

AGENDA: 6:45 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes: January 30, 2023](#)

Reports from Trustee Special Committees:

7. [Human Resources – January 23, 2023](#)
8. [Program Committee – January 24, 2023](#)
9. [Governance Committee – January 31, 2023](#)
10. [Policy Committee – February 1, 2023](#)

Reports from Legislated Committees:

11. [Special Education Advisory Committee – January 25, 2023](#)

Reports from Community Advisory Committees:

12. [French as a Second Language Advisory Committee – January 25, 2023](#)

13. Oral Reports from Liaison Committees:

- A. City/School Board Liaison Committee
- B. Hamilton-Wentworth Home & School Association
- C. Hamilton Foundation for Student Success (HWDSB Foundation)
- D. Ontario Public School Boards' Association (OPSBA)

14. 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/>

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

1. Call to Order

Dawn Danko, Chair of the Board, called the meeting to order at 6:49 p.m.

2. Delegation:

A. Sarah Greenwood re: Policy Committee report 7A: Whistleblower Protection Policy

The Board heard the delegation noting her concerns and recommended changes for the Whistleblower policy. The delegate felt that the Policy required further revisions before being approved at Board.

3. Approval of the Agenda:

RESOLUTION #23-11: Trustees Wong/Buck moved: **That the Board agenda be approved.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

4. Declaration of Conflict of Interest

None.

5. Confirmation of the Minutes: January 16, 2023

The minutes of January 16, 2023 were confirmed.

Report from Trustee Special Committees

6. Policy Committee – January 11, 2023

Trustee White requested item A be separated out for discussion and voting purposes.

Trustees White/Dahab moved: **That item A – The Whistleblower Policy be sent back to the Policy Committee for further revisions.**

The motion FAILED on the following division of votes:

In Favour (5): Trustees White, Dahab, Noble, Mulholland and Tut. Student Trustees Mahmoud and Li.

Opposed (6): Trustees Archer, Buck, Danko, Fehrman, Miller and Wong

RESOLUTION #23-12: Trustees Miller/Buck moved: **That the Whistleblower Policy be approved:**

The motion CARRIED on the following division of votes:

In Favour (6): Trustees Archer, Buck, Danko, Fehrman, Miller and Wong. Student Trustees Mahmoud and Li.

Opposed (5): Trustees White, Dahab, Noble, Mulholland and Tut.

RESOLUTION #23-13: Trustees Miller/Buck moved: **That the Employee Attendance Support Policy be approved.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

RESOLUTION #23-14: Trustees Miller/Buck moved: **That the remainder of the Policy Report – January 11, 2023 be received.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

Trustee Miller assumed the role as Chair at 9:00 p.m.

7. Finance & Facilities Committee – January 19, 2023

RESOLUTION #23-15: Trustees Danko/Noble moved: **That the Finance & Facilities Committee Report – January 19, 2023 be approved including: That the Key Parameters and Assumptions to Guide 2023-2024 Budget Development be approved.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

Trustee Danko resumed the role as Chair at 9:04 p.m.

Report from Legislated Committees

8. Parent Involvement Committee – January 10, 2023

RESOLUTION #23-16: Trustees Fehrman/Wong moved: **That the Parent Involvement Committee Report – January 10, 2023 be received.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

Report from Community Advisory Committees

9. Faith Community Advisory Committee – January 10, 2023

RESOLUTION #23-17: Trustees Buck/White moved: **That the Faith Community Advisory Committee Report – January 10, 2023 be received.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

Reports from:

10. Committee of the Whole (private) – January 30, 2023

RESOLUTION #23-18: Trustees Miller/Noble moved: **That the Committee of the Whole Report – January 30, 2023 be approved including:**

- **That the Finance & Facilities Committee Report – January 19, 2023 be received.**
- **That the terms and conditions of employment for Hamilton Wentworth Principal Council be approved until August 31, 2023.**

CARRIED

Student Trustees Li and Mahmoud voted in favour.

11. Oral Reports from:

A. Student Trustees' Report

Student Trustees shared:

- That they held a meeting on January 11, 2023 with the Elementary and Secondary Senate to discuss planning for the new semester, supporting grade 7-8 students and specifically the grade eight students through the transition to secondary school and course selection.
- January 12, 2023 an information session was held for students who were interested in becoming a student trustee. The deadline has now closed and the student trustee elections will take place February 21-24, 2022.
- That they spoke to Executive Council around the student voice survey and to look at next steps.

B. Director's Report

The Director shared the following:

- That she visited two schools recently, Queen Victoria and Mount Albion, and received a warm welcome at both schools. Director Robinson Petrazzini had an opportunity to see students learning together in groups during science, technology, engineering, math and art.

- Director Robinson Petrazzini spoke of being mindful of the importance of mental health supports for our students especially for those who have experienced grief or required additional care recently.
- In December the Indigenous Education Circle Strategic Action Plan was shared. This plan spans from 2021-2025. The plan has five pillars – Revitalize, Reclaim, Renew, Restore and Celebrate. This is about creating an opportunity to raise our collective voices in Honour, Commemoration, Education, Healing and Wellness. HWDSB has engaged in professional learning for Principals and Vice-Principals and will continue to do that.
- Secondary students were wished all the best on their exams.
- The director spoke of Black History month in the month of February and to asked people to reflect on what brings you joy? She spoke of the City Hall celebration where the Council honoured 60 members of Hamilton Black Community and indicated that she will be attending the John C. Holland Awards night on February 18, 2023.
- Director Robinson Petrazzini shared that we have a new method of communicating with the community through the new HWDSB newsletter. The publication will be emailed directly home to families using school messenger and it will be posted on our website.

C. Chair's Report

The Chair shared the following:

- That trustees have had a very busy month and they participated in a workshop, along with Executive Council, focusing on Governance and some trustees also attended the Public Education Symposium hosted by OPSBA.
- She spoke of Trustees being out in their school communities and working at building those connections and relationships. She also shared that there is an upcoming visit with MPP Lumsden with Trustees at South Meadow School.
- Thanks was extended to the Communications team for their dedicated work on the HWDSB newsletter.
- Letters were written to the Ministry of Education regarding the holidays that were on the School Year Calendar. The Ministry did respond indicating that the school year calendar was going to be the same but boards could apply for a modified calendar if they went through the correct process. The Ministry also noted that it is impossible to honour every holy day and meet the education criteria of instructional days in the school year.

