



Program Committee

Wednesday June 6, 2024
EC-340D & Virtual Meeting

AGENDA: 6:30 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Ministry Updates:
 - a. PPM 128: Code of Conduct
 - b. Modernizing OSSD Requirements and Other Student Success Supports
5. [Human Rights and Equity Action Plan](#)
6. [Nutrition Programs in Schools](#)
7. [Suspension and Expulsion Data, 2022-2023](#)
8. Adjournment



Program Committee

June 6, 2024

Human Rights and Equity Action Plan

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Yohana Otite, Human Rights and Equity Advisor
Paul Denomme, Superintendent of Student Achievement, Equity, Mental Health and Well-Being

Recommendation:

That the Human Rights and Equity Action Plan monitoring report be received.

Background:

HWDSB implemented a three-year *Equity Action Plan* (2019/20- 2021/22) that has served as a roadmap to guide the Board's work in identifying and addressing inequities with a goal of creating inclusive and welcoming learning and working environments. The update to the *Equity Action Plan* was paused until the new [Multi-Year Strategic Plan](#) was developed and introduced this year. Using the new [Multi-Year Strategic Plan 2023-2028](#) as a guide and learning from several opportunities to hear from students and communities, the new plan, renamed as the *Human Rights and Equity Action Plan* ([Appendix A](#)), was developed.

Status:

The HWDSB Human Rights Office and the Equity Department collaborated with many other HWDSB departments and teams in the creation of the plan. These departments included: Specialized Services, Mental Health and Well-Being, Indigenous Education, Human Resources, Graduation Coaches, HWPC, and Executive Council. The plan was also developed using community and partner feedback from policy consultations, and student feedback (e.g. Student Voice Survey and affinity groups).

The plan has six key priorities and commitments:

- Indigenous Educational Wellness
- Inclusive Classroom Pedagogies and Learning Environments
- Dismantling Anti-Black Racism
- Anti-racist and anti-oppression learning and work environments
- A culture of addressing human rights barriers, discrimination, and harassment

- Employment equity, diversity, and inclusion.

The *Human Rights and Equity Action Plan* is a living document that will guide our work between 2023/2024-2027/2028. Staff will develop a specific annual work plan of key actions and steps that will be taken at both the system and school levels to achieve the implementation of the six priority areas. Staff will provide a report on this work at the Program Committee in spring 2025.

Financial Implications:

As a system wide plan, the Human Rights and Equity Action Plan has and will be implemented by multiple departments within HWDSB. Substantially all of the actions contained in the plan will be implemented within existing departmental budgets.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Hamilton-Wentworth District School Board

Human Rights & Equity Action Plan (2023/24-2027/28)

Hamilton-Wentworth District School Board (HWDSB) Land Acknowledgement:



The Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully, and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation, and the Six Nations of the Grand River.

DIRECTOR'S MESSAGE

HWDSB is committed to the principles of equity through inclusive programming, services, and operations in achieving the goal of providing equitable quality education for all students.

HWDSB launched a three-year Equity Action Plan (2019/20-2021/22) that has served as a roadmap to guide the Board's work in creating learning and working environments where all students and staff are safe, supported and accepted. Different strategies were developed and implemented to proactively identify and address biases, systemic barriers and discriminatory practices that reproduce inequities.

Some of the milestones within this plan include ongoing learning and integration of anti-oppression frameworks in school and classrooms, reviewing of the employment system to identify barriers to creating inclusive and equitably workplace, developing [Human Rights](#) and [Anti-Black Racism](#) Policies, and collecting identity-based data to be able to identify and address disparities and disproportionalities.

We continue to learn that persistent opportunity and achievement inequities continue to exist in our education system. Transforming systems to achieve an inclusive and equitable organizational change is an ongoing journey. This updated action plan, renamed as **Human Rights and Equity Action Plan**, builds upon the work that has started with a renewed commitment under HWDSB's new [Multi-Year Strategic Plan and Board Improvement Plan](#).

Serving as a roadmap, the Human Rights and Equity Action Plan 2023-2028, works alongside the Board's Multi-Year Strategic Plan to outline key priority areas in identifying and addressing inequities and systemic barriers to contribute to the vision: ***To ensure that every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.***

Based on what we have heard from students, staff, parents, caregivers and community partners, six areas of commitments are identified in this plan that will help us refocus on sets of actions to proactively identify and eliminate barriers that impact the achievement and well-being of students and lead to inequitable outcomes.

Creating an equitable education system is a long-term undertaking and the purpose of this action plan is to continue working towards embedding the principles of human rights, equity, Truth and Reconciliation, anti-racism and anti-oppression into the fabric of HWDSB's classrooms, schools and systems. The Human Rights and Equity Action Plan is a living document that will continuously evolve and adapt to HWDSB community needs over time, informed by students', families', staff 's and communities' voice.

Sheryl Robinson-Petrezzini

Director of Education

MULTI-YEAR STRATEGIC PLAN

Hamilton-Wentworth District School Board's [Multi-Year Strategic Plan](#) for 2023 to 2028 is centered on students having a deep and meaningful sense of belonging while experiencing impactful learning outcomes for all.

Vision: Growing Together.

Mission: To ensure every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

Values:

<p style="text-align: center;">Compassion:</p> <p>Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.</p>	<p style="text-align: center;">Dignity:</p> <p>Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.</p>
<p style="text-align: center;">Trust:</p> <p>Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.</p>	<p style="text-align: center;">Joy:</p> <p>Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.</p>

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

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Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

PRINCIPLES

The following principles guide HWDSB's work in implementing the Human Rights and Equity Action Plan by having shared understanding, language, and leadership towards the vision of creating an equitable education system where every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

Indigenous Educational Wellness and Reconciliation

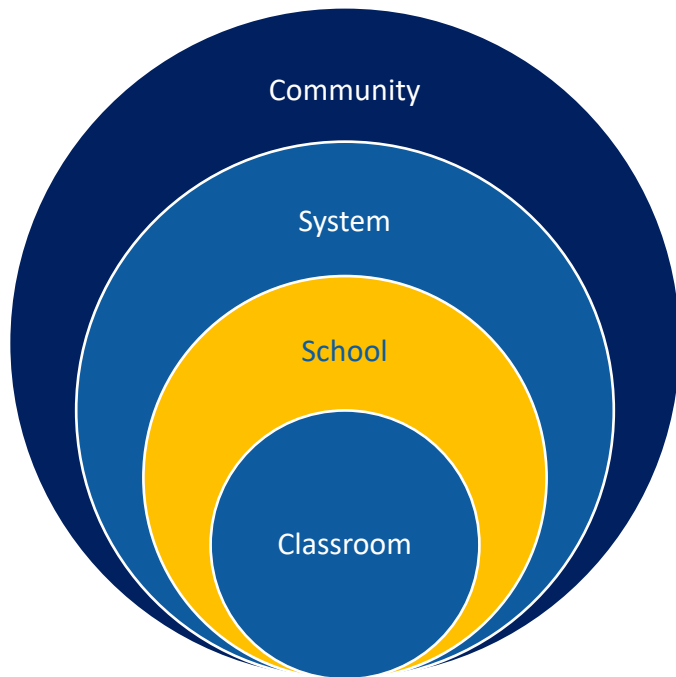
As treaty partners, we commit to listen, understand, and cultivate reciprocal trusting relationships with Indigenous students, staff, families, and communities. We recognize decolonization as an approach for Indigenous self-determination while at the same time understanding the interdependence and solidarity of different groups that have experienced inequities and oppression under colonial systems. True reconciliation requires listening to Indigenous people when they say 'nothing about us without us' and requires restorative steps based on renewed friendships, hope, honesty, mutual respect, peace, and trust. Indigenous Educational Wellness is the untangling of education from trauma and the understanding that education can now be part of total wellness and that Indigenous knowledges will be celebrated. Honoring and respecting distinct Indigenous rights, including right to self-determination, we acknowledge that human rights systems and equity work founded on colonial systems also require decolonization and may not be the right tools to move towards restorative Indigenous Education Wellness. As such, HWDSB's commitment to reinforcing Indigenous Education wellness and reconciliation is distinct from this plan and is outlined in the [Indigenous Education Circle Strategic Action Plan \(IECSAP\) 2021-2025](#).

Human Rights:

The right to education is a human right and indispensable for the realization of other human rights. Fostering and maintaining a culture of human rights at HWDSB requires providing equitable and inclusive services grounded in the principles of equity, inclusive design, anti-racism, anti-colonialism, and anti-oppression, as well as identifying and addressing discriminatory biases and systemic barriers. The Board commits to governance and services grounded on a human rights-based approach centered on principles of participation, inclusion, belonging, transparency, and accountability.

