

AGENDA: 1:00 p.m.

1. Call to Order
2. Approval of the Agenda
3. Teacher Recruitment Update
4. Secondary Enrolment Update
5. Positive Culture & Well-Being Report
6. Resolution into Private Session – as per the Education Act, Section 207.2
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee and;
(d) decisions in respect of negotiations with employees of the board
7. Meeting resumes in public
8. Adjournment



EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: HUMAN RESOURCES COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Thursday, November 30, 2017

PREPARED BY: Jamie Nunn, Superintendent of Human Resources
Leticia Goddard, CHRL, Human Resources Officer

RE: Recruitment Update

Action

Monitoring

Background: Regulation 274/12

Ontario Regulation 274/12 was passed by the provincial government on September 11, 2012 under the Education Act. The regulation establishes steps all publicly funded school boards are required to follow when hiring for long-term occasional and permanent vacancies.

The government has indicated that the purpose of Ontario Regulation 274/12 is “to promote a consistent, transparent and fair hiring process for long-term and permanent teachers. Under the regulation, school boards must establish and maintain two occasional teacher lists:

- An occasional teacher roster
- A long-term occasional teacher’s list

Both of these lists are ranked in order of seniority. An occasional teacher may apply to be placed on the LTO list once he/she:

- Has been on the occasional teacher roster for at least 10 months; and
- Has taught as an occasional teacher with the school board for at least 20 days.

School boards must grant an interview to the LTO list to every occasional teacher on the roster who opts in and who meets the criteria established in the regulation. The regulation stipulates that only occasional teachers on the LTO list who have completed a minimum of one LTO assignment of at least 4 months, have both the required qualifications and highest seniority and has not received an unsatisfactory LTO TPA, can be considered for permanent positions. Though our continued efforts to provide the best service and be most effective, the Board is currently piloting a new process that was developed jointly between the Board and the Union, on how to administer the regulation.

Recruitment

Over the past 18 months, we have hired over 100 permanent elementary and secondary teachers. As a result, we’ve had to think strategically and hire a number of new staff for our occasional elementary teaching pools, occasional secondary teaching pools, and occasional Educational Assistants, DECE and OCTU staff. We want to ensure we have qualified staff available to support our schools accordingly. We have also specifically focused on the recruitment of French teachers.

With the support of Communications and Community Engagement, we have increased our digital presence by updating our Careers website (www.hwdsb.on.ca/Careers), posting all job vacancies (including teacher positions) on our social media page (https://twitter.com/HWDSB_HR?lang=en), and updating our promotional materials in order to attract more attention and increase applicant pools.

French Teacher Recruitment

The recruitment and retention of qualified French teachers is an ongoing challenge facing school boards across Ontario. To date, we have implemented the following measures to try and ensure we hire as many French qualified candidates as we can:

- 1) We have a dedicated French interview team (Catherine Youngblud and Gisele Portelance) who do scheduled monthly interviews for French teachers. Both Catherine and Gisele continuously review resumes on Apply to Education and identify qualified candidates. They also hold interviews on an as needed basis for the new LTO list both, elementary and secondary.
- 2) We have an ongoing posting for qualified French teachers in Apply to Education as well as the *My Careers* section of the HWDSB website. This is monitored regularly by Catherine Youngblud and Gisele Portelance.
- 3) We target Recruitment Fairs where we will have the best opportunity to recruit the largest number of French qualified candidates. We contact the universities we are attending and post ahead of time. This allows us the opportunity to schedule interviews ahead of arriving so we can meet with as many candidates as possible while on site.
- 4) We offer skype interviews for candidates with whom we were unable to interview in person.
- 5) We have also reached agreement with HWOTL to be able to identify if the Occasional Teacher is French Immersion or Core French qualified so we are better able to staff jobs. This also allows us to set as well the Occasional Teacher up for success.
- 6) Human Resources, with the assistance of Communications and Community Engagement, has created a French banner so we are more visible at recruitment fairs as well as updated our promotional materials where portions of the materials were translated into French.
- 7) A Hamilton banner was also developed for attendance at out-of-province job fairs. The City of Hamilton also provided us with 200 copies of their 2017-2018 "*Visit Hamilton, It's Happening Here*" magazine to promote our city.

2016-2017 School Year Teacher Recruitment Fairs

In the 2016-17 school year we attended the following job fairs: Western University, Laurentian University, McGill University and the University of Ottawa (Francophone Fair).

We found great success at these job fairs were successful and as a result we hired 16 French qualified Elementary Occasional Teachers.

2017-18 School year Teacher Recruitment Fairs

This year we will attend the following Recruitment Fairs and promote both HWDSB and the City of Hamilton: Western University, Laurentian University, McGill University and the University of Ottawa (Francophone Fair). The Human Resources Team also attended the Apply to Education (Toronto) Conference on November 17th and it was a great success. The fair had over 4,500 candidates (from all educational groups) in attendance.

Recent Hiring Process

We recently completed a major hiring process for a variety of roles including additional Educational Assistants, Office Clerical and Technical staff, Elementary Occasional Teachers and Secondary Occasional Teachers. Last month, we shortlisted and interviewed 184 Elementary Occasional Teachers. 148 were successful to the interview and as of November 23rd, 110 new elementary occasional teachers have been set up and are able to work within our schools.

In addition to the newly hired elementary occasional teachers, we also hired 47 new secondary occasional teachers (6 of whom are qualified to teach French), 25 new Educational Assistants and 25 new Office and Clerical Staff. Orientation meetings continue this week and next for our 213 new employees.

Interested in applying to Hamilton-Wentworth District School Board?

There is only one application for Hamilton-Wentworth District School Board. Teachers interested in applying to our school board must apply online at www.applytoeducation.com

Save Time

Once you submit your online application, you can keep it current by updating your résumé and/or adding new supporting documentation. This will ensure that hiring Principals and Vice-principals see your most up-to-date information. Visit www.hwdsb.on.ca/careers for a list of documents to include with your online application.

Save Money

Apply to Education is less expensive than sending your application by courier or fax. For a nominal fee, every principal and vice-principal at HWDSB will have access to your online application. Your application will remain active for one year.

Questions?

Contact **Apply to Education** at:

info@applytoeducation.com or call 1-877-900-5627

Toronto & International residents call (416) 932-8866

www.applytoeducation.com

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Want a challenge? A rewarding career?
A position on a team that values respect,
creativity, excellence and citizenship?

**Hamilton-Wentworth District School Board
is the place for you.**

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HERE

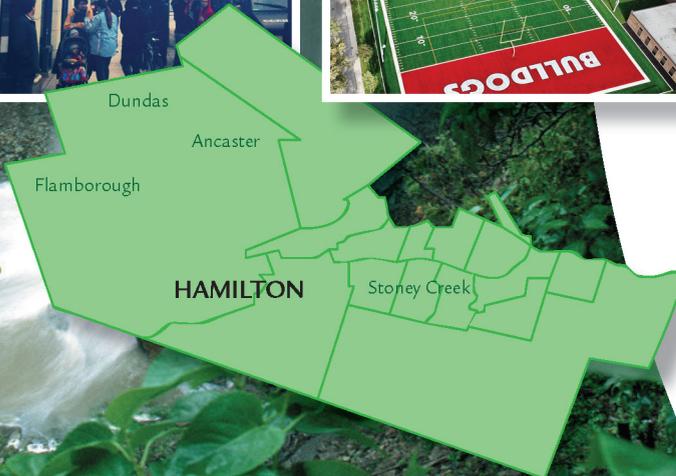
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Imagine *your* Hamilton

3-5

Hamilton

Hamilton is one of the last undiscovered gems of Ontario, a thriving, multicultural community that blends the warmth of a small town and the amenities of a big city. Home to more than 500,000, Hamilton has an affordable cost of living and access to green spaces like the Bruce Trail, Dundas Valley and Royal Botanical Gardens. Welcome to a great place to live, work and play.



Les enseignants et les enseignantes de français.

HWDSB invite les enseignants qualifiés de français à faire application!