The meeting adjourned at 9:33 p.m.

The recording of the Board meeting can be found here:

https://hwdsbonca-my.sharepoint.com/personal/tmckillo_hwdsb_on_ca/layouts/15/stream.aspx?id=%2Fpersonal%2Ftmckillo%5Fhwdsb%5Fon%5Fca%2FDocuments%2FRecordings%2FBoard%2D20230130%5F184112%2DMeeting%20Recording%2Emp4&ga=1

COMMITTEE REPORT (Public)

Presented to: Board

Meeting Date: February 13, 2023

From: Human Resource Committee

Meeting Date: January 23, 2023

The committee held a meeting January 23, 2022 - from 6:01 p.m. – 7:05 p.m. via MS Teams, Hamilton, Ontario, with Elizabeth Wong presiding.

Members present were: Trustees Maria Felix Miller (Chair), Sabreina Dahab, Graeme Noble, Elizabeth Wong and Todd White.

INFORMATION ITEM(S):**A. Violence in the Workplace – Employee Incident and Reporting Statistics Update**

Staff provided the committee with an update on Employee Incident and Reporting Statistics, from 2018-2022. In addition, data was provided for the first four months of the 2022-2023 school year. The data was broken into four major categories: First Aid, Health Care, Lost Time and No Injury.

To help support the return to in-person learning this school year, additional Child and Youth Care Practitioners as well as Educational Assistants have been introduced into schools. Targeted use of funding from the Ministry of Education has allowed for the introduction of several specialized programs that support the development of pro-social skills.

Staff continue to implement two board procedures, the Workplace Violence Prevention Procedure and the Promoting Safety through Student Behaviour Management Procedure that relate directly to workplace violence. Both procedures are reviewed with the Board's multi-workplace Joint Health and Safety Committee.

B. Employee Attendance Monitoring Report: September 2022 – December 2022

For the first four months of the 2022-23 school year, September 1 to December 31, 2022, permanent Board employees on average utilized 6.22 personal illness days. Relative to September 1 to December 31, 2021, this is an increase of 1.02 days.

Since the last report, staff continued to observe an increase in the number of short-term personal illness days used by staff for a number of reasons including but not limited to sporadic illness, extended medical leaves of absences, or increased medical accommodation needs which can be attributed to delays in accessing and/or receiving health care, treatment, and medical procedures. Further, staff have reported they have followed the additional health measures advised by Hamilton Public Health and the Board whereby they have stayed home when they have felt unwell and used the School and Child Care Screening Tool before they arrived at their work location to make such a determination.

Respectfully Submitted,
Maria Felix Miller, (A) Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: January 13, 2023

From: Program Committee

Date of Meeting: January 24, 2023

The committee held a meeting through MS TEAMS from 6:06 p.m. to 7:45 p.m. on January 24, 2023 with Trustee Graeme Noble presiding.

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

MONITORING ITEM:**A. Elementary Focus Program Review Update**

Staff provided an update on the Elementary Focus Program Review.

Background: On October 18, 2021, the Board initiated a review of its six Elementary Focus Program.

The six programs are:

- The Hockey Program at Taplestown Elementary School.
- Mandarin Transitional Language Program at Cootes Paradise Elementary School.
- Scholastic Arts and Global Education (SAGE) Program at Strathcona Elementary School.
- Scholastic Arts and Global Education Quest (SAGE Quest) at Ryerson Elementary School.
- Sports Academy-Basketball Program at R.A. Riddell Elementary School.
- Sports Academy-High Potential Program at R.A. Riddell Elementary School.

On June 13, 2022, the Board approved the following recommendations:

1. All six Elementary Focus Programs remain open at their current locations.
2. Elementary Focus Programs will not expand further, as per the Elementary Program Strategy.
3. Systemic barriers to program access will be addressed by:
 - a) Creating a system application process and communication strategy;
 - b) Developing strategies to mitigate financial and transportation barriers.
4. Programs will receive detailed feedback about program-specific barriers to access and concerns about adherence to the program mandates for implementation in 2022-23.

Update: A monitoring report regarding the implementation of recommendations #3 and #4 was shared by staff.

Recommendation #3: Addressing Systemic Barriers to Access

- A system application process for all Focus Programs has been developed, modeled on the Grade I French Immersion application process.
- The HWDSB website will host an online application for all programs.
- The application will be open to families from February 2-23, 2023.
- If there are available spaces in the programs, siblings of students who are already in the program for 2023-24 will be placed in the program. The remaining spaces will be filled through random selection.
- Families will be notified of their placement by 4:00 p.m. Friday, March 3, 2023.
- The Communications and Community Engagement department has developed a plan to support the application process. The HWDSB website has been updated and is home to information regarding all six programs and the application process. The second part of the plan is to raise awareness of the six programs and the application process.
- *Next Steps:* Staff continue to explore strategies regarding cost and transportation.

Recommendation #4: Addressing Program Based Feedback

- Each Focus Program received the detailed feedback from the review.
- School teams for each program have met with Program Division staff to review the feedback and plan for changes to their programs.

On the motion of Trustee Buck, the Program Committee received the Elementary Focus Program Review Update.

Consent

B. 21st Century Learning: Board Provisioned Devices Update

Staff provided an update on the 21st Century Learning: Board Provisioned Devices.

Background: HWDSB provides a device to every secondary student to ensure that all secondary students have access to digital learning spaces. 2022-23 is the first year in a five-year project to move from tablets to laptops as the device provided to students from Grades 4-12. The staff survey indicated that there were four (4) primary uses for digital devices in classrooms:

1. Online research (e.g. internet search)
2. Completing assignments
3. As a reader/textbook
4. As assistive technology

The move to laptops from tablets in secondary schools has begun with a pilot at Sir Winston Churchill Secondary School.

The laptop selected for piloting features:

- A touch screen with ability to flip screens to resemble a tablet
- A stylus;
- The Windows operating system; and
- Relevant software (e.g., Microsoft Office suite).

Update:

- *Challenge 1:* The laptops require longer imaging times (some needed multiple attempts to image).
- *Challenge 2:* Some students have experienced difficulties running large programs.
 - *Solution:* IIT has added RAM to improve performance and is investigating a new model as a replacement.
- *Challenge 3:* It has been noted that the tablet used previously performs better and has a longer battery life cycle.
- *Challenge 4:* The MDM system used for tablet management has the same functionality as for the new laptops however staff are finding there is a less efficient workflow.
 - *Solution:* Staff are experimenting with various tools to replace iOS apps with Windows applications. The new laptops may necessitate changes to classroom infrastructure and additional school-based spending.