Collective Responsibility:

Everyone within HWDSB, at the classroom, school and system levels, has roles and responsibilities in contributing towards achieving the objectives outlined in the Human Rights and Equity Action Plan. This work must occur at every level of the organization (learning and working environments). Shared responsibility is essential to achieve the commitments laid out within the Human Rights and Equity Action Plan.

**Accountability and Transparency:**

Accountability and transparency are critical components of ensuring the Board remains committed to improved and equitable outcomes for all students. Both organizational and individual accountabilities are required in implementing mechanisms to measure progress, conduct regular equity audits, and address any disparities that arise, adjusting based on the evolving community needs and educational landscape. A commitment to a posture of practice and consistent refinement allows all staff to work together towards improvement and work through unintentional missteps that may cause harm. All HWDSB staff are responsible for this work. Accountability and transparency ensure that equity is not merely an aspirational goal but a tangible one and ongoing commitment that leads to equitable outcomes.

HUMAN RIGHTS AND EQUITY ACTION PLAN

This section provides an overview of the key objectives and actions at the system and school levels under the following six priority areas and commitments:

- Indigenous Educational Wellness,
- Inclusive Classroom Pedagogies and Learning Environments,
- Dismantling Anti-Black Racism,
- Anti-racist and anti-oppressive learning and working environments,
- A culture of addressing human rights barriers, discrimination, and harassment; and
- Employment Equity, Diversity, and Inclusion.

INDIGENOUS EDUCATIONAL WELLNESS

Objective: To work in peace, friendship, and respect to support the implementation of the [Indigenous Education Circle Strategic Action Plan\(IECSAP\)](#) and address the historic and current barriers faced by Indigenous students and staff.

Actions:

- ❖ Build system leaders capacity and knowledge as Treaty Partners to understand their roles and responsibilities in implementing the IECSAP.
- ❖ Support the Implementation of the IECSAP's five pillars – Revillagize, Reclaim, Renew, Restore and Celebrate – and alongside Indigenous peoples, create the opportunity to honour commemoration, education, healing, and wellness.
- ❖ Continue to build authentic partnerships with diverse Indigenous communities, nations, and knowledge keepers to incorporating Indigenous perspectives, histories, and cultures into HWDSB learning environments to promote a more inclusive and accurate representation.

INCLUSIVE CLASSROOM PEDAGOGIES AND LEARNING ENVIRONMENTS

Objective: To create learning environments that are culturally responsive, identity-affirming, welcoming, and inclusive, so that students are engaged, can achieve impactful learning outcomes, and feel a sense of belonging.

Actions:

- ❖ Enhance inclusivity and cultural relevance across teaching, curriculum, assessment, and resources to ensure responsiveness to diverse student needs and backgrounds.
- ❖ Recognize and implement strategies to mitigate disproportionalities and inequities observed in student achievement, attendance, disciplinary actions, and well-being, aiming to foster a more equitable learning environment for all students.

- ❖ Involve students and families in the planning and decision-making process regarding educational pathways that provide diverse pathway options, ensuring every student has opportunities to achieve success and fulfillment in their educational journey.

DISMANTLING ANTI-BLACK RACISM

Objective: To dismantle structural and institutional anti-Black racism by identifying, addressing preventing, and removing barriers in all HWDSB environments.

Actions:

- ❖ Build system and school leaders and staff capacity and knowledge to identify, interrupt and address anti- Black racism in both learning and working environments.
- ❖ Implement Black-affirming and culturally inclusive and responsive programming and assessment practices, taking proactive instructional steps to identify, prevent anti-Black Racism in all learning environments.
- ❖ Develop and implement an Anti-Black Racism Strategy that includes an intersectional anti-oppressive approach to address racial disparities in HWDSB learning and working environments.

ANTI-OPPRESSIVE AND ANTI-RACIST LEARNING AND WORKING ENVIRONMENTS

Objective: Enhance learning and working environments to be free from hate and discrimination by identifying, addressing and challenging systems of oppression and colonialism through inclusive practices for intersectional identities.

Actions:

- ❖ Build system leaders and staff capacity and knowledge, supports, and resources to identify, interrupt and address to all forms of racism, oppression, and prejudice (e.g. ableism, ageism, anti-Asian racism, antisemitism, biphobia, classism, homophobia, Islamophobia, racism, sexism, transphobia, and other systems of oppression).
- ❖ Ensure ongoing implementation and monitoring of HWDSB's protocol on Responding to Hate, Bias and Prejudice in all learning and working environments.
- ❖ Implement strategies to gather voice, feedback, and perspectives from students belonging to communities that often experience discrimination and oppression, and then respond to these voices.

DEVELOPING A CULTURE OF ADDRESSING HUMAN RIGHTS BARRIERS AND DISCRIMINATION

Objective: Foster a positive learning and working climate that are free from discrimination through education, human rights-based policies, and accountability mechanisms.

Actions:

- ❖ Build system leaders and staff capacity and knowledge, supports, and resources as duty bearers to be accountable in responding and resolving human rights incidents and discriminatory practices as outlined within the HWDSB Human Rights Policy.
- ❖ Develop and implement a system approach to tracking hate and human rights incidents system-wide to be able to identify trends and publicly report the data.
- ❖ Promote human rights by championing and providing human rights education to students through the curriculum and other strategies.

EMPLOYMENT EQUITY, WORKPLACE DIVERSITY AND INCLUSION

Objective: To identify and remove barriers to create equitable employment with a diverse workforce that reflects and is responsive to the diverse experiences of our student population.

Actions:

- ❖ Recollect staff identity-based data to measure progress using the 2018 staff census baseline to support the update for the Employment Equity Action Plan.
- ❖ Update and implement the [Employment Equity Action Plan](#) and the related recommendations.
- ❖ Build system leaders and staff capacity and knowledge, to ensure bias free hiring practices at all levels of the organization.

ACCOUNTABILITY & TRANSPARANCY

We will regularly assess measures of progress through auditing tools and adjust these commitments based on the evolving needs of the community and the educational landscape. We will hold ourselves accountable through transparency and communication.

Actions:

- ❖ Establish a transparent reporting mechanism to communicate publicly the progress and implementation of the Human Rights and Equity Action Plan and collect comprehensive data and metrics to gauge outcomes and monitor progress towards the action plan's objectives.
- ❖ Issue regular progress reports on the organization's website and through board meetings, ensuring accessibility and transparency for all HWDSB community members.
- ❖ Seek input from students, staff and families and integrate their feedback into future planning and decision-making processes to bolster accountability and enhance the effectiveness of upcoming plans.

Policy and Strategy References

[Human Rights Policy](#)

[Equity and Inclusion Policy](#)

[Anti-Black Racism Policy](#)

[Indigenous Education Circle Strategic Action Plan](#)

[Safe Schools](#)

[Mental health and Wellbeing](#)

[Multi-Year Accessibility Plan](#)



PROGRAM COMMITTEE

June 6, 2024

Update on Nutrition Programs in Schools

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services,
Nicole Lee, Superintendent of Student Achievement, K-12, FOS 4,
Sally Landon, Manager, Research and Analytics,
Amber Aquin, Engagement Officer

Recommendation:

That the update on Nutrition Programs in Schools be received as information.

Background:

School nutrition programs provide valuable opportunities for our students and are championed by principals, school-staff, students volunteers and valuable community partners. On April 29th, 2024, Board received a notice of motion submitted by Student Trustee Lin requesting information regarding nutrition program in schools. The motion ([RESOLUTION #24-64](#)) asked staff to provide a report on the funding and partnerships of nutrition programs including the history and evolution of these programs as well as an update on which schools currently have nutrition programs and how these programs are sustained.

Status:

History and evolution of any nutrition programs in HWDSB

School nutrition programs are locally run and championed by school principals (and vice-principals), staff, students, volunteers and community organizations on a voluntary basis. These programs vary by school and are guided by the Board's [Nutrition policy](#) and [procedure](#). Schools with student nutrition programs follow the [Student Nutrition Program Nutrition Guidelines \(2020\)](#) developed by the Ministry of Children and Youth Services and [Policy/Program Memorandum 150](#). School nutrition programs have evolved over time based on a variety of factors including staff champions, volunteers, financial resources and community donations, physical infrastructure and legislation. Staff are extremely grateful to all of our past and current partners and leaders for their work to organize and implement a nutrition program in schools on a daily/weekly basis.

Funding and partnerships of nutrition programs in HWDSB

Historically, HWDSB has had significant support from several community organizations to address the growing needs in the area of food insecurity. These organizations include, but are not limited to the Brantford Bulldogs, Food4Kids Hamilton, and Tastebuds. [Appendix A](#) provides a summary of these organizations and which schools are specifically supported by these generous organizations.