Nous ajoutons les enseignants de français à notre liste d'enseignant occasionnels! Les candidats peuvent aussi être considérés pour des positions à long terme.

Les candidats doivent être certifiés par le collège d'enseignants de l'Ontario (en règle). Les nouveaux diplômés en attente pour leur certification du collège sont bienvenus à faire application! Le français langue seconde, Partie 1 ou l'équivalent, et une fluidité en français rapprochant la langue maternelle, sont requis, avec de fortes compétences en anglais.

At HWDSB, we know our staff are our strength. *We have more than 5,000 employees and each one contributes to student achievement in their own way.*

Recognition

We are proud of our staff and celebrate their work and their outside accomplishments. The Profiling Excellence awards make HWDSB unique among school boards. Each month, we recognize award-winning programs, outstanding staff and students, and even hold special, celebration events to let employees know that they matter.

Development

At HWDSB, we encourage staff to grow as professionals and as leaders. Our Human Resources Department offers tremendous supports such as training and in-services. HWDSB also believes in a healthy workplace, and is always looking for ways to create a positive, supportive workplace.

HWDSB staff enjoy:

- One of Ontario's largest school boards
- Hamilton's fifth largest employer
- HWDSB prides itself on being a Board of Choice
- Competitive salaries and benefits
- Exceptional teacher monitoring
- Professional growth opportunities
- Leadership programs designed to get you on the right path to success
- Countless opportunities for staff and students





EXECUTIVE REPORT TO HUMAN RESOURCES COMMITTEE

TO: Human Resources Committee

FROM: Manny Figueiredo, Director of Education

DATE: November 30, 2017

PREPARED BY: Stacey Zucker, Associate Director, Support Services and Treasurer
Denise Dawson, Senior Manager, Business Services

RE: Secondary Enrolment Update

Action

Monitoring

Background:

Enrolment plays a very key role in the operations of a school board. The Average Daily Enrolment (ADE) is the basis for the Grant for Student Needs (GSN) which is 99% of a school boards funding. The ADE is calculated by taking the average of the full-time equivalent (FTE) on October 31st and March 31st. Expenditures and revenues in the 2017-2018 budget were calculated based on the projected enrolment.

The preliminary secondary school staffing is also calculated based on projected 2017-2018 enrolment. In November once actual October enrolment is determined, staffing re-organization for second semester is completed based on class size and Collective Agreement requirements.

This report provides an update to compare the actual October 31st, enrolment to the budget projections.

Staff Observations:

Appendix A shows secondary school enrolment by school compared to budget projection. In total, secondary enrolment is 78.25 FTE greater on October 31, 2017 than projected for a number of reasons:

1. Growth from residential development in various locations across the Hamilton-Wentworth region. This development continues to bring students from both outside the Hamilton area and from other communities in the city.
2. The residential development in the Stoney Creek mountain area has slowed down slightly thus the enrolment projections for this area were overstated.
3. The French immersion program has grown more than projected for Sherwood program.

Conclusion:

The revised secondary enrolment will be used in the Revised Estimates that are due to the Ministry in December 2017. In addition, the secondary staffing budget will be increased by 4.00 ADE and this will be adjusted accordingly in second semester.

**Hamilton-Wentworth District School Board
Human Resources Committee
November 30, 2017**

Appendix A

Secondary Enrolment Projections by School

	October 31/17 Projection	October 31/17 Actual	Difference
Ancaster High	1,120.50	1183.75	63.25
Delta	757.50	630.00	(127.50)
Dundas Valley	897.00	907.50	10.50
Glendale	858.50	878.50	20.00
Nora Henderson	753.00	787.25	34.25
Orchard Park	943.75	980.00	36.25
Saltfleet	1,195.75	1147.50	(48.25)
Sherwood	1,035.00	1093.25	58.25
Sir A MacNab	996.50	1009.50	13.00
Sir J A MacDonald	978.25	983.25	5.00
Sir W Churchill	720.25	695.50	(24.75)
Waterdown	1,116.00	1186.75	70.75
Westdale	1,210.50	1202.50	(8.00)
Westmount	1,373.00	1401.75	28.75
Alternative Education - Combined	238.5	219.50	(19.00)
Contingency	34.25		(34.25)
	14,228.25	14,306.50	78.25

Executive Summary

Topic: Positive Culture and Well-Being Report

Context

HWDSB's Board of Trustees have approved new Strategic Directions for 2016-20 and staff has developed an Annual Plan for 2017-18. The five priorities are *positive culture and well-being*, student learning and achievement, effective communication, school renewal and partnerships.

Mission: We empower students to learn and grown to their full potential in a diverse world.

Commitment: We are committed to learning, equity, engagement and innovation

Priority: [Positive Culture and Well-Being](#) – We will build our student and staff well-being through positive climate strategies.

Summary

The following report includes:

- The review of the 2016-17 implementation of the HWDSB Annual Plan, Positive Culture and Well-Being, and the current implementation of the 2017-18 HWDSB Annual Plan
- Appendix A: Student Positive Climate Data and Staff Positive Culture Voice Survey Data
- Appendix B: Student Positive Climate and Staff Positive Culture Voice Survey Summaries
- Appendix C: Suspension and Expulsion Data (including Gateway)

During 2016/17 a Positive Culture Staff Voice Survey was developed. Initial implementation took place in the winter with limited survey participation from staff (i.e. 1566 staff responses). After a second administration, 2812 staff responded. An initial review of the data would suggest that there are strong feelings of engagement and personal efficacy amongst staff and potential areas for growth include trust and professional development. This survey is considered baseline and will act as a comparator moving forward.

During the 2016/17 school year the Grades 4 – 12, Positive Climate Survey went through minor revisions and was administered to students in May and June. This was the first year that HWDSB moved to having the survey available for all schools to complete on an annual basis. Since this was the first “full system” administration of the survey, the results act as baseline data as we move forward. Student’s perceptions of school climate are comparable to results reported in 2015-16. Rates of bullying have increased 2% at the elementary and secondary levels from last year, however there is a downtrend trend in rates of bullying beginning at secondary school.

Staff are not in a position to comment on improvement given the Student Positive Climate Survey and the staff Positive Culture Voice Survey are considered to be baseline datasets.

During 2016/17 HWDSB Supervisors, Managers, System Principals and Executive Council engaged in Deep Diversity learning focused on the topics of bias, identity, power, emotions, racism, oppression and courageous conversations. This learning supports our focus on creating respectful and inclusive working and learning environments.

During 2016/17 the Leadership and Learning Department established a planning table to structure opportunities for leaders within the department to lean and plan together. The department also created a planning tool designed to integrate mental health, well-being, safe and acceptance, Learning for All and equity inclusion. As staff began to pilot the tool it became evident that extensive time was being used “planning to plan” as the complexity of the tool ultimately became a barrier in the process.

While progress was made in 2016/17 related to inclusion and diverse practices, staff did not achieve the target of all board Work Plans reflecting and modeling inclusion.

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In Fall 2017, school administrators and service department leaders engaged in professional learning related to their site specific student and/or staff culture data. Each school is expected to have a positive culture priority in their School Annual Plan and as a result the expectation will be that all schools participate in the 2017/18 administration of the survey.

Staff have been working closely with Dr. Kathy Short as the Director of School Mental Health Assist to review HWDSB areas of focus with attention toward the development of a 2018 – 2021 Mental Health Strategy which is aligned with provincial directions.

As part of the High Priority Schools Strategy, Superintendents of Student Achievement visit these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress. As part of this work, staff are creating a School Asset Rubric based upon the Strong Districts research of Dr. Ken Leithwood.

Staff are on track to have every school and department improve the number of staff and students feeling safe, supported and accepted by August, 2018

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HWDSB Annual Plan Report

Name of Report: Positive Culture and Well-Being Report

Date: November 2017

Priority: Positive Culture and Well-Being

Note: In aligning with the Ministry of Education, HWDSB is shifting language from Positive “Climate” to Positive “Culture.” Culture is a broader term defining the values, norms, beliefs and behavior within HWDSB and Climate refers to the atmosphere created by the culture.