Next Steps: Staff will continue to focus on applying the learning from Semester one and gather data on the transition from tablets to laptops. A further update will be brought to the June 5, 2023 Program Committee meeting.

On the motion of Trustee Buck, the Program Committee received the 21st Century Learning: Board Provisioned Devices Update.

Consent

C. Secondary Program Strategy – International Baccalaureate Update

Staff provided an update on the Secondary Program Strategy – International Baccalaureate (IB).

Background: IB is a Grade 11 and 12 university preparation program recognized in over 140 countries, including universities in Ontario. IB uses its own world-wide curriculum rather than the Ontario Curriculum. Students study up to six subject areas (3 in Standard Level [SL]; 3 in Higher Level [HL]) and can apply for university credit based on their IB course results. Graduates earn both the Ontario Secondary Student Diploma and an IB Diploma (all IB courses) or IB Certificate (partial IB courses). At the HWDSB, students pay a supplemental fee to attend the program totaling \$2200 over two years for the IB Diploma.

Update: Staff is exploring a possible consolidation of the IB program to one site at Westdale Secondary School.

Rationale For Consolidation:

- Likely mean a slightly higher enrollment for IB at Westdale, allowing for more variety of course offerings and an improved student experience for all. Westdale currently offers a wider variety of both SL and HL IB courses.
- May increase course offerings at Ancaster High in other academic streams.
- Current IB enrollment at Ancaster High is relatively low compared to previous years at Ancaster High and currently at Westdale.

- The Secondary Program Strategy identifies IB as a tier three program, which means students in the program are eligible for transportation under the HWDSB Transportation Policy.

Rationale Against Consolidation:

- Impacts employment status of IB teachers at Ancaster High, though mitigatable through relocation/reassignment.
- Limits student opportunities for enriched programming at Ancaster High.
- Further focalization of magnet programs to Westdale from other HWDSB communities.
- Lack of tier three pre-IB programming in Grades 9 and 10 disrupts learning and community, reducing likelihood of Ancaster High student relocation to Westdale for Grades 11 and 12.

Considerations:

- IB Certificate only offered at Westdale.
- Enrollment trends may be impacted by COVID-19 pandemic.
- Any IB phase out at Ancaster High would require careful planning to support current students.

Next Steps: Staff will explore the financial impact of consolidating the IB Program to Westdale as well as engaging with the Ancaster IB community for discussion and feedback before making any recommendations about program consolidation. The Program Committee voiced interest in conducting a full review of HWDSB's IB programming to monitor program goals and their achievement. A recommendation related to the IB program will be brought to the March 20, 2023 Program Committee meeting.

On the motion of Trustee Buck, the Program Committee received the Secondary Program Strategy – International Baccalaureate Update.

Consent

Respectfully submitted,
Graeme Noble, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 13, 2023

From: Governance Committee

Date of Meeting: January 31, 2023

The committee held a meeting from 6:05 p.m. to 6:59 p.m. on January 31, 2023 at 20 Education Court, Hamilton, ON, virtually through MS Teams, with Trustee Todd White presiding.

Members present were: Trustees Becky Buck (electronically), Dawn Danko (electronically), Amanda Fehrman, Maria Felix Miller and Todd White

ACTION ITEMS:**I. Board of Trustees Annual Development Strategy Plan: Ward Representation**

To view the presentation please visit: <https://www.hwdsb.on.ca/wp-content/uploads/meetings/Governance-Appendices-1675358130.pdf>

A. School Engagement – Initiative Ward Trustee

Trustee are looking forward to creating a Ward Trustee newsletter to support the community in understanding the importance of the role that a Trustee plays in their community and within their schools. With it being a new term, a new board and a new year this is quite timely and fitting. HWDSB has just launched a quarterly newsletter and staff have suggested that the Trustee newsletter could potentially fall in between the quarterly newsletters. Trustees felt that a balance would be helpful as too many communications to families becomes overwhelming. Some topics for consideration included:

- Board highlights
- Community events
- School renewal
- Engage HWDSB

Moved by Trustee Danko, the Governance Committee **recommends that Trustees move forward with a Trustee newsletter three times per year while maintaining the September welcome and June graduation communication.**

CONSENT**MONITORING ITEMS:****B. School Council Engagement – Initiative: Trustee-School Council Communication Standards**

Staff shared that they would like to send an email to the School Council Chairs with their Ward Trustees' contact information. The goal is to build a relationship with the School Council Chairs. A board email address could be created for the School Council Chairs or with permission could use their own personal email address. Staff shared that the Parent Involvement Committee (PIC) will be involved in PIC Connect in February, April and May where the Chair and Vice-Chair of PIC along with the Director go out to schools to have an open conversation. Trustees have been invited to attend as well. This is an opportunity for Trustees to engage with their School Council and School Council Chairs. There are plans in the works for Trustees to attend a PIC meeting or have another meeting where Trustees and PIC members have a facilitated conversation discussing how school councils can support Trustees can support on another. Some considerations around this community engagements initiative would be:

- Standards related to School Council agendas being publicly available and accessible
- How Trustees can best participate in School Council meetings (open invite or invite only)
- Role of the principal in Trustee-School Council connections
- Create resource for best practices to support Trustee-School Council relations
- Create conditions to share School Council email/contact information to Trustees

Trustees felt that this information could be added to the School Council Handbook and could be co-created with PIC and updated as needed. This item will come back as a future agenda item.

2. Strategic Directions

Trustees received an update from the Director on the Strategic Directions review noting that they have begun to signal to the wider community the fact that HWDSB will be engaging in consultation with the various communities for input when creating the new strategic directions. It has been six year that the current strategic directions have been in place and it is time for a refresh. The Director will continue to communicate timelines with the Committee.

The recorded meeting can be accessed here: https://hwdsbonca-my.sharepoint.com/personal/tmckillo_hwdsb_on_ca/_layouts/15/stream.aspx?id=%2Fpersonal%2Ftmckillo%5Fhwdsb%5Fon%5Fca%2FDocuments%2FRecordings%2FGovernance%2D20230131%5F180737%2DMeeting%20Recording%2Emp4&ga=l

Respectfully submitted,
Todd White, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 13, 2023

From: Policy Committee

Date of Meeting: February 1, 2023

The committee held a meeting from 6:01 p.m. to 6:54 p.m. on February 1, 2023, with Trustee Miller presiding.