The Bulldogs' Foundation was created in 2009 under the leadership of Hamilton Bulldog's AHL team owner, Michael Andlauer. During a school visit in which players were delivering literacy and reading support, Mr. Andlauer was informed that while literacy was crucial for students, many students at that school were struggling to focus on learning due to limited access to food. This conversation inspired the Bulldog's to pivot their school support, moving focus to fundraising for local student nutrition programs.

The Bulldog's began the nutrition program with 5 schools (both HWDSB and HWCDSB), growing to 10 schools over the following years. After a change in team location and structure in 2015, the Bulldog's expanded their nutrition program, thanks to the support of community fans and partners providing financial contributions. The Bulldog's nutrition program currently supports 20 Hamilton schools (12 HWDSB plus Alternative Education). Since the pandemic, the Bulldogs have observed the need for meals has increased in schools. Food prices have also significantly increased, making it challenging for nutrition partners to meet the current needs expressed by schools. Peggy Chapman, Executive Director, Bulldogs' Foundation Bulldogs has written a letter to offer their continued support for HWDSB nutrition programs ([Appendix B](#)).

Food4Kids Hamilton launched in 2012 supporting three (3) schools in Hamilton. Currently, the Food4Kids Hamilton program is offered within 52 HWDSB elementary schools and 6 HWDSB secondary schools. Each weekend, including the summer, the program supports 1061 elementary school students and 199 secondary school students. Food4Kids Hamilton has seen an increased level of food insecurity and the number of families that are now faced with a crisis level of hunger. While constantly working to address all students in need, Food4Kids maintains a waitlist of those identified by schools as requiring additional food supports.

Tastebuds, Hamilton Student Nutrition Collaborative (Tastebuds), originally known as Hamilton Partners in Nutrition, was launched in 2005. The initiative began by bringing together breakfast programs operating at various schools and community centers. In 2008, with funding from the Ministry of Children, Community and Social Services (MCCSS), Tastebuds began a 3-month pilot project, which then expanded to 6 months. This pilot project enabled the launch of 25 new programs within that school year. In 2012, Tastebuds received annualized funding from the province of Ontario, allowing the program to grow and support 125 programs at 111 locations. Each school day, over 20,000 students access nutritious meals and snacks in a universal setting.

Since the launch of the program, Tastebuds has seen an increasing demand for services as food insecurity has risen. Post-COVID, Tastebuds has been impacted by the rising costs of food and

an increased number of students participating in programs. Tastebuds has seen a significant increase in the cost of running these programs.

Currently, Tastebuds supports 76 programs within Hamilton-Wentworth District School Board, including 54 elementary schools, 11 secondary schools, 3 community programs, and 8 alternate programs in schools and the community. From September to April 2024, a total of 1,704,492 meals and snacks were prepared across 76 HWDSB schools, with May and June data still pending.

Nutrition Programs Offered in HWDSB schools

Between May 16 and May 24, 2024, staff surveyed principals to understand the nature of the various nutrition programs in our schools. Within the survey we defined different types of programs (e.g., universal snack program, Breakfast program, or Lunch or mid-day meal program) to understand the differences that exist between schools. In total, 75% of our schools reported offering a nutrition program of some kind compared to 25% of our schools who do not offer a program. These programs are largely supported, on average, by a school team led by the school principal and/or a staff/volunteer champion supported by the school office administrator(s). A summary of the survey findings are attached to this report ([Appendix C](#)).

In HWDSB elementary and secondary schools, we offer a wide variety of nutrition programs for students. Of the schools that offer a program, 96% of schools offer a snack program, 13% of schools provide a breakfast meal, 6% of schools offer a meal that is available during lunch time (secondary) or during nutrition breaks (elementary), while 30% of schools have a weekend meal bag program.

The various nutrition programs are available at different times at each school. 70% of HWDSB schools coordinate a 'grab and go' nutrition program that ensures that food is available for students to pick up as needed throughout the school day. 38% of the nutrition programs are available for students before school starts or during the first instructional block while 40% of schools provide the nutrition programs afterschool. 28% of the nutrition programs are provided during lunch time (secondary) or nutrition breaks (elementary).

The majority of the nutrition breaks are provided a range of 2-5 days a week. 70% of breakfast programs are provided on a daily basis and 75% of snack programs operate on a daily basis. 100% of the lunch programs are available on a daily basis and the weekend program is available once per week on Fridays.

School principals reported the importance of community programs like Tastebuds, the Hamilton Bulldog Foundation and Food4Kids in supporting their nutrition in addition to school-level fundraising, School Council or Home and School Association fundraising, and community donations. Schools that do not offer a nutrition program reported physical infrastructure, inability to establish a base of volunteers and financial resources as barriers. Similar barriers were reported by principals who wished to expand their programs in schools despite maximizing all available community supports and resources.

Financial Implications:

Nutrition programs are supported by a combination of the organizations identified under the status section and school generated funds. There are no financial implications on school board funds as a result of this report.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Summary of Major Nutrition Partnerships

SCHOOL	TASTEBUDS	BULLDOGS	FOOD4KIDS
A.A. Greenleaf			
A.M. Cunningham	X		
Adelaide Hoodless	X	X	X
Ancaster Meadow	X		
Balaclava	X		
Bellmoore	X		
Bennetto	X	X	X
Billy Green			X
Buchanan Park	X		X
C.B. Stirling	X		X
Cathy Wever	X	X	X
Central	X		X
Chedoke	X		X
Collegiate	X		X
Cootes Paradise	X		X
Dalewood	X		X
Dr. J. Edgar Davey	X	X	X
Dundana			
Dundas Central			X
Earl Kitchener	X		
Eastdale			X
Flamborough Centre			X
Frank Panabaker			
Franklin Road	X		X
G.L. Armstrong	X		X
Gatestone			
Glenwood			
Gordon Price	X		X
Greensville			
Guy Brown			X
Helen Detwiler	X		X
Hess Street	X	X	X
Highview	X		X
Hillcrest	X	X	X
Holbrook	X		X
Huntington Park			
James MacDonald	X		X
Janet Lee			
Kanetskare	X		
Lake Avenue	X		X

Lawfield	X		X
Lincoln Alexander	X		X
Lisgar	X		X
Mary Hopkins			X
Memorial	X		X
Michaëlle Jean			
Millgrove			
Mount Albion	X		X
Mount Hope			
Mountview	X		
Norwood Park			
Parkdale	X		X
Pauline Johnson	X	X	X
Prince of Wales	X		X
Queen Mary	X		X
Queen Victoria	X	X	X
Queensdale	X		
R.A. Riddell	X		X
Ray Lewis			X
Richard Beasley	X		X
Ridgemount	X		X
Rockton	X		
Rosedale	X		X
Rousseau			
Shannen Koostachin			
Sir Wilfrid Laurier	X		X
Sir William Osler			
South Meadow			
Spring Valley			
Strathcona	X		X
Tapleystown			X
Templemead	X		X
Tiffany Hills			
Viola Desmond	X		X
Viscount Montgomery	X		X
W.H. Ballard	X		X
Westview	X		X
Westwood	X	X	X
Winona	X		
Yorkview	X		X
Ancaster High			
Bernie Custis	x	X	X

Dundas Valley	x		
Glendale	x		X
Hora Henderson	x		X
Orchard Park	x		
Saltfleet	x		
Sherwood	x		
Sir Allan MacNab	x		
Sir Winston Churchill	x	X	X
Waterdown			X
Westdale	x	X	X
Westmount			

Gateway		X	
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Amber Aquin
Engagement Officer
Hamilton-Wentworth District School Board

May 24, 2024

Dear Amber,

Thank you for reaching out about gathering historical information about the Bulldogs' Foundation nutrition program supporting Hamilton schools for your upcoming HWDSB meeting on June 6th, 2024.

The Bulldogs' Foundation was created in 2009 under the leadership of Hamilton Bulldogs AHL team owner, Michael Andlauer. The American Hockey League (AHL) had a program that had players go to local schools supporting literacy and reading to students. At that time Mr. Andlauer attended one of the school visits and in discussion with the principal, was told that although literacy is critical for students, it is difficult for the students to focus when they haven't eaten that day. It was then, the Bulldogs' Foundation pivoted to raising funds to support nutrition in local schools.

