



To: Members of the Hamilton-Wentworth District School Board

**NOTICE OF STANDING COMMITTEE MEETING**

Monday, March 24, 2014

6:00 p.m.

71 Main Street West, Hamilton, Ontario

City Hall, Council Chambers

From: John Malloy, Director of Education

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**AGENDA**

1. Call to Order
2. Approval of the Agenda
3. Declarations of Conflict of Interest

Reports from Special Committees

4. Finance Committee – March 5, 2014
  - A. Consultation Results for the Identification of Board Priorities to Guide the 2014-15 Budget Development
5. Policy Committee – March 6, 2014
  - A. Diversity and Equity Pillar Policy
  - B. Equity and Inclusive Education Policy
  - C. Recruitment and Selection Policy
  - D. Harassment Policy

Reports from Community Advisory Committees

6. French Immersion Advisory Committee – January 29, 2014
7. Rural School Community Advisory Committee – February 12, 2014

Reports from Staff

8. 2014 Trustee Elections – Determination & Distribution Calculations
9. Naming of the new South Secondary School
10. 21<sup>st</sup> Century Learning Report
11. School Year Calendar 2014-15
12. Written Notices of Motion
  - A. System Tier Three Intervention Strategy – Mountain Secondary School

## B. Ombudsman Oversight of School Boards

13. Private Session (to consider matters on the private agenda)
14. Meeting Resumes in Public Session
15. Adjournment

### Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Student Senate	Wednesday, March 26, 2014	4:00 p.m.	Sir John A. Macdonald - Library
Special Education Advisory Committee	Wednesday, March 26, 2014	7:00 p.m.	Helen Detwiler School - Library
French Immersion Advisory Committee	Wednesday, March 26, 2014	7:00 p.m.	Westdale Secondary Library
Policy Committee	Thursday, March 27, 2014	6:00 p.m.	100 King St W - 6th Floor - Room E
Board	Monday, March 31, 2014	6:00 p.m.	City Hall - Council Chambers
Information Night	Monday, April 7, 2014	6:00 p.m.	City Hall - Council Chambers
Standing Committee	Monday, April 14, 2014	6:00 p.m.	City Hall – Council Chambers

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

[www.hwdsb.on.ca/aboutus/meetings/meetings.aspx](http://www.hwdsb.on.ca/aboutus/meetings/meetings.aspx)

**COMMITTEE REPORT**

Presented to: Standing Committee

Date of Meeting: March 24, 2014

From: Finance Committee

Date of Meeting: March 5, 2014

The committee held a meeting from 12:30 p.m. to 1:58 p.m. and 2:08 p.m. to 2:47 p.m. on March 5, 2014 at 120 King Street, Suite 1120, Hamilton, Ontario, with Judith Bishop presiding.

Members present were: Trustees Judith Bishop (Chair), Wes Hicks, Karen Turkstra and Todd White. Regrets were received from Trustee Lillian Orban. Trustee Jessica Brennan, Chair of the Board was also in attendance.

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**ACTION ITEMS****I. March Standing Committee Reports:****A. Consultation Results for the Identification of Board Priorities to Guide 2014-15 Budget Development**

The consultation on the identification of the board priorities closed on March 2, 2014 and staff were able to provide a preliminary draft report on the results from the responses received. Public input supports the priorities as presented.

On the motion of Trustee White, the Finance Committee supports the following **Recommended Action**:

**That the Board approve the listing of Board Priorities as outlined in Appendix A dated March 24, 2014 to guide the 2014-15 Budget Development. .**

**CARRIED UNANIMOUSLY.**

**B. Snow Clearing – Motion from May 8, 2013 Finance Committee Meeting**

As part of the 2013-14 budget development process last year the following motion was made but never dealt with at the Board level:

*“On motion of Trustee Hicks the Finance Committee RECOMMENDS that in situations where ice buildup on playground blacktop poses a safety danger, the situation should be referred to Facilities Management to resolve on a case by case basis.”*

Staff responded to comments and concerns regarding this current’s winter challenging weather and the state of many schools’ black top and lack of outdoor play areas for students.

On motion of Trustee Turkstra, the Finance Committee **RECOMMENDS that Over the next 5 years, using potential operational savings from our consolidation of schools as a result of the long term facilities master plan, that we look at the clearing of snow on the black top surfaces at elementary schools on a priority basis where feasible and accessible.**

**CARRIED UNANIMOUSLY**

**INFORMATION ITEMS****2. Education Development Charges (Policies No. 3.3, 3.4 and Directives)**

Trustee Turkstra declared a conflict of interest for this item. As part of the Ministry of Education process for Education Development Charges, these two policies have to be reviewed annually. HWDSB is in compliance with both.

**3. Secondary School Design Manual – Supplementary Information**

Staff presented a report that provided additional information on Green Building design and Technical/Vocational Labs. There was much discussion on the process to be followed to develop the Design Manual. Guiding Principles first, Design Manual second and then design plans for the new north and south secondary schools. Each stage will come to the Finance Committee before being forwarded to Standing Committee/Board for final approval and be completed by the end of June.

**4. Ministry Operational Review Update**

Staff provided a brief overview of the recommendations from the Ministry Operational Review.

**5. New Date for Information Session on 2014-15 Budget**

The date originally planned for the Information Session/Budget Workshop is no longer available and a new date of Tuesday, May 13 was selected.

Due to time constraints the following item was not discussed:

**6. 2014-15 Budget Development**

Respectfully submitted,  
Judith Bishop, Chair of the Committee



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** March 24, 2014

**PREPARED BY:** Stacey Zucker, Superintendent of Business and Treasurer  
Denise Dawson, Manager of Budget

**RE:** Consultation Results for the Identification of Board Priorities to Guide 2014-15 Budget Development

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Action                      X                      Monitoring

### Recommended Action:

That the Board adopt the listing of Board Priorities as outlined in Appendix A dated March 24, 2014 to guide the 2014-15 Budget Development.

### Rationale/Benefits:

The budget consultation survey confirms that respondents are very supportive of the Board's Listing of Board Priorities for Budget development purposes. Therefore, as supported by the results of the public consultation the foregoing recommended action will serve to approve and reaffirm the listing of Board Priorities (see Appendix A) that will influence the development of the 2014/2015 budget.

Furthermore, it is noteworthy that the consultation exercise has also served to help achieve the following benefits:

- served to improve the public's understanding of HWDSB Budget priorities and builds strong lines of communication
- provides the Board with the opportunity to take the public's views into consideration as future Board priorities are determined
- Establishes a positive environment for the development of the Board's budget as members of the public have been provided with the opportunity to participate in the decision-making process.

### Background

Responsibility for the "Budget Planning and Development of the Board's budget has been assigned to the Finance Committee. As reported to Standing Committee in January, 2014, Finance Committee once again, has initiated a consultation process regarding the identification of Board Priorities to Guide 2014/2015 budget development. Board Priorities are comprised of initiatives &/or programs to which the Board would direct funds; if we have the opportunity to do so.

Accordingly, an online survey was conducted from January 30<sup>th</sup> to March 2, 2014 and garnered a total of 185 responses. The purpose of this report is to share with Standing Committee the results from this consultation. The following appendices are provided for Committee reference:

Appendix A	Listing of Board Priorities
Appendix B	Online Survey
Appendix C	Communication Plan re Consultation
Appendix D	E-Best Summary of Online Survey Findings

### **Survey Design and Analysis:**

E-Best and Corporate Communications with assistance from Business Services collaborated in the design of the online survey (see attached Appendix B). E-Best also received and analyzed all responses to the invitation for input (see attached Appendix D).

### **Communication of the Opportunity to Provide Input:**

The opportunity to provide input on this foundational and important topic was communicated to various HWDSB stakeholders to inform them of our priorities, while soliciting feedback on what, if any, priorities should change. Notification of the consultation was sent to 115 different groups, representing staff, parents, students, and the community (see attached Appendix C). Sending notification to various groups allows for awareness of the survey to spread quickly, but as many groups fill out the survey in consultation with their members this may also limit the number of responses we receive.

Each group was sent a letter informing them of the consultation and directing them to where on the website the survey was located; including definitions of the priorities. Schools were provided a brief description of the survey to include in their newsletters and a media release was also sent out to all local media in an effort to reach those not directly associated with any of the groups contacted.

Attachments

# Hamilton-Wentworth District School Board Listing of Budget Priorities

**2014/2015**
**Appendix A**

*Hamilton-Wentworth District School Board defines a priority as “initiatives and/or programs to which the board is committed to and would direct funds to if financially possible”. The following is a list of priorities that HWDSB is committed to for 2014/2015:*

	<b>Definition</b>	<b>Example of program related to priority</b>
Early Years Strategy	Our Early Years Strategy supports all students to reach their goals. Our goal is to have students reading at grade level by the end of Grade 1. We are focused on working with families and children. Research shows that student achievement and engagement starts before children ever enter a school. Our Early Years Strategy begins to support our students at birth. We know we have a role to play with families and the community to make the move into school easier for children.	Video (Empower): <a href="http://bit.ly/18BWdv0">http://bit.ly/18BWdv0</a>  Website: <a href="http://www.hwdsb.on.ca/schools/kindergarten/">http://www.hwdsb.on.ca/schools/kindergarten/</a>
Program Strategy	We want all students to have what they need to succeed at any one of our schools. We are listening to what our students tell us they need and what interests them. Our Goal is to improve student success in reading, writing and math by providing equity of access. Our Program Strategy focuses on making every school a great school, giving students more choice, and providing the same opportunities to all students.	Video: <a href="http://bit.ly/1d8anX8">http://bit.ly/1d8anX8</a>  Website: <a href="http://www.hwdsb.on.ca/board/program-strategy/">http://www.hwdsb.on.ca/board/program-strategy/</a>
Special Education and Student Supports	We believe all students can succeed. This is why we work with families to meet the needs of all students. Because each student has different learning strengths and needs, we offer a variety of programs to meet these needs. Our Oral Language / Early Reading and Mental Health Strategies are two examples. All students need to have the supports they need to succeed and to feel safe and welcome in our schools.	Video (Westdale Spec Ed Class): <a href="http://bit.ly/1jO1qHL">http://bit.ly/1jO1qHL</a>  Website: <a href="http://www.hwdsb.on.ca/parents/special-ed/">http://www.hwdsb.on.ca/parents/special-ed/</a>
21 <sup>st</sup> Century Learning	Through 21 <sup>st</sup> Century Learning, we aim to improve student achievement and equity. In order to achieve this, we are working towards ensuring that students and staff have access to the resources and learning tools available on the	Video: <a href="http://bit.ly/1bvWgbB">http://bit.ly/1bvWgbB</a>  Website:

# Hamilton-Wentworth District School Board Listing of Budget Priorities

**2014/2015**

	<p>internet within every instructional space. This also enables students to use their own tools to access the Internet when and where they want to in support their learning. We recognize that the wealth and power of the internet is a vital tool to prepare students for their ongoing and future achievement.</p>	<p><a href="http://www.hwdsb.on.ca/learning/21st-century-learning/">http://www.hwdsb.on.ca/learning/21st-century-learning/</a></p>
<p>School Revitalization</p>	<p>We are committed to all schools being great schools with expanded opportunities and choices, so that students have the necessary facilities to be fully engaged in their learning, leading to them achieving their goals.</p>	<p>Video (Bellmoore Opening): <a href="http://bit.ly/1bxBETJ">http://bit.ly/1bxBETJ</a></p> <p>Website: <a href="http://www.hwdsb.on.ca/board/facilities-master-plan/">http://www.hwdsb.on.ca/board/facilities-master-plan/</a></p>





## **2014 / 2015 Budget Priorities Feedback Form**

As part of HWDSB's commitment to be accountable to its community stakeholders, the Board informs its stakeholders of its budget for the upcoming school year to show how it uses its resources wisely, efficiently, effectively and equitably.

Hamilton-Wentworth District School Board's Strategic Directions focus on Achievement Matters, Engagement Matters and Equity Matters. We have created many strategies to meet these directions. Five of these strategies are our focus for the 2014/2015 Budget. Through our budget we will supply additional resources, if available, to support our budget priorities above the level of funding that is provided by the province. We would like your comments and views on these priorities. As such, HWDSB has developed a survey to gather feedback on our proposed Board wide priorities and your responses will help HWDSB's Trustees further refine HWDSB's budget to benefit our students and staff in 2014/2015.

**Please complete this survey by February 28, 2014**

**All mailed surveys must be received by this date.**

**Please mail the completed survey to:**

HWDSB  
Attention: Dr. Rossana Bisceglia  
PO Box 2558, Hamilton, Ontario. L8N 3L1

This survey is voluntary. All responses will remain anonymous and confidential. Responses will be compiled and reported in general themes and will not link answers to any individual or group. Feedback will only be accessed by the HWDSB research department and will be securely stored in their office (if paper copies).

If you have any questions or concerns, please contact Stacey Zucker, Superintendent of Business Services at 905-527-5092, extension 2500 or by email at [stacey.zucker@hwdsb.on.ca](mailto:stacey.zucker@hwdsb.on.ca)



## 2014 / 2015 Budget Priorities Feedback Form

### PART A: ABOUT YOU

1. Please indicate which group you belong to:

- Parent/Guardian
- Community member
- Student
- HWDSB staff member

1a. If a "Community Member", please complete the following:

Your organization or affiliation (if applicable): \_\_\_\_\_

Your position in the organization (if applicable): \_\_\_\_\_

2. Do you have children attending an HWDSB school?

- Yes
- No

3. How many children do you have in an HWDSB school?

- 1
- 2
- 3
- 4
- 5+

### Part B - 2014-2015 HWDSB Budget Priorities

HWDSB defines a priority as "initiatives and/or programs to which the board is committed to and would direct funds to if financially possible". The following is a list of priorities, presented in alphabetical order, which HWDSB is committed to for 2014-2015:

Please refer to Appendix A for priority definitions.

- Early Years Strategy
- Improving Mathematics
- Program Strategy
- School Revitalization
- Special Education and Student Supports
- 21st Century Learning



## 2014 /2015 Budget Priorities Feedback Form

4a. Using this table, please comment on the priorities HWDSB has identified for 2014-2015. You may comment on as many priorities as you wish.

Priorities	Definition	Example of program that supports priority	Do you think HWDSB should be committed to this priority?		What direction(s) should HWDSB take with regard to this priority? (select as many that apply)		
			Yes	No	Post more information about this priority on the HWDSB website	Allocate additional resources to students, schools and clusters on a per-need basis	Engage in consultation with expert groups and committees (e.g., Parent-Involvement Committee)
Early Years Strategy	<a href="#">Definition</a>	Video					
Improving Mathematics	Definition	Video					
Program Strategy	<a href="#">Definition</a>	Video					
School Revitalization	<a href="#">Definition</a>	Video					
Special Education and Student Supports	<a href="#">Definition</a>	Video					
21st Century Learning	<a href="#">Definition</a>	Video					



## 2014 / 2015 Budget Priorities Feedback Form

4b. Indicate additional direction(s) for any of the following priorities that HWDSB is committed to for 2014/2015:

Priority	Direction
<b>Early Years Strategy</b>	
<b>Improving Mathematics</b>	
<b>Program Strategy</b>	
<b>School Revitalization</b>	
<b>Special Education and Student Supports</b>	
<b>21st Century Learning</b>	

5. Please list additional priorities that HWDSB should consider for its 2014/2015 Budget:

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**Thank you for your feedback!**



## HWDSB 2014 / 2015 Budget Consultation Plan

Prepared By: Mark Taylor  
 Superintendent Responsible: Stacey Zucker  
 Department: Superintendent of Business

Date Prepared: December 12, 2013

### Context

At the direction of Trustees, staff has been asked to engage the public in the Budget Process. This will be done through a consultation process

### Communications Strategy

As per the direction of the Finance Advisory Sub-Committee, staff will engage in a public consultation on the priorities of HWDSB. The consultation will begin on Wednesday January 29, 2014 and end on February 28, 2014. This will allow HWDSB to inform the public of its priorities, while soliciting feedback on what, if any priorities should change. This also allows for the priorities in the budget to coordinate with the strategic planning process, which allows for consistency from year to year.

### Target Audience

Overall, 115 groups will be targeted for consultation:

Group Classification
Staff
<ol style="list-style-type: none"> <li>1. Trustees</li> <li>2. Executive Council</li> <li>3. Hamilton-Wentworth Elementary Teachers' Local</li> <li>4. Ontario Secondary School Teachers' Federation</li> <li>5. Canadian Union of Public Employees, Local 4153</li> <li>6. Canadian Union of Public Employees, Local 4977</li> <li>7. Canadian Office and Professional Employees Union, Local 527</li> <li>8. Hamilton-Wentworth Occasional Teachers' Local</li> <li>9. Hamilton-Wentworth Principals' Council</li> <li>10. Professional Administrative Support Staff</li> <li>11. Managers Cabinet</li> <li>12. Hamilton Wentworth Student Transportation Services</li> </ol>
Parents
<ol style="list-style-type: none"> <li>1. French Immersion Advisory Committee</li> <li>2. Hamilton-Wentworth Home &amp; School Association</li> <li>3. First Nations, Métis and Inuit Community Advisory Committee</li> <li>4. Parent Involvement Committee</li> <li>5. Rural Schools Committee</li> <li>6. School Councils</li> <li>7. Special Education Advisory Committee</li> </ol>
Students
<ol style="list-style-type: none"> <li>1. Student Senate</li> </ol>
Community
<ol style="list-style-type: none"> <li>1. Ainslie Wood/Westdale Community Association of Resident Homeowners Inc.</li> <li>2. Allison Park Community Association</li> </ol>

3. Alternatives for Youth
4. Ancaster Community Council
5. Banyan Community Services
6. Beasley Neighbourhood Association
7. Berrisfield Community Council
8. Best Start Network
9. BOND
10. Bonnington, Buchanan, Mohawk, Southam Neighbourhood Association
11. Boys and Girls Clubs of Hamilton
12. Central Neighbourhood Association
13. Chamber of Commerce
14. Citizens for Citizens Ward Three Neighbourhoods
15. City of Hamilton
16. City of Hamilton – City Council
17. CNIB
18. Community Action Program for Children
19. Corktown Neighbourhood Association
20. Crown Point Community Planning Team
21. Davis Creek Community Hub
22. Delta West Community Association
23. Dundas Community Council
24. Durand Neighbourhood Association
25. Eastmount Community Council
26. Eleanor Community Council
27. Environment Hamilton
28. Federation of Urban Neighbourhoods of Ontario
29. Flamborough Community Council
30. Food Share
31. Friends of Rural Communities and the Environment (FORCE)
32. Friends of the Eramosa Karst
33. The Friends of Gage Park
34. Gilkson Park Community Associations
35. Glanbrook Conservation Committee
36. Good Shepherd Centres
37. Gourley Park Community Association
38. Hamilton Aboriginal Education Council
39. Hamilton Beach Community Council
40. Hamilton Centre for Civic Inclusion
41. Hamilton Community Foundation
42. Hamilton East Mountain Community Association
43. Hamilton Executive Director's Aboriginal Coalition
44. Hamilton Industrial Environmental Association
45. Hamilton Partners In Nutrition
46. Hamilton Police Services
47. Hamilton Public Library
48. Hamilton Roundtable for Poverty Reduction
49. Hamilton Waterfront Trust
50. Hamiltonians for Progressive Development
51. Industry Education Council of Hamilton
52. John Howard Society
53. Kinsmen Club of Hamilton
54. Kirkendall Neighbourhood Association
55. Kiwanis Club
56. Knights of Columbus (various councils)
57. Landsdale Area Neighbourhood Association
58. Lawson Ministries
59. Lions Club (various councils)
60. McMaster University
61. McQuesten Community Planning Team
62. Mohawk College

63. Neighbour to Neighbour Centre
64. North Central Community Council
65. North End Neighbours
66. North Hamilton Community Health Centre
67. Pleasant View Rate Payers Association
68. Red Hill Valley Neighbourhoods Association
69. Riverdale Hub
70. Robert Land Community Association
71. Rosedale Community Council
72. Rotary International (various councils)
73. Royal Botanical Gardens
74. Sacajawea Non-Project Housing Inc.
75. Scenic Woods Neighbourhood Association
76. SHAE
77. Social Planning and Research Council
78. The SOOT Group
79. South Centre Community Council
80. South Sherman Community Planning Team
81. South Stipeley Neighbourhood Association
82. Spring Valley Community Association
83. St. Joseph's Immigrant Women
84. Stinson Community Association c/o Central Memorial Rec Centre
85. Strathcona Community Council
86. Templemead Community Council
87. Today's Family
88. Umbrella Board of Family & Child Care Centres
89. United Way
90. Waterdown South Residents' Association
91. Wesley Urban Ministries
92. Wever Community Hub
93. YMCA
94. YWCA
95. Zonta Club

### Tactics

Group	Activity
Staff	Memo/Letter – where applicable
	myHWDSB
	Media Release
	Social Media
Parents	Letter
	School Newsletters
	School Website
	Media Release
	Social Media
Students	Presentation
	School Website
	Media Release
	Social Media
Community	Letter
	Media Release
	Availability at local school
	Social Media

## A. Purpose of Consultation

As part of Hamilton-Wentworth District School Board's (HWDSB) commitment to be accountable to its community stakeholders, the Board informs its stakeholders of its budget for the upcoming school year to show how it uses its resources wisely, efficiently, effectively and equitably. Hamilton-Wentworth District School Board's Strategic Directions focus on Achievement Matters, Engagement Matters and Equity Matters. We have created many strategies to meet these directions. Six of these strategies are the priorities for the 2014/2015 Budget. Through our budget we will supply additional resources, if available to support our budget priorities above the level of funding that is provided by the province. Members of the public were invited to provide feedback on the budget priorities with regard to the following four areas:

- (1) To indicate whether HWDSB should remain committed to each of the six priorities listed (Early Years Strategy, Improving Mathematics, Program Strategy, School Revitalization, Special Education and Student Supports, and 21<sup>st</sup> Century Learning),
- (2) To indicate which of three directions HWDSB should take with regard to each priority (directions: 1. *Post more information about the priority on the HWDSB website*, 2. *Allocate additional resources to students, schools and clusters on a per-need basis*, and/or 3. *Engage in consultation with expert groups and committees*),
- (3) To comment on additional directions that the board should take with regard to each priority, and
- (4) To list additional priorities that HWDSB should consider for its 2014/2015 budget. The following sections of this report summarize stakeholders' responses.

## B. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and Hamilton community. Therefore it is unclear whether the responses summarized in this report accurately reflect the opinions of members of the Hamilton and HWDSB community. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

## C. Respondent Characteristics

The online survey ran from January 30<sup>th</sup> to March 2<sup>nd</sup> 2014 and garnered a total of **185** responses which were all received online. The majority of the responses came from parents/guardians (N=109, 60%), and from HWDSB staff members (N=43, 23%), while 21 (11%) responses were from HWDSB students and 12 (6%) from community members/groups.