2016 – 17 Annual Plan

Goal #1: All HWDSB students and staff feel safe, supported and accepted.

*If we take explicit actions to create conditions that promote positive Mental Health and Well-Being and support staff in addressing challenges that have been identified as getting in the way of success within their context, **then** we will have staff and students who are present and positively engaged*

Strategy: *Develop a positive culture staff survey to obtain site-specific data*

During 2016/17 a *Positive Culture Staff Voice Survey* was developed. Initial implementation took place in the winter with limited survey participation from staff (1566 staff responses). The survey was overhauled along with the accompanying communication about its purpose following discussions with employee groups. The survey was re-designed to reflect the model of Professor Ken Leithwood’s Strong Districts work. It was re-administered in this new format in the spring. A total of 2812 staff responded to the survey. The survey was open to staff in schools and service departments. The variables measured were:

- Staff engagement
- Personal efficacy
- Collective efficacy
- Trust and Relationships
- Setting High Standards in Work
- Professional Development
- Feeling physically and psychologically safe at work

Where schools or service departments had 15 or more responses, they received a site specific summary of their data. Otherwise, they were provided with system-level data. Fifty-five elementary schools and all secondary schools received site specific data.

Overall, this strategy was implemented effectively, yielding baseline results that can be used for continuous learning and improvement planning and comparisons going forward.

Strategy: Analyze school/department data (climate surveys, achievement, attendance, safe schools, etc.) to determine strengths and needs

During the 2016/17 school year the *Student Positive Climate Survey (grades 4 – 12)* went through minor revisions and was administered to students in May and June. This was the first year that HWDSB moved to having the survey available for all schools to complete on an annual basis. Since this was the first “full system” administration of the survey, the results act as baseline data as we move forward. This survey information is important in helping schools to monitor, review and implement their school culture plan. The tool gathers student feedback about:

- bullying behaviour and attitudes
- equity and inclusion
- school demographics

During 2016/17 there were 8678 elementary respondents and 5084 secondary respondents. The results were shared with school administrators in Fall 2017 to be used as part of their 2017/18 planning.

During 2016/17 schools continued to reflect positive climate priorities in their continuous learning and improvement process by considering other school-identified measures of climate (e.g. student voice, attendance, suspensions/expulsions, etc.). Service Departments engaged in professional learning connected to climate and culture however the expectation of inclusion in the Service Department Plan was not made explicit in 16/17.

NOTE: Both the *Student Positive Climate Survey* and the *Staff Positive Culture Voice Survey* were modified in content and/or administration significantly from previous years such that comparisons between years are not possible. The results obtained from the 2016/17 surveys will serve as a baseline for subsequent comparisons.

Strategy: Establish a comprehensive positive climate goal as part of Continuous Learning and Improvement School/Department Plans. Support and monitor growth of positive climate goals by August, 2017

As part of the Continuous Learning and Improvement Process school superintendents monitor both student learning and achievement goals and positive culture and well-being goals. At the system level a Positive Culture and Well-Being Workgroup was established to review a sample of school plans to identify trends or areas of focus. The Workgroup created a number of draft recommendations based upon their review:

- Staff and student needs should drive the work
- Plans need to be clear and specific
- Plans should be co-created (with students, staff and parents) at the school level
- Use language that is clear and voice “buzzwords”
- Ensure the plan is aligned and coherent
- Capture all work on the plan. New initiatives and those in maintenance
- Ensure the plan are inclusive

Service Departments also engaged in the creation of department plans to support the Strategic Directions however the focus on staff voice data was not explicit during 2016/17.

Staff are not in a position to comment on improvement given the *Student Positive Climate Survey* and the staff *Positive Culture Voice Survey* are considered to be baseline datasets and as a result staff were not on target with the implementation of system strategies to ensure every school and

department will improve the number of students and staff feeling safe, supported and accepted by August, 2017.

Goal #2: HWDSB students and staff are engaged in the school and workplace as a learning organization committed to respectful and inclusive working and learning environments.

*If we develop senior leaders capacity in diversity and utilize a planning framework that incorporates the explicit integration of Equitable and Inclusive practice in our work plans **then** we will better reflect and meet the diverse needs within HWDSB and model effective practices of inclusion to staff.*

Strategy: *Invest in people by engaging all Supervisors, Managers, System Principals and Executive Council in diversity professional learning to ensure equity and inclusion are reflected in all aspects of our work.*

During 2016/17 HWDSB Supervisors, Managers, System Principals and Executive Council engaged in Deep Diversity learning led by Shakil Choudhury from Anima Leadership. These learning sessions focused on the topics of bias, identity, power, emotions, racism, oppression and courageous conversation <http://animaleadership.com/training/deep-diversity/> System leaders introduced these concepts to staff within departments. System leaders were provided an opportunity deepen their learning as well.

Principals and Vice-Principals also engaged in an introductory learning session on Deep Diversity, with a focus on bias as the foundation to deeper learning in 2017/18. Targeted learning also included a focus on the characteristics of a culturally responsive mindset as connected to continuous learning and improvement and gender identity and expression.

HWDSB participated in community engagement learning through McMaster University Continuing Education. An interdisciplinary team from Social Work, Student Success, Mental Health, Community Engagement, Planning and Accommodation, Trustee Services and Executive Council participated in this learning with attention to ensuring engagement is reflective of inclusive practices and follows an anti-racism, anti-oppression lens. This learning was applied directly to an initiative focusing on racialized youth in HWDSB.

The initiative, designed to support gathering student voice from racialized youth, was developed and delivered by youth from two secondary schools, supported by youth from *NGen* (<https://www.ngenyouth.ca/about>) . Youth voice and experiences were shared directly with select system leaders and Executive Council with next steps to be developed in 2017/18.

Strategy: *Incorporate mental health and well-being, safety and acceptance, Learning for All and equity and inclusion in all Board Work Plans*

During 2016/17 the Leadership and Learning Department established a planning table to structure opportunities for leaders within the department to learn and plan together. The department also created a planning tool designed to integrate mental health, well-being, safe and acceptance, *Learning for All* and equity inclusion. As staff began to pilot the tool it became evident that extensive time was being used for “planning to plan” as the complexity of the tool ultimately became a barrier in the process. The planning table structure however, has created a “cultural norm” that more readily brings diverse perspectives to the table. The Reading Strategy Committee is an example of such a team representing 12 distinct areas being represented in the work.

It continues to be a priority to include all of the identified lenses in our work. In addition, clarity related to the expectations within service department annual plans will be established in 2017/18.

Staff were **not on target** for all board Work Plans to reflect and model the inclusion of diverse practices to promote respectful and inclusive working and learning environments by August 2017

2017-18 Annual Plan

Goal #1: All HWDSB students and staff feel safe, supported and accepted

Strategy: *Communities use site specific data from the Positive Culture and Staff Voice Surveys to create their School or Service Department Annual Plans.*

*If communities review the voices of students and staff related to climate for themes **then** schools and service departments (with system support) will be able to address identified needs.*

In Fall 2017, school administrators and service department leaders will engage in professional learning related to their site specific student and/or staff culture data. In instances where there isn't sufficient data for site specific analysis, leaders will reflect upon system-level data. 2016/17 was the first year all schools were provided with the opportunity to complete the *Student Positive Culture* survey. Each school is expected to have the positive culture and well-being priority in their School Annual Plan and as a result the expectation will be that all schools participate in the 2017/18 administration of the survey. Schools will be supported with strategies on how to engage School Councils around the School Annual Plan. Schools will continue to be supported in understanding their data and determining actions based upon that data. This will include determining how to measure the impact of their work to inform next steps.

CONTINUOUS LEARNING & IMPROVEMENT SECONDARY SCHOOL ANNUAL PLAN 2017-2018

SCHOOL: _____

HWDSB STUDENT WELL-BEING & ACHIEVEMENT TARGETS		
POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
	MATHEMATICS	GRADUATING
Every school and department will improve the number of staff and students feeling safe, supported and accepted from the August 2017 baseline.	At least 65% of students achieving at or above provincial standard as measured by Gr. 3, 6, 9 EQAO Assessment.	At least 83% of the 2013-14 cohort (staying in HWDSB) will graduate within 5 years by August 2018.

SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT DATA SUMMARY		
Summarize most current and critical data highlighting student well-being and achievement.		
POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
	MATHEMATICS	GRADUATING
e.g. Attendance, Learning Skills, Student/Staff Voice Data, etc.	e.g. Gr. 9 & 10 Math Results, EQAO Results, etc.	e.g. Yr. 4 & 5 Cohort Data, Gr. 9 & 10 English Results, OSSLT Results

SCHOOL LEVEL STUDENT WELL-BEING & ACHIEVEMENT TARGETS		
POSITIVE CULTURE & WELL-BEING	STUDENT LEARNING & ACHIEVEMENT	
	MATHEMATICS	GRADUATING

The *Student Positive Culture Survey* is a HWDSB created tool. Staff have investigated a shift towards a research-based tool called the MDI (Middle Years Development Instrument). This tool will allow us to gather similar data as our current survey (for comparison purposes) but will also expand the data to include measures of well-being. The MDI has 5 dimensions which include:

- Social and emotional development measures
- Physical health and well-being measures
- Connectedness measures
- Use of after school time measures

- School experiences measures

The tool will be piloted in Grades 4 to 8 for 2017/18. Staff believe the data will support planning in other areas of the Board's Strategic Directions (e.g. the relationship between "use of after school time" and partnerships).

Schools and service departments will begin the process of unpacking their site specific or system level Staff Voice data. Executive Council will engage in a learning session with Dr. Ken Leithwood to discuss the elements of effective districts and effective schools as the survey tool was based upon these elements. Executive Council will also review the system data in greater depth at the Fall Annual Plan quarterly review with the goal of identifying themes for action at the system level. A subset of questions has been identified and will be investigated at a deeper level for High Priority Schools (and 20 comparators schools). This analysis and tracking by administrators and Superintendents of Student Achievement will support learning around the culture in High Priority Schools.

Superintendents of Student Achievement, including Program and Equity and Well-being, will monitor the progress through school visits and reviews of the school or service department annual plan data, targets and improvement actions.

Strategy: *Continue to engage System Leaders in equity and inclusive professional learning.*

If we invest in people through targeted learning related to equity and inclusion then we will see the principles of equity and inclusion reflected in school and service department plans.

Building upon the foundation established in 2016/17, HWDSB continues to engage in Deep Diversity learning with Shakil Choudhury. Supervisors, Managers, System Principals and Executive Council will participate in a "post learning" assessment to determine the impact of learning to date and the application of the learning. As a next step, these individuals will be supported in working with their departments and teams to further create inclusive environments.

A Deep Diversity Learning Plan for school administrators has been created for the 2017/18 school year. The learning in each session will be directly applied to the School Annual Plan further embedding the lens of equity and inclusion in work at the school level. HWDSB staff from the OCTU employee group will engage in deep diversity learning during a Professional Activity Day this school year.

Anima Leadership has also developed online Modules which will support "scaling up" learning across the system. In 2017/18 a distributed leadership opportunity will be created for staff interested in supporting Deep Diversity learning. The first learning module will focus on examining bias. These HWDSB "in house" capacity builders will use the online modules as a foundation for facilitating learning sessions.

A second cohort of staff will be participating in the McMaster University Community Engagement course during 2017/18. This group, together with the former group, will continue to consider the lens of anti-racism and anti-oppression as we engage internally and externally.

Students who planned, coordinated and delivered the racialized youth presentation will continue to work with staff on next steps. This includes a second panel with staff and trustees as well as an opportunity to collaboratively develop an action plan focus on addressing racism in schools.

As part of HWDSB's ongoing commitment to the Truth and Reconciliation "calls to action", each Organizational Leadership Meeting (OLM) contains an Indigenous learning component designed in response to what school administrators would like to learn about Indigenous history, culture and

heritage. In September, each school was gifted with a Wampum Belt, making a commitment to moving forward together in a positive way.

Superintendents of Student Achievement, including Program and Equity and Well-being, will monitor the progress through school visits and reviews of the school or service department annual plan data, targets and improvement actions. Data will also be gathered from participants in professional learning sessions on impact and application.

Strategy: *Review and implement the Mental Health Strategy*

If we review our Mental Health Strategy for alignment with Provincial School Mental Health Assist, then we will address the 5 main areas of the 2018 – 2021 Mental Health Strategy (Organizational Conditions, Capacity Building, Implementation of Mental Health Promotion and Prevention Programming, Supporting Specific Populations and Enhancing System Coordination).

Staff have been working closely with Dr. Kathy Short as the Director of School Mental Health Assist to review HWDSB areas of focus with attention toward the development of a 2018 – 2021 Mental Health Strategy which is aligned with provincial directions. As part of this work, the mental health leadership has been merged with social work leadership into the position of Manager of Social Work and Mental Health. A new position as a “Clinical Lead” will be established to provide direct support to the work of social workers in schools.

Social workers traditionally engage in work that may be considered “mental health support” such as running treatment groups for anxiety. The focus of our broader “mental health strategy” will be on creating the conditions for all students which involves all staff in addition to targeted work from other staff including social workers.

In addition, staff will finalize a new structure to support coordination and alignment among the related areas of inclusion, mental health, safe schools, healthy schools and student and staff well-being. This structure will support an integrated and strategic approach to addressing these areas. It will also provide for the creation of clearly defined measures in each of the areas.

The following areas of focus have been identified for 2017/18:

Organizational Conditions

1. Creation of a System Equity and Well-Being Advisory Committee (including community partners)
2. Establish distinct advisory teams of students, parents and school-based staff
3. Creation of an Equity and Well-Being Leadership Team representing the areas of inclusion, mental health, safe schools, healthy schools and staff well-being.
4. Support capacity to utilize the Decision Support Tool in implementing mental health and wellbeing initiatives and activities
5. Develop the HWDSB Mental Health and Addiction Strategy 2018-2021

Capacity Building

6. Suicide Prevention, Intervention and Postvention
7. Core Conditions for Well Being

Implementation of Evidence-Based Mental Health Promotion and Prevention Programming

8. Treatment programming for students experiencing anxiety and/or mood related concerns

Supporting Specific Populations

9. Students with complex communication and/or multiple neurodevelopmental needs –
10. Students with suspected or diagnosed Fetal Alcohol Spectrum Disorder

11. Students identifying as LGBTTIQQ2A – Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersex, Queer, Questioning, 2-spirited and Allies
12. Indigenous students
13. Junior Kindergarten to Grade One
14. Racialized students

Enhancing System Coordination

15. Communication Strategy for Mental Health

Improvement in this area will be measured by the development of a 2018-2021 Mental Health and Well-Being Strategy which is aligned with School Mental Health Assist directions.

Strategy: *Intensive focus on positive culture and well-being in high priority schools*

*If we have enhanced learning in High Priority Schools related to culture **then** we will better understand and address the staff and student culture needs in these schools.*

As part of the High Priority Schools Strategy, Superintendents of Student Achievement will visit these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress. As part of this work, staff will create a School Asset Rubric based upon the Strong Districts research of Dr. Ken Leithwood. This tool identifies key school conditions that contribute to effective schools. Learning from information gathered in the following areas will help to support next steps related to culture and well-being in High Priority Schools. Areas of focus include:

- Safe and Orderly Environment
- Collective Efficacy
- Trust
- Leadership

Superintendents of Student Achievement will visit these schools with a greater frequency (every two weeks) in order to learn more about their needs and to monitor progress in this area.