We began the program modestly with 5 schools (both HWDSB and HWCDSB) and within a few years grew to 10 schools. In 2015, the AHL team was moved closer to its NHL parent team (Montreal Canadiens) in Laval Quebec. At that time, Mr. Andlauer purchased the Ontario Hockey Leagues (OHL) team in Belleville and brought them to Hamilton as the OHL Hamilton Bulldogs. Thanks to support from our fans and partners at that time we were able to expand our nutrition program to twenty (12 HWDSB and 8 HWCDSB) schools each school year. The schools supported are recognized as schools with the highest equity challenges by the ministry and boards. Since the pandemic, we have noticed the need for meals has increased in schools, and at the same time food prices have significantly increased making it challenging for all of our nutrition partners to meet the current needs.

The Bulldogs' Foundation and its board is proud to continue supporting Hamilton students even though we have had to move our team to Brantford. This was a commitment made by our Chair and team owner Michael Andlauer.

We would also like to thank you Amber, the HWDSB and especially the teachers/parents/volunteers who do the real work to deliver nutritional meals to the students in our schools.

I hope this information is helpful for the report coming to your board and please reach out to me if you have any questions.

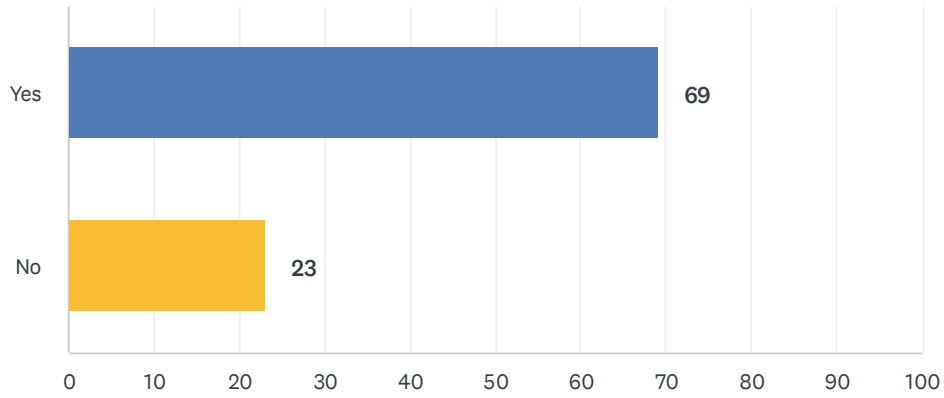
Sincerely,

Peggy Chapman
Executive Director, Bulldogs' Foundation



Do you offer a nutrition program for students?

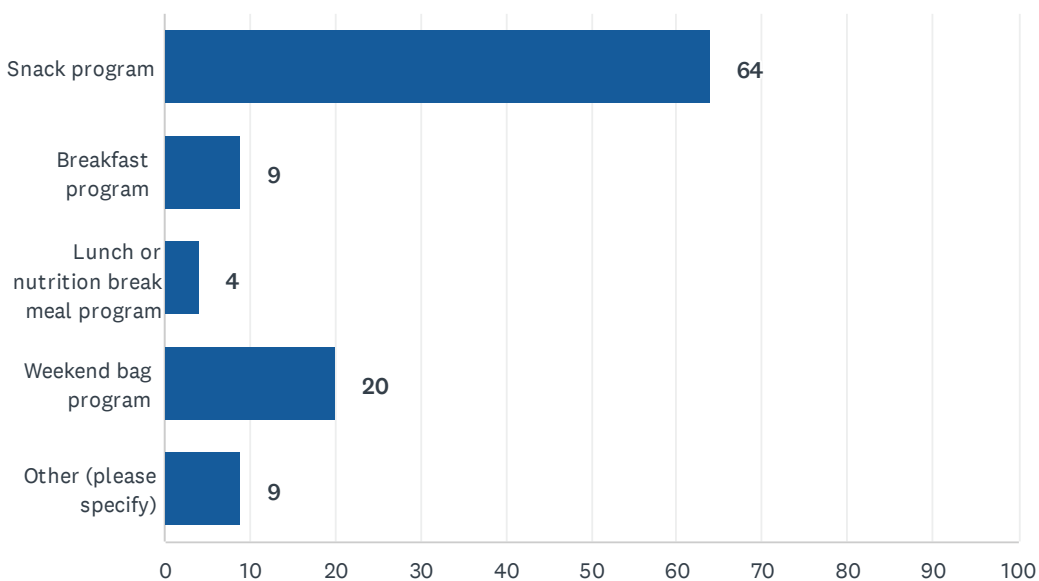
Answered: 92 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	75%	69
No	25%	23
TOTAL		92

What type of nutrition program do you offer? select all that apply

Answered: 68 Skipped: 24



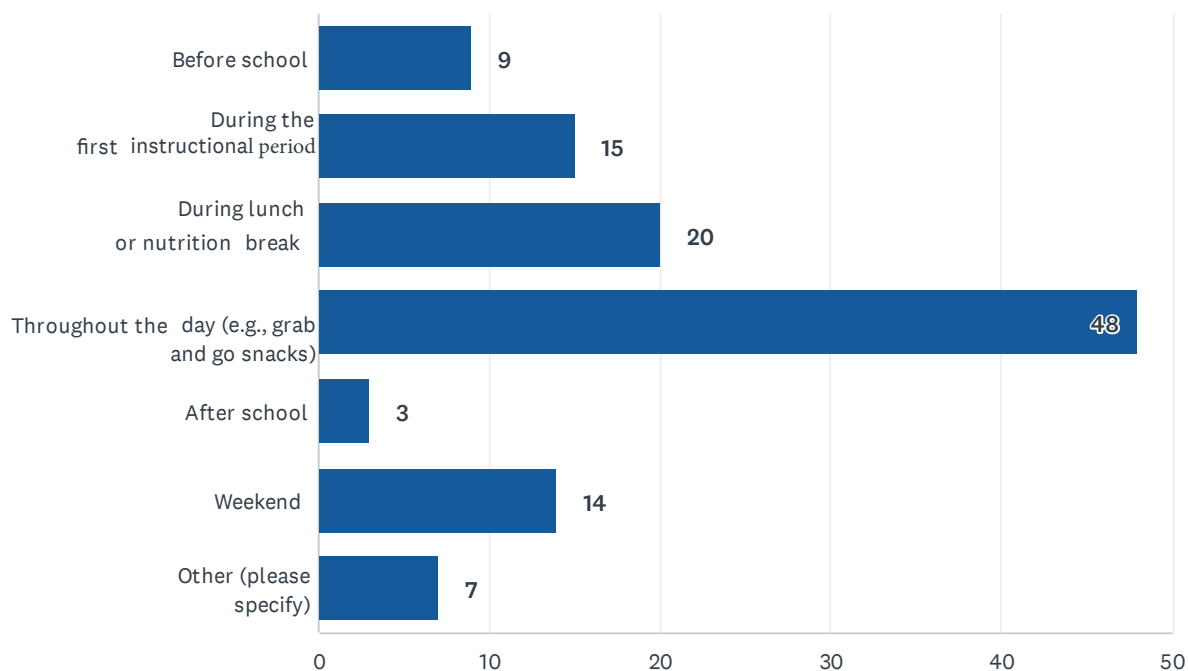
ANSWER CHOICES	RESPONSES	
Snack program	94%	64
Breakfast program	13%	9
Lunch or nutrition break meal program	6%	4
Weekend bag program	29%	20
Other (please specify)	13%	9
Total Respondents: 68		

Other types of nutrition programs:

- episodic snack provision
- lunches and snacks for trips and athletics
- lunches for a small group of students

When is your nutrition program offered? select all that apply

Answered: 68 Skipped: 24



ANSWER CHOICES	RESPONSES	
Before school	13%	9
During the first instructional block	22%	15
During lunch or nutrition break	29%	20
Throughout the day (e.g., grab and go snacks)	71%	48
After school	4%	3
Weekend	21%	14
Other (please specify)	10%	7
Total Respondents: 68		

Other times that nutrition programs are offered:

- bins provided in each classroom and topped up as needed
- as needed for emergencies
- limited snacks for a small group of students

How often do you offer your nutrition program(s)?