Members of the public were asked to indicate whether they had children currently attending an HWDSB school and if yes, to indicate how many children. Overall, 114 (61%) of the 185 responses came from individuals who had children attending an HWDSB school and 50 (27%) responses were from individuals who did not have children while the remaining responses came from respondent to whom the question did not apply (e.g., students, community groups). Of the 114 respondents who indicated having children, 86 (75%) indicated having one to two children currently attending an HWDSB school, 27 (24%) responses came from individuals with three or more children while the remaining percentage did not specify the number of children attending an HWDSB school.



**D. Summary of Consultation Findings**

**Topic 1:** Members of the public were asked to indicate whether HWDSB should remain committed to the existing priorities. As shown in Table 1, on average, across the six priorities, 78.8% of responses indicated that HWDSB should remain committed to the six priorities, while 21.2% indicated not being in support of the chosen priorities.

**Table 1. Feedback on whether HWDSB should remain committed to the six priorities.**

Priorities	Yes	No	Total N
Early Years Strategy	<b>132 (74.6%)</b>	45 (25.4%)	177
Improving Mathematics	<b>153 (87.4%)</b>	22 (12.6%)	175
Program Strategy	<b>122 (72.6%)</b>	46 (27.4%)	168
School Revitalization	<b>137 (77.8%)</b>	39 (22.3%)	176
Special Education and Student Supports	<b>162 (90.5%)</b>	17 (9.5%)	179
21 <sup>st</sup> Century Learning	<b>122 (70.1%)</b>	52 (29.9%)	174
<b>Average % across response options</b>	<b>78.8%</b>	<b>21.2%</b>	

**Topic 2:** Members of the public were asked to comment on three directions that HWDSB should take across each of the existing priorities. As shown in Table 2, on average, across the six priorities, 60.4% of responses indicated that HWDSB should ‘Allocate additional resources to students, schools and clusters on a per-need basis’. Although, it is noteworthy, that the other two response options were also endorsed by a large percentage of responses.

**Table 2. Feedback on the directions that HWDSB should take with regard to the six priorities.**

Priorities	Post more information about this priority on the HWDSB website	Allocate additional resources to students, schools and clusters on a per-need basis	Engage in consultation with expert groups and committees (e.g., Parent-Involvement Committee)	Total N across response options, within each priority
Early Years Strategy	58 (42.3%)	<b>69 (50.4%)</b>	<b>69 (50.4%)</b>	196
Improving Mathematics	56 (37.1%)	<b>109 (72.2%)</b>	72 (47.7%)	237
Program Strategy	<b>72 (53.7%)</b>	62 (46.3%)	57 (42.5%)	191
School Revitalization	67 (46.2%)	<b>71 (49.0%)</b>	<b>72 (49.7%)</b>	210
Special Education and Student Supports	56 (39.2%)	<b>115 (80.4%)</b>	72 (50.3%)	243
21 <sup>st</sup> Century Learning	62 (44.3%)	<b>90 (64.3%)</b>	71 (50.7%)	223
<b>Average % across priorities</b>	43.8%	<b>60.4%</b>	48.5%	

**Topic 3:** Members of the public commented on additional directions that they would like for HWDSB to take with regard to the six priorities. Feedback received is summarized below per priority:

- With regard to the Early Learning Strategy majority of responses pertained to prioritizing various areas of programming (e.g., skill building) and evidence-based pedagogy and allocating additional staff to this priority area.
- With regard to Improving Mathematics, the majority of responses pertained to prioritizing various areas of programming (e.g., focusing on basics of mathematics), increasing the number of staff (e.g., consultants) and allocating additional resources to this priority area.
- For the Program Strategy priority, majority of comments indicated allocating specialized programs and facilities across schools, and to implement the strategy in a way that will benefit all students and keep the community informed.
- For the School Revitalization priority, majority of comments indicated allocating additional resources to best maintain and revitalize schools across the system.
- With respect to the Special Education and Student Supports, majority of respondents indicated that the board should increase school-based support in particular for students with mental health difficulties and unique special needs, to provide specialized programs for students and to emphasize high quality professional development for educators and support staff so that students are best supported.
- For 21<sup>st</sup> Century Learning, the majority of comments indicated that HWDSB should balance the use of technology with other instructional methods, to equitably provide access to the internet, WI-FI and technology for staff and students across the system.

**Topic 4:** Members of the public were asked to comment on additional priorities HWDSB should consider for its 2014/2015 budget. Majority of responses indicated that the Board should prioritize the following areas:

**Programs**

- Arts and music
- French immersion
- Programs for special education
- Athletics, varsity programs, and extracurricular programs

**Technology and internet access**

- Prioritize access of technology and internet to students and staff equitable and equally across the system
- Improve the quality of HWDSB and school websites across the system

**Staffing**

- Increase number of educators and support staff
- Decrease the number of staff in higher administration positions

**School closures and maintenance**

- Prioritize keeping schools open
- Reconsider the closing of schools and/or which schools are slated for closure
- Regularly maintain schools to prevent school closures
- Improved snow removal

**Prioritize engagement**

- Build parent and community engagement
- Increase communication with parent community

**Resources**

- Allocate additional resources to classrooms (e.g., textbooks, work books etc.,)
- Provide math textbooks to for grade 9 to grade 12 students

**Professional development**

- Prioritize increased and high-quality of professional development for staff and administrators



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## **Education Development Charges: Alternative Accommodations for School Facilities**

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**Date Approved: May 2013**

**Projected Review Date: May 2017**

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) will consider possible arrangements with municipalities, School Boards, or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Guiding Principles.

### **GUIDING PRINCIPLES:**

- The alternative accommodations must be cost effective and advantageous for HWDSB compared to other possible arrangements including an acquisition of a school site and the construction of a free standing building.
- The alternative accommodations shall comply with any guidelines issued by the Ministry of Education.
- HWDSB may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.
- HWDSB shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils and to ensure that the identity, ambience and integrity of the facility are preserved.

### **INTENDED OUTCOMES:**

That the Alternative Accommodations for School Facilities policy is applied to all new elementary and secondary schools being contemplated by the Board.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

**TERMINOLOGY:**

*Cost Effective:* Reduce the overall capital and/or site acquisition costs associated with accommodating students' resident to HWDSB.

*Governance Authority:* Responsibility and decision-making voice in the design and operation of the facility to protect the Board's ability to deliver appropriate education programs consistent with the Board's educational mandate.

*Partnership:* the purchase of adjoining sites by the Board and a second party with consideration of possible joint use of grounds and/or facilities.

*Alternative Accommodations:* Include a variety of strategies such as forward buying, option agreements, purchases, lease buy-back, site exchanges, and joint venture partnerships resulting in cost effective delivery of pupil accommodation.

**ACTION REQUIRED:**

HWDSB will review submissions from local municipalities, school boards or other persons or bodies in the public or private sectors who invite the Board to enter into partnerships agreements to provide alternative arrangements for school facilities.

The review will examine the merits of the proposed partnership as it relates to the Guiding Principles.

Staff will obtain Board approval for any alternative accommodation for school facilities.

**PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>That the Alternative Accommodations for School Facilities policy is applied to all new elementary and secondary schools being contemplated by the Board</li> </ul>	<ul style="list-style-type: none"> <li>This will be assessed through the staff report seeking Board approval.</li> </ul>

**REFERENCES:****Government Documents**

Education Act

**HWDSB Strategic Directions**

Achievement Matters

Engagement Matters

Equity Matters

**HWDSB Policies**

Facility Partnership




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## Alternative Accommodations for School Facilities Directive

Directive for Policy 3.3 Education Development Charges: Alternative Accommodations for School Facilities

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Projected Review Date: May 2017

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) will consider possible arrangements with municipalities, School Boards, or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the Guiding Principles.

### TERMINOLOGY:

*Forward Buying:* Forward buying is the purchase of a site ahead of the need.

*Joint Partnerships:* A joint partnership is the purchase of adjoining sites by the Board and a second party with consideration of possible joint use of grounds and/or facilities.

*Lease Buy-Back:* Lease buy-back is the lease of a site with the option or intention to purchase over time whether built-in to the lease arrangement or in future years.

*Option Agreements:* An option agreement is an agreement to purchase a site at a date in the future with terms and conditions set out at the time of entering into the agreement.

*Site Exchanges:* A site exchange is an exchange between the Board and a second party of designated, optioned, or owned lands.

### PROCEDURES:

- 1.1 Alternative accommodations include a variety of strategies such as forward buying, option agreements, purchases, lease buy-back, site exchanges, and joint venture partnerships.
- 1.2 The Board will consider possible arrangements with municipalities, school boards, and persons or bodies in the public or private sector with the following conditions:
  - 1.2.1 the alternative accommodations must be cost-effective and advantageous to the Board compared to other possible arrangements, including an acquisition of a school site and the construction of a free-standing building;
  - 1.2.2 the alternative accommodations shall comply with all Ministry of Education guidelines, regulations, and instructions;

- 1.2.3 the Board may enter into lease arrangements for school facilities intended to accommodate peak enrolment for a limited time, but shall not entertain such an agreement to accommodate long-term enrolment, unless the agreement allows future ownership at the Board's discretion;
- 1.2.4 the Board shall retain sufficient governance authority over the design and operation of the facility to ensure that it is able to deliver the appropriate educational program to its students and to ensure that its identity, ambiance, and integrity are preserved;  
and
- 1.2.5 prior to approving any new school accommodation, the Board will ensure that it has reviewed a full report setting out the possible arrangements that have been considered.



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## **Education Development Charges: School Sites and Operating Budget**

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**Date Approved: May 2013**

**Projected Review Date: May 2017**

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) intends to conduct an annual review of operating budget savings that could be applied to reduce the growth related net education land costs, as per Section 9 (1) paragraph 8 of O. Reg. 20/98 of the *Education Act*.

### **GUIDING PRINCIPLES:**

Where there has been or it appears that there will be a surplus in the non-classroom part of the estimates of the school board in a fiscal year, the Board shall determine on an annual basis whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease or otherwise.

### **INTENDED OUTCOMES:**

The review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

### **TERMINOLOGY:**

*Section 9 (1) paragraph 8 of O. Reg. 20/98:* provides that an education development charge background study must contain:

A statement from the board stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

**ACTION REQUIRED:**

Having undertaken the steps necessary for the purposes of determining the education development charges, the board shall pass a motion substantially in the following form:

“Whereas it appears that there has been or that there will be a surplus in the non-classroom part of the budget in the amount of \$X;

Moved that:

(1) The board will designate \$Y as available for the purpose of acquiring school sites by purchase, lease or otherwise;

(2) The board’s reasons for so deciding are as follows:”

**PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>The review referred to in section 9(1) paragraph 8 be conducted annually as part of the process of setting the estimates.</li> </ul>	<ul style="list-style-type: none"> <li>Yearly review being completed</li> </ul>

**REFERENCES:****Government Documents**

Education Act  
Ontario Regulation 20/98 (as amended)

**HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

**HWDSB Policies**

Alternative Arrangements for School Facilities





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## School Sites and Operating Budget Directive

Directive for Policy 3.4 Education Development Charges: School Sites and Operating Budget

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Projected Review Date: May 2017

### RATIONALE:

Hamilton-Wentworth District School Board is required to conduct an annual review of operating savings that could be applied to reduce the growth related net education land costs.

### TERMINOLOGY:

*Growth Related Net Education Land Cost:* the cost of providing additional land (school sites and/or site development costs) required as a result of the need to accommodate students resulting from new residential development. This cost is net of any available revenues that may be applied to reduce the cost.

*Non-classroom Estimates:* Allocation for School Operations

### PROCEDURES:

- 1.1 Prior to finalizing the annual budget estimates, the Board shall review the operating budget for savings that could be applied to reduce growth related net education land costs. The Board shall consider applying these savings to implement a reduction in the growth related net education land cost, and consequently the education development charge that may be levied by the Board.
- 1.2 Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, the Board shall pass a resolution relating to this surplus. The reasons for the decision related to this surplus shall be included in the resolution or as part of the public record related to the resolution.

## Committee Report

Presented to: Standing Committee

Meeting date: March 24, 2014

From: Policy Committee

Meeting date: March 6, 2014

The committee held a meeting on Thursday, March 6, 2014, from 5:20 p.m. to 8:19 p.m., on the 6<sup>th</sup> Floor, 100 King Street West, Hamilton, Ontario, with Todd White presiding.

Members present were: Trustees Todd White (Chair), Judith Bishop, Jessica Brennan and Shirley Glauser. Regrets were received from Trustee Laura Peddle.

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### **ACTION**

#### **1. Diversity and Equity Pillar Policy**

The Committee considered a staff report on the Diversity and Equity Pillar Policy.

On motion of Trustee Bishop, the Policy Committee **RECOMMENDS that the revised Diversity and Equity Pillar Policy be approved.**

The motion was **CARRIED** on the following division of votes:

In favour (3) Trustees Bishop, Glauser and White.  
Opposed (1) Trustee Brennan.

#### **2. Equity and Inclusive Education Policy**

The Committee considered a staff report on the Equity and Inclusive Education Policy.

On motion of Trustee Glauser, the Policy Committee **RECOMMENDS that the revised Equity and Inclusive Education Policy be approved.**

The motion was **CARRIED** on the following division of votes:

In favour (2) Trustees Glauser and White. (Trustee Bishop was not in the room during the vote.)  
Opposed (1) Trustee Brennan.

#### **3. Recruitment and Selection Policy**

The Committee considered a staff report on the Recruitment and Selection Policy.

On motion of Trustee Bishop, the Policy Committee **RECOMMENDS that the Recruitment and Selection Policy be approved.**

**CARRIED UNANIMOUSLY.**

**4. Harassment Policy and Directive**

Committee considered a staff report on the Harassment Policy and Directive.

On motion of Trustee Glauser, the Policy Committee **RECOMMENDS** that the **Harassment Policy and Directive be approved.**

**CARRIED UNANIMOUSLY**

**INFORMATION**

**5. Volunteer Policy**

The Committee considered a staff report on the draft Volunteer Policy. Staff will reflect the recommended changes and bring back the revised policy in April 2014.

**6. Transportation Policy**

The Committee considered a staff report on the draft Transportation Policy. Staff will reflect the recommended changes and bring back the revised policy in April 2014.

Additional Matters

**7. Cancellation of School and Board Administrative Operations**

Due to a lack of time, this item was not considered. This will be added to the April agenda.

Respectfully submitted,  
Todd White, Chair of the Committee



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## Equity and Diversity Pillar Policy

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**Date Approved:****Projected Review Date:**

### **PURPOSE:**

Hamilton-Wentworth District School Board believes in the principles of equity and inclusive education. We promote a system wide approach by facilitating positive climates in all working and learning environments through the elimination of all discriminatory biases and barriers.

### **GUIDING PRINCIPLES:**

- Acknowledge the diversity, dignity and worth of all individuals and respect their roles, competencies and contributions to HWDSB's mission and vision.
- Ensure a safe, welcoming, inclusive environment that nurtures personal achievement.
- HWDSB will be an employer of choice that will attract and retain an effective, diverse and highly functioning workforce.
- Uses resources efficiently, effectively and equitably.

### **INTENDED OUTCOMES:**

- The Guiding Principles of the Ministry of Education, Equity and Inclusive Education Strategy are adhered to.
- All HWDSB policies, practices and procedures are bias free, non-discriminatory and in alignment with the Ontario Human Rights Code, the Charter of Rights and Freedoms and Ministry of Education Guidelines.
- All staff, students, parents/guardians and the community at large will be respected, welcomed, nurtured and have equitable access to the goods and services provided by HWDSB.
- All barriers to equitable access and outcomes at HWDSB are identified and removed.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Accommodation:* The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

*Anti-racism:* Seeking the elimination of racism in all its forms, including systemic racism

*Anti-classism and Socio-economic Equity:* Akin to antiracism, the principles of Anti-classism and Socio-economic Equity strive to ameliorate the effects of classism and discrimination based upon socio-economic status. Specifically, Anti-classism and Socio-economic Equity initiatives attempt to provide equality of outcome by removing barriers impeding access to goods and services for marginalized socio-economic groups.

*Bias:* An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

*Community Partnerships:* Collaborative relationships between institutions and groups within the community in which there is recognition of the experience of participants and evidence of their involvement in the decision making of the institutions.

*Curriculum:* Curriculum encompasses all learning experiences the student will have in school. These include school environment, interactions among students, staff and the community and the values, attitudes and behaviours conveyed by the school.

*Discrimination:* Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code.

*Equity:* A condition or state of fair, inclusive and respectful treatment of all people.

*Ethnocultural Group:* A group of people who share a particular cultural heritage or background.

*Sexual Orientation:* Sexual Orientation is more than simply a "status" that an individual possesses; it is an immutable personal characteristic that forms part of an individual's core identity. Sexual Orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations.

## ACTION REQUIRED:

To develop, implement and monitor, through the School and Service Improvement Planning process, the Ministry of Education Equity and Inclusive Education Strategy which includes the following areas of focus (PPM 119):

- Anti-racism and Ethnocultural Equity
- Anti-classism and Socio-economic Equity
- Gender Equity
- Persons with Disabilities
- Religious Accommodation
- Sexual Orientation

To review HWDSB policies, practices and procedures in accordance with Ministry of Education regulations and the Equity and Inclusive Education Policy Guiding Principles:

- Policies, Guidelines and Practices
- Leadership
- School Community Partnerships
- Curriculum
- Student Languages
- Student Assessment, Evaluation, Reporting and Placement
- Counseling/Guidance/Support Services
- Harassment
- Employment Practices
- Staff Development

### PROGRESS INDICATORS:

Intended Outcome	Assessment
The Guiding Principles of the Ministry of Education, Equity and Inclusive Education Strategy are adhered to.	The principles and practices of Equity as outlined in the Equity and Inclusive Education Policy Statement, Guiding Principles and Directives are reflected in the Strategic Directions and Strategic Planning processes.
All HWDSB policies, practices and procedures are bias free, non-discriminatory and in alignment with the Ontario Human Rights Code, the Charter of Rights and Freedoms and Ministry of Education Guidelines.	Parent Voice surveys will measure increased confidence in Hamilton-Wentworth District School Board.
All staff, students, parents/guardians and the community at large will be respected, welcomed, nurtured and have equitable access to the goods and services provided by HWDSB.	Design and deliver staff development initiatives in a manner free from discrimination and strive to include a relevant understanding of the principles of Equity, where appropriate.
All barriers to equitable access and outcomes at HWDSB are identified and removed.	Monitor and measure the involvement of diverse communities with HWDSB.

### REFERENCES:

#### Government Documents

Ontario's Equity and Inclusive Education Strategy  
 Ontario Human Rights Code  
 Canadian Charter of Rights and Freedoms  
 Ministry of Education Policy and Program Memorandum 119  
 Education Act

**HWDSB Strategic Directions**

Achievement Matters

Engagement Matters

Equity Matters

**HWDSB Policies**

All Policies and Directives



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## Equity and Inclusive Education

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM 119 areas of focus:

- Anti-racism and Ethnocultural Equity
- Anti-classism and Socio-economic Equity
- Gender Equity
- Persons with Disabilities
- Religious Accommodation
- Sexual Orientation

### GUIDING PRINCIPLES:

HWDSB is committed to:

- Ensuring equity in all policies, guidelines and operating practices. This commitment will be reviewed annually to ensure accountability and transparency.
- Providing leadership at all levels that fosters an equitable environment.
- Recognizing and promoting active participation from all members of school communities in order to maintain and affect equitable education policies, practices and outcomes and religious accommodations.
- Supporting curriculum, learning materials and school practices, which reflect and include the principles of equity, as regulated by the Ministry of Education.
- Affirming and valuing students' first languages, while providing the students with the opportunity to acquire competence in Canada's first languages.
- Providing appropriate and bias free assessment, evaluation, reporting, placement, and programming to equitably meet the educational needs and to maximize the learning potential of all students.
- Providing counseling/guidance/support services that reflect the principles of equity.
- Ensuring that harassment towards diverse communities by trustees, employees, parents, volunteers, students, and the community at large will not be tolerated.



- Employment policies, practices and procedures being non-discriminatory, fair and equitable.
- Providing equity training and resources for trustees and all employee groups.

### **INTENDED OUTCOMES:**

- Eliminate discrimination through the identification and removal of biases and barriers.
- Support positive learning environments that are respectful and welcoming to all.
- Demonstrate and communicate ongoing progress to the community.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

### **TERMINOLOGY:**

*Accountability:* Refers to the process whereby organizations and institutions as members of a diverse community are subject to the obligation to maintain a certain level of ethics and responsiveness and reporting regarding the quality, effectiveness and relevance of their service or practices and the method of delivery.

*Anti-racism:* Seeking the elimination of racism in all its forms, including systemic racism.

*At-Risk Students:* The Chairs of the Expert Panels on Students at Risk in *Building Pathways to Success: The Report of the Program Pathways for Students at Risk Work Group*, Toronto, 2003 defined At-Risk students as:

- Elementary students who are performing at level 1, or below grade expectations;
- Secondary students who would have studied at the Modified or Basic level in the previous curriculum;
- Secondary students who are performing significantly below the provincial standard, earning marks in the 50s and low 60s and who do not have the foundations to be successful in the new curriculum;
- Students who are disengaged, with very poor attendance;

*Barrier:* An obstacle to equity that may be overt or subtle, intended or unintended and systemic or specific to an individual or group and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

*Best Practice:* A best practice is “a working method or set of working methods, which is officially accepted as being the best to use in a particular business or industry, usually described in detail.

*Bias:* An opinion, preference, prejudice or inclination that limits an individual’s or a group’s ability to make fair, objective, or accurate judgements.

*Community Consultation:* A formal or informal dialogue with the community.

*Community Partnerships:* Collaborative relationships between institutions and groups within the community in which there is recognition of the experience of participants and evidence of their involvement in the decision making of the institutions.

*Counseling/Guidance/ Support Services:* The process whereby skilled and informed persons assist in the resolution of difficulties and/or choosing of options, which are in the best interests of an individual or group.

*Culture:* Cultural identity refers to (a) the collective self-awareness that a given group embodies and reflects (e.g. racial, ethnic, gender groups) and (b) the “identity of the individual in relation to his or her culture.” Refer to *Carl E. James, Seeing Ourselves: Exploring Race, Ethnicity and Culture, Toronto, Canada, 1995.*

*Curriculum:* Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments and co-curricular and extracurricular activities.

*Discrimination:* Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, gender expression, gender identity, receipt of public assistance, record of offences (in employment only), as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

*Diversity:* The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

*Employment Equity:* A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups, i.e., women, aboriginal peoples, persons with disabilities and members of visible minorities. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives are met by a specified date.

*Equitable:* Just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

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

*Ethnic / Ethnicity:* The shared national, ethnocultural, racial, linguistic, and/or religious heritage of a groups of people, whether or not they live in their country of origin.

*Ethnocultural Group:* A group of people who share a particular cultural heritage or background.

*First Languages:* A person’s native language or mother tongue.

*Harassment:* A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

*Inclusive Education:* Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected

*Leadership:* The Board of Trustees, Senior Administration and any person placed in a position of added responsibility within HWDSB.