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

ACTION ITEMS:**A. Student Fees Policy**

The Committee considered the Student Fees Policy. This policy is up for its four-year review. Minor changes were made to the policy including updated language throughout the policy for consistency and alignment with the recently passed Human Rights Policy.

On motion of Trustee Archer, the Policy Committee recommends that: **The Student Fees Policy be approved.**

CARRIED

B. Community Involvement Activities Policy

The Committee considered the Community Involvement Activities Policy. This policy is up for its four-year review. Staff noted that the policy is not required by the Ministry of Education and is better served as a procedure under the 21st Century Learning Policy.

On motion of Trustee Archer, the Policy Committee recommends that **the Community Involvement Activities Policy be revoked.**

CARRIED

C. Staff Progressive Discipline Policy

The Committee considered the Staff Progressive Discipline Policy. This policy has undergone significant revisions including updated language throughout the policy for consistency and alignment with the recently passed Human Rights Policy.

On motion of Trustee Archer, the Policy Committee recommends that: **The Staff Progressive Discipline Policy be approved.**

CARRIED

D. Bullying Prevention & Intervention Policy

The Committee considered the Bullying Prevention & Intervention Policy. Staff took away the recommended changes from the last Policy meeting and updated the policy accordingly. Staff reviewed the changes with the Committee.

On motion of Trustee White, the Policy Committee recommends that: **The Bullying Prevention & Intervention Policy be approved.**

CARRIED

Respectfully submitted,
Maria Felix Miller, Chair of the Committee



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

The purpose of this policy is to ensure that when activities with a fee are offered, a student's financial or socio-economic circumstances is neither a barrier to nor an enabler of exclusive access to that activity.

Schools may offer curriculum or extracurricular activities (e.g., enhanced programming or materials, optional programs, excursions, athletics, clubs, activities) that are financed wholly or in part by student fees; however, individual financial circumstances should not prevent a student from participating in these activities. Schools may have student activity fees or team fees, and these fees should be voluntary and as low as possible.

GUIDING PRINCIPLES:

- Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee.
- Each student should have access to the activities in their school community without paying a fee.
- Student fees are only appropriate in cases where schools choose to offer enhanced programming or materials, optional programs, or activities beyond the core curriculum.
- Schools will limit the number of activities that require fees and, to the greatest extent possible, rely on alternatives to student fees (e.g., school budget, grants, fundraising, etc.) to finance these opportunities.
- Where fees are appropriate, they should be developed with the involvement of the school community, be minimized as much as possible, and spent in the current fiscal year.
- Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.
- Staff will honour the dignity of every student and family when requesting, collecting, and/or waiving a fee.

INTENDED OUTCOMES:

- Students will be able to participate in school activities without paying a fee.
- The number of activities provided by schools that charge a fee will be limited, and the cost to students and families will be as low as possible.
- No student fees will replace public funding for education, and they may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance, or upgrades outside of enhanced or optional materials.
- Student fees and their disbursement will be clearly communicated to each school community.



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

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RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Enhanced Programming and Materials: Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum, voluntary courses or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

Qualified Resident Pupil: An international student studying at HWDSB on a visitor visa and a study permit is required to pay fees according to the Education Act 49(6).

Student Activity Fees: Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances or theme days.

Team Fee: A specific fee for each sport played based on the needs of the team and used to fund tournaments/exhibition games, uniform deposit and/or upgrades, travel, first aid (non-funded sports), referees (non-funded sports) and athletic supplies (e.g., tape, wrap) The fee will be waived or subsidized for students who are experiencing financial hardship.

ACTION REQUIRED:

- Implement procedures that support the guiding principles of this policy and any related Ministry policy.
- Communicate the requirements of this policy and related procedures to school principals annually.
- Principals will work with and communicate to school and program staff, parents/guardians/caregivers and students about the development of any fees.



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Students will be able to participate in school activities without paying a fee.	Hamilton Foundation for Student Success Grant usage Parent Voice Survey
The number of activities provided by schools that charge a fee will be limited, and the cost to students and families will be as low as possible.	Annual School Financial Reports
No student fees will replace public funding for education, and they may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance, or upgrades outside of enhanced or optional materials.	Annual School Financial Reports
Student fees and their disbursement will be clearly communicated to each school community.	School communication: website, newsletters, messages to parents, school council reports. Parent Voice Survey

REFERENCES:

Government Documents

Education Act

Ministry Guideline: Fees for Learning Material and Activities

Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

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PURPOSE:

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

GUIDING PRINCIPLES:

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

INTENDED OUTCOMES:

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

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals or designate

TERMINOLOGY:

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



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

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

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

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

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

ACTION REQUIRED:

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

Eligible Activities

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

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



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

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Examples of Eligible Volunteer Activities

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

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

List of Ineligible Activities

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

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

- Campaigns for the office of school board trustee

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure students are on track towards completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.	This will be measured through analysis of data (time) submitted by students.



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

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Intended Outcome	Assessment
Provide guidance and encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.	This will be measured through analysis of data (activity type) submitted by students to ensure this is happening.

REFERENCES:

Government Documents

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

HWDSB Policies

Community Engagement
 Student Engagement

REVISIONS



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board employees are expected to maintain appropriate behaviour and carry out their duties responsibly, effectively and diligently. The purpose of this policy is:

- To affirm HWDSB's commitment to foster and maintain positive working relationships and learning in all HWDSB environments.
- To ensure HWDSB employees understand their roles and responsibilities in upholding appropriate behaviour where they work, learn, access or provide services.
- To put in place accountability measures and procedures to address misconduct.
- To ensure compliance with the HWDSB's workplace policies and standards.

This policy applies to all HWDSB employees (union and non-union), including HWDSB leadership.

GUIDING PRINCIPLES:

- HWDSB provides the highest quality of education possible to our students.
- HWDSB protects and maintains public trust.
- HWDSB considers bias, prejudice and discrimination that may influence the issuing of employee discipline. This involves considering the impact of all beliefs and actions that may enter a situation and taking steps to ensure discipline is issued in a consistent but unbiased manner in accordance with the degree of the misconduct.
- When issuing discipline, HWDSB considers mitigating circumstances for all employees.
- HWDSB employees carry out their responsibilities in a co-operative and professional manner.
- HWDSB employees comply with HWDSB policies and procedures, the Education Act, and other related legislation.
- HWDSB employees share the commitment in protecting and maintaining public trust.
- HWDSB employees reaffirm the Board's principles of equality through inclusive programs, curriculum, services and operations.
- HWDSB employees have the right to learn, work, access or provide inclusive services in an environment that is free from discrimination and harassment.