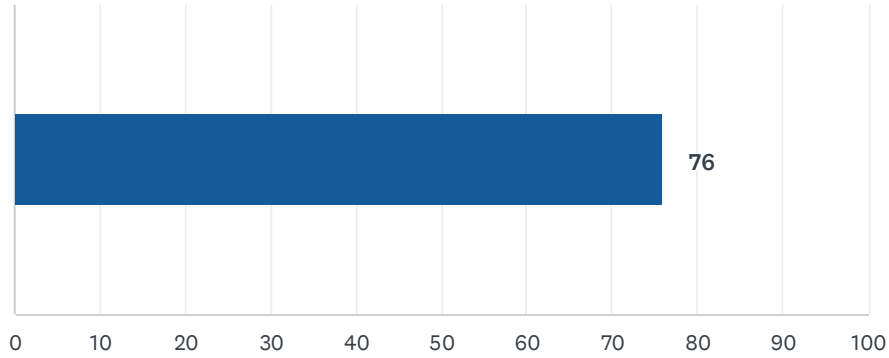
Answered: 67 Skipped: 25

	EVERY DAY	4 DAYS A WEEK	3 DAYS A WEEK	2 DAYS A WEEK	ONCE A WEEK	LESS THAN ONCE/WEEK	TOTAL RESPONDENTS
Breakfast program	70% 7	0% 0	10% 1	10% 1	0% 0	10% 1	10
Snack program	77% 50	2% 1	8% 5	12% 8	2% 1	0% 0	65
Lunch or nutrition break meal program	100% 7	0% 0	0% 0	0% 0	0% 0	0% 0	7
Weekend bag program	0% 0	0% 0	0% 0	0% 0	100% 25	0% 0	25

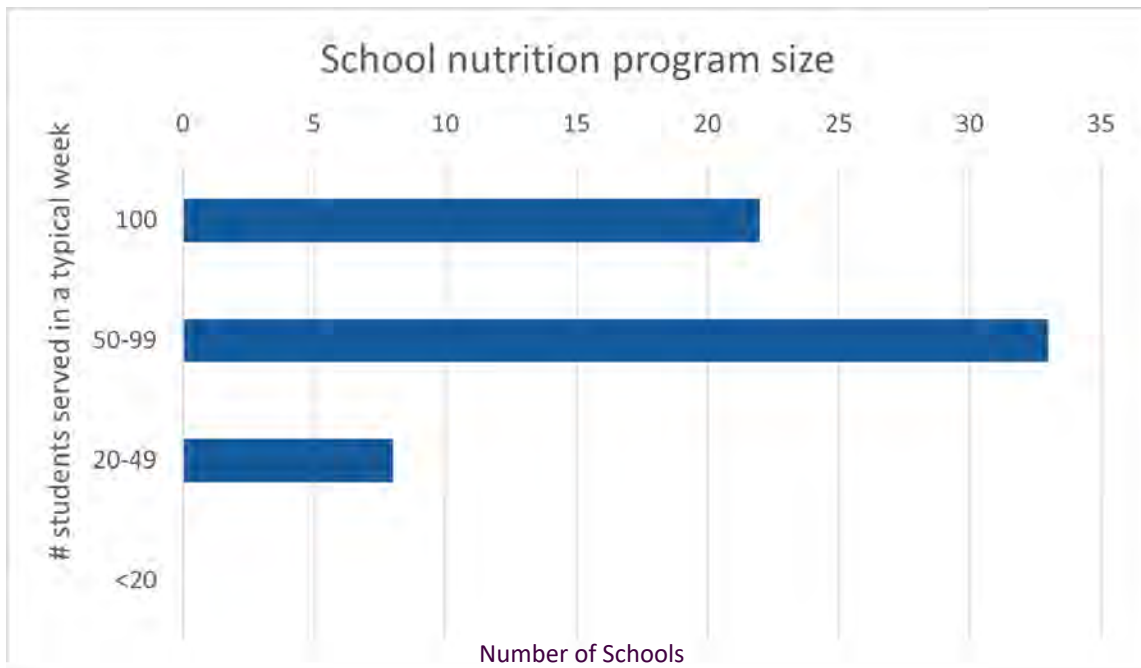
Roughly, how many students would you say access your nutrition program in a typical week?

Answered: 63 Skipped: 29

The smallest program serves 20 students and the largest serve around 100 students per school. The average size is 76 students.

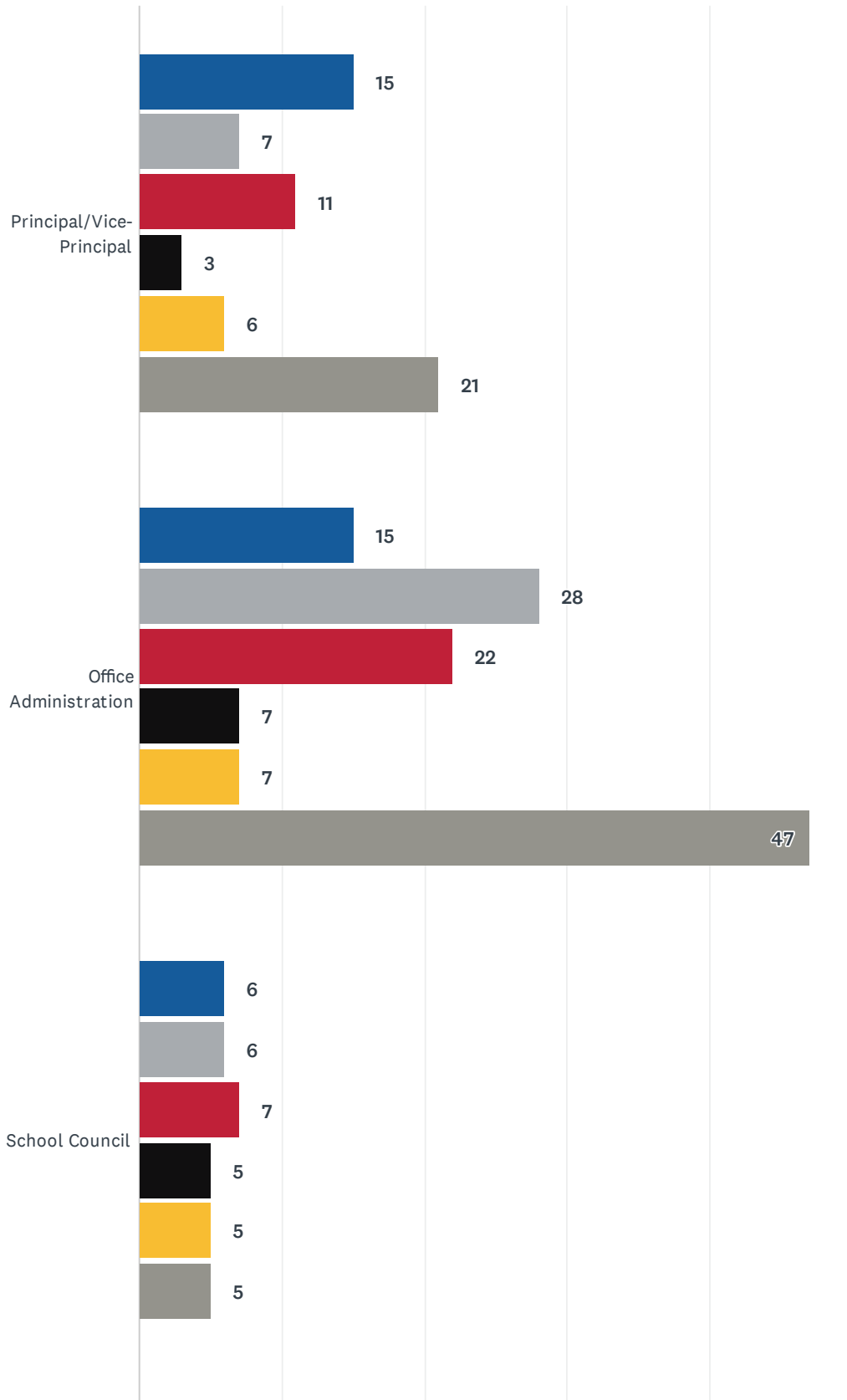


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	76	4,777	63
Total Respondents: 63			