*Minority Group:* A group of people within a given society that has little or no access to social, economic, political, cultural, or religious power. This term may refer to a group that is small in number or it may connote inferior social position.

*Minority Knowledges/Perspectives:* The knowledges/perspectives of minority groups that have historically been silenced and marginalized.

*Ontario Human Rights Code:* A provincial law that gives everyone equal rights and opportunities, without discrimination, in special areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment. (Available at [www.ohrc.on.ca](http://www.ohrc.on.ca))

*Outcome:* A result or visible effect.

*Personal Needs:* Physical, emotional, social, interpersonal and spiritual needs.

*Prejudice:* Negative prejudgment or preconceived feelings or notions about another person or group of persons based on perceived characteristics.

*Race:* A social construct that groups people on the basis of common ancestry and characteristics such as color of skin, shape of eyes, hair texture, and/or facial features. The terms is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity; there may be several ethnic groups within a racial group. .

*Racism:* A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

*Staff:* Any person employed by HWDSB.

*Stakeholders:* Persons employed by HWDSB and those individuals who have a vested interest.

*Stereotype:* A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.

**ACTION REQUIRED:**

HWDSB recognizes the importance of equity of opportunity, and equity of access, to the full range and delivery of programs, services, and resources. The Board is therefore committed to an equitable education system that upholds and reflects the principles of fair and inclusive education, which should be reflected in all policies, programs, practices, and operations.

Support documents will be developed which are aligned with the Ministry of Education Equity and Inclusive Education Strategy and PPM 119 areas of focus:

- Anti-racism and Ethnocultural Equity
- Anti-Classism and Socio-Economic Equity
- Gender Equity
- Persons with Disabilities
- Religious Accommodation
- Sexual Orientation

**PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
Eliminate discrimination through the identification and removal of biases and barriers.	Parent Voice Survey Positive School Climate Survey Student Voice Forums Staff Voice Survey
Support positive learning environments that are respectful and welcoming to all.	Positive School Climate Survey Student Voice Forums
Demonstrate and communicate ongoing progress to the community.	Equity of Access, Opportunity and Outcome Report

**REFERENCES:****Government Documents**

Ontario's Equity and Inclusive Education Strategy  
 Ontario Human Rights Code  
 Canadian Charter of Rights and Freedoms  
 Ministry of Education Policy and Program Memorandum 119  
 Education Act

**HWDSB Strategic Directions**

Achievement Matters  
 Engagement Matters  
 Equity Matters

**HWDSB Policies**

This policy is applicable to all policies and Directives




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## Anti-Classism and Socio-Economic Equity Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

### TERMINOLOGY:

*Anti-classism and Socio-economic Equity:* Akin to antiracism, the principles of Anti-classism and Socio-economic Equity strive to eliminate the effects of classism and discrimination based upon socio-economic status. Specifically, Anti-classism and Socio-economic Equity initiatives attempt to provide equality of outcome by removing barriers impeding access to goods and services for marginalized socio-economic groups.

*Class:* Relative social rank in terms of income, wealth, status and/or power.

*Classism:* The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

*Culture:* The way in which people live, think and define themselves as a community.

*Early School Leavers:* An early school leaver is a youth between the ages of 14-21 (age range is ideal, not rigid) who has left an Ontario high school, (dropped out or permanently expelled) prior to receiving their Ontario Secondary School Diploma (OSSD) and has not returned to any form of high school education to receive their high school diploma or General Educational Development (GED).

*Minority Knowledges/Perspectives:* The knowledges/perspectives of minority groups that have historically been silenced and marginalized.

*Socio-economic Status:* Socio-economic Status refers to the relative position of a family or individual on a hierarchical social structure based on their access to or control of wealth, prestige and power.

*Socio-economically Marginalized Communities:* Socio-economically Marginalized Communities are communities whose members have incomes barely or insufficient to meet basic human needs.

*Working Poor:* The working poor are a socio-economic group who live at or below the Low Income Cut-Off (LICO) established by Statistics Canada to designate a family or individual with a low-income as compared to other members of the community. For families, the LICO is set at the level at which a family spends 20% more of their pre-tax income on food, shelter and clothing than the average family in their community would spend on those necessities. The LICO is commonly known as the “poverty line.”

## **PROCEDURES:**

HWDSB is committed to:

### **1.0 Policies, Guidelines and Practices**

#### **Commitment to Equity**

- 1.1 Ensuring that all policies, guidelines and operating practices actively demonstrate a respect for the principles of anti-classism and socio-economic equity.
- 1.2 Clearly articulating, through existing and new policies, guidelines and operating practices, a commitment to socio-economic equity.
- 1.3 Establishing practices and procedures that will ensure compliance with the policy and guidelines of anti-classism and socio-economic equity and ensure the Equity Policy and Supporting Guidelines: Anti-classism and Socio-economic Equity is accessible to all employees, students, parents, and the community at large.
- 1.4 Continuing to acknowledge the needs addressed by the Compensatory Education program and that:
  - Not all school communities are equal in their ability to support their students;
  - Schools can make a difference in overcoming the education effects of a disadvantaged community;
  - Senior and school administrations are to be encouraged and supported in their efforts to
  - Provide additional support and consideration to identified schools.

#### **Accountability**

- 1.5 Establishing a review process to monitor and assess the effectiveness of community consultation, partnership and involvement in the application of the Equity Policy and Supporting Guidelines: Anti-classism and Socio-economic Equity.

### **2.0 Leadership**

#### **Commitment to Equity**

- 2.1 Providing leadership at all levels that fosters an environment of respect for all people regardless of socio-economic status.
- 2.2 Raising awareness of anti-classism and socio-economic equity throughout the Board through its leaders.

**Accountability**

- 2.3 Ensure that anti-classism and socio-economic equity are part of the Strategic Directions and will provide opportunities for implementation of equity education as it pertains to anti-classism and socio-economic equity by developing implementation plans to provide inclusive social and academic school environments for all students.

**Removal of Barriers**

- 2.4 Identifying and removing inequities and barriers related to the System, School and Service Improvement Planning process, as well as employment practices and salaries.

**3.0 School Community Partnership****Commitment to Equity**

- 3.1 Recognizing that schools consist of different socio-economic communities and will foster open dialogue and open partnerships with parents and community groups within the school and community.

**Removal of Barriers**

- 3.2 Promoting active participation with the community and will identify and address barriers related to socio-economic status that interfere with community participation in events.
- 3.3 Ensuring schools have an understanding and sensitivity to their school communities about financial requests for school trips, extracurricular activities and fundraising.

**Cultural Interpretation**

- 3.4 Recognizing the language needs of all the members of the school community. Language translation and cultural interpretive services will be used to facilitate first language communication when there is inadequate comprehension of official languages.
- 3.5 Ensuring that open channels of communication exist to enable community representatives from the diverse school community to be involved in the development, implementation, application and review of the Board's policies.
- 3.6 Making sure that each school staff and school council encourages community contribution and participation in planning events and extracurricular activities for schools.

**4.0 Curriculum****Commitment to Equity**

- 4.1 Addressing the learning needs of students from working poor and socio-economically marginalized communities who are disadvantaged by classism in the existing curriculum.
- 4.2 Endeavouring to deliver program, provide learning materials and best practices in all subject areas that reflect a balance of perspectives and include a diversity of experiences reflecting working poor and socio-economically marginalized communities.



- 4.3 Ensuring that teachers have access to varied resources, which value and respect the contributions, experiences, and histories of working poor and socio-economically marginalized communities.

### **Staff Development**

- 4.4 Providing teachers with training to examine teaching materials for discriminatory bias related to classism and socio-economic status in existing learning materials, programs, or practices. This training will enable teachers to promote critical thinking skills about classism and to challenge bias and stereotypical assumptions based on socioeconomic status.

## **5.0 Student Languages**

### **Commitment to Equity**

- 5.1 Respecting and valuing all cultures and languages.
- 5.2 Not seeking to replace its students' home languages, but rather striving to develop the English language capacities of all its students.
- 5.3 Providing specialized programming and enriched English language opportunities that will allow students the opportunity to reach their full academic potential.
- 5.4 Teaching practices that recognize the existence and appropriate use of different dialects and registers of English. However, Standard English will be regarded as the register of the formal curriculum.

### **Cultural Interpretation**

- 5.5 Endeavouring, when possible, to communicate with students and their parents in their first language. It will also communicate in a jargon-free form of English.

## **6.0 Student Assessment, Evaluation, Reporting and Placement**

### **Commitment to Equity**

- 6.1 Having the same high expectations for all its students. It will ensure that working poor and socio-economically marginalized students' potentials are not underestimated based on bias and stereotypical assumptions related to socio-economic status. They will have opportunities to participate in programs that reflect their highest potential.
- 6.2 Placement and programming practices that are free of classism; will take into account the students' previous education and personal experiences; and will be designed to meet the needs of the individual student.
- 6.3 Working to provide appropriate, multifaceted and bias free evaluation, reporting and assessment.



### **Removal of Barriers**

- 6.4 Endeavouring to identify discriminatory barriers that prevent working poor and socio-economically marginalized students from reaching their academic potential and will demonstrate an effort to eliminate these barriers.
- 6.5 Ensuring that parents and guardians are provided with the information required to make decisions regarding program and placement procedures.

## **7.0 Counseling/Guidance/Support Services**

### **Removal of Barriers**

- 7.1 Ensuring that the potential of students from working poor and socio-economically marginalized communities will not be underestimated; HWDSB will provide counselling/guidance/support services free of bias and stereotypical assumptions based on socio-economic status.
- 7.2 Providing counselling/guidance/support services that encourage students from working poor and socio-economically marginalized communities to explore career options that have traditionally excluded them.

### **Commitment to Equity**

- 7.3 Putting into place proactive strategies and/or programs to identify At-Risk Students, from working poor and socio-economically marginalized communities, and to encourage their continued attendance at school. In addition, HWDSB will put into place strategies to support school re-entry for Early School Leavers.
- 7.4 Mobilizing Board and Community resources to assist students from working poor and socio-economically marginalized communities in reaching their full potential.

### **Cultural Interpretation**

- 7.5 Providing communication strategies, which may include cultural and language interpretation services, to facilitate parent/guardian involvement in students' academic achievement, social and emotional development, discipline, and future direction.

## **8.0 HARASSMENT**

### **Staff**

- 8.1 Applying its Harassment Policy for reporting, responding to and resolving incidents of harassment based on classism and socio-economic status. Every individual has the right to report harassment without fear of reprisal and every complaint will be investigated confidentially in order to protect the rights of all individuals.

### **Students**

- 8.2 Applying its Safe Schools Policy when the principles of Anti-classism and Socio-economic equity are not respected.

## **Community**

- 8.3 Ensuring that a process for addressing harassment based on socio-economic status, particularly towards members of the working poor and socio-economically marginalized community is implemented, and that a process of accountability is in place for all trustees, employees, parents, volunteers, students and the community at large.

## **Staff Development**

- 8.4 Providing all staff with professional development opportunities to acquire the knowledge and skills to effectively identify and respond to harassment based on socio-economic status.

## **9.0 Employment Practices**

- 9.1 Endeavouring to provide recruitment, interview, selection, training, placement, and promotion practices and procedures that are inclusive and that do not discriminate based on socio-economic status.
- 9.2 Attempting to provide interview teams that have an understanding and sensitivity towards classism and socio-economic equity.
- 9.3 Procedures for progressive discipline, performance appraisal, review and reporting that are as free as possible from bias and stereotypical assumptions based on socio-economic status.

## **10.0 Staff Development**

### **System Level**

- 10.1 Making available staff development programs that enable staff to identify and challenge biases, stereotypes, prejudices and discrimination based on classism and socio-economic status.
- 10.2 Providing staff with the knowledge, skills, and resources needed to teach, work and learn from a perspective that is free from classism and to challenge bias and stereotypical assumptions based on socio-economic status.
- 10.3 Creating staff development initiatives that will allow its employees to identify and examine bias and stereotypical assumptions based on socioeconomic status as it relates to evaluation, reporting, assessment and placement.

### **School Level**

- 10.4 Providing additional, focused staff development in schools that have been identified as having specific needs based on the socioeconomic demographics of its catchment area.




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## Anti-Racism and Ethnocultural Equity Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

### TERMINOLOGY:

*Aboriginal Peoples:* The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

*Anti-Racism Education:* An approach that integrates the perspectives of Aboriginal and racialized communities into an educational system and its practices. Antiracist education seeks to identify and change educational policies, procedures, and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power, and privilege. Antiracist education promotes the removal of discriminatory biases and systemic barriers.

*Cultural Identity:* Cultural identity refers to (a) the collective self-awareness that a given group embodies and reflects (e.g. racial, ethnic, gender groups) and (b) the "identity of the individual in relation to his or her culture."

*Culture:* The way in which people live, think, and define themselves as a community.

*Ethnic:* Pertaining to ethnicity.

*Ethnicity:* The shared national, ethnocultural, racial, linguistic, and/or religious heritage of a group of people, whether or not they live in their country of origin.

*Ethnocultural Group:* A group of people who share a particular cultural heritage or background. Every Canadian belongs to an ethnic group. Refer to terms ethnicity and culture.

*Indigenous Knowledges:* The knowledges of the first founding peoples that have been shared through an oral tradition.

*Indigenous Perspectives:* The view of Indigenous peoples as influenced by their knowledges, values, traditions and historical experiences.

*Race:* A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The term is used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity; there may be several ethnic groups within a racial group.

*Racism:* A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

## **PROCEDURES:**

HWDSB is committed to:

### **1.0 Policies, Guidelines and Practices**

#### **Commitment to Equity**

- 1.1 Clearly articulating, through existing and new policies, guidelines and operating practices, a commitment to reflecting the ideals of anti-racism and ethnocultural equity.
- 1.2 Establishing practices and procedures that will ensure compliance with its policy of anti-racism and ethnocultural equity and make sure the policy is accessible to all employees, students, parents, and the community at large.

#### **Accountability**

- 1.3 Ensuring accountability, HWDSB will develop a framework to process the implementation of the policy on an annual basis.

### **2.0 Leadership**

#### **Commitment to Equity**

- 2.1 Promoting an awareness of anti-racism and ethnocultural equity issues throughout the Board's jurisdiction.

#### **Staff Development**

- 2.2 Providing learning opportunities regarding anti-racism and ethnocultural equity on an annual basis.

#### **Removal of Barriers**

- 2.3 Identifying and removing inequities and barriers related to all aspects of human resource activity in accordance with provincial and federal legislation.
- 2.4 Applying anti-racism and ethnocultural equity guiding principles to daily operations of schools.

### **3.0 School Community Partnership**

#### **Commitment to Equity**

- 3.1 Promoting open dialogue and partnership with parents and community groups.

#### **Cultural Interpretation**

- 3.2 Recognizing the cultural and language needs of all the members of the school community. Language translation and cultural interpretive services will be used to facilitate first-language communication when there is inadequate comprehension of the official languages.

#### **Removal of Barriers**

- 3.3 Opening channels of communication to enable community representatives from Aboriginal, racial, ethnocultural, and religious communities to be involved in the development, implementation and review of the Board's policies.
- 3.4 Ensuring that each school staff, school council and/or existing parent group encourages community contribution and participation in planning activities/programs for schools.

### **4.0 Curriculum**

#### **Commitment to Equity**

- 4.1 Creating committees responsible for curriculum development, implementation and evaluation, that will strive to include the involvement of the Aboriginal, racial, ethnocultural, and religious diversity of staff, students, their families and the community at large.
- 4.2 Having all elements in the process of curriculum review, development and implementation be consistent with the principles of anti-racism and ethnocultural equity.
- 4.3 Ensuring that as learning experiences are developed and/or modified, staff will strive to accurately reflect Aboriginal, racial, ethnocultural, and religious diversity.
- 4.4 Curriculum policies, programs and learning materials that strive to include the perspectives and knowledges of Indigenous Peoples and the minoritized. All stakeholders will share in this responsibility.
- 4.5 Attempting to provide students with opportunities to critically examine issues of exclusivity/inclusivity, bias, discrimination and racism.

### **5.0 Student Languages**

#### **Commitment to Equity**

- 5.1 First languages, including Aboriginal languages shall be valued and respected.
- 5.2 All students having the opportunity to develop literacy in at least one official language.

- 5.3 Support programs being provided to facilitate and promote official language learning.

## **6.0 Student Assessment, Evaluation, Reporting and Placement**

### **Commitment to Equity**

- 6.1 Assessment, evaluation, reporting, placement and programming practices that strive to eliminate bias towards the Aboriginal, racial, ethnocultural, and religious communities and shall take into account the students' previous education and personal experiences, and shall be designed to meet the needs of the individual student.
- 6.2 Students and/or parents/guardians being informed of all procedures and have the opportunity to be involved in the processes of registration, assessment, evaluation, reporting and placement.
- 6.3 Placement decisions being open to re-examination in order to maximize each student's educational and career opportunities.

## **7.0 Counselling/Guidance/Support Services**

### **Commitment to Equity**

- 7.1 All programs and services which address students' personal needs, as well as their academic and career choices being delivered in a manner which is free of stereotyping towards the Aboriginal, racial, ethnocultural, and religious communities.
- 7.2 Programs and services being reviewed and developed in partnership amongst school and home and may include community, business and industry and will reflect Aboriginal, racial, ethnocultural, and religious diversity.
- 7.3 Counselling/guidance/support services that seek alternative services and community partnerships to meet the needs of the Aboriginal, racial, ethnocultural, and religious diversity of students when appropriate.

### **Cultural Interpretation**

- 7.4 Communication strategies, which may include cultural and language interpretation services, being in place to facilitate parent/guardian involvement in students' academic achievement, social and emotional development, discipline, and future direction.

## **8.0 Racial and Ethnocultural Harassment**

### **Staff**

- 8.1 Effective policies and procedures being in place for reporting, responding to and resolving incidents of harassment towards members of the Aboriginal, racial, ethnocultural or religious communities. Every individual has the right to report harassment without fear of reprisal and every complaint shall be investigated confidentially in order to protect the rights of all individuals.

### **Staff Development**

- 8.2 Professional development opportunities that provide staff with the knowledge, skills, and resources to effectively identify and respond to harassment.
- 8.3 Providing information to all trustees, employees, parents, volunteers, students and the community at large, in respect to HWDSB's Policy Against Harassment.

### **Accountability**

- 8.4 Ensuring that the process for addressing harassment towards the members of Aboriginal, racial, ethnocultural, or religious communities is implemented, and that a process of accountability is in place for all trustees, employees, parents, volunteers, students and the community at large.

## **9.0 Employment Practices**

### **Commitment to Equity**

- 9.1 Recruitment, interview, selection, training, placement, and promotion practices and procedures not discriminate against members of Aboriginal, racial, ethnocultural, or religious communities and will not discriminate on the basis of race, ethnicity, culture or religion.
- 9.2 Striving to modify interview teams to reflect the Aboriginal, racial, ethnocultural, and religious diversity within the community at large.
- 9.3 Procedures for progressive discipline, performance appraisal, review and reporting that are free of bias towards the members of the Aboriginal, racial, ethnocultural, and religious communities.
- 9.4 Human Resources practices, policies and procedures being part of the annual report and reviewed for bias regularly.

## **10.0 Staff Development**

### **System Level**

- 10.1 Identifying staff development needs to enable those responsible for implementing the Board's anti-racism and ethnocultural policy to have or develop the knowledge, skills and resources to carry out the mandate.
- 10.2 Implementing professional development programs based on identified needs to enable trustees and staff to understand the manifestations of racism and to respond effectively to issues of harassment towards the members of Aboriginal, racial, ethnocultural, or religious communities.
- 10.3 Providing teaching staff with the knowledge, skills and resources needed to teach from an anti-racism perspective. This will enable educators to recognize and examine biased and discriminatory material and to facilitate the incorporation of the perspectives and knowledges of Indigenous Peoples and the minoritized in the curriculum.

- 10.4 Involving community groups and employee groups in the development and implementation of in-service programs and staff development programs.
- 10.5 Requiring all employees and trustees to broaden their knowledge of anti-racism and ethnocultural equity through courses, workshops and community consultation.






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## Gender Equity Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

### TERMINOLOGY:

*Gender:* Gender may be defined in various ways and could include any or all of the following categories: physical anatomy (or sex organs), secondary sex characteristics that develop at and after puberty, behaviour and conduct, the mind, and fashion choices.

*Gender Expression:* Refers to the external attributes, behaviour, appearance, dress, etc., by which a person expresses themselves and through which others perceive that person's gender.

*Gender Identity:* Refers to each person's deeply felt internal and individual experience of gender. A person's gender identity may or may not correspond with their birth sex, and with social norms of "male" and "female." It includes an individual's personal sense of their body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, such as dress, speech and mannerisms

*Sexual Orientation:* Sexual orientation is more than simply a status that an individual possesses; it is an immutable personal characteristic that forms part of an individual's core identity. Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations.

*Sexism:* Prejudice, stereotyping, and discrimination directed against people on the basis of their sex or gender. Sexism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

*Transgender:* People whose life experience includes existing in more than one gender. This may include people who identify as transsexual, and people who describe themselves as being on a "gender spectrum" or as living outside the categories of "man" or "woman."

*Transphobia:* Is the unrealistic or irrational fear and hatred of cross-dressers, transsexuals and transgenderists. Like all prejudices, it is based on negative stereotypes and misconceptions that are then used to justify and support hatred, discrimination, harassment, and violence toward people who are transgendered.

## **PROCEDURES:**

HWDSB is committed to:

### **1.0 Policies, Guidelines and Practices**

#### **Commitment to Equity**

- 1.1 Ensuring that all policies, guidelines, procedures and practices (including but not limited to classroom practices, day to day operations and communication practices) are free from sexism, transphobia, and gender-related biases and stereotypes and reflect the principles of gender equity.
- 1.2 Identifying and eliminating sexist, transphobic, gender-related biases and stereotypes, as well as barriers in Board policies, guidelines, day to day operations, protocols and practices.
- 1.3 Establishing practices and procedures to ensure compliance with the Equity Policy - Supporting Guidelines: Gender Equity and to ensure these are accessible to all.

#### **Accountability**

- 1.4 Establishing a transparent review process and timeframe to monitor and assess the effectiveness of the Equity Policy -Supporting Guidelines: Gender Equity which will include community consultation and a report to the community.

### **2.0 Leadership**

#### **Commitment to Equity**

- 2.1 Providing leadership at all levels that fosters an environment of respect for all people regardless of sex or gender and will raise awareness of issues related to sexism, transphobia, and gender-related biases and stereotypes throughout the Board's jurisdiction.

#### **Staff Development**

- 2.2 Providing learning opportunities related to equity education as it pertains to sexism, transphobia, and gender-related biases and stereotypes for all members of its staff and school communities. This commitment will be reflected in implementation and school/service improvement plans to assist Trustees, Administrators, Managers, staff, students and members of the school community in developing the knowledge, skills, attitudes and behaviours required to implement the Equity Policy - Supporting Guidelines: Gender Equity.