Staff are **on track** to have every school and department improve the number of staff and students feeling safe, supported and accepted by August, 2018

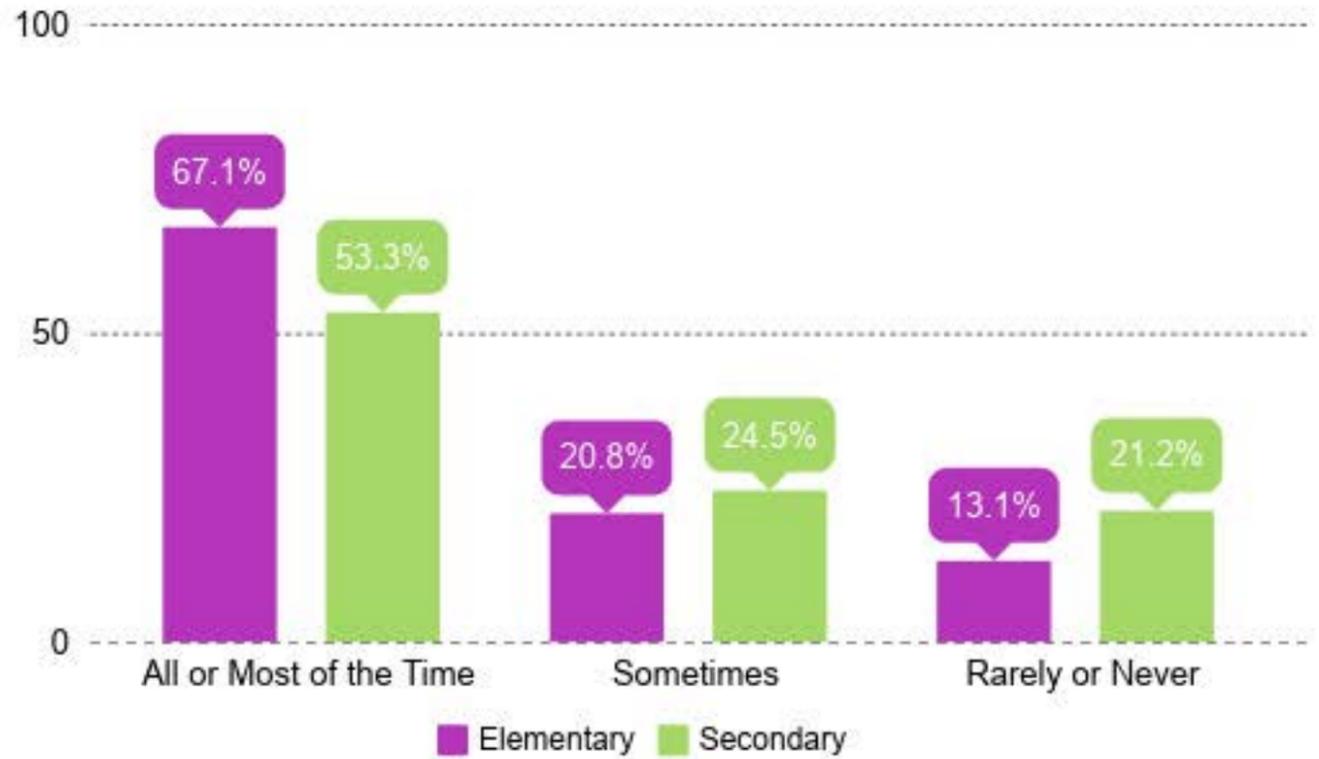


ALL HWDSB STUDENTS AND STAFF FEEL SAFE, SUPPORTED AND ACCEPTED

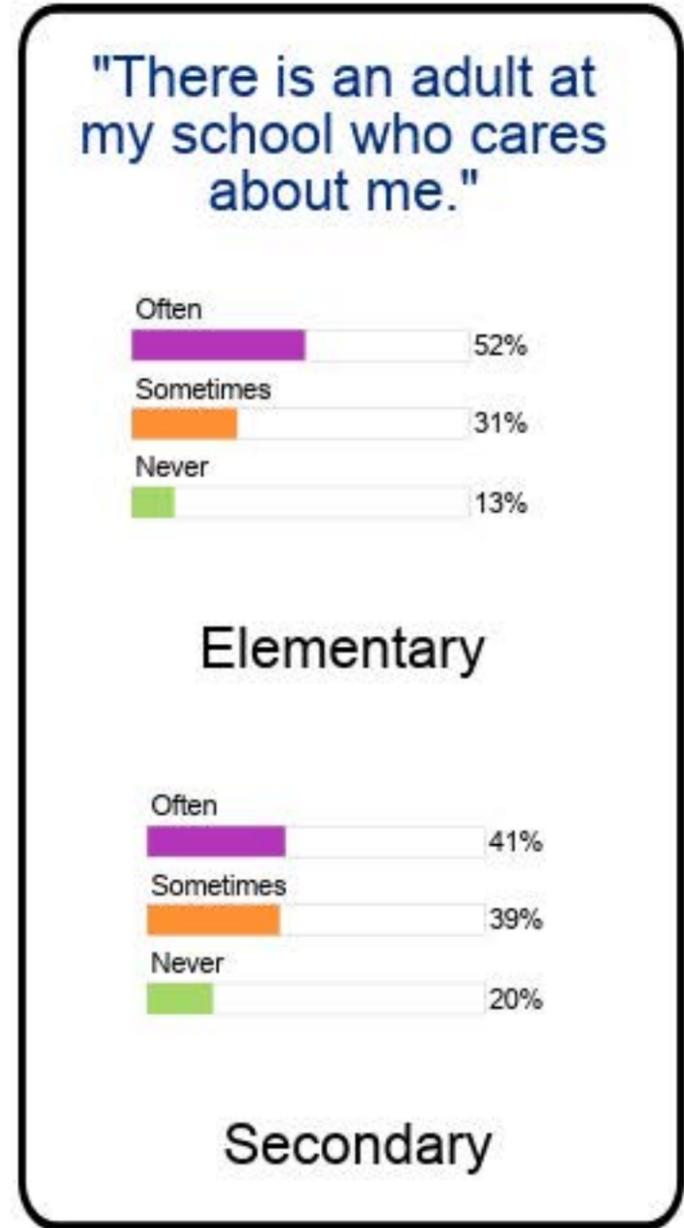
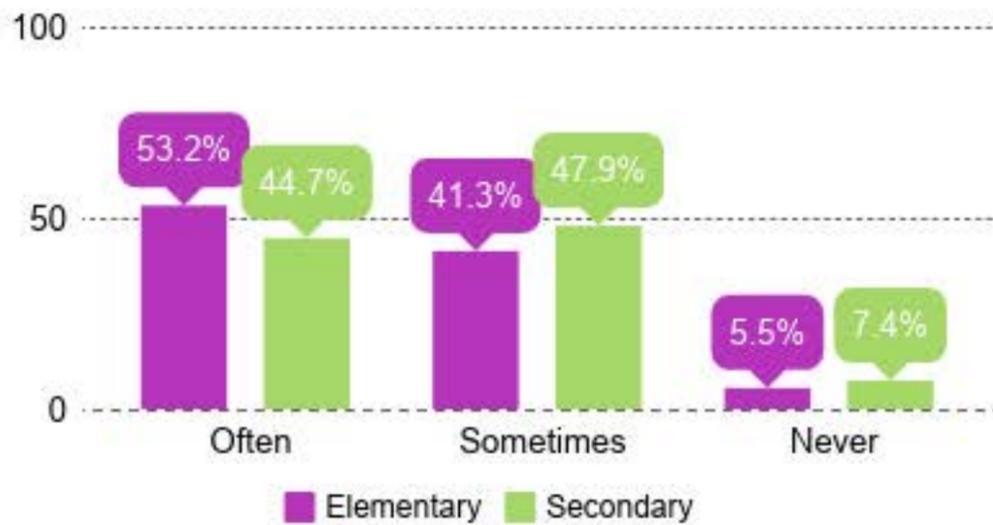
TARGET: Every school and department will improve the number of staff and students feeling safe, supported and accepted by August 2017.

"I feel safe at this school."

Key Points
There was a total of 5087 secondary students and 8678 elementary students who answered the Positive Climate Survey!



"My school is a friendly and welcoming place."