INTENDED OUTCOMES:

To address, where appropriate, employee misconduct through a progressive discipline approach.



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

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Maintain positive and supportive working and learning environments for all employees and students where they are treated with dignity and respect, and where employees act in compliance with HWDSB's policies, procedures and applicable legal obligations.

RESPONSIBILITY:

Director of Education
Executive Council
HWDSB Employees

TERMINOLOGY:

Bias: The attitudes and stereotypes that influence our understanding, actions, and decisions in an unconscious way.

Discrimination: Any form of unequal treatment based on a protected ground under the Human Rights Code (the "Code"), whether imposing extra burdens or denying benefits. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but have the effect of disadvantaging certain groups of people. It can be direct or indirect, individual or systemic. It may be intentional or unintentional, and it may take obvious forms (direct), or occur in very subtle ways (indirect). In any case, even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy. Hate activities and harassment are forms of discrimination. Putting measures to correct, relieve or remedy hardship or systemic discrimination experienced by persons or groups in an attempt to achieve equity, is not discrimination.

Harassment: Engaging in a course of vexatious comment or conduct that is known, or ought reasonably to be known to be unwelcome.

The Code also protects employees from harassment in employment by the employer, agent of the employer or by another employee because of the following prohibited grounds: race, colour, ancestry, creed (religion), place of origin, ethnic origin, citizenship, gender identity, gender expressions, sex (including pregnancy and breastfeeding), sexual orientation, age, marital status, family status, disability and record of offences (in employment only). It is important to note that there is potential for more than one protected ground to intersect, where an employee is protected under multiple identified grounds simultaneously. Further, the Code protects employees from discrimination because of association, relationship or dealings with another person identified by a protected ground.

Workplace sexual harassment: Engaging in a course of vexatious comment or conduct against a worker because of sex, sexual orientation, gender identity or gender expression where the course of comment or conduct is known or ought reasonably to be known to be unwelcome. This could also include making a sexual solicitation or advance where the person making the solicitation or advance is in a position to



Staff Progressive Discipline

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confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

The Code offers protection for workers against harassment because of sex or sexual solicitation by a person in a position to confer benefits. Every person who is an employee has a right to freedom from harassment in the workplace because of sex, sexual orientation, gender identity or gender expression by their employer or agent of the employer or by another employee.

Every person has a right to be free from sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or a reprisal or threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

Harassment (including sexual harassment) can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. More than one event may need to take place to constitute harassment. However, one incident could be significant or substantial enough to amount to harassment. The following is a non-exhaustive list of behaviour that constitutes harassment: name-calling, unwelcome remarks, jokes, slurs, displaying derogatory or offensive messages and bullying.

HWDSB environment: Board property, schools, school buses, virtual or digital learning and working environment, social media, school or work-related events or activities, before- and after-school programs, extracurricular activities, co-instructional activities, excursions and may include any other locations outside HWDSB that may have an impact on the school or work and learning climate.

HWDSB leadership: Senior administration, including the director of education, Executive Council, principals, vice-principals, managers and supervisors.

Prejudice: A preconceived opinion that is not based on reason or actual experience.

Progressive discipline: An approach that uses interventions, supports, and consequences to address job related misconduct that does not meet expected and communicated standards and/or that are a violation of HWDSB policies, procedures or any applicable legal obligation. This approach builds upon strategies that promote both positive employee behaviours and positive workplace culture. The approach to employee discipline where appropriate, will include learning opportunities for employees to reinforce these positive behaviours. It involves increasingly severe steps of discipline where it is appropriate to provide an employee with the opportunity to improve their behaviour.



Staff Progressive Discipline

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ACTION REQUIRED:

- Create and maintain a progressive discipline procedure that outlines HWDSB's expectations with respect to the level of discipline, including termination, for employee misconduct. The procedure also includes a process for employee misconduct that HWDSB considers severe enough to skip levels of progressive discipline and/or warrants immediate termination of employment.
- Provide training to HWDSB leadership about the policy and any related procedure, including the stages and steps of progressive discipline:
 - STAGE 1 – PRE-DISCIPLINARY
 - Coaching conversation
 - Letter of Expectation
 - STAGE 2 – DISCIPLINARY
 - Step 1 – Verbal Warning (Documented)
 - Step 2 - Letter of Discipline (Written Warning)
 - Step 3 - Suspension (Without Pay)
 - Step 4 - Additional Day(s) Suspension (Without Pay)
 - Step 5 - Termination

PROGRESS INDICATORS:

Intended Outcome	Assessment
To address inappropriate behaviour by employees through a progressive discipline approach.	A reduction in the number of times progressive discipline steps are required. A reduction in the number of investigations related to job related misconduct.
Maintain positive and supportive working and learning environments for all employees and students where they are treated with dignity and respect.	Employee voice survey Student voice survey

REFERENCES:

Government Documents

Education Act
 Employment Standards Act
 Occupational Health and Safety Act
 Collective Agreements, where applicable
 Ontario Human Rights Code



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Bullying, including cyber-bullying, is a serious issue that is **not acceptable and will not be tolerated** on or off school property (including virtual), in a Board or school-related activity, or in any other circumstances that will have an impact on the school climate (e.g., off school property). The intent of this policy is to prevent and intervene effectively when bullying occurs amongst students. The approach to responding to bullying is addressed in greater detail in the Student Behaviour and Discipline Policy 5.7.

Every student has a right to a safe and nurturing learning environment that is free from exploitation, exclusion, harassment, discrimination, bullying and violence. Bullying adversely affects a student's well-being, ability to learn, attendance, safety, sense of self-worth and may be a violation of their human rights. It adversely affects the school climate, including healthy relationships.

All Board employees have a responsibility to respond to and report behaviour that may lead to or be described as bullying. It is the responsibility of all individuals within a school, as part of a school community, to contribute to a positive school climate that is inclusive and accepting of all students and staff and that promotes the prevention of bullying.

Note: This policy aligns with Ministry of Education PPM 144: Bullying Prevention and Intervention.

GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board is committed to creating safe, inclusive and caring school environments through a focus on healthy relationships and development of positive school climates.

HWDSB is committed to:

- A relentless focus on building positive and inclusive cultures in all classrooms and schools (including virtual) so that students feel a sense of belonging and safety within the conditions to achieve their full potential.
- Creating student-centred learning environments where identity, voice and lived experience are affirmed and honoured as an essential part of learning.
- Listening and responding to student voice.
- Fostering relationships that are positive, supportive, caring and respectful.
- Proactively addressing bullying throughout the school year as part of daily practice.
- Protecting students from harm and peer victimization, including bullying.
- Informing and engaging students and parents/guardians/caregivers when incidents of bullying have occurred.
- Investigating and responding to incidents of bullying using a clear and transparent process.
- Working alongside students and families impacted by incidents of bullying and/or bullying-like behaviour.
- Providing supports to students impacted by bullying and/or bullying-like behaviour.
- Building trust through our actions – listening, documenting, responding and being accountable at the school and system-level for improvement in student safety and well-being through the

Bullying Prevention and Intervention for Students

Date Approved: XXXX

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monitoring and review of school-based data and communicating outcomes to the community.

INTENDED OUTCOMES:

Through this policy, HWDSB will ensure effective prevention, intervention and response to bullying:

Prevention:

- Student-centred learning environments where identity, voice and lived experience are affirmed and honoured, contributing to belonging, safety and the development of positive, caring and respectful relationships.

Intervention:

- Consistent approaches to addressing bullying.
- Reducing the incidence of bullying.

Response:

- Working alongside students, families and staff impacted by incidents of bullying and/or bullying-like behaviour including considering the most appropriate supports.
- Accountability and transparency in communication and process when an incident of bullying is reported.

RESPONSIBILITY:

Director of Education
Executive Council

Bullying prevention, intervention and response require all members of the school community to have roles and responsibilities. The director of education and members of Executive Council are directly responsible for the operationalizing and monitoring of this policy.

TERMINOLOGY:

Bullying: Aggressive and **typically repeated** behaviour by a student where:

- a) The behaviour is **intended** by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:
 - i. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, harm to the individual's property or
 - ii. Creating a negative environment at a school for another individual, **and**
- b) The behaviour occurs in a context where there is a real or perceived **power imbalance** between the student and the individual based on factors such as size, strength, age, intelligence, peer group

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power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

For the purposes of the definition, “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.

For the purposes of the definition, “bullying” includes by **digital means** (commonly known as cyber-bullying), including:

- a) Creating a web page or a blog in which the creator assumes the identity of another person.
- b) Impersonating another person as the author of content or messages posted on the internet.
- c) Communicating material digitally to more than one individual or posting material on website that may be accessed by one or more individuals.

Types of Bullying:

Physical: May include hitting, pushing, slapping, tripping, kicking, shoving, beating up, stealing, damaging another person’s property or physical intimidation.

Verbal: May include name-calling, mocking, insults, threats and/or teasing.

Social (or Relational)/Mental/Emotional/Psychological: Demeaning rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, making hurtful comments verbally or digitally, and/or damaging another person’s friendships, treating someone badly based on their appearance.

Digital/Cyber: Includes (see definition of Bullying):

- a) Sending or sharing hateful, insulting, offensive, and/or intimidating digital communication or images via text messages, emails and/or direct messages.
- b) Revealing information considered to be personal, private and sensitive without consent.
- c) Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others.
- d) Excluding or disrupting access to a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sexually exploited.

Bullying, including cyberbullying, may include intentional aggression, exclusion, saying negative things, telling a joke that may cause harm, treating someone badly or name calling directed to a person or persons because of one or more of the protected areas under the Ontario Human Rights Code (i.e., race, national or



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ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor). In these situations, the bullying might also be considered an act of discrimination or harassment based on a protected human rights ground and an act motivated by bias, prejudice or hate requiring a response under section 310 of the Education Act (suspension pending expulsion process).

Intervention: The strategies and approaches used when children and youth experience bullying.

Prevention: The strategies used to promote healthy relationships and working together for a safe, inclusive and accepting school.

Response: The expectations of the school when investigating and applying progressive discipline in situations of bullying. This includes student and family supports.

ACTION REQUIRED:

The Board shall establish, maintain and review a comprehensive Bullying Prevention and Intervention Strategy and a Bullying Prevention Plan (updated every two years) which includes:

Engaging Students, Parents/Guardians/Caregivers and Families

Student engagement is a necessary condition for learning and achievement. Through student voice and engagement, students and adults collaborate to ensure their schools become a place where everyone is safe, inclusive and caring.

Parents/guardians/caregivers play a critical role in the lives of their children and as partners in the education of their children. It is vital that parents/guardians/caregivers are confident in the measures in place to protect students from harm. Parents/guardians/caregivers of students involved in bullying must be notified of the incident and be engaged in discussion of supports.

The Board and/or schools will develop communication and outreach/engagement strategies for students and parents/guardians/caregivers as part of the Bullying Prevention and Intervention Strategy that:

- Communicate the policy, including who to contact with questions or concerns, where information is available and how to report bullying.
- Establish ongoing processes to meaningfully engage as partners in education.
- Support an understanding of roles and responsibilities with respect to policies and practices related to bullying prevention, including cyber-bullying prevention.
- Adjust practices as necessary to address any barriers that might prevent understanding of roles and responsibilities.
- Provide access to appropriate board supports, resources and publications.

Prevention and Awareness Raising



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Bullying prevention and awareness raising is a critical responsibility of the Board and schools which includes:

- A school-wide approach with a focus on healthy relationships, equity, inclusion and Indigenous Cultural Safety principles.
- A safe, inclusive and accepting school climate through a school team in every school which includes students and parents/guardians/caregivers.
- Safe supports available in schools (e.g., affinity groups, clubs, chillout spaces) which reflect the identities of students who access them.
- Daily awareness-raising practices, which include expectations for appropriate student behavior and make supports for students more visible and accessible.
- Recognition of Bullying Awareness and Prevention Week on the third Sunday in November of each year.
- Student and staff learning, engagement and leadership related to bullying, particularly its connections to identity, systems of oppression and discrimination.
- Engaging with community partners to support bullying prevention and awareness raising.