### **Removal of Barriers**

- 2.3 Striving to ensure that educational practices are inclusive and reflect the contributions of persons of all genders including the diverse groups of girls, women and transgender persons in our communities. Further, it will strive to ensure that all forms of stereotyping, prejudice, discrimination, sexism, and violence against all genders, in particular, girls, women and transgender persons, are challenged and eliminated.

## **3.0 School Community Partnerships**

### **Commitment to Equity**

- 3.1 Recognizing that school communities include people of all genders and gender identities and will promote active engagement to ensure inclusive school community partnerships.

### **Cultural Interpretation**

- 3.2 Providing multiple opportunities for communication - using a variety of strategies - to enable participation from all gender and transgender communities in the development, implementation, application and review of the Board's policies.

### **Removal of Barriers**

- 3.3 Identifying and remove all unlawful barriers related to gender and gender identities in its community partnership practices. The Board will strive to remove other barriers as they are identified.
- 3.4 School councils and other school initiatives or activities endorsed by or affiliated with HWDSB are welcoming to people of all genders and gender identities.

### **Community Partners**

- 3.5 All partners involved in Co-operative Education, Community Service, and Work-related Experiences are advised of HWDSB's Equity Policy - Supporting Guidelines: Gender Equity and will be expected to provide HWDSB students and staff with a learning and working environment that is free from all forms of discrimination including sexism, transphobia, and gender-related biases and stereotypes.

## **4.0 Curriculum**

### **Commitment to Equity**

- 4.1 Striving to ensure that the principles and practices of gender equity and anti-sexism are reflected in the curriculum in all subject areas by:
- supporting inclusive curriculum
  - developing a process to ensure that materials, programs and program delivery do not promote sexism, transphobia, gender biases and stereotypes as well as hatred and/or violence against all genders, in particular, girls, women and transgender persons;
  - providing adequate resources and training: to use materials, programs, and program delivery effectively to promote critical-thinking skills; and to identify and challenge bias and stereotypical assumptions.

- 4.2 Allocating learning resources to challenge sexism, violence against all genders, in particular, girls, women and transgender persons and hate propaganda based on gender and gender identity.

### **Staff Development**

- 4.3 Providing staff with professional development to examine teaching practices and learning experiences for discriminatory bias related to gender and gender identity. This professional development will enable staff to employ differentiated teaching practices for delivery of program that is free of sexism, transphobia, and gender-related biases and stereotypes and that is intended to maximize the learning potential of all students.

## **5.0 Student Languages**

### **Commitment to Equity**

- 5.1 Valuing and respecting all languages and cultures.
- 5.2 Ensuring that both its communication practices and communications with staff, students, parents/guardians and the community at large will be free from sexism, transphobia, and gender-related biases and stereotypes.
- 5.3 Ensuring that resources are available to schools and departments to enable appropriate communications with staff, students, parents/guardians, and the community at large.
- 5.4 Providing language learning programming that is free from sexism, transphobia, and gender-related biases and stereotypes and will ensure that students' gender identities are valued and affirmed.

## **6.0 Student Assessment, Evaluation, Reporting and Placement**

### **Commitment to Equity**

- 6.1 Ensuring that its assessment, evaluation, reporting, and placement practices and procedures are free of sexism, transphobia, and gender stereotyping; furthermore, these practices and procedures will be differentiated to offer students opportunities to reach their highest potential.
- 6.2 Making sure that placement and programming practices and procedures are free from discriminatory biases related to gender and gender identity.
- 6.3 Identifying and striving to eliminate discrimination and barriers by identifying, reviewing, and changing practices that lead to the streaming of students into programs on the basis of gender or gender identity so as not to limit education and life opportunities.

- 6.4 Collaborating with students, parents/guardians, and caregivers by informing them of assessment, evaluation, reporting and placement practices and procedures. This collaborative process must consider gender and its interconnections to cultural and linguistic factors, faith, sexual orientation and gender identity, socio-economic factors, disabilities, personal/family experiences, previous education, students` future expectations, and students` rights to continuity, stability, and community belonging. The process includes:
- making informed placement decisions which are re-evaluated as required;
  - implementing strategies to ensure that the abilities and goals of students are not under- or overestimated on the basis of gender-bias and gender identity;
  - ensuring that gender-bias does not adversely impact on programming, placement, and academic decisions and that students, with the support of their parents/guardians and caregivers (as appropriate), are able to consider and make informed programming, placement, and academic decisions.

## **7.0 Counseling/Guidance/Support Services**

### **Commitment to Equity**

- 7.1 All programs addressing students' personal needs, as well as their academic and career choices, will be delivered in a manner that is free from sexism, transphobia, and gender-related biases and stereotypes.
- 7.2 Ensuring that Counseling, Guidance and Support Services are free from sexism, transphobia, and gender-related biases and stereotypes. The confidentiality and privacy of the students accessing and utilizing these services will be protected within the boundaries of existing legal framework.
- 7.3 Striving to include representation from Transgender students, families and community organizations in Counseling, Guidance and Support Service program development and review processes.
- 7.4 Making sure that its Counseling, Guidance and Support Service programs do not under- or over-estimate the potential of students because of sexism, transphobia and gender-related biases and stereotypes.
- 7.5 Encouraging and supporting students and their families in the identification and consideration of non-traditional career options based on gender identity.

### **Cultural Interpretation**

- 7.6 Ensuring that communication strategies are in place to keep all parents/guardians informed about their children's current educational achievement, progress, and their plans for the future, in a language they understand, and including the provision of translations where necessary.

## 8.0 Harassment and Gender-Based Violence

### Staff

- 8.1 Harassment, Safe Schools, and/or Respectful Working and Learning Environments Policies being applied for reporting, responding to and resolving incidents of harassment based on gender and gender identity as well as incidents of violence against all genders. These incidents of harassment and violence include but are not limited to sexual harassment and sexual assaults. Every individual has the right to report these incidents without fear of reprisal and every complaint will be investigated confidentially as may be permitted by law in order to protect the rights of all individuals.

### Staff Development

- 8.2 Providing staff with the knowledge, skills, and resources to identify and respond to harassment on the basis of gender and gender identity as well as violence against all genders, in particular, girls, women and transgender persons.
- 8.3 Communicating its commitment to safe schools and workplaces for all persons regardless of gender or gender identity by ensuring that staff, trustees, students, parent/guardians and community members are aware of the Harassment Policy; Safe Schools Policy; Respectful Working and Learning Environments Policy; and Equity Policy.

### Accountability

- 8.4 Developing an accountability process to monitor and report instances of harassment on the basis of gender and gender-identity as well as violence against all genders.

## 9.0 Employment Practices

### Commitment to Equity

- 9.1 Recruitment, interview, selection, training, placement, and promotion practices and procedures not discriminating based on sexism, transphobia, and gender- related biases and stereotypes and will endeavour to identify and eliminate systemic barriers to obtaining and maintaining employment.
- 9.2 Trying to provide interview teams that are aware of and sensitive to issues of sexism, transphobia, and gender-related biases and stereotypes.
- 9.3 Procedures for progressive discipline, performance appraisal, review and reporting being free from sexism, transphobia, and gender-related biases and stereotypes.
- 9.4 Human Resources practices, policies and procedures that are a part of the annual report and reviewed for sexism, transphobia, and gender-related biases and stereotypes.
- 9.5 Ensuring that the Board's commitment to antisexism and gender equity will be communicated throughout the Board, so that staff, students, and community are aware of this commitment.

## 10.0 STAFF DEVELOPMENT

### System Level

- 10.1 Identifying staff development needs to enable trustees and staff to develop the knowledge, skills and resources necessary to implement the Equity Policy - Supporting Guidelines: Gender Equity.
- 10.2 Implementing professional development programs to enable trustees and staff to understand, identify and challenge bias, stereotyping, prejudice, and discrimination based upon gender and gender-identity.
- 10.3 Providing training to empower staff to deal effectively, sensitively, and confidently with issues of sexism, transphobia, gender bias, discrimination and violence against all genders, in particular, girls, women and transgender persons.
- 10.4 Providing staff with the professional development, information, skills, and resources needed to teach, work, and learn in environments that are free from sexism, transphobia, and gender bias.
- 10.5 Involving, as appropriate, community groups who advocate on behalf of Gender Equity in the design and delivery of development programs.




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## Persons with Disabilities Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

### TERMINOLOGY:

*Accessibility:* A general term for the degree of ease that something (e.g., device, service, physical environment and information) can be accessed, used and enjoyed by persons with disabilities. The term implies conscious planning, design and/or effort to make sure something is barrier-free to persons with disabilities. Accessibility also benefits the general population, by making things more usable and practical for everyone, including older people and families with small children.

*Accessibility Plan:* Refers to a plan which outlines an organization's strategy to prevent and remove barriers and meet its requirements under the Accessibility for Ontarians with Disabilities Act (2005) and Ontario Regulation 191/11: Integrated Accessibility Standard.

*Accessible:* Does not have obstacles for people with disabilities – something that can be easily reached or obtained; facility that can be easily entered; information that is easy to access.

*Accommodations:* Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

*Disability:* There are two common ways of looking at what disability is. One way is to see a disability as a medical condition that a person has. From this perspective, disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental, cognitive and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, drug and alcohol dependencies, environmental sensitivities and other conditions.

A newer way of looking at disability is that it is not something a person has. A person with a medical condition is not necessarily prevented (or disabled) from fully taking part in society. If society is designed to be accessible and include everyone, then people with medical conditions often don't have a problem taking part. From this point of view, disability is a problem that occurs when a person's environment is not designed to suit their abilities.



*Individual Education Plan (IEP):* A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

*Identification, Placement and Review Committee (IPRC):* A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

*Mitigating Factors:* Include whether a student is able to control his or her behaviour or understands the consequences of the behaviour.

"Other factors" include the age and history of the student, whether the behaviour was in response to harassment, and, in the cases of special education students, whether the behaviour was a manifestation of a disability identified in the student's individual education plan.

*Persons with Disabilities:* Persons with one or more long-term or recurring disability (see disability).

## **PROCEDURES:**

HWDSB is committed to:

### **1.0 Policies, Guidelines and Practices**

#### **Commitment to Equity**

- 1.1 Clearly articulating, through existing and new policies, guidelines and operating practices, a commitment to the principles (standards) of accessibility for all persons with disabilities by providing services that are free of barriers and biases, ensuring that the key principles of independence, respect, dignity, integration and equality of opportunity are reflected and valued in the learning and working environment, and continually improving access to board facilities, programs and services.
- 1.2 Establishing policies, practices and procedures that will ensure compliance with its policy of equity for persons with disabilities and make sure the policy is accessible to all employees, students, parents/guardians, advocates, and the community at large.
- 1.3 Creating policies, practices and procedures to ensure compliance with the Equity Policy Directive: Persons with Disabilities.

- 1.4 Examining policies/procedures as they are developed and/or revised with regards to accessibility and programs and services that respect the independence and dignity of persons with disabilities.

### **Accountability**

- 1.5 Establishing a review process and timeframe to monitor and assess the effectiveness of the Equity Policy Supporting Guidelines: Persons with Disabilities which will include community consultation. Hamilton-Wentworth District School Board is currently committed to an annual review of its Accessibility Plan.

## **2.0 Leadership**

### **Commitment to Equity**

- 2.1 Demonstrating understanding and promote an awareness of issues and opportunities regarding persons with disabilities throughout the Board's jurisdiction.

### **Professional Development**

- 2.2 Providing learning opportunities regarding equity for persons with disabilities on an annual basis.

### **Removal of Barriers**

- 2.3 Identifying and removing inequities and barriers related to all aspects of accessibility in accordance with provincial and federal legislation.
- 2.4 Identifying and removing inequities and barriers related to the daily operations of the Board in accordance with provincial and federal legislation.
- 2.5 Continuing to identify, remove, and prevent barriers for persons with disabilities through the following processes: architectural, physical, information/communication, attitudinal, systemic, and technology.

## **3.0 School Community Partnership**

### **Commitment to Equity**

- 3.1 Promoting and maintaining open dialogue with parents/guardians to increase awareness and understanding of the issues and processes related to students with disabilities in order for them to make informed decisions.
- 3.2 Promoting and maintaining open dialogue with community groups/organizations to increase awareness and understanding of the issues and processes related to persons with disabilities in order for them to make informed decisions.

## **Communication**

- 3.3 Recognizing the communication needs of all members of the school community. Interpretive services will be used to facilitate communication including alternative forms of communication and assistive materials and/or equipment for all students, staff, parents/guardians, and the community.

## **Removal of Barriers**

- 3.4 Opening channels of communication to enable persons with disabilities and their advocates to be involved in the development, implementation and review of the Board's policies, guidelines and operating practices.
- 3.5 Ensuring that school staff, school councils and school parent groups encourage community contribution and participation in planning activities/programs to accommodate the needs of all students, staff, parents/guardians, and the community.
- 3.6 Establishing procedures that facilitate access by persons with disabilities to the services and facilities of the Board.

## **4.0 Curriculum**

### **Commitment to Equity**

- 4.1 All elements in the process of curriculum review, development and implementation addressing the needs and strengths of persons with disabilities.
- 4.2 Providing all needed accommodations and/or modifications for the purpose of instruction and reporting to assist students with disabilities to access the curriculum, and provide access and use of assistive technologies for students with disabilities to support achievement and success.
- 4.3 Providing students with opportunities to critically examine issues of exclusivity/inclusivity, bias, and discrimination based on ability and disability.
- 4.4 Promoting awareness of the contributions of persons with disabilities to society.

## **5.0 Student Languages/Communications**

### **Commitment to Equity**

- 5.1 Respecting and valuing all cultures and languages.
- 5.2 Ensuring that appropriate resources in an accessible format are available to schools and departments to enable effective communications with staff, students, parents/guardians and the community at large.
- 5.3 Providing a continuum of special education supports and services including specialized programming, resources, assistive materials and/or equipment, and cultural interpreters that will allow students with disabilities from all language backgrounds the opportunity to reach their full potential.

## **6.0 Student Assessment, Evaluation, Reporting and Placement**

### **Commitment to Equity**

- 6.1 Identifying, reviewing and changing practices to ensure equity of opportunities for students with disabilities for full participation in their community.
- 6.2 Ensuring that its assessment, evaluation, reporting, placement and programming practices take into account the students' previous education and life experiences, and will be designed to meet the needs and strengths of students with disabilities.
- 6.3 Providing consistent monitoring of the progress of students who are on Individual Education Plans.
- 6.4 Assessment, evaluation, reporting, placement and programming practices are differentiated in order to provide all students with the opportunity to effectively demonstrate their knowledge and skills regardless of their abilities and disabilities.
- 6.5 Formal assessments including psychological testing and other assessment tools and practices are bias free and provided in a timely manner.
- 6.6 Ensuring a transparent process in which students, parents/guardians will be informed and have the opportunity to be involved in the processes of assessment, evaluation, reporting and placement, including the Identification, Placement and Review Committee (IPRC) process. Students and/or parents/guardians will be supported in understanding the processes in order to participate in a meaningful manner and to make informed decisions that maximize students' achievement.
- 6.7 Placement decisions being re-examined as required in order to maximize each student's educational and career opportunities.
- 6.8 Collaborating with students, parents/guardians to implement strategies to ensure that the abilities and goals of students are not under - or over - estimated on the basis of disabilities. This collaborative process must also consider the interconnections of disabilities to other equity factors and respect the rights of students with disabilities to independence and dignity.

## **7.0 Counseling/Guidance/Support Services**

### **Commitment to Equity**

- 7.1 All counseling, guidance, and support services being delivered in a manner that reflects students' individual needs; their previous education and personal experiences; and is free of stereotyping based on abilities and disabilities in order for students to develop their full potential.
- 7.2 Counseling, guidance, and support services being able to identify and access appropriate community services and programs available to meet the needs of students with disabilities when appropriate.

- 7.3 Programs and services for students being developed and reviewed in partnership between school and home and may include community, business, industry, and organizations which support persons with disabilities.
- 7.4 Communication strategies being in place to facilitate parent/guardian involvement in students' academic achievement, social and emotional development, discipline, and future direction. These strategies may include accommodations for disabilities as well as cultural and language interpretation services as needed.

## **8.0 Harassment**

- 8.1 Every individual having the right to be free from harassment because of disability. Effective policies and procedures will be in place for identifying, reporting, responding to and resolving incidents of harassment towards persons with disabilities. Reports of incidents of harassment of students with disabilities shall be made without fear of reprisal and every complaint shall be investigated confidentially as may be permitted by law in order to protect the rights of all individuals.

### **Accommodations and Supports**

- 8.2 Ensuring that appropriate and effective accommodations and supports are in place to assist persons with disabilities and support in identifying and reporting incidents of harassment.
- 8.3 Considering all mitigating factors regarding suspensions and/or expulsion of students with disabilities. Mitigating factors to be considered may include the special education needs of the student, information documented in an Individual Education Plan, as well as the circumstances under which the behaviour has occurred.

### **Staff Development**

- 8.4 Providing staff with the knowledge, skills, and resources to effectively identify, report, respond to and resolve incidents of harassment.
- 8.5 Providing information to all trustees, employees, parents, volunteers, students and the community at large, in respect to Hamilton- Wentworth District School Board's Harassment Policy and Safe Schools Policy.

### **Accountability**

- 8.6 Ensuring that processes for addressing harassment towards persons with disabilities is enforced, and that a process of accountability is in place for all trustees, employees, parents, volunteers, students and the community at large.

## **9.0 Employment Practices**

### **Commitment to Equity**

- 9.1 Endeavouring to provide recruitment, interview, selection, training, mentoring, placement, and promotion practices and procedures that are inclusive and that do not discriminate against persons with disabilities.

**Removal of Barriers**

- 9.2 Endeavouring to identify and eliminate systemic barriers related to persons with disabilities in all of its employment practices.
- 9.3 Trying to provide interview teams that have an understanding and sensitivity towards persons with disabilities.
- 9.4 The procedures for progressive discipline, performance appraisal, review and reporting will not include stereotypical assumptions based on disability.

**Accommodations and Supports**

- 9.5 Providing reasonable accommodations to support staff/employees with disabilities.

**10.0 Staff Development****System Level**

- 10.1 Identifying staff development needs for staff and service providers to increase their knowledge, skills and sensitivity in working with persons with disabilities.
- 10.2 Implementing professional development programs based on identified needs to enable trustees and staff to understand, identify and address bias, stereotyping, prejudice and discrimination based upon disabilities.
- 10.3 Providing staff with the knowledge, skills, and resources needed to teach, work and learn from a perspective that is free from stereotypical assumptions based on disabilities. This would include assessment, evaluation, reporting and placement.




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## Religious Accommodation Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board acknowledges each individual's right to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behaviours and is committed to taking reasonable steps to provide religious accommodations to staff and to students. Hamilton-Wentworth District School Board recognizes and values the religious diversity within its community and is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviours based on religion.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects religious freedom for all individuals. While the Board and its staff will take reasonable steps to ensure freedom from discrimination because of creed, as is consistent with the *Ontario Human Rights Code* and the *Canadian Charter of Rights and Freedoms*, it is expected that students and their families will help the Board to understand their religious needs and will work with the Board and its schools to determine appropriate and reasonable accommodations.

The role of the school can be summarized as follows:

- The school may sponsor the study of religion, but may not sponsor the practice of religion.
- The school may expose students to all religious views, but may not impose any particular view.
- The school's approach to religion is one of teaching not one of indoctrination.
- The function of the school is to educate about all religions, not to convert to any one religion.
- The school's approach is academic, not devotional.
- The school should study what all people believe, but should not teach a student what to believe.
- The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but should not seek to conform him or her to any one belief.

### TERMINOLOGY:

*Creed:* Creed is interpreted by the Ontario Human Rights Commission's (OHRC) 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or which arises because the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Ontario Human Rights Code.

This Directive does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5).

*Discrimination:* Discrimination on the basis of creed includes any distinction, exclusion, restriction, or preference based on religion or belief whose purpose or effect is the nullification of human rights and fundamental freedoms on an equal basis or the impairment of said rights and freedoms (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996).

Harassment because of creed is a form of discrimination. Such harassment involves conduct or comments concerning religious beliefs or practices which are known or ought to be known to be offensive. Even a single incident of such behaviour may constitute harassment and may create a poisoned environment where it is serious enough.

Discrimination can be direct or indirect.

Direct discrimination includes any action which unlawfully differentiates between persons because of their membership in a protected group. Direct discrimination is absolutely prohibited unless the Ontario Human Rights Code provides a specific exception which permits the discrimination. It should be noted that whether there was an intention to discriminate is irrelevant in the case of direct discrimination. However, not every distinction is discrimination.

Indirect discrimination may be constructive or the result of an adverse effect. Indirect discrimination is less apparent than direct discrimination. It is a disadvantage or adverse impact which may result from the uniform application of a requirement, factor or rule.

Adverse effect discrimination encompasses action which is not on its face discriminatory, but which has the effect of adversely affecting a group identified by a prohibited ground of discrimination. Sometimes the action taken is directed towards a legitimate objective. If so, the discrimination may be allowed to continue so long as reasonable efforts have been made to accommodate the adversely effected group, having regard to needs of both the person obliged to accommodate and the group being accommodated. Again, there may be specific statutory exceptions which permit adverse effect discrimination.

Pursuant to section 11(1) of the Code, constructive discrimination occurs when a requirement, qualification, or factor that is neutral on its face results in the exclusion, restriction, or preference of a group of persons who are identified by a prohibited ground of discrimination under the code. Due to this adverse impact, such requirements, qualifications or other factors are said to result in constructive discrimination.

*Accommodation:* The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination:



The Ontario Human Rights Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the “duty to accommodate.” The duty arises when a person’s religious beliefs conflict with a requirement, qualification or practice. The Ontario Human Rights Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation. (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Ontario Human Rights Code. The duty to accommodate is assessed utilizing a reasonableness standard. Accommodation, if required, will be provided unless the needs of the person cannot be accommodated without undue hardship. In determining whether there is undue hardship, section 24(2) of the Ontario Human Rights Code provides that reference should be made to an assessment of the cost of accommodation, outside sources of funding, and health and safety requirements. The Courts have recognized that additional factors may also be considered when assessing undue hardship.

## **PROCEDURES:**

### **1.0 General Accommodation Guidelines:**

#### **Accommodation Based on Request**

- 1.1 The Board is committed to providing an environment that is inclusive and free of barriers based on creed (religion). The principles of dignity, individual situation and inclusion will be considered when determining reasonable accommodation requirements. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

The Board will take reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request. The Board will base its decision to accommodate by applying the *Ontario Human Rights Code*'s criteria of undue hardship, applicable Board policies, the Education Act and other relevant statutory requirements.