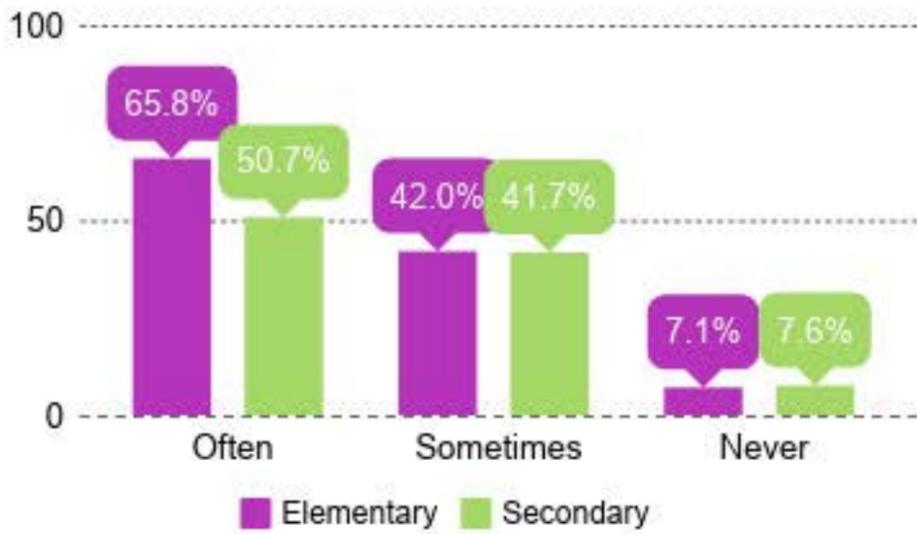


886 (17.5%)
Identified as **LGBTQ++**
(Secondary Students Only)

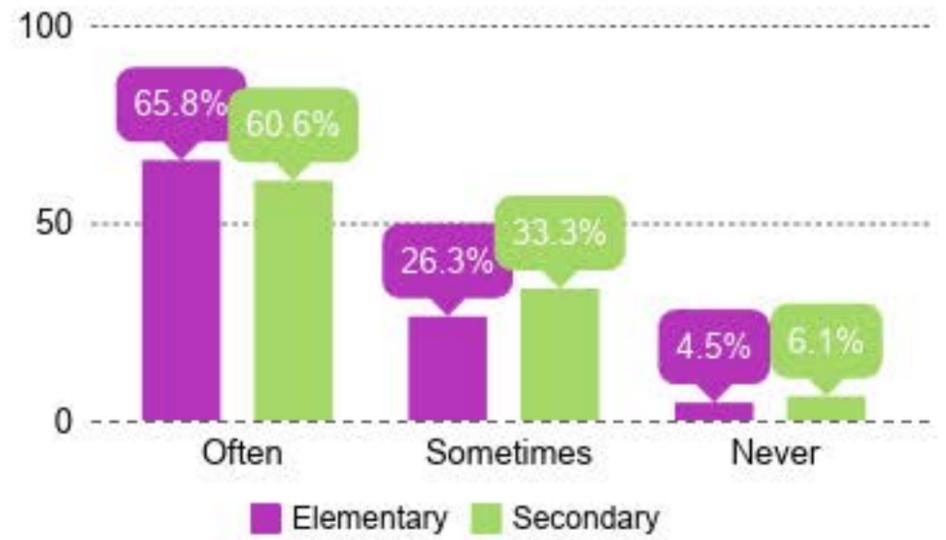
894 (12.4%)
Identified as **Indigenous**

1963 (28.9%)
Reported they were born **outside of Canada**

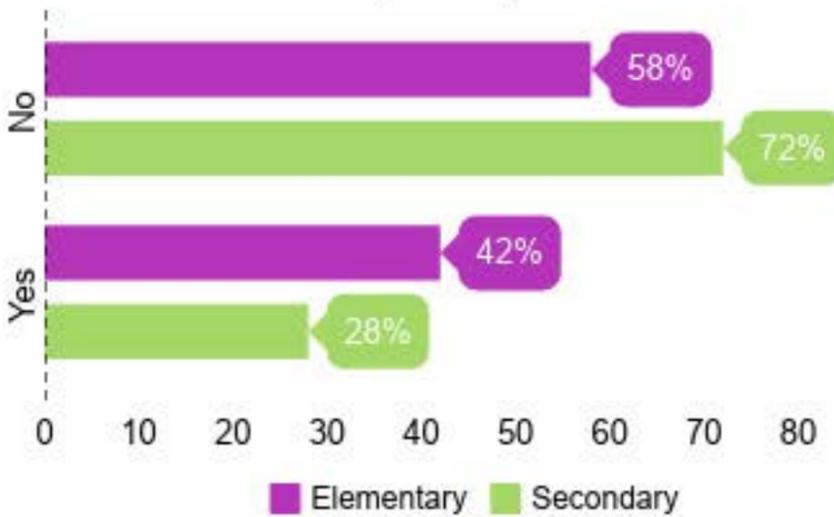
"I feel accepted by students at my school."



"I feel accepted by adults at my school."



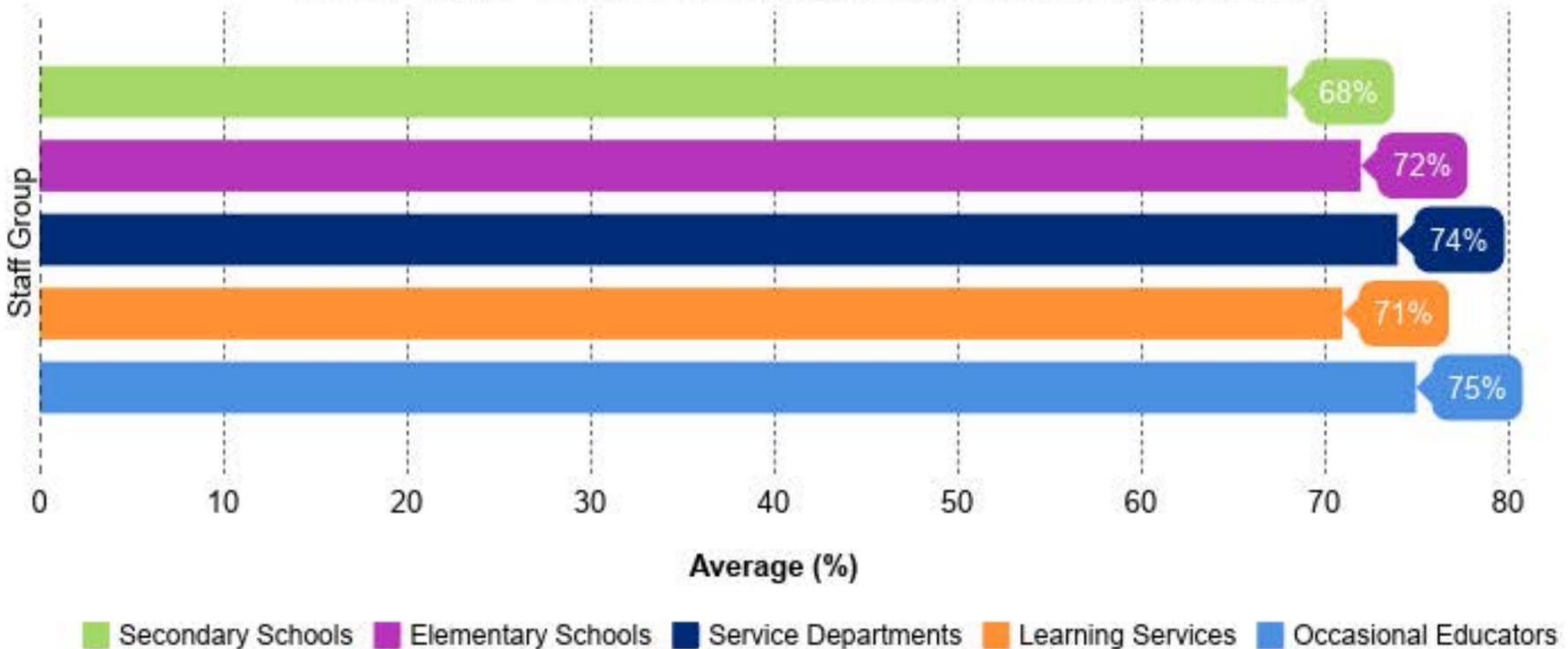
"Have you been bullied/harassed in the past year?"