Programs, Interventions and Other Supports

All allegations of bullying will be taken seriously. The process of responding and providing support will be transparent and follow the progressive discipline process (see Progressive Discipline and Promoting Positive Student Behaviour Procedure). Programs, interventions and supports developed will include:

- A clear and accessible process when incidents of bullying occur including appropriate and timely responses and ways to report safely and in a way that will minimize the possibility of reprisal.
- A plan to protect students who have been harmed and a process for parents/guardians/caregivers to follow up if they are not satisfied with the supports.
- Programs, interventions and other supports for students who have experienced bullying behaviour, witnessed incidents of bullying or engaged in bullying behaviour.
- Consequences and learning for students who engage in bullying, based on progressive discipline.
- Students with special education needs are considered in the development of interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).
- Clearly defined roles and responsibilities for staff, students, parent/guardian/caregivers and community partners.

Reporting to the Principal

While the principal is responsible for school operations and must respond to all reports of bullying, students and families are encouraged to report bullying concerns to a trusted adult within the school as soon as possible.

HWDSB will maintain a clear and transparent process that allows for:

- Various pathways and timelines to report bullying, particularly for Indigenous, Black, Racialized, Two Spirit and LGBTQIA+ students and students with disabilities.
- Students and parents to report incidents of bullying to a caring adult or the principal.
- Staff report incidents of bullying to the principal immediately when they witness it or have it reported to them.

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- The principal to adjust practices as necessary to address barriers that might prevent students, parents and staff from understanding their reporting roles and responsibilities.
- The principal to respond to reports of bullying in ways that honour and support the unique identities and lived experiences of students and families.
- The principal to provide access to appropriate board resources/publications for students, parents and staff.

Suspensions and Expulsions for Bullying

HWDSB is committed to sharing with students, families and staff a clearly defined process aligned with the Education Act and related Regulations (e.g., Reg. 440/20) for incidents of bullying as defined within this policy. This process will consider a progressive discipline approach, including mitigating factors, interventions, suspension and expulsion. Communication with families will be timely and transparent.

Progressive discipline, as outlined in Ministry of Education PPM 145, is a whole-school approach that utilizes a continuum of prevention and intervention strategies to provide support in teaching appropriate behaviours as well as consequences to address inappropriate behaviour. This approach is meant to shift the focus from one that is solely punitive to one that is both corrective and supportive.

Professional Development for School Staff

To support awareness and understanding by those who have regular contact with students, HWDSB will:

- Establish and provide annual professional development programs to educate educators and other staff about bullying prevention and strategies for promoting a positive school climate.
- Put in place curriculum-linked culturally responsive and relevant pedagogy strategies on bullying prevention and intervention to provide administrators, educators and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.
- Make learning resources available to other adults who have significant contact with students (e.g., parents, volunteers, early learning and childcare, partners).

Communication and Outreach

Communication and outreach are critical components of bullying prevention and intervention. HWDSB will:

- Actively communicate policies and procedures on bullying prevention and intervention to principals, educators, and other school staff, students, parents, Special Education Advisory Committee, Indigenous Education Circle, school councils, Parent Involvement Committee, other Board advisory committees, early learning and childcare partners and school bus operators and drivers.
- Articulate roles and responsibilities of all members of the school community (i.e., principals, educators, other school staff, students, parents).

Monitor and Review

Monitoring and reviewing the policy will occur on a regular basis including:

- Establishing indicators to support monitoring, reviewing and evaluating the effectiveness of the



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Policy and Procedure, using an anti-racist, anti-oppressive framework.

- Tracking of all incidents of bullying including regularly reviewing all bullying related suspensions and expulsions to identify and mitigate patterns related to identity, discrimination and systems of oppression.
- Establishing approaches in addition to surveys to gather student, parent/guardian/caregiver and staff voice.
- Surveys administered to students, parents/guardians/caregivers and staff every two years.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Student-centred learning environments where identity, voice and lived experience are affirmed and honoured, contributing to belonging, safety and the development of positive, caring and respectful relationships.	School climate surveys or other youth engagement approaches
Consistent approaches to addressing bullying.	Recorded and monitored through data collection of school climate surveys or other youth engagement approaches, parent/guardian/caregiver surveys or other engagement methods.
Reducing the incidence of bullying.	Student Information System data, including suspension and expulsion data.
Working alongside students, families and staff impacted by incidents of bullying and/or bullying-like behaviour and considering the most appropriate supports.	Recorded and monitored through data collection of school climate surveys or other youth engagement approaches, parent/guardian/caregiver surveys or other engagement methods, staff voice/engagement
Accountability and transparency in communication and process when an incident of bullying is reported.	Recorded and monitored through data collection of school climate survey or other youth engagement approaches, parent/guardian/caregiver surveys or other engagement methods, staff voice/engagement



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REFERENCES:

Government Documents

Part XIII of the Education Act

Accepting Schools Act (Bill 13), 2012

An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007

Policy/Program Memorandum 144 (Nov. 25, 2021)

Safe Schools: Creating a Positive School Climate

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs
Through Progressive Discipline K-12

Ontario's Equity and Inclusive Education Strategy, 2009

Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007

English Language Learners: ESL and ELD Programs and Services, 2007

Ontario Regulation 472/07

Access to School Premises -Trespass Act

OCT Standards of Teaching Practice

Ontario Human Rights Code

Ontario Criminal Code

Municipal Freedom of Information and Protection of Privacy Act

All applicable curriculum guidelines

Committee Report

Presented to: Board

Meeting Date: February 13, 2023

From: Special Education Advisory Committee (SEAC)

Meeting date: January 25, 2023

The Committee held a meeting on Wednesday, January 25, 2023, beginning at 5:34 pm ending at 7:09 pm, with Chair Judy Colantino presiding.