#### **Unresolved Requests**

- 1.2 Despite the Board’s commitment to consider reasonable accommodation, an individual may feel that discrimination based on religion has occurred which has not been resolved at the school level. The Board will take reasonable and timely steps to address any and all such unresolved issues raised by the affected person which could include a dispute resolution mechanism. This may include: the appropriate supervisory officer, school administrator, school and system staff. As part of the dispute resolution process, the affected individual may choose to bring an advocate for support. Faith group representatives from the HWDSB Inter-faith Advisory Committee may also be consulted where appropriate understanding privacy considerations must be respected.

## 2.0 Responsibilities for Accommodation:

It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families as well as other staff in the school system.

### Staff

- 2.1 The person requesting accommodation should advise administration prior to the school year, to the extent possible. If not feasible, the person should make the request as early as possible.

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation.

However, school administrators do not monitor a child's compliance with a religious obligation, and/or enforce such practices, e.g. performing daily prayers or wearing a head covering is not the responsibility of the school or the Board.

### Students

- 2.2 Students who are under 18 and have not withdrawn from parental control must present written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including any holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

## 3.0 Areas of Accommodation:

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to, the following:

- 3.1 School Opening and Closing exercises
- 3.2 Leave of Absence for Religious Holy Days
- 3.3 Prayer
- 3.4 Dietary Requirements
- 3.5 Fasting
- 3.6 Religious Dress
- 3.7 Modesty Requirements in Physical Education Classes
- 3.8 Participation in Daily Activities and Curriculum

Each of the above stated areas of accommodation will be considered in turn:

### School Opening and Closing exercises

- 3.1 Pursuant to PPM No. 108, if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, that student will be exempted and given the option not to participate and either remain in class or in an agreed upon location through the duration of the exercise.

PPM No. 108 states the following:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a) One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b) A period of silence.
4. Parents who object to part or all of the exercises may apply to the principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the *Ontario Human Rights Code* and the Board will consider other requests for accommodation as may be made.

### Leave of Absence for Religious Holy Days

- 3.2 HWDSB is committed to affirm and value equally the faith diversity in our schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a "holy day by the church or religious denomination to which he/she belongs." This requirement will be interpreted in accordance with the *Ontario Human Rights Code*.

Absences requested for religious observances are assessed under this Directive, the *Ontario Human Rights Code* and the appropriate collective agreement.

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from school attendance, subject to provisions in the appropriate collective agreements (for staff). The Board will encourage members of different faith-based groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their community when planning programs and events, such as Board-wide tests and examinations. If practical, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these faith days:

#### (Examples of) Faith Days:

<b><i>Baha'i</i></b>	Ridván
<b><i>Buddhist</i></b>	Lunar New Year/Chinese New Year
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days)
<b><i>Muslim</i></b>	Eid-ul-Fitr
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar will be provided on a yearly basis to help schools make appropriate accommodations.)

- **Guidelines for Administrators and Managers When Considering Requests for Holy Day Absences**

In accordance with their rights, all staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration prior to the school year, to the extent possible, and leave should be granted in accordance with the terms of the appropriate collective agreement and as may be required under the *Ontario Human Rights Code*.

Students who are under 18 and have not withdrawn from parental control requesting a leave should give written notice from their parent/guardian to the school prior to the school year, to the extent possible. Such procedures should be easy to understand and follow

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

Administrators and managers should contact the appropriate Superintendent of Education for consultation or further clarification.

- **Guidelines for Administrators and Managers in Addressing Unresolved Requests**

- a) Employee

In the event that, after an employee's consultation with the school administration and the Superintendent of Education, unresolved issues remain, the matter will then be referred to the Superintendent of Human Resources.

- b) Students

In the event that a student maintains that his or her rights under the Board's Equity Policy Directive for the Provision of Religious Accommodation in HWDSB Schools have been compromised, the matter will then be referred to the appropriate Superintendent of Education.

## Prayer

- 3.3 The significance of prayer in religious practice is recognized. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Particular accommodation for prayer may include but is not limited to late school arrival, early school leaving or seasonal adjustment. Adult presence should be for supervision purposes only.

## Dietary Requirements

- 3.4 Different dietary requirements of various religious groups is acknowledged. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary requirements in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

Parents/students should also have a means to identify dietary requirements in writing.

## Fasting

- 3.5 Religious periods of fasting is acknowledged. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and schools should make reasonable efforts to provide appropriate accommodations.

## Religious Dress

- 3.6 A “Dress Code” is the appropriate dress policy established by a school, and may include a school uniform. Such policies should be designed inclusively, taking into account common religious needs that may exist.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire as may be required by law. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress and hijabs
- Crucifixes, Stars of David, crosses etc.
- Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions, or any other form of bullying related to an individual's religious attire. There will be appropriate consequences for individuals who violate this rule.

### **Modesty Requirements in Physical Education Classes**

- 3.7 The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum. The curriculum requirements should be explained to the family so that the family has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

### **Participation in Daily Activities and Curriculum**

- 3.8 HWDSB will reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians or the student if he/she is an adult, to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where such practices conflict with the school routines and activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs which clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that where an individual requests an accommodation related to the curriculum, the accommodation applies only to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested that are related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, reasonable approach to questions of religion and curriculum. An open discussion between the teacher, the student and his/her family can hopefully resolve questions.

#### **4.0 Limitations to Religious Accommodations**

- 4.1 The Board is committed to preventing discrimination and harassment based on enumerated grounds set out in the *Ontario Human Rights Code* within its school community. This includes discrimination on the basis of creed. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances.
- 4.2 The right to freedom of religion, however, is not absolute. Decisions will be made in accordance with the principles of the *Ontario Human Rights Code*. The Board will limit any practices or behaviour in its schools which may put public safety, health, or the human rights and freedoms of others at risk. As well, the Board will limit practices or behaviours in its schools that are in violation of Ministry of Education and other Board policies.

#### **5.0 Communication to Parents Regarding Religious Accommodation**

- 5.1 Oral and written communication including student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures should be easy for staff, students and parents to understand.
- 5.2 Communications to parents should be made available in various formats and languages.
- 5.3 Corporate Communications will post this Directive on the Board's website for public access.

#### **6.0 Professional Development**

- 6.1 The Board will provide staff development opportunities and resources in the area of religious accommodation for trustees and all employee groups.
- 6.2 Schools and Service Departments will identify staff development needs to enable those responsible for implementation of the Directive to provide support as appropriate.

#### **7.0 Monitor and Review**

- 7.1 Feedback will be gathered with all stakeholder groups as deemed appropriate.






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## Sexual Orientation Directive

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Directive for Policy X.X

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.

### TERMINOLOGY:

*Culture:* The way in which people live, think, and define themselves as a community.

*Gender:* Gender may be defined in various ways and could include any or all of the following categories: physical anatomy (or sex organs), secondary sex characteristics that develop at and after puberty, behaviour and conduct, the mind, and fashion choices.

*Gender Expression:* Refers to the external attributes, behaviour, appearance, dress, etc., by which a person expresses themselves and through which others perceive that person's gender.

*Gender Identity:* Refers to each person's deeply felt internal and individual experience of gender. A person's gender identity may or may not correspond with their birth sex, and with social norms of "male" and "female." It includes an individual's personal sense of their body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, such as dress, speech and mannerisms.

*Heterosexism:* The assumption that heterosexuality is superior and preferable, and is the only right, normal or moral expression of sexuality. This definition is often used when looking at discrimination against gay, lesbian or bisexual people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible.

*Homophobia:* The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviours stereotyped as "homosexual."

*Lesbian, Gay, Bisexual and Transgender Communities (LGBT):* "GLBT" is also used. An acronym that also encompasses the diversity within the Trans and Queer community is LGBTTIQQ2A – Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersex, Queer, Questioning, 2-spirited and Allies.

*Lesbian:* A woman who has emotional, physical, spiritual and/or sexual attraction to other women.



*Gay:* People whose enduring physical, romantic and/or emotional attractions are to people of the same sex. Also used as an umbrella term for the LGBT (lesbian, gay, bisexual and transgender) community.

*Bisexual:* A person who is emotionally, physically, spiritually and/or sexually attracted to members of more than one gender.

*Transgender:* People whose life experience includes existing in more than one gender. This may include people who identify as transsexual, and people who describe themselves as being on a “gender spectrum” or as living outside the categories of “man” or “woman.”

*Sexual Orientation:* Sexual orientation is more than simply a status that an individual possesses; it is an immutable personal characteristic that forms part of an individual’s core identity. Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations.

*Transgender:* People whose life experience includes existing in more than one gender. This may include people who identify as transsexual, and people who describe themselves as being on a “gender spectrum” or as living outside the categories of “man” or “woman.”

## **PROCEDURES:**

HWDSB is committed to:

### **1.0 Policies, Guidelines and Practices**

#### **Commitment to Equity**

- 1.1 Ensuring that all policies, guidelines, procedures and practices including but not limited to classroom practices, day-to-day operations and communication practices, are anti-homophobic and anti-heterosexist.
- 1.2 Identifying and eliminating homophobic and heterosexist biases and barriers in Board policies, guidelines, day to day operations protocol, and practice
- 1.3 Establishing practices and procedures to ensure compliance with the Equity Policy Supporting Guidelines: Sexual Orientation.

#### **Accountability**

- 1.4 Establishing a review process and timeframe to monitor and assess the effectiveness of Equity Policy Supporting Guidelines: Sexual Orientation which will include community consultation.

## 2.0 Leadership

### Commitment to Equity

- 2.1 Providing leadership at all levels that fosters an environment of respect for all people regardless of sexual orientation and will endeavour to raise awareness of issues related to sexual orientation and equity throughout the Board jurisdiction.

### Accountability

- 2.2 Providing opportunities and support implementation of equity education and initiatives as they pertain to sexual orientation. This will be reflected in implementation plans and school/service improvement plans to ensure inclusive environments for students, staff and community.
- 2.3 Ensuring that educational practices are inclusive and reflect the contributions of the Lesbian, Gay, Bisexual and Transgender communities and that all forms of stereotyping, prejudice, discrimination, and homophobia and violence against these communities are challenged and eliminated.

## 3.0 School Community Partnerships

### Commitment to Equity

- 3.1 Recognizing that school communities include people who are Lesbian, Gay, Bisexual and Transgender and will promote active engagement with these communities to ensure inclusive school community partnerships.

### Removal of Barriers

- 3.2 Acknowledging that there are barriers which may prevent full participation in school-community partnerships by Lesbian, Gay, Bisexual and Transgender communities. Through engagement with these communities, Hamilton-Wentworth District School Board will identify and remove unlawful barriers that do exist.
- 3.3 School councils and other -school initiatives or activities endorsed by or affiliated with Hamilton-Wentworth District School Board will be welcoming to parents/guardians and caregivers of all sexual orientations.

## 4.0 Curriculum

### Commitment to Equity

- 4.1 Ensuring that curriculum delivery in all subject areas is consistent with the principles and practices of Equity as they relate to sexual orientation. Hamilton-Wentworth District School Board will honour this commitment by:
- Ensuring that its staff has access to a wide variety of bias-free teaching and learning materials;
  - Supporting staff who choose to use learning materials with themes, topics or characters that reflect the diversity of sexual orientations;
  - Ensuring that best practice, age and developmentally appropriate teaching and learning strategies are used to address the topic of sexual orientation;

- Ensuring that its facilities are spaces in which Lesbian, Gay, Bisexual and Transgender students can participate in learning experiences without fear of harassment.
- 4.2 Delivering program, providing learning materials and promoting best practices in all accepted subject matter that reflects a balance of perspectives and includes a diversity of experiences including those of Lesbians, Gays, Bisexuals and Transgender communities.
- 4.3 Ensuring staff delivers curriculum and provides learning experiences that are free from homophobia and heterosexism.

### **Staff Development**

- 4.4 Providing staff with professional development to examine teaching practices and learning experiences for discriminatory bias related to heterosexism.
- 4.5 Developing student critical thinking skills about heterosexism to enable students to challenge bias and stereotypical assumptions.

## **5.0 Student Languages**

### **Commitment to Equity**

- 5.1 Valuing and respecting all languages and cultures.
- 5.2 Ensuring that both its communication practices and communications with staff, students, parents/guardians and the community at large will be free from heterosexism and homophobia.

### **Cultural Interpreters**

- 5.3 Resources being available to schools and departments to enable appropriate communications with staff, students, parents/guardians and the community at large.
- 5.4 Providing language learning programming that is free from heterosexism and homophobia.

## **6.0 Student Assessment, Evaluation Reporting and Replacement**

### **Commitment to Equity**

- 6.1 Ensuring that assessment, evaluation, reporting and placement practices and procedures are free from heterosexism and homophobia.
- 6.2 Placement and programming practices and procedures are free from discriminatory biases related to gender roles and sexual orientation. Further, it will ensure that assessment, evaluation, reporting and placement decisions meet individual student needs and offer students opportunities to reach their highest potential.

## **Removal of Barriers**

- 6.3 Attempting to identify and eliminate discrimination and unlawful barriers by identifying, reviewing and changing practices that lead to the streaming of students into programs on the basis of sexual orientation.
- 6.4 Collaborating with students and parents/caregivers by informing them of assessment, evaluation, reporting and placement practices and procedures. This collaboration includes making and re-evaluating placement decisions.

## **7.0 Counseling/Guidance/Support Services**

### **Commitment to Equity**

- 7.1 Programs addressing students' personal needs, as well as their academic and career choices, will be delivered in a manner that is free from heterosexism and homophobia.
- 7.2 Counselling/Guidance and Support Services being free from discriminatory biases related to sexual orientation and gender identity. Further, it will strive to include representation from Lesbian, Gay, Bisexual and Transgender students, families and community organizations in program development and review processes.
- 7.3 Counselling, Guidance and Support Service programs do not underestimate the potential of Lesbian, Gay, Bisexual and Transgender students because of discriminatory bias and stereotyping related to sexual orientation.
- 7.5 The confidentiality and privacy of the students accessing and utilizing these services will be protected within the boundaries of existing legal framework.
- 7.6 To using communication practices that are free from heterosexism and homophobia to facilitate parent/guardian involvement in matters relating to their child's academic achievement, social and emotional development, behaviour and future direction.

## **8.0 Harassment**

### **Commitment to Equity**

- 8.1 Harassment and/or Safe Schools Policies being applied for reporting, responding to and resolving incidents of harassment based on sexual orientation and gender identity. Every individual has the right to report harassment without fear of reprisal. Every complaint will be investigated in confidence to the extent permitted by law and in accordance with the principles of natural justice in order to protect the rights of all individuals.

### **Staff Development**

- 8.2 Providing staff with the knowledge, skills and resources to identify and respond to harassment on the basis of sexual orientation.
- 8.3 Communicating its commitment to safe schools and workplaces for Lesbian, Gay, Bisexual and Transgender persons by ensuring that Staff, Trustees, students, parent/guardians and community members are aware of its Harassment Policy, Safe Schools Policy and Equity Policy as they relate to sexual orientation.

**Accountability**

- 8.4 Developing an accountability process to monitor and report instances of harassment on the basis of sexual orientation.

**9.0 Employment Practices****Commitment to Equity**

- 9.1 Recruitment, interview, selection, training, placement and promotion policies, practices and procedures being fair and equitable and not discriminatory based on sexual orientation.

**Removal of Barriers**

- 9.2 Trying to identify and eliminate systemic barriers related to sexual orientation in its recruitment, employment and promotion practices.
- 9.3 The procedures for progressive discipline, performance appraisal, review and reporting being free from bias and stereotypical assumptions based on sexual orientation.
- 9.4 Endeavouring to ensure that the sexual orientations of its staff remain confidential and protected.

**10.0 Staff Development****Commitment to Equity**

- 10.1 Implementing professional development programs based on identified needs to enable trustees and staff to understand, identify and address bias, stereotyping, prejudice and discrimination based upon heterosexism and homophobia.
- 10.2 Providing staff with the professional development, information, skills and resources needed to teach, work and learn from a perspective that is free from heterosexism and homophobia.
- 10.3 Providing staff development to enable staff to challenge bias and stereotypical assumptions based on heterosexism and homophobia.
- 10.4 Providing staff development to assist all staff in creating physically, emotionally, socially, intellectually and spiritually safe learning environments for all students.
- 10.5 Consulting, as Board officials deem appropriate, members of the Lesbian, Gay, Bisexual and Transgender communities in the design and implementation of staff development programs related to Equity and sexual orientation.



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## Recruitment and Selection

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to attract qualified individuals to support the achievement of its strategic directions. The board is committed to creating and sustaining an inclusive and safe work environment through recruitment and selection practices that are consistent, transparent and equitable.

### GUIDING PRINCIPLES:

HWDSB believes in:

- Establishing and maintaining discrimination free environments.
- Maintaining the highest level of ethical and professional standards.
- Recruiting and hiring skilled and qualified employees to support student achievement.
- Developing a workforce that is representative of the diversity of the student body in the Hamilton-Wentworth region.
- Exercising due diligence throughout the hiring process to align with legislated mandates.
- Equitable treatment of potential employees throughout the hiring process.
- Providing support and training to staff who are involved in the hiring process.

### INTENDED OUTCOMES:

When hiring potential employees, HWDSB will:

- Hire the best candidates to meet HWDSB's strategic directions and student needs.
- Meet mandated legislative requirements.
- Provide and maintain a safe and secure working and learning environment to protect all students and staff from exposure to harmful risk.
- Provide a consistent, equitable process for screening, interviewing and selecting potential employees.

**RESPONSIBILITY:**

Director of Education  
Members of Executive Council

**TERMINOLOGY:**

*Employee:* An employee is an individual who agrees to work in a contract for services, on a full-time or part-time basis, for HWDSB for a specified or indeterminate period. Salary or wages are paid to this individual and from this payment; deductions are taken for Canada Pension Plan, Income Taxes and Employment Insurance.

**ACTION REQUIRED:**

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

**PROGRESS INDICATORS:**

Intended Outcome	Assessment
Hire the best candidates to meet HWDSB's strategic directions and student needs.	<p>Conduct ongoing research regarding HWDSB demographics to better inform recruiting and hiring practices.</p> <p>Community outreach to inform members from our diverse community about career opportunities in education to address current and emerging staffing needs and attract applicants that represent our student population.</p> <p>All candidates selected for interview meet the educational, skill and experience qualifications required for the advertised position.</p>
Meet mandated legislative requirements.	All documentation required on the pre-screening form is received and meets legislative and job requirements for every new hire.
Provide and maintain a safe and secure working and learning environment to protect all students and staff from exposure to harmful risk.	All criminal background checks and vulnerable sector screenings are reviewed and meet HWDSB requirements.

<b>Intended Outcome</b>	<b>Assessment</b>
Provide a consistent, equitable process for screening, interviewing and selecting potential employees.	<p>All candidates receive and complete the same required documentation.</p> <p>The recruitment process is applied consistently to all potential candidates.</p> <p>Hiring supervisors receive appropriate training and tools for leading a fair and equitable hiring process.</p> <p>Staff who participate on interviewing panels receive appropriate training and tools for participating in the hiring process.</p>

## REFERENCES:

### Government Documents

Canadian Charter of Rights and Freedoms  
 Child and Family Services Act  
 Criminal Code  
 Education Act  
 Municipal Freedom of Information and Protection of Privacy Act  
 Occupational Health & Safety Act  
 Ontario Human Rights Code  
 Police Services Act  
 Young Offenders Act

### HWDSB Strategic Directions

Achievement Matters  
 Engagement Matters  
 Equity Matters

### HWDSB Policies

Human Resources Pillar  
 Occupational Health and Safety  
 Respectful Working and Learning Environments Policy Directive  
 Accessibility Standards for Customer Service






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## Recruitment and Selection Directive

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Directive for Policy X.X Recruitment and Selection

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) strives to attract qualified individuals to support the achievement of its strategic directions. The board is committed to creating and sustaining an inclusive and safe work environment through recruitment and selection practices that are consistent, transparent and equitable.

HWDSB believes in:

- establishing and maintaining discrimination free environments.
- maintaining the highest level of ethical and professional standards.
- recruiting and hiring skilled and qualified employees to support student achievement.
- developing a workforce that is representative of the diversity of the student body in the Hamilton-Wentworth region.
- exercising due diligence throughout the hiring process to align with legislated mandates.
- equitable treatment of potential employees throughout the hiring process.
- providing support and training to staff who are involved in the hiring process.

### TERMINOLOGY:

*Employee:* An employee is an individual who agrees to work in a contract for services, on a full-time or part-time basis, for Hamilton-Wentworth District School Board (the Board) for a specified or indeterminate period. Salary or wages are paid to this individual, and from this payment, deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.

*Conflict of Interest:* Conflict between a person's private interests and public obligations.

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

*Workplace Hazardous Material Information System (WHMIS):* Is Canada's national hazard communication standard. The key elements of the system are cautionary labelling of containers of WHMIS "controlled products", the provision of material safety data sheets (MSDSs) and worker education and training programs.

## **PROCEDURES:**

HWDSB is an equal opportunity employer and recruitment and hiring processes are applied consistently as follows:

### **1.0 General Requirements**

1.1 To be considered for employment, an applicant must:

- 1.1.1 a Canadian citizen, landed immigrant, or possess an employment visa or other authorization to work in Canada if not a Canadian citizen or landed immigrant, and;
- 1.1.2 required to produce a Social Insurance Number issued by the Canada Employment and Immigration Commission.

### **2.0 Equity**

2.1 No applicant shall be discriminated against in any way based on race, national or ethnic origin, color, religion, age, gender, sexual orientation, marital or family status, or disability.