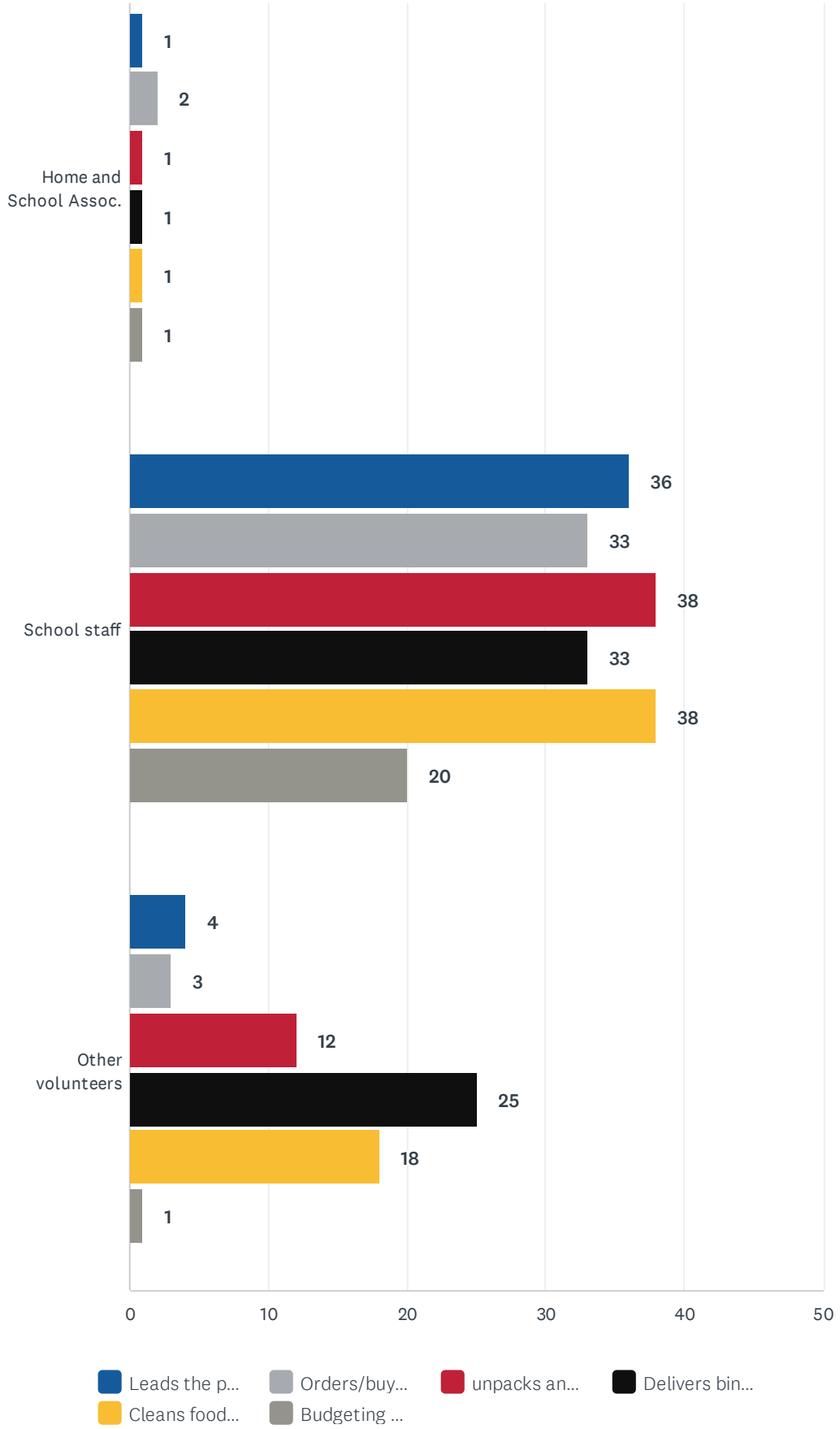


Who does what to run your nutrition program(s)?

Answered: 66 Skipped: 26



Nutrition Program Scan
6-15

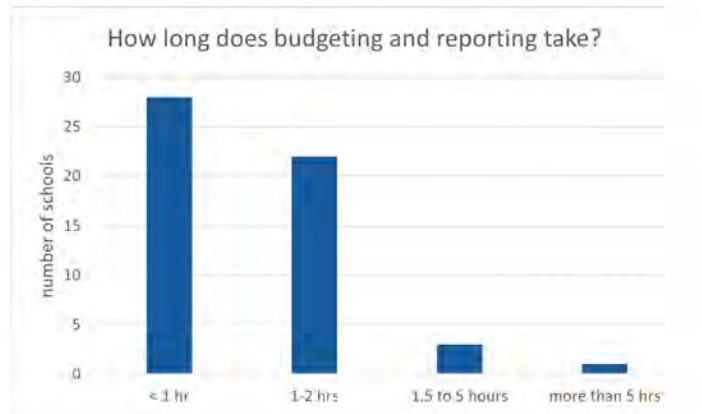
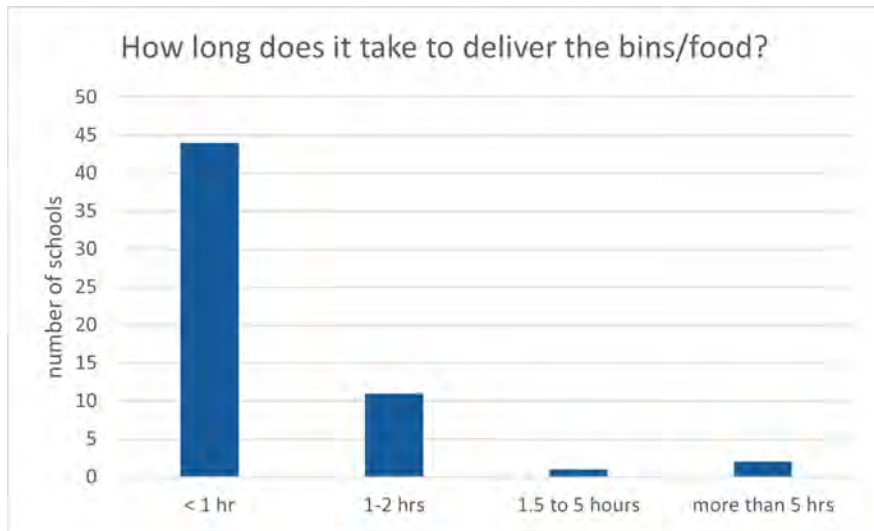


Nutrition Program Scan
6-16

Appendix C

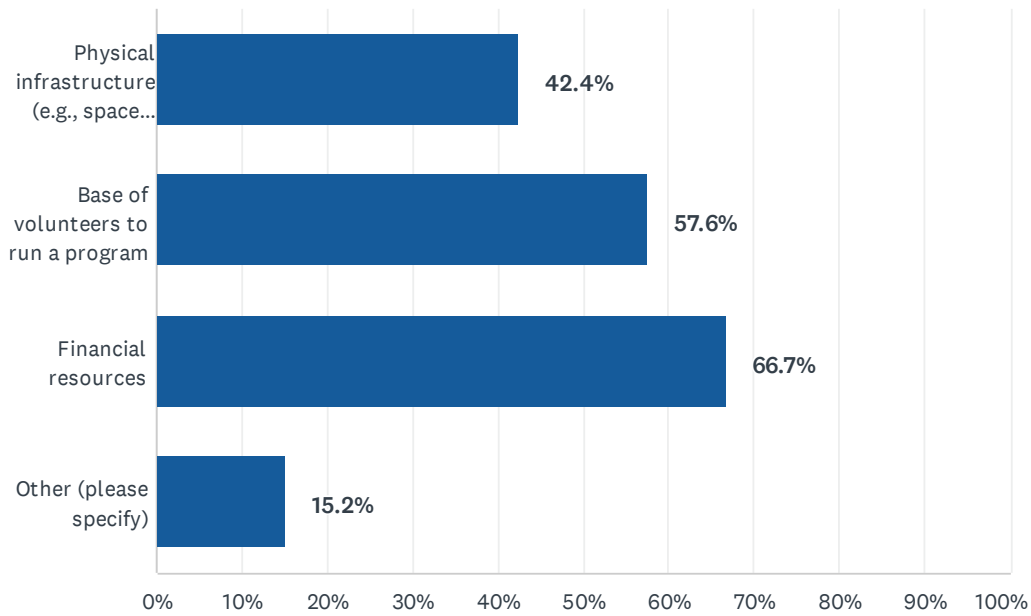
	LEADS THE PROGRAM(S)	ORDERS/BUYS THE FOOD	UNPACKS AND ORGANIZES DELIVERIES	DELIVERS BINS/FOOD	CLEANS FOOD AREA AND PROGRAM SUPPLIES	BUDGETING AND REPORTING	TOTAL RESPONDENTS
Principal/Vice-Principal	42% 15	19% 7	31% 11	8% 3	17% 6	58% 21	36
Office Administration	28% 15	53% 28	42% 22	13% 7	13% 7	89% 47	53
School Council	75% 6	75% 6	88% 7	63% 5	63% 5	63% 5	8
Home and School Assoc.	50% 1	100% 2	50% 1	50% 1	50% 1	50% 1	2
School staff	71% 36	65% 33	75% 38	65% 33	75% 38	39% 20	51
Other volunteers	14% 4	11% 3	43% 12	89% 25	64% 18	4% 1	28





What is the greatest challenge to delivering your nutrition program(s)?