2812 Staff responded to the survey!



Staff Who Feel Safe, Supported and Accepted*



*Five questions regarding safety, security and acceptance were combined for a total score out of 25.

Appendix B – Student and Staff Survey Summaries

Student Positive Climate Survey

Elementary Schools

Respondents: The *Positive Climate Survey* was administered to elementary students in grades 4 to 8. There were 8678 respondents from 82 schools, and the average response rate by school was 51%.

87% of students reported feeling safe at school at least sometimes. The top three locations where students felt unsafe were: the playground (29%), during breaks/recess outside (24%), and hallways (21%). These locations are also the areas in which students indicate where bullying/harassment occurs at school.

Most students felt that school was a welcoming, and friendly environment and enjoyed being at school. Furthermore, most students felt like they were accepted by adults (95.3%) and students (92.6%) at least sometimes at school.

Between September 2016 and May 2017, 42% of students reported having been bullied or harassed compared to 40% reported in the 2015-16 survey. For students who have been bullied/harassed, the most common form of bullying was verbal (78%; e.g. name-calling, insults), followed by social (54%; e.g. ostracism, being the subject of gossip), physical (41%; e.g. being pushed/shoved, bodily harm) and electronic (21% i.e. online or via cell phones).

In comparison to the prevalence of being bullied/harassed, 25.5% indicated that they had participated in at least one form of bullying/harassment (i.e. verbal, social, electronic or physical) of others within the past year. However, the majority indicated that students who were bullied frequently did not deserve it (90%), and that they had a responsibility to help others who were being bullied/harassed (86%) when they witnessed it.

Secondary School Climate Findings

Respondents: A total of 5084 secondary school students between grades 9 to 12 participated in the 2016-17 *Student Positive Climate Survey*. The average response rate per school was 33% across 16 schools.

78.8% of students reported feeling safe at school at least sometimes. The top three places where students felt unsafe were: hallways (27.5%), the cafeteria (15.6%) and washrooms (14.6%). These locations are insistent with where students indicated that most bullying occurs: in the hallways, during lunch, and at the lunchroom/cafeteria.

Students had generally favourable attitudes towards school; 92.6% of students indicated that school was a friendly and welcoming place, and 88.7% of students indicated that they enjoyed being at school at least sometimes. Feeling of acceptance by adults and other students at school were similar, and >90% of students indicated that they felt accepted at least sometimes.

Between September 2016 and May 2017, 28% of secondary students reported having been bullied/harassed compared to 26% reported in 2015-16. For students who have experienced bullying/harassment, the most prevalent form experienced was verbal (82%), followed by social (65%), electronic (43%) and physical (30%).

20.5% of students indicated they had participated in at least one form of bullying/harassment of others during the past year. However, secondary students did not believe that students who were frequently bullied/harassed deserved it (88.8%), and felt a responsibility to help if they witnessed it (79.5%).

In reviewing elementary and secondary student survey data, some subsets of students indicate feeling less safe and accepted than the overall student population. During 17/18 staff will be digging deeper with respect to understanding this information and determining how to respond.

Overall Summary and Conclusions

Student's perceptions of school climate are comparable to results reported in 2015-16

Rates of bullying have increased 2% at the elementary and secondary levels from last year, however there is a downtrend trend in rates of bullying beginning at secondary school

Staff Positive Culture Voice Survey

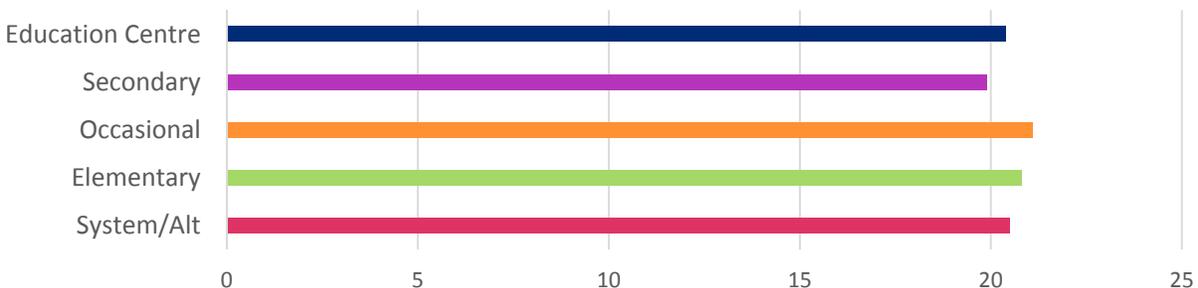
A total of 2812 HWDSB staff responded to the climate survey, across the elementary, secondary, system/alternative schools, occasional teachers, and the service departments as well as the Leadership and Learning department. Demographic data was not collected on staff, and as such, findings cannot be reported based on respondent's characteristics.

Questionnaire: On all items, staff were asked to respond on a scale of 1 to 5; a response of 1 indicated strong disagreement, and a response of 5 indicated strong agreement. The responses on each item were summed to create a total average score for each of the following domains.

Engagement:

Five questions were used to assess engagement for a total score out of 25, and scores were generally high, indicating staff felt enthusiastic, proud and inspired by their work.

A. Engagement Scores



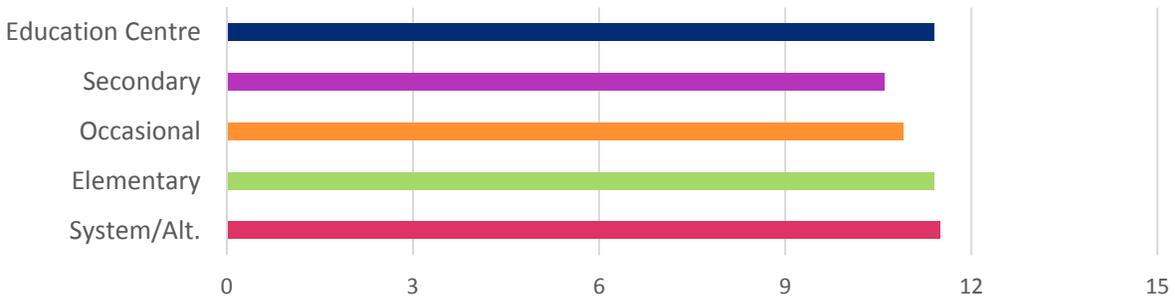
Personal Efficacy and Collective Efficacy:

Personal efficacy assessed whether staff could set/accomplish goals, overcome challenges, and handle unexpected events on four questions, for a total score out of 20. Three questions assessed whether staff felt their school team or service department would fare on these items (i.e. collective efficacy) for a total score out of 15. Average scores suggest that staff felt more confident in their individual ability than the team's ability.

B1. Personal Efficacy



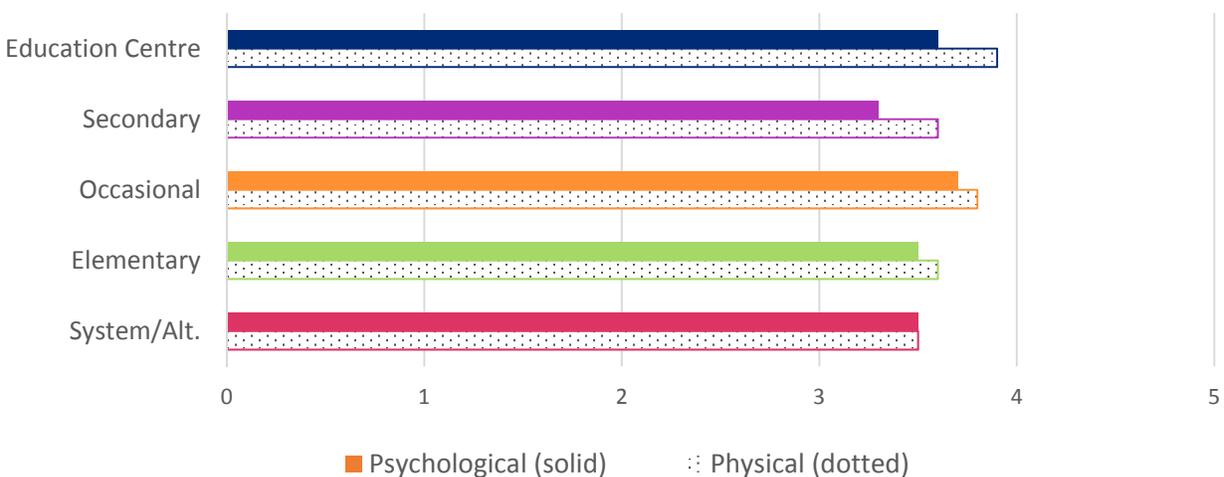
B2. Collective Efficacy



Safety:

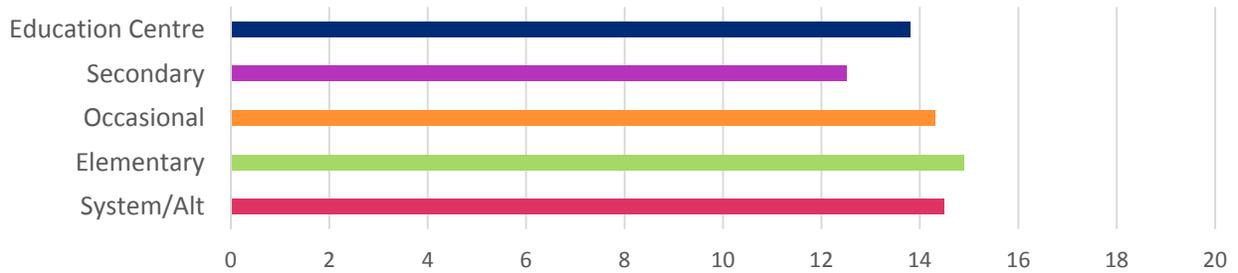
Staff were in general agreement that the workplace was safe, both physically (free from physical assault, harassment and threats) and psychologically (feeling safe to express yourself, and away from a “toxic environment”) during the day. Both items were measured on a score out of 5.

C. Psychological and Physical Safety

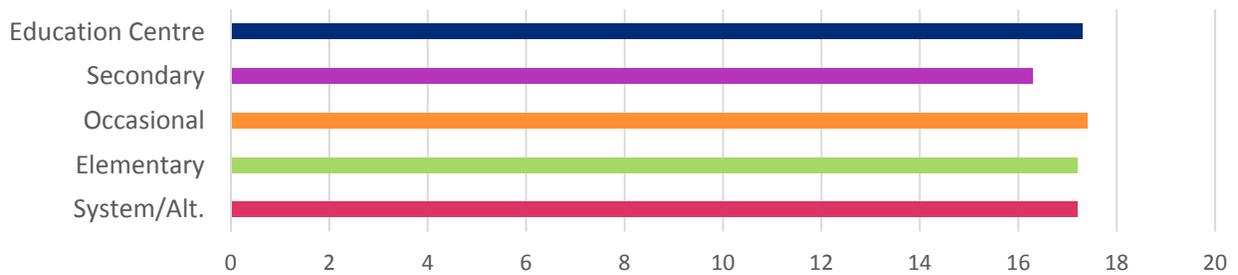


Trust:

Four questions assessed trust, openness, dependence, and looking out for each other amongst staff, for a total score out of 20. The sum of the responses indicated a moderate degree of workplace trust.

D. Trust**High Expectations:**

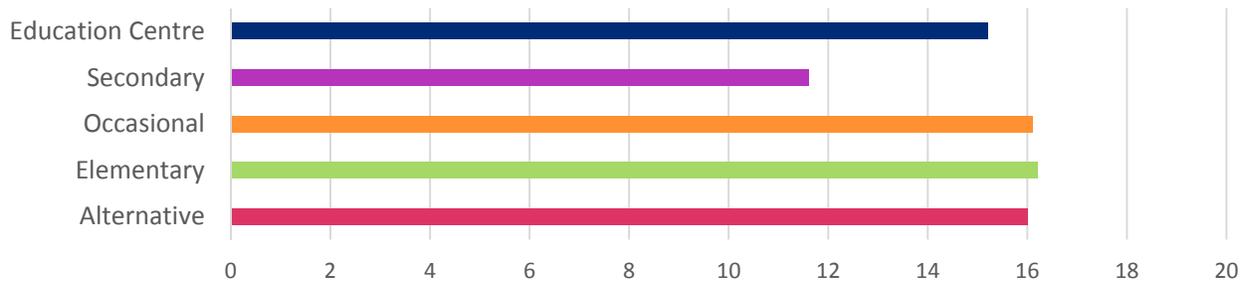
Four items assessed the staff's knowledge, skills and focus of effort on improving curriculum, teaching and learning, for a total score out of 20. The high scores across staff are indicative of high expectations at work.

E. High Expectations

Professional Development

Four items were used to ask about opportunities for continual learning/professional development, and whether PD aligned with the board's annual plan, for a total score out of 20. Staff indicated that while PD opportunities are provided in response to their needs, there was inadequate time and resources to engage in PD, especially for secondary school educators.

F. Professional Development

**Overall Summary and Conclusions**

- There are strong feelings of engagement and personal-efficacy amongst staff
- Domains for improvement include trust and professional development.

Appendix C - Suspension and Expulsion Data

Suspensions

Note: Suspension data from OnSIS.*

Suspensions		
School Year	Total	Number Students Identified as Exceptional
2014-2015	3164	212
2015-2016	3210	360
2016-2017	3573	221

Total Suspensions by Category

Category	2014-2015	2015-2016	2016-2017
Bullying	100	89	140
Physical Assault	<10	13	17
Robbery	<10	0	<10
Motivated by Prejudice	<10	0	<10
Possession of Weapon	11	35	17
Influence of Alcohol	22	20	14
Possess Alcohol/Drugs	143	96	90
Trafficking	0	<10	<10
Alcohol to a Minor	0	0	0
Swearing	161	181	245
Threaten Bodily Harm	<10	<10	<10
Utter Threat	110	127	136
Vandalism	48	37	49
Sexual Assault	0	<10	<10
Fighting/Violence	191	593	772
Habitual Neglect of Duty	<10	20	<10
Oppose Authority	189	295	<10
Other Board-set Infraction	2032	1632	2069

*OnSIS reporting of suspension and expulsion data is submitted to the Ministry of Education by August 31st of each school year.

Expulsions

Note: Expulsion data is HWDSB records of hearing (to be verified through OnSIS)

Expulsions**

School Year	Total	Number Students Identified as Exceptional
2014-2015	30	<10
2015-2016	18	0
2016-2017	22	<10

**Expulsions from all schools in HWDSB

Total Expulsions by Category

Category	2014-2015	2015-2016	2016-2017
Alcohol to a Minor	0	0	0
Board/School Code of Conduct	0	<10	10
Bullying	0	0	<10
Sexual Assault	<10	0	0
Physical Assault	<10	<10	<10
Committing Robbery	<10	0	<10
Motivated by Prejudice	0	0	0
Possess Alcohol/Drugs	0	0	0
Possession of a Weapon	<10	<10	<10
Threatening Bodily Harm	<10	<10	<10
Trafficking in Weapons or in Illegal Drugs	<10	0	<10
Uttering a Threat	0	0	0

Gateway Summary

Over the course of the 2016-2017 school year, 61 students were attended at Gateway (suspension and expulsion program).

- 32 students on long-term suspension (remained on home school roll)
- 20 students expelled from in the 2016/17 school year attended Gateway
- Less than 10 continued from 15/16
- Less than 10 students were placed at Gateway on an Intervention for a period of time (remained on home school roll)

After participation in Gateway for expulsion

- students returned to regular programming at either their home school or a different school within HWDSB
- students attended Alternative Education
- students attended CCE
- students attended Section 23
- students graduated
- students were not re-engaged (e.g. not-attendance or moving out of Board)
- students remained in the Gateway program for 2017-2018.

The total number of credits earned by expelled students at Gateway in 2016-2017 was 90.