### **3.0 Recruitment**

- 3.1 Any employee whose employment with HWDSB has been terminated will be prohibited from any future employment opportunities with the board.
- 3.2 Any employees involved in any aspect of recruitment and selection must be aware of and act in accordance with applicable policies, procedures, legislation, and Collective Agreements
- 3.3 Accommodation for applicants is available in the recruitment process
- 3.4 Experienced teachers are required to provide a copy of their most recent TPA when applying for a teaching position
- 3.5 All applications for teaching positions will be posted on Apply to Education to allow HWDSB to select appropriate applicants with teaching certifications in accordance with Education Act requirements
- 3.6 All teaching applicants must be certified with the Ontario College of Teachers
- 3.7 Job applications will be accepted in varying formats as outlined on individual job postings
- 3.8 Applications are solicited from individuals in diverse communities for vacant positions at HWDSB whenever possible by:
  - 3.8.1 seeking and inviting applications from a variety of post-secondary institutions and internet websites
  - 3.8.2 advertising for positions in non-traditional journals, newspapers and magazines

#### 4.0 Interviewing Process

- 4.1 Transparent interview processes are conducted that evaluate all candidates fairly and consistently on the requirements and expectations of the advertised position
- 4.2 Applicant information and discussions/decisions during the recruitment and selection process are to be held in the strictest of confidence
- 4.3 All documentation relating to recruitment and selection must be treated with confidentiality in accordance with HWDSB policies and relevant legislation
- 4.4 To avoid conflict of interest in the hiring process, no employee shall engage in proceedings that could affect the hiring, promotion, or salary of a family member. Use of influence or authority to help ensure the hiring of a family member is strictly prohibited

#### 5.0 Pre-Employment Screening

- 5.1 During the hiring process, prospective employees are required to complete and submit all pre-employment documents prior to commencing employment with HWDSB:
  - Workplace Hazardous Material Information System (WHMIS) training
  - Criminal background check
  - Vulnerable sector screening as applicable
  - Appropriate certification/documentation and proof of education as required
- 5.2 WHMIS Training:
  - 5.2.1 In accordance with Sections 42(1)(2)(3) of the *Occupational Health and Safety Act (OHSA)*, all new employees must receive WHMIS training and provide documented proof prior to commencing employment. New employees who have received WHMIS training within the past twelve months must provide written documentation.
- 5.3 Criminal Background Check and Vulnerable Sector Screening:
  - 5.3.1 The Board will not knowingly offer employment to any person with a record of criminal conviction for which a pardon has not been granted or that would put students and/or staff at harmful risk. The following offences especially compromise the safety and well-being of its students, employees, and volunteers:
    - any sexual offence under the Criminal Code;
    - any violations under the Controlled Drug and Substances Act;
    - any criminal offence involving minors;
    - crimes of violence which include, but are not limited to, threats, assaults and use, possession or concealment of a weapon or imitation of a weapon;
    - propagation of hate literature or incitement to hatred;
    - possession, distribution or sale of any pornographic or violent material;
    - other offences specifically related to the job.
  - 5.3.2 While the conviction of any of the above noted offences would, in the normal course, present a bar to employment, the Board does recognize the principle of rehabilitation

and may therefore consider the hiring of a person after a full assessment based upon consideration of the following factors:

- the specific duties and responsibilities of the position in question and the relevance of the police records, criminal charge(s), and/or conviction(s) to that position;
- the length of time since the police record was established;
- rehabilitative efforts undertaken;
- the risk posed to the safety and security of students, staff, volunteers and/or Board property.

5.3.3 The Human Resources Department will examine the Criminal Background Check and Vulnerable Sector Screening reports. Where there is a concern, the information will be assessed by a supervisory officer. A meeting will be held with the candidate and the appropriate supervisory officer before a final recommendation to hire is made.

5.4 Before making a recommendation to hire an individual, the hiring supervisor must check a minimum of two references and complete and submit the pre-employment screening form to Human Resources.

5.5 Individuals who have left the employ of the Board and who return to employee status within one year are exempt from the pre-employment screening process.

5.6 All costs for the following pre-employment screening documentation are to be paid by the prospective employee.



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## Harassment

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in creating and maintaining an environment where every person who is an employee has the right to freedom from harassment as defined by the Ontario Human Rights Code.

### GUIDING PRINCIPLES:

- Establish and maintain discrimination free environments
- Provide staff and leadership development related to human rights
- Maintain the highest level of ethical and professional standards
- Promote, encourage and engage in effective communication with all stakeholders

### INTENDED OUTCOMES:

- Promote a working environment of respect that is free from any form of discrimination and harassment as defined by the Ontario Human Rights Code, through education and prevention;
- Alert all employees of the Board, through education and prevention, to the fact that discrimination and harassment in the workplace are against the law; and
- Establish a mechanism for receiving complaints of harassment and to provide procedures by which the Board will deal with and resolve such complaints.

### RESPONSIBILITY:

Director of Education  
Members of Executive Council

### TERMINOLOGY:

*Harassment*: unwelcome and offensive conduct or comment that is known or ought reasonably to be known to be unwelcome. It may be related to sex, race, colour, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, sexual orientation, or marital or family status. Harassment on these grounds is a form of discrimination and is expressly prohibited under the Ontario Human Rights Code.

**ACTION REQUIRED:**

Ongoing development and delivery of education and training related to this policy for all HWDSB staff that clearly identifies responsibility under the Guiding Principles.

**PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
Promote a working environment of respect that is free from any form of discrimination and harassment as defined by the Ontario Human Rights Code, through education and prevention	Will be assessed through the delivery of training to new and existing staff about human rights related to the prohibited grounds under the Ontario Human Rights Code.
Alert all employees of the Board, through education and prevention, to the fact that discrimination and harassment in the workplace are against the law	Will be assessed through the delivery of training to new and existing staff about human rights related to the prohibited grounds under the Ontario Human Rights Code.
Establish a mechanism for receiving complaints of harassment and to provide procedures by which the Board will deal with and resolve such complaints.	Will be assessed by the number of Human Rights complaints received internally as well as received by the Commission.

**REFERENCES:****Government Documents**

Ontario Human Rights Code  
 Criminal Code of Canada  
 Canadian Charter of Rights and Freedoms  
 Occupational Health and Safety Act

**HWDSB Strategic Directions**

Achievement Matters  
 Engagement Matters  
 Equity Matters

**HWDSB Policies**

Human Resource Pillar  
 Respectful Working and Learning Environments Policy Directive




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## Harassment Directive

Directive for Policy X.X Harassment

Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) believes in creating and maintaining an environment where every person who is an employee has the right to freedom from harassment as defined by the Ontario Human Rights Code.

HWDSB is committed to strengthening positive and respectful relationships with employee groups while promoting safe, respectful and inclusive working and learning environments. HWDSB will achieve this through following:

- HWDSB's Strategic Directions
- HWDSB's Annual Operating Plan
- Ministry guidelines
- Other legislated requirements

The principles of fairness, equity, inclusion, consistency and transparency will always be used when a complaint is made.

### TERMINOLOGY:

*Occurrences of Harassment.* Harassment related to the prohibited grounds under the Ontario Human Rights Code may occur when the behavior or conduct in question:

- would reasonably tend to cause offence, discomfort, humiliation, or embarrassment to another person or group;
- would reasonably tend to be perceived as placing, either implicitly or explicitly, a condition on employment and its terms; or
- has the purpose or effect of interfering with a person's work performance or creating an intimidating, threatening, hostile or offensive work environment.

*Sexual harassment.* is a particular form of harassment involving unwelcome sexually-oriented behaviour based on gender or sexual orientation. It includes behaviour by men towards women, between men, between women, or by women towards men. Harassment that is sexual in nature, may occur on its own or be combined with other forms of harassment, such as harassment based on race or disability.

*What is Not Harassment.* Harassment does not include the normal exercise of supervisory responsibilities, including direction, counseling, and discipline when necessary.

## **PROCEDURES:**

### **1.0 Application**

- 1.1 This policy applies to all employees of the Board.

### **2.0 No Retaliation**

- 2.1 The Board will not tolerate any retaliation against anyone pursuing in good faith the objectives or acting in accordance with this policy. Any such retaliation will be treated as a disciplinary issue and thus subject to the Staff Progressive Discipline Policy.

### **3.0 Malicious or Bad Faith Complaints**

- 3.1 Employees must be aware that their complaints may lead to legal action against them by any of the people involved, if their complaints are defamatory or have been made with malicious intent or in bad faith.
- 3.2 Employees who file malicious or bad faith complaints may also be subject to disciplinary action, depending on circumstances.

### **4.0 Violation of Policy**

- 4.1 Employees who believe they are being harassed are encouraged (not required) to advise person(s) concerned that the behaviour is unwelcome and offensive, and should stop.
- 4.2 While the Board recognizes that it will often be difficult to come forward with a complaint of harassment, it encourages those who feel they have been or are being harassed to report the matter, regardless of who the alleged harasser may be. Employees should contact their immediate supervisor to discuss the matter. In the event the alleged harasser is the employee's immediate supervisor, the employee should contact his/her supervisory officer. Where the employee's immediate supervisor is named in the complaint, or other circumstances would prevent an objective, timely response, the supervisory officer may designate a third party to investigate the matter.

### **5.0 Confidentiality**

- 5.1 Confidentiality is beneficial to everyone involved in the complaint process. It allows the parties to resolve disputes without outside pressures. It protects the parties against unsubstantiated claims that might result in harmful gossip. Confidentiality allows the administrators of the policy time to assist in dispute resolution without being compelled to respond to extraneous issues.
- 5.2 HWDSB recognizes that it is difficult to come forward with a complaint of harassment or discrimination. To protect the interests of all parties involved, confidentiality will be maintained throughout the complaint process to the extent possible under the circumstances, except as required by law.
- 5.3 Confidentiality does not mean anonymity. A fundamental principle of a formal complaint is that the respondent must be informed of a complaint and who has made the allegations as early as possible in the process.



- 5.4 A complainant has the right to withdraw a complaint at any stage defined in these procedures. At the same time, the Board may be required to continue to act on the issues identified in the complaint in order to comply with its legal obligations and to address its concerns regarding systematic harassment and discrimination issues.
- 5.5 When the Board determines that the safety of an individual or the community is at risk, it will act to the best of its ability to address this situation. This may mean that the procedures outlined in this policy, including confidentiality, will be set aside.
- 5.6 All records of complaints, including contents of meetings, interviews, results of investigations and other relevant material will be kept normally confidential by the Board, except where disclosure is required by law.

## **6.0 Responsibility**

### **6.1 Responsibilities of all Employees of the Board:**

- 6.1.1 Everyone is expected to promote a working environment that is free from harassment and to assist anyone who believes he/she is being or may have been harassed. Anyone who believes a colleague or other person employed by the Board is being or may have been harassed is encouraged to notify his/her supervisor.

### **6.2 Responsibilities of Persons in Supervisory Positions:**

- 6.2.1 Those in supervisory positions at the Board, including principals, vice-principals, site supervisors, managers, and supervisory officers, have a particular responsibility to understand and actively support this policy by:
- not demonstrating, allowing or condoning behaviour contrary to this policy when they know, or reasonably ought to know, that such behaviour is occurring;
  - investigating harassment complaints;
  - taking action (including disciplinary action if necessary), even in the absence of a complaint, when they know, or reasonably ought to know, that harassment has occurred or is occurring;
  - forwarding within 30 working days of the signed complaint, investigative reports to the appropriate supervisory officer. It is the responsibility of the supervisory officer to receive and review the investigative report. The claimant and the respondent will receive copies of the complaint and the respondent's reaction, and resolution agreement where applicable.
- 6.2.2 Once the investigation has been completed the claimant and the respondent will have access to the investigative report. Where a claimant has reported and then withdrawn the complaint, any investigative report will be shared only with the respondent. These investigative reports will be kept confidentially in Human Resources separate from the personnel file.

## **7.0 Rehabilitative and/or Disciplinary Action**

- 7.1 As a result of the investigation, the supervisor may take rehabilitative and/or disciplinary action appropriate to the degree of harassment. Such rehabilitative or disciplinary action may include, but are not limited to:

- Mediation
- Counselling
- Education on harassment
- Formal written apology
- Change of work assignment of the complainant and/or the respondent
- Disciplinary action as prescribed by Hamilton-Wentworth District School Board's Staff Progressive Discipline Policy

7.2 Assistance is also available from the Ontario Human Rights Commission or persons can pursue any other legal avenue, even when steps are taken under this policy. This may include using the Collective Agreement, the Criminal Code of Canada or civil proceedings.

### Committee Report

Presented to: Standing Committee

Meeting date: March 24, 2014

From: French Immersion Community Advisory Committee

Meeting date: January 29, 2014

The FIAC committee held a meeting from 7:00 p.m. to 9:00 p.m. on January 29, 2014 at Westdale Secondary School, 700 Main Street West Hamilton, L8S 1A5

Voting Members present were: Denise Massie, Lisa Breton, Allen Curnew, Lisa Urban, Sylvia Jarrett, Joanne Thompson

Non-Voting Members present were: Trustee Todd White, Executive Superintendent Manny Figueiredo, Consultant Christine Rees, secondary teacher Lindsay Shell, elementary teacher Jackie Brown, parent Lynda Newkirk

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#### ACTION

##### 1. Business Arising

- Math EQAO results shared, discussed and reviewed and pros and cons of math instruction in English discussed by FIAC committee
- Minutes of instruction in Math discussed plus level of support for teachers and students
- sibling rule for Westdale FI program when Sherwood begins in Sept. 2015

**Motion:** FIAC requests that the board re-examine the start date of 2015 for French Immersion at Sherwood and consider the feasibility of changing it back to 2016

CARRIED UNANIMOUSLY

##### Rationale for Motion

- Concern that the projected number of 97 grade 9s to begin in 2015 may not allow for a strong start to the program in comparison to the original projection by the board of 121 grade 9s for a 2016 start.
- Further concern of weakening numbers with the possibility for students to attend Westdale if their sibling is currently enrolled there in FI.
- More students in grade 9 will mean more possible course offerings and improve the viability of the program.
- A 2015 start would not align with either the 2014 move of students on the mountain or the 2016 move of students in the North end.
- A 2016 start would provide more time to inform parents of the coming change and to arrange transportation.

##### 2. Transportation Policy

- update on review of transportation policy was shared
- FIAC's motion from Sept. 25, 2013 was formally brought forward at the January 29<sup>th</sup>, 2014 meeting by new FIAC committee under the new terms of reference

**Motion:** FIAC recommends that the policy committee amend the transportation policy to expand the yellow school bus transportation service to include all eligible elementary French Immersion students from grade 1 to grade 8 across the HWDSB

**INFORMATION:**

**3. Norms and Terms of Reference**

- create protocols for meetings, update FIAC Terms of Reference to reflect FI Directive, update FIAC website with communication that is recent

**4. Membership**

- FIAC Directive is updated and reflects new voting membership as per Governance Structure: Community Advisory Committee terms of reference
- 2 voting membership positions unfilled as per FIAC Directive
- official FIAC committee members is ready to go to February Board Meeting

**5. Trustee Report**

- Trustee White shared that FIAC committee membership is being brought forward in February to the Board for official approval
- official reports from FIAC will be coming forward to Board after each FIAC meeting and any changes to membership need to be brought to the board for approval
- there are discussions on creating a Program Advisory Committee

**6. Program**

- HWDSB will be participating in the Forest of Reading program by the Ontario Library Association. Books are in all FI school libraries along with information regarding access to the Library Association website and the HWDSB blog.

**7. Community**

- CBC Radio One's Ontario Today Program posed the question today, "Can French Immersion be too popular?"
- French educational songwriter Jacquot is offering a free one-month membership for their new website for FSL (French Second Language) students, their parents and their teachers.

**8. All Other Business**

- co-chairs discussed effective communication between members and feedback from meetings

Respectfully submitted,  
Denise Massie and Lisa Breton, Co-Chairs of the Committee

## Committee Report

Presented to: Standing Committee

Meeting date: Mar. 31, 2014

From: Rural Schools Community Advisory  
Committee

Meeting Date: Feb. 12, 2014

The committee held a meeting on Feb. 12, 2014, from 6:00 – 8:00 p.m. at Spencer Valley School, Greensville, Ontario with Mag Gardner, Chair presiding.

Members present were: **Bell-Stone:** Rob Maudsley (P), **Beverly Central:** Doug Dunford (P), Susan Moelker (SC), **Dr. J. Seaton:** Eddie Grattan (P), **Flamborough Centre:** Jane Gerritsen (P), **Greensville:** Kate Fischer (P), Angie Gordon (SC), Callie Matthews (SC), **Millgrove:** Stewart Cameron (P), **Mount Hope:** Rob Maudsley (P), **Queen's Rangers:** Tammy McLaughlin (P), **Spencer Valley:** Kim Short (P), Tania Brittain (SC), Shelley Stirling-Boyes (SC), **Tapleystown:** Erin Birch-Jones (P), Angela Cale (SC)

Trustees: Alex Johnstone, Karen Turkstra,  
Superintendent: Dr. Mag Gardner.

(SC) – School Council, (P) - Principal

Callie Matthews, School Council Chair, Greensville School, has been appointed Chair of this committee for future meetings.

\*\*\*\*\*

### 1. Governance Statement

We reviewed the governance statement to clarify the purpose of the committee and to appoint a Chair (Callie Matthews).

### 2. Area Accommodation Review (ARC)

We reviewed the initial staff recommendation and ARC recommendations for both West Flamborough and West Glanbrook. We explained the process going forward.

### 3. Transportation Policy and Practices

We distributed copies of the Transportation Policy and entertained discussion about issues emerging regarding transportation such as addressing the needs of JK/SK students, challenges with the communications protocol and courtesy transportation.

### 4. Inclement Weather

It was stated that declaring a `snow days` is a difficult decision to make. HWDSB's policy is to close schools and offices when transportation is cancelled. Although some Boards divide the district into zones/regions and close only some schools, it was noted that also has its drawbacks.

Respectfully submitted,  
Dr. Mag Gardner  
Superintendent of Student Achievement



## REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** Monday March, 24 2014

**PREPARED BY:** Stacey Zucker, Superintendent of Business  
Heather Miller, Officer of Trustee Services

**RE:** 2014 Trustee Elections – Determination & Distribution Calculations

Action

Monitoring

**Recommended Action:**

That, pursuant to O.Reg. 412/00, the Board not designate any municipality within the board's area of jurisdiction as a low population Municipality; and

That, pursuant to O.Reg. 412/00, and based on calculations included in Appendix A, the determination of members of the board for the 2014 Elections for HWDSB be 11.0 Trustees. That the geographic distribution of Trustees be as follows:

Wards 1 & 2	1.0
Ward 3	1.0
Ward 4	1.0
Ward 5	1.0
Ward 6	1.0
Ward 7	1.0
Ward 8	1.0
Wards 9 & 10	1.0
Wards 11 & 12	1.0
Wards 13 & 14*	1.0
Ward 15	1.0

RESOLUTION #14-11: Trustee Turkstra, seconded by Trustee Johnstone, moved: That Wards 13 and 14 be combined together with 1 Trustee and Ward 15 be a single ward with 1 Trustee and the remaining wards remain unchanged.

**Rationale/Benefits:**

School boards are responsible for determining both the number (determination) and the geographic allocation (distribution) of its trustees. These calculations are based on the following information:

- PEG Report – this is a report listing the board's electoral group population: i.e. the number of eligible voters in the board's jurisdiction. These reports, referred to as PEG Reports (Population of Electoral Group Reports), are produced by the Municipal Property Assessment Corporation (MPAC) and contain information on the number of eligible voters for each of the four types of boards within the municipalities of the school board's jurisdiction

- Board Resolution re: Low Population Areas - the board can designate one or more areas (townships, municipality, unorganized territory) as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. The number of designated low-population areas does not affect the total number of trustees for the board
- Board Resolution re: Voluntary Reduction of Board Members – The Education Act gives the district school boards the power to voluntarily reduce their number below the number provided for by Ontario Regulation 412/00.
- Ontario Regulation 412/00 – a copy of the regulations, supplementary Tables, and rules regarding the calculation of additional members based on the board's dispersal factor.

The Ministry of Education has developed a web-based program that will calculate the board's determination and distribution factors. A copy of the completed report is included in Appendix A.

#### Results of HWDSB Trustee Determination and Distribution Calculations

- Number of Trustees for HWDSB is 11 based on the population of the electoral group (328,188)
- Designation of low population areas does not apply to the HWDSB as the board's area of jurisdiction for the 2014 municipal elections encompasses only one municipality
- HWDSB density factor is 293.81 (electoral population/total board area). Density factors must be less than 4.0 to generate additional members. Calculation of the board's density factor does not permit the inclusion of additional board members.
- HWDSB is not eligible for additional members based on board area. School boards must have combined areas in excess of 8,000 square kilometers to be eligible for additional members. HWDSB total area is 1,117 square kilometers<sup>1</sup>.

#### HWDSB Electoral Quotient By Ward

Electoral Quotient = 
$$\frac{\text{Electoral group population by ward} \times \# \text{ of Trustees}}{\text{Total population of electoral group}}$$

Ward	Electoral Group Population	Electoral Quotient
Ward 1	22445	0.75
Ward 2	23361	0.78
Ward 3	21945	0.74
Ward 4	22145	0.74
Ward 5	21866	0.73
Ward 6	24037	0.81
Ward 7	35414	1.19
Ward 8	28672	0.96
Ward 9	16807	0.56
Ward 10	12538	0.42
Ward 11	24812	0.83
Ward 12	23187	0.78
Ward 13	18510	0.62
Ward 14	12873	0.43
Ward 15	19576	0.66

<sup>1</sup> Statistics Canada, Census Profile, Hamilton, ON, <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3525005&Geo2=CD&Code2=3525&Data=Count&SearchText=hamilton&SearchType=Begins&SearchPR=01&B1=All&Custom=&TABID=1> (Accessed on March 13, 2014)

- Allocation of trustees to geographic areas in the board. Since the number of wards is greater than the number of calculated trustees, wards are combined based on the geographic areas a trustee represents. Regulation recommends that the sum of the electoral quotients in each geographic area should be as close as possible to a whole number greater than zero. The allocation of trustees based on current configuration is as follows:

<b>Geographic Area</b>	<b>Electoral Group Population</b>	<b>Electoral Group Quotient</b>	<b># of Trustees To Be Elected</b>
<b>Wards 1 &amp; 2</b>	45806	1.54	<b>1.0</b>
<b>Ward 3</b>	21945	0.74	<b>1.0</b>
<b>Ward 4</b>	22145	0.74	<b>1.0</b>
<b>Ward 5</b>	21866	0.73	<b>1.0</b>
<b>Ward 6</b>	24037	0.81	<b>1.0</b>
<b>Ward 7</b>	35414	1.19	<b>1.0</b>
<b>Ward 8</b>	28672	0.96	<b>1.0</b>
<b>Ward 9 &amp; 10</b>	29345	0.98	<b>1.0</b>
<b>Ward 11 &amp; 12</b>	47999	1.61	<b>1.0</b>
<b>Ward 13 &amp; 14</b>	31383	1.05	<b>1.0</b>
<b>Ward 15</b>	19576	0.66	<b>1.0</b>
<b>Total</b>	328188	11.00	<b>11.0</b>

**Background:**

Under Ontario Regulation 412/00 of the Education Act (O.Reg.412/00), school boards are responsible for trustee determination and distribution calculations (D&D calculations). Simply stated, this regulation gives school boards the responsibility of determining the number of trustees they can have on their board based on the principle of representation by population (referred to as “trustee determination”), as well as the geographic area each of their trustees will represent (referred to as “trustee distribution”).

Ontario Regulation 412/00 outlines the steps for determining the number of trustees on a board and steps for determining the geographic representation of its trustees. It also includes a number of Tables which contain information used in the determination and distribution calculations.

Under Ontario Regulation 412/00, school boards must submit their completed Determination and Distribution Reports (D&D Reports) to the Minister of Education, the election clerk in all municipalities within the board’s jurisdiction, and the secretary of all other school boards in the board’s jurisdiction.

The deadline for approval of the D&D Report by the board is March 31, 2014, and submission to the municipalities, other boards, and the Ministry by April 3, 2014.



