continuation of IB programming at Ancaster High and Westdale Secondary for 2023/24.
  - Review of all HWDSB IB programming as part of a wider review of the Secondary Program Strategy.
  - Investigation of IB enrollment improvement efforts at Ancaster such as (a) informing more families about the program and/or (b) encouraging students to work towards a certificate rather than the diploma.
- Trustees spoke to the relief of the Ancaster High community from this decision and a hopeful outlook on increasing IB enrollment, as well as the potential benefits of a board-wide IB program review.

On the motion of Trustee Fehrman, the Program Committee **received the International Baccalaureate Report.**

**Carried**

### **C. Student Learning and Achievement Report**

#### *Secondary Schools Semester One*

##### *Update:*

- Semester One 2022/23 was the first semester where Grade 9 courses were de-streamed. 82% of Grade 9 students earned all four credits in Semester One (-4% from 2021/22).
  - Tutoring funding is being used to provide credit recovery opportunities to help students earn eight credits.
- The Ministry of Education has determined that our five-year graduation rate for the 2016/17 cohort is 81%, with the percentage rising to 82% of students who attended HWDSB schools for all five years of secondary school.

#### *Elementary Schools Term One*

##### *Update:*

- As a cohort, 56% of Grade 1 students and 66% of Grade 2 students met the provincial standard on the Term One provincial report card.
- Despite tutoring programs and interventions, EQAO scores have not yet returned to its pre-pandemic level.

#### *HWDSB EQAO Results for 2021/22*

##### *Update:*

- EQAO assessments resumed in 2021/22 and when compared to HWDSB results in 2018/19, 2021/22 data shows that HWDSB has:
  - Improved scores in Grade 6 Reading and Writing.
  - Stable scores in Grade 6 Mathematics and Ontario Secondary School Literacy Test (OSSLT).
  - Declined scores in slightly all three Grade 3 subjects, plus Grade 9 Mathematics.
- HWDSB follows the provincial trend of pandemic impact on EQAO scores in Mathematics and literacy.

*Next Steps:*

- Until March 31, 2023, we are offering 166 programs serving 830 elementary students.
- In the spring of 2023, staff will complete a final Ministry tutoring report.

On the motion of Trustee White, the Program Committee **agreed to extend the meeting until 10:15 p.m.**

**Carried**

On the motion of Trustee Buck, the Program Committee **received the Student Learning and Achievement Report.**

**Carried**

The agenda and Program package can be viewed using the following link:

<https://www.hwdsb.on.ca/wp-content/uploads/meetings/Program-Committee-Agenda-1679339538.pdf>

Respectfully submitted,  
Graeme Noble, Chair of the Committee

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: April 3, 2023

From: Finance and Facilities Committee

Date of Meeting: March 30, 2023

The committee held a hybrid meeting from 5:06pm to 6:03pm on March 30, 2023 with Trustee Paul Tut presiding.

Members participating were: Trustees Dawn Danko, Maria Felix Miller, Paul Tut and Todd White.

Regrets were received from Trustee Elizabeth Wong.

\*\*\*\*\*

**ACTION ITEMS:**

**A. 2023-24 School Based Staffing**

Staff presented the 2023-24 adjustments in staffing levels due to changes in enrolment, Ministry class size regulations, budget adjustments and/or programming needs. Due to the uncertainty of the Support for Student Funds, Priority and Partnership Funding and COVID Learning Recovery Funds, positions supported by these allocations have been reduced from the preliminary budget. Staff indicated that the staffing approved in the recommended action will provide for the smooth start up to the 2023-24 school year and allows the staffing process to commence ensuring collective agreement compliance along with effective school based staffing decisions. Once funding is finalized and collective agreement timelines are met, positions can be added but they cannot be reduced.

On the motion of Dawn Danko, the Finance and Facilities Committee **RECOMMENDS:**

**That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2023-24 school based staffing:**

<b>Elementary Teachers</b>	<b>2,107.50</b>
<b>Secondary Teachers</b>	<b>940.99</b>
<b>Early Childhood Educators</b>	<b>283.00</b>
<b>Educational Assistants</b>	<b>661.00</b>
<b>Principals/Vice Principals</b>	<b>156.00</b>
<b>School Office Administration</b>	<b>194.00</b>
<b>School Custodial</b>	<b>346.75</b>

**CARRIED**

**MONITORING ITEMS:**

**B. Interim Financial Report – January 31, 2023**

The interim financial status report as presented is based on information available and assumptions as of January 31, 2023. Budget to actual trends are reviewed in order to forecast the Board’s August 31, 2023 year-end position from a financial, staffing and enrolment perspective. At this point, the budget is balanced and no surplus or deficit is projected. The contingency is unspent and is projected to remain intact until the end of the year. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

**C. Capital Projects Construction Update**

Staff provided an updated summary of all the capital projects in various phases. The summary was categorized by each project’s source of funding and project initiative. The project status updates are current as of March 22, 2023. Staff will continue to update Trustees as to the status of these projects on a regular basis.

**D. Long-Term Facilities Master Plan Facility Assessment Update**

Staff released the “About my School” survey to school communities in April 2022. The survey received 762 responses and unfortunately did not provide staff with an accurate sample of the school community voice. There were schools that did not receive a response. It was clear, based on the surveys provided, that washrooms and lighting were areas where respondents felt attention was required. With this information, staff continue to support and plan future renewal work as priorities.

The intention is to revise the Facility Assessment system and include three categories, removing the consultation scoring, given the lack of respondents. The revised categories now include:

- FCI (60%)
- Equity and Accessibility (25%)
- Alignment to Benchmark Strategies (15%)

Staff will continue to gather school community feedback through the consultation process upon the completion of capital improvements. The feedback will guide future projects.

**E. Correspondence received from Stoney Creek Garden Club and Horticultural Society**

Staff received correspondence regarding a partnership to develop a garden plot in Stoney Creek neighbourhood. Staff will engage in next step conversations.

Respectfully submitted,  
Paul Tut, Chair of the Committee