Present

Angie Butt, Inclusion Action in Ontario, Dawn Danko, HWDSB Chair, Trustee, Ward 7, Jessica Malcew, VOICE for Hearing Impaired Children (Alternate), Julie Armstrong, Centre for Diverse Learners, Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, Lynn Vanderbrug, Lynwood Charlton Centre, Mark Courtepatte, FASD Parent & Caregiver Support Group, SEAC Vice-Chair, Melanie Roberts, The Association for Bright Children of Ontario, Michelle Campbell, Autism Ontario (Central West Chapter), Susi Owen, CNIB Hamilton and Niagara, Tracy Sherriff, Community Living Hamilton

Regrets

Sabreina Dahab, Trustee, Ward 2

ACTION ITEMS**a) Autism Ontario – representative update**

- Nancy Silva-Khan has been nominated as the SEAC primary representative and Michelle Campbell as the alternate representative

On the motion of Lynn Vanderbrug, seconded by Julie Armstrong, the Committee recommends to the Board of Trustees that the representative update for Autism Ontario be approved

CARRIED.**b) Community Living Hamilton – representative update**

- Sarah Johnson has been nominated as the alternate representative on SEAC, and Tracy Sherriff continues as the primary representative

On the motion of Mark Courtepatte, seconded by Michelle Campbell, the Committee recommends to the Board of Trustees that the representative update for Community Living Hamilton be approved

CARRIED.**c) VOICE for Deaf and Hard of Hearing Children – representative update**

- Jessica Malcew has been nominated as the primary representative on SEAC

On the motion of Julie Armstrong, seconded by Mark Courtepatte, the Committee recommends to the Board of Trustees that the representative update for VOICE for Deaf and Hard of Hearing Children be approved

CARRIED.**INFORMATION ITEMS****a) Lexia™ Core5™ Reading Program**

Courtney Smith and Laura Feere, K-12 Learning Consultants, Specialized Services

- An overview of Lexia™ Core™ Reading Program was provided showing the alignment of Lexia™ with OHRC's Right to Read
- The program can be used with any learner profile in grades 3 and 4 that require targeted Tier 2 support to develop reading skills
- The program has been implemented in 70 elementary schools, 250 classrooms, 632 grade 3 and 4 students
- This school year, students have completed a total of 20,315 units – an average of 57 units per student

b) Election of SEAC Chair and Vice Chair

Election of Chair:

- Susi Owen nominated Judy Colantino as Chair - no other nominations were received

On the motion of Lindsay Bray, seconded by Mark Courtepatte, the Committee recommends the appointment be approved

CARRIED.

Election of Vice Chair:

- Judy Colantino nominated Lindsay Bray as Vice Chair – no other nominations were received

On the motion of Julie Armstrong, seconded by Tracy Sherriff, the Committee recommends the appointment be approved

CARRIED.

MEMBERS' UPDATE

a) Trustees Update

Dawn Danko, HWDSB, Trustee, Ward 7

- The Board has moved away from the universal mask requirement that we had in place from early December and is now promoting our public health messaging around masking and health and safety measures – relating to COVID and other illnesses, we will continue to provide masks in schools and make them available
- We also have a strategy that the board is using this year for snow clearing, so every school has a path that will be cleared on the black top
- We started working on our budget process - we're using the same priorities as we have in the past
- We have two new policies that are in the works – one is our Whistleblower Policy, and the other is the Bullying Prevention and Intervention Policy
- We're introducing a new mechanism for consultations, called Engage HWDSB - we will be sending out request for consultation on our strategic directions to committees in a few months
- We are developing a Trustee Annual Plan that will be a mechanism we can use to make sure that we are being strategic in our advocacy
- We received an updated transportation report that still indicates a driver shortage but has improved since we had done the Bell time study and adjusted Bell times

b) Local Association Updates

Mark Courtepatte, FASD Parent & Caregiver Support Group, SEAC Vice-Chair

- Collaborative event (Hamilton and Halton) live and virtual conference "FASD Strengthening the Connection" Feb. 18th
https://www.hamiltonfasdsupport.ca/?page_id=33

Julie Armstrong, Centre for Diverse Learners

- We have our annual conference coming up on March 3rd and 4th. <https://diverselearners.ca/sf112/schedule/>

Susi Owen, CNIB Hamilton and Niagara

- The CNIB Learning Academy is launching a program called the Career Voices Speaker series for visually impaired youth <https://www.cnib.ca/en/event/career-voices-speaker-series?region=on>

c) Superintendent's Update

Peggy Blair, Superintendent of Specialized Services

- CNIB Clear Print Accessibility Guidelines are being introduced in the school board. Staff in service areas are receiving in-service on the guidelines. Further sessions will be provided for school-based staff in the future
- Interdisciplinary Studies Course: Disability Studies and Human Rights. Funding from the Ministry of Education has resulted in the development of this course. The overarching goals are related to eliminating discrimination and prejudice against people with disabilities and creating allies that will combat ableism. It will be available to students in grade 11 at four high schools beginning second semester
- Swimming - Self-contained Classes: skill-based swimming programs based on the provincial curriculum are now underway

Respectfully submitted by Judy Colantino, SEAC Chair

Committee Report

Presented to: Board

Meeting date: February 13th, 2023

From: French as a Second Language Advisory Committee

Meeting date: January 25th, 2023

The committee held a meeting on Wednesday, January 25th, 2023, via TEAMS from 6:30 to 8:30 pm, chaired by Jason Arsenault

Members present were: Jason Arsenault, Jeremy Galea, Alyssa Shuker, Shade Okafor, Telex Ngatched, Audrey Bieling, and Maryam Butt. Also present: Todd White (Trustee), Bill Torrens (Superintendent of Program), and Lisa Reynolds (FSL Special Assignment Teacher). Regrets: Becky Buck (Trustee)

MONITORING ITEMS:

- A. Meeting In-Person:** The Committee agreed to meet in person for the remaining two meetings this school year.
- B. Advice Session: French As A Second Language Enrollment**
Staff presented long-term enrollment data and noted that French Immersion enrollment, grades 1 to 12, has grown from 3372 in 2014-15 to 4248 in 2022-23. The committee provided advice regarding how to retain more students in both French Immersion and Core French through, for example, enhanced communication of the benefit of learning French, and expanding summer school and eLearning options.
- C. Advice Session: French as a Second Language Student Achievement**
Staff presented student learning data including 2021-22 grade 1 to 8 French Immersion Reading achievement, grades 4 to 6 Core French Reading Data, and grades 9-12 French Immersion and Core French credit attainment rates. Staff shared overall DELF results as well.
- D. Updates**
 - a) Canadian Parents for French (CPF) provided an update on its after-school programming, which can be found at: <https://on.cpf.ca/en/l-virtual-programs/> or <https://www.facebook.com/CPFHamilton/>.
 - b) Staff provided an update on the Grade One French Immersion Application Process and upcoming professional development on early reading in French Immersion.
 - c) Trustee White provided updates on the upcoming development of new strategic directions and the launch of HWDSB Engage.

Next Meeting: Wednesday, March 29th 6:30 to 8:30 in person

Respectfully submitted,
Jason Arsenault, Chair