# Trustee Determination and Distribution (D&D)

## Trustee Determination Calculator

### Hamilton-Wentworth District School Board

Number of Trustees for **Hamilton-Wentworth District School Board** = 11

# Trustee Determination and Distribution (D&D)

## Trustee Distribution

### Hamilton-Wentworth District School Board

Step	Description	Input
1	Number of Trustees. This value cannot be more than the number determined above or less than 5. If your board has passed a resolution to voluntarily reduce their numbers (minimum number of 5 members), enter that number.	11
2	Enter the total number of municipalities/municipal wards within your board.	15
3	If your board has designated one or more municipalities within its jurisdiction as low population municipalities, then enter the number of Low Population Municipalities.	0
4	Enter the number (one or two) by which the sum of the electoral quotients for low population municipalities will be increased (as per <u>ss.4.(2) of O. Reg 412/00</u> )	0

Name of Municipality / Ward	Electoral Group Population	Electoral Quotient
Ward 1	22445	0.75
Ward 2	23361	0.78
Ward 3	21945	0.74
Ward 4	22145	0.74
Ward 5	21866	0.73
Ward 6	24037	0.81
Ward 7	35414	1.19
Ward 8	28672	0.96
Ward 9	16807	0.56
Ward 10	12538	0.42
Ward 11	24812	0.83
Ward 12	23187	0.78
Ward 13	18510	0.62
Ward 14	12873	0.43
Ward 15	19576	0.66

# Population Of Elector Groups Report

School Board ID: 21 - HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

County/Mun: 2518 - HAMILTON CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	22445	0	0	0	0	0
02	23361	0	0	0	0	0
03	21945	0	0	0	0	0
04	22145	0	0	0	0	0
05	21866	0	0	0	0	0
06	24037	0	0	0	0	0
07	35414	0	0	0	0	0
08	28672	0	0	0	0	0
09	16807	0	0	0	0	0
10	12538	0	0	0	0	0
11	24812	0	0	0	0	0
12	23187	0	0	0	0	0
13	18510	0	0	0	0	0
14	12873	0	0	0	0	0
15	19576	0	0	0	0	0
<b>2518 - Total:</b>	<b>328188</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Population Of Elector Groups Report

School Board ID: 21 - HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

## Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
2518	328188	0	0	0	0	0	328188
<b>Total</b>	<b>328188</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>328188</b>

# Population Of Elector Groups Report

School Board ID: 21 - HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
21	328188	0	0	0	0	0	328188
<b>Total</b>	<b>328188</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>328188</b>



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** March 24, 2014

**PREPARED BY:** Laura Romano, Superintendent of Student Achievement  
Jackie Penman, Manager, Corporate Communications

**RE:** Naming of the new south secondary school

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Action

Monitoring

### Recommended Action:

That the following three submissions by the School Naming Advisory Committee be considered for the new south secondary school to be located at the corner of Rymal Road and Upper Sherman.

Recommended names (unranked and in alphabetical order)

- Chris Hadfield Secondary School
- Nelson Mandela Secondary School
- Nora Frances Henderson Secondary School

### Rationale/Benefits:

The School Naming Advisory Committee is putting forth the three listed names in no particular order. The submissions were reviewed according to the guiding principles outlined in the Board policy. The guiding principles are outlined as follows:

- reflect HWDSB's vision, mission, commitments and community composition
- provide inspiration to students
- have community and district acceptance
- be appropriate for the whole district
- have local community, district, provincial, Canadian or international significance
- address underrepresented groups

One round of voting occurred to determine the three recommendations to be considered by Trustees.

### Background:

In May 2012, Hamilton-Wentworth District School (HWDSB) concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary

schools, renovate one secondary school and upgrade the remaining facilities.

HWDSB asked members of the public to comment on the name of the new south secondary through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB. As per Board policy 2.3, the Board solicited suggestions for a name from all stakeholder groups. The survey was posted from November 29, 2013 until January 29, 2014 and resulted in 433 submissions.

The school Naming Advisory Committee consisted of the following individuals:

Name	Role
Laura Peddle	Ward Trustee
Lillian Orban	Ward Trustee
Laura Romano	Superintendent of Student Achievement
Jackie Penman	Manager Corporate Communications
John Aikman	Manager, HWDSB Educational Archives
Rick Kunc	Principal
Angela Ferguson	Principal
Marg Ramson	Teacher
Brian Greig	Teacher
Paula Gallant	Teacher
Marney Campbell	Parent Rep
Brenda Bradt	Parent Rep
Norm Nicol	Parent Rep
Colleen Wright	Parent Rep
Lucas Lively	Student Rep
Kurtis Herve	Student Rep
Victoria Wong	Student Rep
Omaima Chaudhary	Student Rep
Margaret Houghton	Hamilton Public Library

The summary of consultation findings are attached. The following names are presented, in no particular order, for consideration:

### **Chris Hadfield Secondary School**

Raised on a corn farm in southern Ontario, Chris Hadfield became interested in flying from a young age. As an Air Cadet, he won a glider pilot scholarship at age 15 and a powered pilot scholarship at age 16. Hadfield joined the Canadian Armed Forces in May 1978. He spent two years at Royal Roads Military College, in Victoria, British Columbia, followed by two years at the Royal Military College in Kingston, Ontario, where he received a bachelor's degree in Mechanical Engineering (with honours) in 1982. Hadfield underwent basic flight training in Portage La Prairie, Manitoba, for which he was named top pilot in 1980. In 1983, he took honours as the overall top graduate from Basic Jet Training in Moose Jaw, Saskatchewan, and in 1984-1985, he trained as a fighter pilot in Cold Lake, Alberta on CF-5s and CF-18s.

In June 1992, Chris Hadfield was selected to become one of four new Canadian astronauts from a field of 5330 applicants. He was assigned by the Canadian Space Agency (CSA) to the NASA Johnson Space Center in Houston, Texas in August of the same year, where he addressed technical and safety issues for Shuttle Operations Development, contributed to the development of the glass shuttle cockpit, and supported shuttle launches at the Kennedy Space Center, in Florida. In addition, Hadfield was NASA's Chief CapCom, the voice of mission control to astronauts in orbit, for 25 space shuttle missions. From 1996 to 2000, he represented CSA astronauts and coordinated their activities as the Chief Astronaut for the CSA.

Hadfield is a civilian CSA astronaut, having retired as a Colonel from the Canadian Air Force in 2003 after 25 years of military service. He was Chief of Robotics for the NASA Astronaut Office at the Johnson Space Center in Houston, Texas from 2003-2006, and was Chief of International Space Station Operations there from 2006-2008. On March 13, 2013, he became the first Canadian to command a spaceship as Commander of the ISS during the second portion of his five-month stay in space. On May 13, Hadfield, Tom Marshburn and Roman Romanenko landed in Kazakhstan after travelling almost 99.8 million kilometres while completing 2,336 orbits of Earth. The trio spent 146 days in space, 144 of which were aboard the station.

Biography from the Canadian Space Agency at <http://www.asc-csa.gc.ca/eng/astronauts/biohadfield.asp>

### **Nelson Mandela Secondary School**

Rolihlahla Mandela was born in Mvezo, Transkei, on July 18, 1918. His father died when he was 12 and he became a ward of the Thembu Regent Jongintaba Dalindyebo where he heard stories of his ancestor's valour. He was given the name Nelson in elementary school in accordance with the custom to give all school children "Christian" names. In 1952, he started the first black law firm. Mandela is known for his work fighting against Apartheid in South Africa. In October 1963 he joined ten others on trial for sabotage in what became known as the Rivonia Trial. Facing the death penalty his words to the court at the end of his famous 'Speech from the Dock' on 20 April 1964 became immortalized: "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die." On June 11, 1964 he and seven others were convicted and the next day were sentenced to life imprisonment. In 1986 he initiated talks with the government about an ultimate meeting with the African National Congress. He was released from prison on February 11, 1990. In 1993 he and President FW de Klerk jointly won the Nobel Peace prize. On May 10, 1994 he was inaugurated South Africa's first democratically elected President. Nelson Mandela never wavered in his devotion to democracy, equality and learning. Despite terrible provocation, he never answered racism with racism. His life has been an inspiration to all who are oppressed and deprived, to all who are opposed to oppression and deprivation. He died at his home in Johannesburg on 5 December 2013. He was 95.

Biography from the Nelson Mandela Foundation at <http://www.nelsonmandela.org/content/page/biography>

### **Nora Frances Henderson**

Nora Frances Henderson moved with her family to Winona, Ontario from Hampstead, England in 1913. After moving to Hamilton in 1917, she considered writing as a career. In 1918, she took a portfolio to the *Hamilton Herald* asking for employment. Starting as a reporter in 1921, she was made Women's Editor. She urged local women to take an active interest in community political affairs. As a result, for the first time, in 1919, women were appointed to the Hamilton Hospital Board. In 1931, she ran for alderman and became the first woman ever elected to Hamilton's City Council. In 1934 she became the first woman in Canada elected to a city Board of Control. In her first year as a controller she sponsored a meeting which created Charter of Municipal Rights as the beginning of her campaign to have other levels of government contribute a greater share of relief and burdens borne predominantly by municipalities. She chaired the Relief Board which acted as a court of appeal to decisions handed down by relief officials. Elected sixteen consecutive times, she headed the polls for Board of Control, becoming Acting Mayor during the mayor's absence. In 1947, she retired to become Executive Secretary of the Association of Children's Aid Societies of Ontario. On her death in 1949, she was lauded for pioneering the place of women in civic government and for her stand on their right to equality in public life.

Biography from the Hamilton Public Library Gallery of Distinction <http://www.hpl.ca/people/nora-frances-henderson>



### **A. Purpose of Consultation**

In June 2012, HWDSB concluded the extensive accommodation review that resulted in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools. At this time, the Board of Trustees approved the closure of Barton, Hill Park and Mountain Secondary Schools, with a new south secondary school potentially located at the current Shermal Estates property (Rymal Road East and Upper Sherman Avenue).

HWDSB asked members of the public to comment on the name of the new south secondary school through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

### **B. Respondent Characteristics**

The online survey ran from November 29, 2013 to January 29, 2014 and garnered a total of **410** submissions. Majority of (N=405, 98.7%) surveys were received online while 5 (1.3%) were received by mail or email. The majority of the responses came from parents and stakeholders that identified themselves as 'other' (N=106, 26% for each), 19% from students (N=78), 16% (N=66) from community partners/groups and 13% (N=54) from HWDSB staff members. 36.5% (N=150) of submissions were received from respondents that indicated having children attending an HWDSB school, 59.5% (N=210) were received from respondents who do not have children in an HWDSB school, while the remaining submission were received from respondents to whom this question did not apply (i.e., for students or community organizations).

### **C. Limitations of the Consultation**

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and the Hamilton community. Therefore it is unclear whether the responses summarized accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

### **D. Summary of Findings**

Members of the public were invited to suggest name(s) for the new South Secondary school and to provide a rationale as to why the name would be the right name. A total of 433 name suggestions were received, although not all suggestions were unique (i.e., respondents may have suggested the same names). Of these suggestions, four themes emerged consisting of name suggestions most frequently endorsed by respondents. Table 1 displays these four themes alongside the rationale provided for the names. Suggestions that received low endorsement are listed in Table 2.

**E. Detailed Summary of Findings**

**Table 1. Name suggestions most frequently endorsed by respondents.**

Suggested school name	Freq. (%)	Reasons for suggestion
<b>Paul M. Brown Secondary School and variations</b> <ul style="list-style-type: none"> <li>Paul Brown Secondary School</li> <li>Paul Michael Brown</li> <li>Paul M. Brown South Secondary School</li> <li>Paul Brown Memorial Secondary School</li> <li>The Paul M. Brown high School</li> </ul>	34%	<ul style="list-style-type: none"> <li>It would be an honour to name a school after Mr. Brown as he embodied the spirit of education and HWDSB’s vision for students</li> <li>Mr. Brown was a dedicated and respected HWDSB employee</li> <li>Mr. Brown was a great support to many students and made positive impact on their life pathway</li> <li>Mr. Brown was a man of high morals values.</li> <li>Mr. Brown was a strong advocate for education</li> <li>Mr. Brown was always available to help others and his community</li> <li>Mr. Brown was committed to the community and made a positive impact</li> <li>Mr. Brown was completely dedicated to his profession</li> <li>Mr. Brown was loved by all of his students</li> <li>Mr. Brown was loved by many</li> <li>Naming the school after Mr. Brown would be a great tribute to his family</li> <li>Naming the school after Mr. Brown would carry on his legacy</li> </ul>
<b>Michael William Secondary and variations</b> <ul style="list-style-type: none"> <li>Michael William High</li> <li>Michael William Barton</li> <li>William Michael Memorial</li> </ul>	25%	<ul style="list-style-type: none"> <li>Mr. William was a great coach of several Barton’s teams</li> <li>He had many great personal qualities</li> <li>He was always available to help the community</li> <li>Mr. William was a graduate of Barton Secondary</li> <li>Mr. William was a great role model and support for Barton students</li> <li>Mr. William generously donated his time to his students</li> <li>Mr. William was well respected and loved by many</li> <li>Mr. William was one of Barton’s legendary 10 year football champion dominance</li> <li>Mr. William embodied many qualities that we want our students to aspire to</li> <li>Mr. William made a strong impact on the community</li> <li>Mr. William encouraged and empowered his students</li> <li>Naming the school after Mr. William would be a great tribute to a man who dedicated himself to the Barton community</li> <li>Mr. William was a great leader and role model for young males</li> <li>Naming the school after Mr. William would be a great honour for his family</li> <li>Mr. William was a great pillar of the Barton community</li> <li>It is fitting to name the new school after someone who was completely dedicated to Barton</li> </ul>

*Continued*

**Table 1. Name suggestions most frequently endorsed by respondents.**

Suggested school name	Freq. (%)	Reasons for suggestion
<b>Name should include the word Barton</b> <ul style="list-style-type: none"> <li>• Barton High School</li> <li>• Barton Hill Academy</li> <li>• Barton Hill Secondary School</li> <li>• Barton Hill South Park Secondary School</li> <li>• Barton Mountain Park</li> <li>• Barton Park</li> <li>• Barton Park Secondary School</li> <li>• Barton Secondary School</li> <li>• Barton Hill</li> <li>• Barton Hill South</li> </ul>	<b>3.9%</b>	<ul style="list-style-type: none"> <li>• Joins the history of Barton, Hill Park and Southmount</li> <li>• Reflects the names of the two schools closing</li> <li>• Maintains history and will refrain forgetting about the original name</li> <li>• Reflects the Barton Township after which the school was originally named</li> <li>• Reflects the two student populations of Barton and Hill Park students</li> <li>• Keeps the identity of the schools closing</li> <li>• Respects the city and immediate community heritage</li> <li>• There is no need to change the Barton name</li> </ul>
<b>Nelson Mandela variations</b> <ul style="list-style-type: none"> <li>• Nelson Mandela High School</li> <li>• Nelson Mandela Secondary School</li> <li>• Nelson Mandela Memorial High School</li> <li>• Nelson Mandala</li> <li>• Mandela High</li> </ul>	<b>3.7%</b>	<ul style="list-style-type: none"> <li>• Nelson Mandela embodied the best aspects of human nature: bravery, forgiveness, tolerance, service, leadership and humour.</li> <li>• Naming the school would help to carry on Mandela’s legacy</li> <li>• Naming the school after Mandela would support Hamilton students to embody Mandela’s values</li> <li>• Mandela represents inclusion and equity</li> <li>• The name Mandela would help to unify the new combined school communities</li> <li>• Mandela personifies HWDSB’s guiding principles</li> <li>• The name meets all the criteria specified in the School Naming policy</li> <li>• He was a man that all should emulate</li> <li>• He was an international figure who believed in the right of education for all</li> <li>• His name will remind the community, students and adults of his message and work to achieve peace and, equal rights and inclusion</li> <li>• He had a tremendous impact on the global community</li> <li>• He was an international figure with unprecedented and unmatched admiration</li> </ul>

**Table 2. Name suggestions with low frequency.**

Suggested school name	Frequency (%)
Alexander Lincoln Secondary School	0.2
Auchmar Secondary	0.2
Bart Park	0.5
Bellevue	0.2
Billy Sherring High	0.2
Bishop High	0.2
Boris Brott High	0.2
Brittany fletcher	0.2
Chris Hadfield High	0.2
Chris Hadfield Secondary School	0.5
Customary Secondary School	0.2
Dem Tiggers	0.2
E.A. Hutton Secondary School	0.7
East Mount Technological and Vocational School	0.2
East Mountain High	0.2
Eastmount	0.2
Ellen Fairclough Secondary School	0.2
Erine Hutton Secondary School	0.7
Everyday Fun High School	0.2
G. R. Philip	0.2
George Hamilton High School	0.2
George J. Klein Secondary School	0.2
G. G. Allin Secondary	0.2
Graham Greene Secondary School	0.2
Gryffindor Secondary High School	0.2
Hal Rogers Secondary School	0.2
Hamilton Composite High School	0.2
Hamilton Escarpment Secondary School	0.2
Hamilton Hillton Secondary School	0.2
Hamilton Mountain Secondary School	0.2
Hamilton Mountian High	0.2
Hamilton Secondary School	0.2
Hamilton South Central Secondary School	0.2
Harold A. Rogers Secondary School	0.2
HB Rymal Secondary School	0.2
Helen Kinnear	0.2
Henderson High	0.2
Henderson Secondary School	0.2
Hillton High School	0.2
Hilton	0.2

**Table 2. Name suggestions with low frequency.**

Suggested school name	Frequency (%)
Hilton Secondary School	0.2
Hogwarts	1.2
Hutton Secondary School	0.2
Ivor Wynne Secondary School	0.2
Jack Layton Secondary School	0.2
Jason Wong Secondary School	0.2
John Wismer Memorial Secondary School	0.2
John Wismer Secondary school	0.5
Kishkadina	0.2
Lincoln Alexander	0.2
Lincoln Alexander High School	0.5
Lincoln Alexander Secondary School	0.7
Lincoln M. Alexander Secondary School	0.2
Lincoln MacCauley Alexander Secondary School	0.2
Margaret Atwood Secondary School or Atwood Secondary School	0.2
Mark Anthony Graham Secondary	0.2
Martin Short Secondary School	0.2
McQueston Secondary School	0.2
Mount Hamilton Secondary School	0.2
Mount Hillton Secondary	0.5
Mount View	0.2
Mountain Secondary Collegiate Institute	0.2
Nora Henderson Secondary School	0.2
Nora-Frances Henderson	0.5
Oak Valley Secondary School	0.2
Pierre Elliot Trudeau	0.2
Prince George	0.5
Queen Elizabeth	0.2
Ray Mulholland Secondary School	0.2
Reach High School	0.2
Rob Ford High School	0.2
Ron Joyce Secondary School	0.2
Rymal High	0.2
Sackville Barton High School	0.2
Scordino High	0.2
Sheila Copps Secondary	0.5
Sherman High	0.2
Sherman Oaks Secondary School	0.2
Sherman Secondary School	0.2
South East Secondary School	0.2

**Table 2. Name suggestions with low frequency.**

Suggested school name	Frequency (%)
South Mountain Secondary	0.2
South Side Secondary	0.2
Southern Island	0.2
Southlink Secondary	0.2
Southmount Secondary School	2.1
Southpark	0.2
Southpaw Secondary	0.2
Southward Secondary School	0.2
Steel City Secondary School	0.2
Steeltown Secondary School	0.5
T.B. McQuesten School	0.2
The Bob Morrow School of Tomorrow	0.2
Together as One Secondary School	0.2
Victor Copps Secondary School	0.2

*This report was prepared by the Evidence-Based Education and Services Team.*



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** March 24, 2014

**PREPARED BY:** Executive Council, E-BEST, Corporate Communications

**RE:** 21<sup>st</sup> Century Learning Report

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Action

Monitoring

### Recommended Action:

That the Board approves the vision and direction for 21st century learning in Hamilton-Wentworth District School Board as outlined in this report. This vision and direction will be reviewed and approved annually by the Board over the next five years.

### Rationale/Benefits:

To meet the needs of learners in the 21<sup>st</sup> century, we need to understand and respond to changes in our society. In the same way that we have been rethinking secondary programs and facilities, we recognize the digital shift occurring in our world today. Our program strategy conversations re-examined what we offer, where we offer it and how we provide programs. We must also consider that today's students are digital learners as well as learners in a physical classroom. This is why they demand something different from their education. We must prepare students to be successful in a changing, competitive global society.

### Background:

HWDSB is committed to creating a personalized, collaborative, inquiry-based learning environment for each student. Currently, we provide our students with the opportunity to engage in their learning through experiential learning and learning in a virtual environment (i.e. E-learning). This is already being supported through our Wireless Everywhere Project. We believe that our students' engagement and achievement will increase in blended learning environments where effective instruction is enhanced by technology. That is, we will be inviting students to learn in an environment that blends the physical world (i.e. the classroom) and the digital world.

Blended learning refers to a model in which teachers provide a blend of interactions. This includes the provision of digital tools so students can have online and face-to-face interactions that engage them in content, activities and discussions with their classmates, teachers, and other sources at any time, from anywhere. This blended learning environment can be accessed through a common platform known as Desire to Learn (D2L). D2L is the Ministry of Education's virtual learning environment (E-learning) and is best described as a 'doorway' to a full set of teaching and learning tools. It represents an all-in-one, easy to use, and secure platform for learning.

One of the hallmarks of today's move toward blended learning is collaboration. Students are able to take a greater role in their own learning with information at their fingertips; critical thinking has taken on greater importance as students learn to find reliable sources in this abundance of information; and students are more comfortable using collaborative problem solving to accomplish tasks, such as research or multi-person document editing.

Collaborative learning occurs when students and educators work together to solve problems, using a variety of resources. This requires that students and educators embrace new roles. We are helping our students learn and function in our digital world, as well as our physical world. Students are no longer passive recipients of knowledge relying solely on educators to provide information in class. This change acknowledges the multitude of information sources available to our students, and must include the development of critical thinking skills that enable the student (and educator) to distinguish credible, reliable information from speculation and misinformation. Giving our students the opportunity to collaborate with classmates, educators, and others around the world, will afford students multiple opportunities to develop learning relationships. This encourages students to share their learning in meaningful ways, to inquire about any topic that can inform their learning and to enhance their learning experience across disciplines.

Technology is one tool to enhance collaborative learning, as it gives users an ability to build a network of learning across the constraints of a physical classroom, as well as time and space. In this scenario, educators play a crucial role in creating learning conditions that enable our students to improve their ability to think, create and communicate. Exposure to and practice in the use of technology are critical skills that will enhance our students' long-term prospects. Limited exposure to stand-alone computer labs has not leveled the playing field for students who are not exposed to technology at home or in their community.

An information-rich society requires skills that can only be developed through regular use of technology in the classroom, which can no longer be provided via the traditional computer lab model. Although collaborative learning can take place without technology, there is growing evidence that the proper application of technology can enhance and strengthen the collaborative learning process and build effective communication skills.