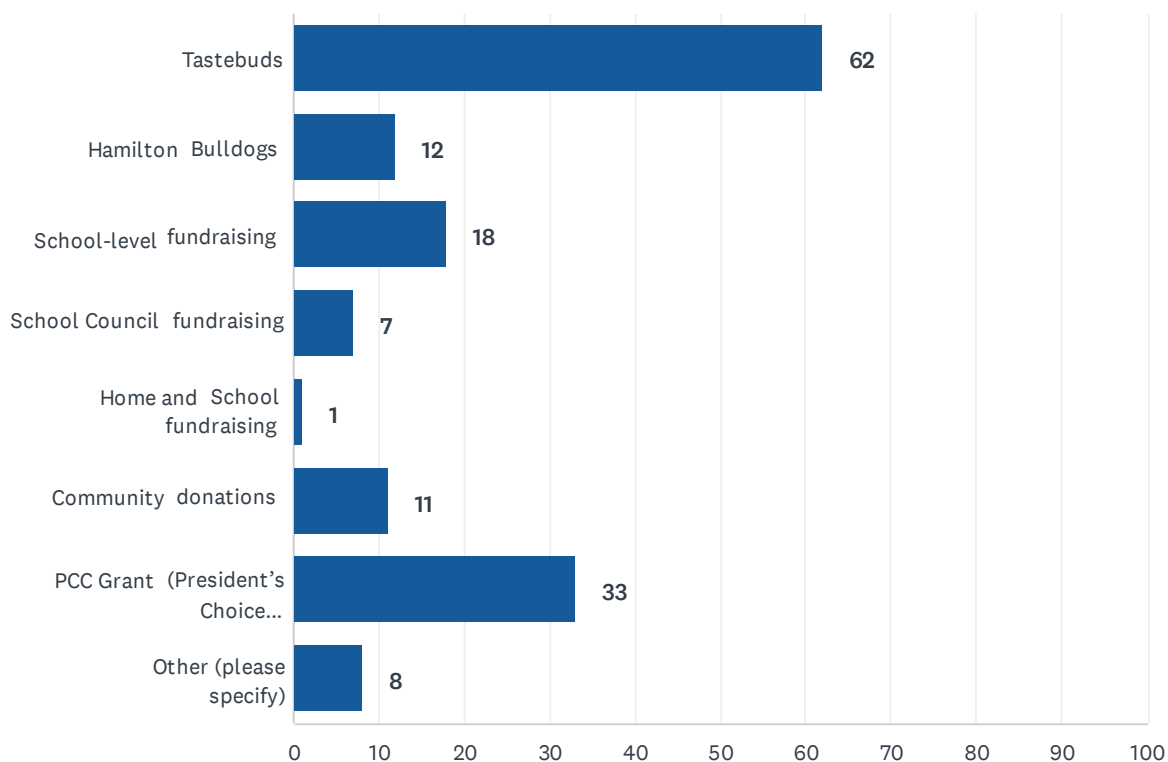
Answered: 66 Skipped: 26



ANSWER CHOICES	RESPONSES	
Physical infrastructure (e.g., space for food preparation, storage, etc.)	42.4%	28
Base of volunteers to run a program	57.6%	38
Financial resources	66.7%	44
Other (please specify)	15.2%	10
Total Respondents: 66		

Who provides funding for your nutrition program? select all that apply

Answered: 66 Skipped: 26



ANSWER CHOICES	RESPONSES	
Tastebuds	94%	62
Hamilton Bulldogs	18%	12
School-level fundraising	27%	18
School Council fundraising	11%	7
Home and School fundraising	2%	1
Community donations	17%	11
PCC Grant (President's Choice Charities)	50%	33
Other (please specify)	12%	8
Total Respondents: 66		



PROGRAM COMMITTEE

June 6, 2024

2022-2023 Student Suspension and Expulsion Data

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
Gerry Smith, Superintendent of Student Achievement, K-12, Safe Schools

Recommendation:

That the 2022-2023 Suspension and Expulsion report be received.

Background:

The [Education Amendment Act \(Keeping Our Kids Safe at School\)](#) came into effect in February 2010, amending Part XIII of the Education Act dealing with behaviour discipline, and safety. In 2012 the Accepting [Schools Act \(Bill 13\)](#) re-established the goal of promoting a positive school climate that is inclusive and accepting of all pupils and promotes the prevention of bullying. PPM 145: [Progressive Discipline and Promoting Positive Student Behaviour](#) was also revised to provide further direction to school boards.

These Ministry acts lay the foundation for student behaviour. The Ministry of Education states, *“When inappropriate student behaviour occurs, school staff consider individual circumstances and different options to determine the most appropriate way to respond to each situation and help students learn from their choices. School staff use a progressive approach to discipline that includes early and ongoing interventions to promote positive student behaviour. In some cases, it may be necessary to suspend or expel a student”*. This direction from the Ministry further forms the basis of HWDSB’s [Student Behaviour and Discipline Policy](#) and [Progressive Discipline and Promoting Positive Student Behaviour Procedure](#) and [Suspension, Expulsion and Programs for Long-Term Suspended or Expelled Students Procedure](#).

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP helped to inform the creation of a new [Board Improvement Plan](#) (BIP) which specifically identifies two important goals: 1) increase engagement for every student and 2) improve well-being for every student. These goals

demonstrate our commitment to improving student achievement and well-being and reducing the number of days students are absent from school or suspended from school.

Status:

Monitoring student suspension and expulsion data is critical. The following represents items of note when reviewing HWDSB suspension/expulsion data, 2022-2023 ([Appendix A](#)).

Suspensions

In the 2022-2023 school year, while HWDSB experienced an increase in the number of overall suspensions, data reports a significant decrease in the number of suspensions related to students identified as exceptional (Table 1). Specifically, students identified with a learning disability experienced the greatest decrease when compared to 2021-2023 data. There is a reported decrease in suspension rates in every reported category related to exceptional students in the HWDSB (Table 7).

Of the 51,000 plus students registered in 2022-23, HWDSB registered a 5% rate of suspension. (Table 2a). Data displays a continued trend that consistently displays a lower number of reported suspensions compared to the number of investigations in both the elementary and secondary panels (Table 2b).

Expulsions

In the 2022-2023 school year, HWDSB completed 497 investigations resulting in 28 expulsions board wide. When compared to 2021-2022, data displays a reduction of incidents in most infraction categories (for example, bullying and incidents motivated by prejudice/hate/bias) (Table 9).

Disproportionality Data

For the 2022-2023 school year, disproportionality data was evaluated for those students who had previously completed the *We All Count: Learning About You* identity data survey during the 2021-2022 school year. The findings demonstrate that students who self-identified as having a disability, Boy/Male, Bisexual, First Nations, Black, Middle Eastern and Arabic Speaking students were suspended at higher rates than the average.

The results of this analysis, with an additional year of incident data considered, were consistent with the findings reported for the 2021-2022 school year for this cohort of students in the [Disproportionality Data Report](#). The report was released in September 2023 and includes disproportionalities found in attendance, achievement, suspensions, and well-being.

Prevention/Intervention/Responding

Our commitment to caring and safe schools is a priority as we work to support staff, students, and school communities thrive in HWDSB. With two consecutive data sets yielding similar trends from a disproportionality lens, and our ongoing focus on suspension and expulsion data,

we approach our work with a proactive focus on prevention and seek to respond to students with appropriate and relevant interventions.

HWDSB has partnered with the [YMCA Alternative to Suspension Program](#). This program expanded after a successful pilot in 2022-2023 and is a short-term suspension option for elementary families (12 schools in the 2023-24 school year). The program supports students develop /practice problem solving skills and assists with literacy/numeracy in partnership with the home school.

We have reengineered the HWDSB approach to elementary long-term suspension programming. Elementary long-term suspension/expulsion programming now supports students with a wraparound approach. Based on the individual identities and specific learning needs of these students, we tailor academic and prosocial programming in conjunction with the home school. Supports from different HWDSB departments are available based on the individual needs of the student (for example, HWDSB Program Department, Social Work or Mental Health related supports, and Behaviour and Child/Youth supports).

We continue to support school principals and vice-principals with professional learning to support their decision-making processes as we strategically address disproportionality trends. For example, in the 2023-2024 school year, school leaders took part in Anti-Black Racism training and learning in addition to supporting gender equity/gender inclusion in the previous school year.

Financial Implications:

Staff continue to fully utilize all available funding in the Grants for Student Need (GSNs)* board expenditures and Priority and Partnership Funding (PPF) as approved by the Board of Trustees in June 2023 to support the implementation of the strategies connected to supporting student engagement and student well-being goals in the Board Improvement Plan.

**As of September 1, 2024, the Grant for Student Need (GSN) is now called Core Education Funding (CEF).*

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Appendix A: 2022-2023 Suspension and Expulsion Report

Table 1: Suspension Incidents and Suspended Students by Year, 2018-2023

School Year	Total Suspension Incidents	Students Suspended one or more times	Students Identified as Exceptional
2022-23	4486	2598	57
2021-22	3902	2322	233
2020-21*	838	595	87
2019-20	3627	2165	239
2018-19	4452	2280	311

Table 2a: Number and Proportion of Suspended Students by Panel, 2022-2023

Category	2022-2023	Elementary	Secondary
Number of Students ¹	51541	37044	14497
Number of Students Suspended	2598	1429	1169
Proportion of Students Suspended	5.0%	3.9%	8.1%
Number of Suspension events	4486	2479	2007

¹Enrollment as of October 2022

Table 2b: Number of Suspended Students by Panel, 2021-2023

Category		2021-2022	2022-2023
Elementary	Number of Suspension Events	2508	2479
	Number of Students Suspended	1454	1429
Secondary	Number of Suspension Events	1394	2007
	Number of Students Suspended	868	1169
Total	Number of Suspension events	3902	4486
	Number of Students Suspended	2322	2598

Table 3a: Number of Suspended Students by Frequency² & Panel, 2022-2023

Category	One	Two	Three or more
Number of Elementary Students Suspended	926	266	237
% of Elementary Students	2.5%	0.7%	0.6%
Number of Secondary Students Suspended	746	218	205
% of Secondary Students	5.1%	1.5%	1.4%

²Frequency refers to how many times individual students were suspended in the 2022-2023 school year.

Table 3b: Number of Suspended Students by Frequency² & Panel, 2022-2023

Category		One	Two	Three or more
Elementary	2022-2023	926	266	237
	2021-2022	943	268	243
Secondary	2022-2023	746	218	205
	2021-2022	566	193	109

Table 4: Number of Suspended Students by Grade Level, 2021-2023

Category	2021-2022	2022-2023
4	153	137
5	209	207
6	306	283
7	325	402
8	420	305
9	274	343
10	237	338
11	218	235
12	139	119

Note: K-3 data is not included in this table. Beginning in September 2022, K-3 suspensions are closely monitored to ensure Ministry direction whereby discretionary suspensions for students in junior kindergarten to grade are eliminated.

Table 5: Number of Suspended Students in High Priority Schools, 2022-2023

Category	Suspended Students	% of Students in High Priority Schools Suspended
Elementary High Priority Schools	621	6.7%

Note: To facilitate comparison with prior years, this table uses the terminology HWDSB High Priority School designation.

Table 6: Number of Suspended Students by Exceptionality, 2022-2023

Category	Suspended Students	% of Students with Exceptionalities Suspended
Any Exceptionality	57	1.6%

Note: The Ontario Ministry of Education defines an exceptional pupil as a student who has been identified by an Identification Placement and Review Committee (IPRC).

Table 7: Number of Suspended Students by Exceptional Status, 2021-2023

Category	2021-2022	2022-2023
Behaviour	<10	<10
Autism	16	<10
Deaf/Hard of Hearing	<10	<10
Learning Disability	119	14
Language Impairment	<10	<10
Giftedness	22	24
Mild Intellectual Disability	53	<10
Developmental Disability	<10	<10
Physical Disability	<10	<10
Blind/Low Vision	<10	<10
Multiple Exceptionalities	10	<10

Notes:

The Ontario Ministry of Education defines an exceptional pupil as a student who has been identified by an Identification Placement and Review Committee (IPRC).

Small cell counts are suppressed as a standard practice to prevent the identification of individuals in small groups or those with unique characteristics.

Table 8: Number of Suspensions by Infraction, 2022-2023

Infraction Type	Category	All	Elementary	Secondary
Swearing	Ed. Act, 306	238	141	97
Utter Threat	Ed. Act, 306	166	106	60
Bullying	Ed. Act, 306	149	124	25
Vandalism	Ed. Act, 306	103	64	39
Possessing Cannabis	Ed. Act, 306	47	<10	*red
Influence of drugs	Ed. Act, 306	31	<10	*red.
Possess Alcohol/Drugs (Excluding Cannabis)	Ed. Act, 306	17	<10	*red.
Other Suspendable Under Board Policy	Board	1159	445	714
Fighting/Violence	Board	909	525	384
Act Harmful to Physical/Mental Well-being	Board	543	331	212
Inappropriate Behaviour	Board	315	279	36
Using Social Media Negatively	Board	136	93	43
Code of Conduct, Board and School Policy	Board	66	22	44
Influence of Cannabis	Board	35	<10	*red.
Non-consensual Sharing of Intimate Images	Board	20	*red.	<10
Influence of Alcohol	Board	<10	<10	<10
310 (1) Investigation Process	Ed. Act, 310	497	289	208
Motivated by Prejudice/Bias/Hate	Ed. Act, 310	14	*red.	<10
Possess Weapon	Ed. Act, 310	12	<10	<10
Physical Assault	Ed. Act, 310	10	<10	<10
Sexual Assault	Ed. Act, 310	<10	<10	<10
Bullying - Previous Suspension	Ed. Act, 310	<10	<10	<10
Weapon to Threaten Bodily Harm	Ed. Act, 306	<10	<10	<10
Total		4486	2479	2007

Incidents identified in the Education Act with a corresponding Ministry Code for data collection.

Incidents identified by the Board as per the Education Act with a corresponding Ministry Code for data collection.

Incidents identified in the Education Act as possible expulsion, but a suspension is imposed after Principal's Inquiry.

**Note: Small cell counts are suppressed (<10) as a standard practice to prevent the identification of individuals in small groups or those with unique characteristics. Redactions (*red.) are made where numbers would reveal the adjacent suppressed cell counts.*

Table 9: Number of Suspensions by Infraction, 2021-2023

Infraction Type	Category	2021-2022	2022-2023
Swearing	Ed. Act, 306	190	238
Utter Threat	Ed. Act, 306	133	166
Bullying	Ed. Act, 306	146	149
Vandalism	Ed. Act, 306	82	103
Possessing Cannabis	Ed. Act, 306	32	47
Influence of Cannabis	Ed. Act, 306	19	31
Possess Alcohol/Drugs (Excluding Cannabis)	Ed. Act, 306	23	17
Other Suspendable Under Board Policy	Board	138	1159
Fighting/Violence	Board	805	909
Act Harmful to Physical/Mental Well-being	Board	430	543
Inappropriate Behaviour	Board	180	315
Using Social Media Negatively	Board	129	136
Code of Conduct, Board and School Policy	Board	1095	66
Influence of Drugs	Board	14	35
Non-consensual Sharing of Intimate Images	Board	<10	20
Influence of Alcohol	Board	<10	<10
Motivated by Prejudice/Bias/Hate	Ed. Act, 310	203	14
Possess Weapon	Ed. Act, 310	81	12
Physical Assault	Ed. Act, 310	52	10
Sexual Assault	Ed. Act, 310	29	<10
Bullying - Previous Suspension	Ed. Act, 310	14	<10
Giving Alcohol or Cannabis to a Minor	Ed. Act, 310	<10	<10
Weapon to Threaten Bodily Harm	Ed. Act, 310	29	<10
Subtotal		3846	3989
310 (1) Investigation Process	Ed. Act, 310	n.s.	497
Total		3846	4486

Incidents identified in the Education Act with a corresponding Ministry Code for data collection.

Incidents identified by the Board as per the Education Act with a corresponding Ministry Code for data collection.

Incidents identified in the Education Act as possible expulsion, but a suspension is imposed after Principal's Inquiry.

*Notes: Small cell sizes prevent disaggregation by panel in some rows
Incidents from grades K-3 are excluded from this table.*

**n.s. = not specified.*

Table 10: Number of Expulsions by Year, 2018-2023

School Year	Total Expulsions	Number Students Identified as Exceptional
2022-2023	28	<10
2021-2022	46	<10
2020-2021	<10	<10
2019-2020	54	<10
2018-2019	28	<10

Note: Small cell counts are suppressed as a standard practice to prevent the identification of individuals in small groups or those with unique characteristics.

Table 11: Number of Expulsions by Infraction, 2022-2023

Category	2022-2023
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	<10
Ed Act Section 306 Motivated by Prejudice, Hate, Bias	<10
Other	<10
Physical Assault requiring medical	<10
Possession of a Weapon	<10
Robbery	<10
Sexual Assault	<10
Using a Weapon to Threaten/Cause Bodily Harm	<10

Note: Small cell counts are suppressed as a standard practice to prevent the identification of individuals in small groups or those with unique characteristics.