*“The conversation about technology in schools is trapped in the wrong subject. The talk is all about “does the technology work” as a fix for the old. It ought to be about developing and choosing between visions of how this immensely powerful technology can support the invention of powerful new forms of learning to serve levels of expectation higher than anything imagined in the past.” (Papert&Caperton, 1999)*

Research supports the benefits of personalized, collaborative learning environments on student engagement. For example, Canadian researcher Michele Jacobsen (2010) has argued that “combining inquiry and technology opens the door to powerful new teaching and assessment practices that result in documented benefits for learners.” Jacobsen argues that new educational technologies, like HWDSB’s Learning Commons, make active, engaged, and collaborative teaching and learning relationships possible. Conversely, the consequences of not engaging students can result in negative behaviours and uninvolved learners, impacting academic achievement. Improving engagement in learning is likely to produce the best correlation with better academic outcomes. Equally important is the need for our students to be involved in the “knowledge economy” of the 21st century. Inquiry, through blended learning, can engage students in their strengths and interests so that they gain skills needed now and in the future. Locally and nationally, we have seen the growth of jobs that require technological skills and sophisticated thinking skills.

### **What are we doing?**

We continue to implement the Wireless Everywhere Project, which provides each school with a sustainable high capacity, high speed network infrastructure that supports our present and future plans for educational technology in our schools. Through this project, we aim to improve student achievement and equity. In order to achieve this, we are working towards ensuring that students and staff have access to the resources and learning tools available on the Internet within every instructional space. This also enables students to use their own tools to access the Internet when and where they want to in support of their learning. We recognize that the wealth and power of the Internet is a vital tool to prepare students for their ongoing and future achievement. This project is expected to be completed by December 2014.

With the Wireless Everywhere Project nearing its completion, we can develop our learning environments so that students achieve through:

- A collaborative approach to learning
- An investment in inquiry-based learning environments that foster creativity and critical thinking
- Students and staff taking leadership in their learning
- Engaging in the digital and physical world



- Technology/ Digital devices acting as an enabler for these commitments

To help staff and students achieve in these new learning environments, they need to be supported through technology. Technology continues to evolve from the use of desktop software to web-based applications. We are no longer just the consumers of technology, but also the producers. This constant change has us moving away from computer labs towards the use of mobile devices. To prepare our students for this ever-changing environment, we are proposing to provide one-to-one technology for all students and teaching staff by 2019.

Over the past 10 years, one-to-one technology has been implemented in various school boards across the United States and Canada. A Canadian example, with proven success, is the Dennis McCullough Initiative – Enhanced Learning Strategy program in the Eastern Townships, Quebec. Now in its 10<sup>th</sup> year, the program is credited with improvements in many areas including (but not limited to) student dropout rates, student motivation, student individualized learning and the school board's place in provincial rankings (Karsenti & Collin, 2012). A recent comprehensive national U.S. study (ProjectRED, 2010) identified and prioritized factors that make some K-12 technology implementations perform dramatically better than others. The findings demonstrated that schools that provided one-to-one technology and used key implementation factors (e.g., leaders providing time for teacher professional learning and collaboration at least monthly) outperformed other schools and “revealed significant opportunities for improving education return on investment by transforming teaching and learning” (ProjectRED, 2011).

We are aiming to implement one-to-one technology over the next five years. This project will begin at three pilot sites that will allow us to monitor and evaluate the implementation. We are looking to provide one-to-one technology to students in the following areas:

- Seven north elementary schools
- South secondary school
- Assistive Technology at Mountain and Delta secondary schools

To help prepare students for a digital world, the use of technology in the classroom will support their learning and train them for the world they will encounter upon graduation. A technology deployment team is meeting weekly to operationalize the following items to support the one-to-one implementation for the three pilot projects:

- purchasing of iPads and accessories,
- imaging of devices with licensed apps to support teachers and students with Ontario curriculum,
- security and charging of devices at schools,
- deployment procedures and protocols with staff, students and parents, and
- user agreements for staff and students to use devices at school and at home.

We know that engaged students have higher academic achievements. Our aim is to see our students more engaged within this new environment, which will lead to them having more success. We will measure the effectiveness of this plan by monitoring the following:

### ***Global Theory of Action and Overall Goals of the Projects***

If we create blended learning environments where effective instruction is enhanced by technology then our students' engagement and achievement will increase. Furthermore, if we provide teachers with appropriate access and support then we will more effectively create blended learning environments.

To further examine this hypothesis, three pilot projects were designed (seven north elementary schools, south secondary school, assistive technology).

The two main of goals for the three pilot projects are:

#### 1) Instructional goals for staff and students.

We are interested in monitoring several instructional goals that are associated with increased student achievement and engagement, such as:

- Teacher engagement:

- Teacher effectiveness at using technology and digital resources
    - Use of technology to individualize instruction for students
  - Student engagement:
    - Improved student collaboration and inquiry skills
    - Reduce early leaver rate
  - Student achievement:
    - Elementary Report Cards and Secondary Credit Accumulation data
    - Teachers maintaining high expectations for every student
- 2) A proof of concept for implementing one-to-one technology on a larger scale in HWDSB.  
 We are creating 3 unique learning environments to identify issues and solutions related to security, hardware, software, maintenance and overall implementation

### ***Evaluation Plan***

An evaluation of each of the three pilot projects will be developed and will use a mixed-methods approach, relying on both qualitative and quantitative sources. The evaluation will focus on these questions:

- What engagement and achievement outcomes have resulted from the pilot projects? How does this compare to the engagement and achievement of similar students who did not have access to one-to-one technology in similar schools?
- What training and in classroom practices did teachers engage in?
- What impact has the projects had on teaching and learning?
- What level and type of resources does it take to implement future expansion of these projects?
- How might we expand the projects across HWDSB? What would that entail?





Data sources would include, though would not be limited to, interviews, focus groups, achievement data and surveys.

### **What are the next steps?**

What follows is the implementation plan, action plans for each of the three pilot projects, the business plan and deployment schedule for one-to-one technology in the system.

The implementation plan is presented in a format that addresses the learning approach, tools and infrastructure, technical support, professional development and measures of support necessary for this system-wide project. The action plans detail the support educators will need, tools the system will need to provide and changes that need to occur for this to be possible.

**FIVE YEAR IMPLEMENTATION PLAN**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)
<b>Learning Approach</b>	<p><b>Moving towards Blended Learning in all classrooms through a common virtual learning platform (D2L):</b>                      - Access to interactive, digital tools, resources and supporting on-line and face-to-face collaborations - staff/student and student/student                      - A virtual space to post student work – sharing with staff, classmates and parents</p> 				
	<p>Focus on blended learning at the <b>teacher point of learning</b> and instruction (teacher device)</p>	<p>Focus on blended learning at the <b>teacher point of learning and instruction shifting to student point of learning</b></p>	<p>Focus on blended learning - <b>teacher and student directed</b></p>	<p>Focus on blended learning – <b>moving towards teacher and student directed across the system</b></p>	<p>Focus on blended learning at the <b>teacher and student point of learning</b> - all grades, all subject areas everywhere</p>
	<p><b>Student Voice Forums</b> - from system to school level to classroom level discussions where student voices are captured and inform our practice</p> 				
<b>Tools and Infrastructure</b>	<p><b>Wireless Rollout continues</b></p>	<p><b>Wireless Internet in Every Instructional Space</b> (projected completion by December 2014)</p> 			
	<p><b>System Level (i.e., shifting technology to the point of learning - from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom Projector and Teacher Device):</b> Begin replacement of Computer Labs with some pods in classrooms</p> <p><b>North Family of Schools:</b> September 2013 – <b>1:1 Devices for all Teachers</b> (gr. 4-6) January 2014 – <b>Pods – classroom set of devices</b></p> <p><b>New South Secondary:</b> Test Wireless connectivity</p> <p><b>Assistive Technology:</b> Assess/provide assistive technology to support inclusion of students transitioning from Parkview to Delta or Mountain; Assess/provide assistive technology to support inclusion of students with identified needs moving from Grade 8 to 9</p> <p><b>Support Team:</b> Devices for all instructional coaches and consultants</p>	<p><b>System Level:</b> Complete Shift from computer labs to pods in some classrooms</p> <p><b>North Family of Schools:</b> September 2014 – <b>1:1 Devices for all Students</b> (gr. 4-6); and teacher device where necessary. <b>1:1 Devices for all Teachers and classroom set of devices</b> (gr. 7-8) January 2015 – <b>1:1 Devices for all Students</b> (gr. 7-8)</p> <p><b>New South Secondary:</b> September 2014 – <b>1:1 Devices for all Students and Teachers (gr 9-12)</b></p> <p><b>Assistive Technology:</b> Support, monitor and learn from implementation in order to support other staff and an increasing number of students with specific needs across the system to support Learning For All</p>	<p><b>System Level:</b> Complete Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and teacher device where necessary.</p> <p><b>North Secondary:</b> Continue with providing mobile devices to teachers - <b>1:1</b> by the end of the year so all staff prepared for North School opening</p> <p><b>New South Secondary:</b> Continue to support and learn in order to support New North Secondary School implementation Sept. 2016</p> <p><b>Assistive Technology:</b> Continue to provide assistive technology as required to support Learning For All</p>	<p><b>System Level:</b> Continue reassessment of existing hardware and software in schools to shift technology to the point of learning (from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom</p> <p><b>North Secondary and Elementary Schools - 1:1 Devices</b> for all Students and Teachers</p> <p><b>System Tablet Technology Rollout Begins:</b> 1:1 tablet deployment begins with grade 4, 5 and 9 teachers across the system</p>	<p><b>System Tablet Technology Rollout Continues</b> (see Deployment Schedule)</p>
	<p><b>Installing the standard set of software on iPads by the Information and Instructional Technology Department (IIT)</b></p> 				

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)
<b>Technical Supports</b>	Explore how to train and use elementary and secondary students as in-school <b>Student Technical Support Team</b> - to be a first line of support for technical issues with student and teacher devices (interested students will gain valuable experiential learning towards a potential future career pathway).	Implement <b>Student Technical Support Team</b> program at the seven North Schools, new South Secondary School and Mountain Secondary.	Continue growth of the <b>Student Technical Support Team</b> programs at the North Schools, new South Secondary School and Mountain Secondary.	Expand <b>Student Technical Support Team</b> programs and teams to other secondary and elementary schools.	Continue with <b>Student Technical Support Team</b> programs and teams in all secondary and elementary schools.
<b>Professional Development – System and School Level</b>	<p><b>Administrators</b></p> <ul style="list-style-type: none"> <li>Provide meaningful understanding of what Blended Learning looks like, and how to create a blended learning classroom to facilitate this learning(workshops, in-services and summer institute learning)</li> </ul> <p><b>Leadership and Learning</b></p> <ul style="list-style-type: none"> <li>21st Century Learning Consultants and system leaders building the capacity of Leadership and Learning Consultants and Instructional Coaches to support and promote blended learning as part of effective instruction in all classrooms</li> </ul> <p><b>Educators</b></p> <ul style="list-style-type: none"> <li>Provide collaborative learning with Instructional Coaches for support</li> <li>Provide inquiry-based learning opportunities that facilitate collaboration and critical thinking between educators</li> <li>Coach educators on ways to integrate blended learning into their Annual Learning Plan</li> <li>Provide school-based Professional Development , and Teacher-Learning Critical Pathway planning to include elements of Blended Learning where appropriate</li> </ul>				
<b>Sample Indicators - Measures of Success:</b>					
<ul style="list-style-type: none"> <li><b>Student Achievement Data</b> <ul style="list-style-type: none"> <li>EQAO</li> <li>Elementary Report Card</li> <li>Secondary Credit Accumulation</li> </ul> </li> <li><b>Student Engagement Data:</b> <ul style="list-style-type: none"> <li>Percentage of staff and students using HWDSB Commons/Student Portal regularly</li> <li># of and use of Computer Labs in elementary schools vs. pods and devices at classroom level</li> <li># of and use of pods and devices at secondary classroom level</li> <li>Early leaver rates</li> <li>Perceptual data from students and teachers</li> </ul> </li> <li><b>Teacher Engagement Data:</b> <ul style="list-style-type: none"> <li>Examine Professional Learning requests from system</li> <li>Teacher efficacywith learning approach and integration of technology into pedagogy (e.g., through surveys and student achievement results)</li> <li>Shift in use of technology using within a classroom</li> </ul> </li> <li><b>Evaluation of Implementation</b> <ul style="list-style-type: none"> <li>Integration of technology into curriculum across the system</li> <li>Interviews to determine alignment with Consolidated Framework for Implementation Research constructs</li> <li>Examine relations with student engagement &amp; achievement with constructs noted above</li> </ul> </li> </ul>					

## 2013-2014 Action Plan - North Schools

### Brief Summary of North Digital Pilot Project:

In September 2013 we engaged 7 North Elementary Schools (Adelaide Hoodless, AM Cunningham, Cathy Weaver, Dr. Davey, Memorial City, Prince of Wales, Queen Victoria) in the North Digital Project to support our 21<sup>st</sup> Century Learning Vision.

- Teacher access to technology and digital resources that impact classroom practice is our priority.
- We value instruction and inquiry based learning environments enabled by technology. We are not distributing technology as an end in itself.
- Different models of professional learning will be developed to support this direction, with support from our partners (Discovery and Apple)
- Seven elementary schools, beginning with grades 4, 5 and 6; these students will be attending the future North secondary school beginning in 2016 and beyond.
- 1:1 tablet technology plan for grades 4-8 in all 7 schools by September 2014.
- Each student's access to a personal technological device and wireless capability in every learning space supports HWDSB's commitment to equity

21 <sup>st</sup> Century Learning: Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
<p><b>What support do our teachers need to be effective in leading learning in the digital and physical environment?</b></p>	<ul style="list-style-type: none"> <li>• Provide teachers with the tools (i.e., iPads) that students will be using in the classroom</li> <li>• Online course modeling the types of teaching that can be accomplished in a blended learning classroom</li> <li>• Face-to-face professional development (both job-embedded and after school) to further build on the skills needed to lead a blended learning classroom and related concepts)</li> <li>• Once staffing is completed, provide face-to-face support with the "how do I..." questions in preparation for the Grade 7 and 8 teachers being added to the project, and any other new teachers being included within 4-8 due to staff moves</li> <li>• In-school support from Instructional Coaches and Leadership and Learning Consultants for teachers, allowing them to ask questions and get resolutions quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are comfortable using the technology with their classroom practices</li> <li>• Teachers understand the importance of blended learning and how to provide opportunities blended learning using technology</li> <li>• Teachers are able to construct learning opportunities that leverage the technology, are inquiry based and provide students with a collaborative approach to learning</li> <li>• Increased adoption of Board and Ministry tools (e.g., iPads, online textbooks) measured through the patterns of usage</li> <li>• Shift in the use of technology as measured against the Substitution, Augmentation, Modification, Redefinition (SMAR) model of technology integration into classroom practice</li> </ul>
<p><b>What tools must the system provide in order to create the rich learning opportunities our students deserve?</b></p>	<ul style="list-style-type: none"> <li>• Strong infrastructure (consistent &amp; robust wireless, adequate bandwidth, adequate electrical upgrades)</li> <li>• Tablet devices: iPad mini for students and iPad Air for teachers</li> <li>• LCD projector for every classroom</li> <li>• Apple TV for each classroom (to make the iPad into a wireless presentation device)</li> <li>• A consistent toolkit of apps and Board and Ministry provisioned software to help support collaboration, creativity, and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Single device for each student which allows for better support both from the system and the teacher</li> <li>• Teachers having access to the same device as the student so they are able to learn how to use the very tool their students are working on</li> <li>• Teachers access to and use of additional tools required to best display student learning and present on content</li> <li>• Students having wider variety of options to share their learning with one another, their teachers and a global audience</li> </ul>
<p><b>What must change in our system in order to afford and provide these technological tools to each student?</b></p>	<ul style="list-style-type: none"> <li>• Reallocate budgets from textbooks and photocopying</li> <li>• Prioritize support for professional development on integration of technology into classroom practice</li> <li>• Embed 21<sup>st</sup> Century Learning implementation as part of all our professional learning sessions, such as Math</li> </ul>	<ul style="list-style-type: none"> <li>• The need to photocopy is reduced and the need for textbooks is eliminated – these resources are now provided by devices</li> <li>• Job-embedded training provides the support required by teachers to create blended learning environments in their classrooms. Training to occur when teachers are in school, but students are not present, to maximize the development time with teachers without having to sacrifice cost or having some teachers "opt out" because the training is after school</li> </ul>

## 2014-2015 Action Plan - New South Secondary School

### Brief Summary of South Digital Pilot Project:

In September of 2014, the New South Secondary School will open at the Barton site and will be the pilot for this board-wide change. Staff and students will be provided with 1:1 technology, and the infrastructures will be in place to support this innovative delivery model. Desire to Learn (D2L) will be the standard platform utilized to support blended learning. The delivery model at the New South School starting in September 2014 will be as follows:

- 21st Century Learning Skills (global awareness, problem solving, curiosity, creativity, reasoning, higher order thinking, and risk-taking)
- Blended learning approach supported by D2L
- Digital resources supported by a 1:1 tablet technology for students and staff
- Limited paper resources, including textbooks and photocopying
- Inquiry based learning where students take ownership for their own learning
- Personalized and collaborative learning environments

Interdisciplinary approach (i.e., the integration of multiple disciplines to form a more complete course framework)

21 <sup>st</sup> Century Learning: Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
<b>What support do our teachers need to be effective in leading learning in the digital and physical environment?</b>	<ul style="list-style-type: none"> <li>• Provide teachers with the tools (i.e., iPads, access to D2L) that students will be using in the classroom</li> <li>• Online course modeling the types of teaching that can be accomplished in a blended learning classroom</li> <li>• Face-to-face professional development (both job-embedded and after school) to further build on the skills needed to lead a blended learning classroom and related concepts</li> <li>• Once staffing is completed, provide face-to-face support with the “how do I...” questions</li> <li>• Starting in September have in-school support for teachers allowing them to ask questions and get resolutions quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are comfortable using the technology with their classroom practices including use of D2L and iPads</li> <li>• Teachers understand the importance of blended learning and how to provide opportunities blended learning using technology</li> <li>• Teachers are able to construct learning opportunities that leverage the technology, are inquiry based and provide students with a collaborative approach to learning</li> <li>• Increased adoption of Board and Ministry tools (e.g., iPads, D2L) measured through the patterns of usage</li> <li>• Shift within school practices to reflect interdisciplinary approach</li> <li>• Classroom environments are personalized, collaborative and inquiry based</li> </ul>
<b>What tools must the system provide in order to create the rich learning opportunities our students deserve?</b>	<ul style="list-style-type: none"> <li>• Strong infrastructure (consistent &amp; robust wireless, adequate bandwidth, adequate electrical upgrades)</li> <li>• Tablet devices: iPad mini for students and iPad Air for teachers</li> <li>• LCD projector for every classroom</li> <li>• Apple TV for each classroom (to make the iPad into a wireless presentation device)</li> <li>• A consistent toolkit of apps and Board and Ministry provisioned software to help support collaboration, creativity, and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Single device for each student which allows for better support both from the system and the teacher</li> <li>• Teachers having access to the same device as the student so they are able to learn how to use the very tool their students are working on</li> <li>• Teachers access to and use of additional tools required to best display student learning and present on content</li> <li>• Students having wider variety of options to share their learning with one another, their teachers and a global audience</li> </ul>
<b>What must change in our system in order to afford and provide these technological tools to each student?</b>	<ul style="list-style-type: none"> <li>• Reallocate budgets from textbooks and photocopying</li> <li>• Prioritize support for professional development on integration of technology into classroom practice</li> <li>• Embed 21<sup>st</sup> Century Learning implementation as part of all our professional learning sessions, such as Math</li> </ul>	<ul style="list-style-type: none"> <li>• The need to photocopy is reduced and the need for textbooks is eliminated – these resources are now provided by devices</li> <li>• Job-embedded training provides the support required by teachers to create blended learning environments in their classrooms. Training to occur when teachers are in school, but students are not present, to maximize the development time with teachers without having to sacrifice cost or having some teachers “opt out” because the training is after school</li> </ul>

## 2014-2015 Action Plan – Assistive Technology

### Brief Summary of Assistive Technology Project:

Technology can be advantageous for a broad range of students, in addition to those with special needs. Teachers can build supports using technology to ensure progress for all learners into their instruction methods and learning materials. Assistive technology plays an important role in the provision of instruction based on Universal Design (i.e., good for all, essential for some). Education for All, 2005; Learning for All, 2011)

With the advancement of tablet technology, new and engaging applications (apps) are available that assist students with learning difficulties. These include, but are not limited to:

- word prediction;
- planning and organizing;
- specialized spell check;
- speech synthesis (text to speech); and
- speech recognition (spoken word to text).

These technologies are essential for students with learning disabilities, but they can also support students who experience other difficulties and may learn more slowly than their peers, who may experience difficulties in the following areas:

- delays in cognitive development resulting in difficulties in many subject areas;
- difficulties understanding abstract concepts (ex., interpret language literally);
- delays in adaptive skill areas (ex., require consistency in routines); and/or
- difficulty with social language, become easily frustrated and, afraid to take risks.

As with all technology, the use of assistive programs and devices is about more than the technology; it is also about improving and supporting the development of the thinking skills that all students need.

Following an interdisciplinary approach, Special Education / Student Services staff will work collaboratively with Program, 21<sup>st</sup> Century Learning, and school staff with a focus in the following areas:

1. Provide iPads with assisted learning apps to support the inclusion of students transitioning from Parkview to Delta for September 2014.
2. Assess the technology available for students who will be attending Mountain Secondary in September 2014, and supplement with additional iPads and/or the loading of additional assisted learning apps as required.
3. Assess the technology available to support the inclusion of students with identified needs transitioning from grade 8 to 9 across the system and provide iPads and/or other devices as required.
4. Continue to support the provision of individualized assistive devices through Ministry Special Equipment Amount (SEA) funding to students with identified special needs to support their ability to access curriculum and/or to attend school.

<b>21<sup>st</sup> Century Learning: Essential Component</b>	<b>Strategies (What we will do)</b>	<b>Evidence (Anticipated Outcome)</b>
<b>What support do our teachers need to be effective in leading learning in the digital and physical environment?</b>	<ul style="list-style-type: none"> <li>• Online course modeling the types of teaching that can be accomplished in a blended learning classroom to be inclusive of all learners (Learning For All focus)</li> <li>• Face-to-face professional development (both job-embedded and after school) to further build on the skills explored online on devices that may be specific to an individual students' needs</li> <li>• Provide in-school support from Leadership and Learning Consultants and/or Student Services staff for teachers allowing them to ask questions and get resolutions quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are comfortable using the technology and with the use and function of assistive apps / devices</li> <li>• Teachers understand the importance of blended learning and how to provide opportunities for differentiated instruction using technology to be inclusive of all learners</li> <li>• Teachers are able to construct learning opportunities that leverage the technology, are inquiry based and provide all students with a collaborative approach to learning</li> </ul>
<b>What tools must the system provide in order to create the rich learning opportunities our students deserve?</b>	<ul style="list-style-type: none"> <li>• A consistent toolkit of apps (including a basic set of assistive apps) and board and ministry provisioned software to help support collaboration, creativity, and communication</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have access to a single device which allows for better individualized support both from the system and the teacher</li> <li>• Teachers will have access to the same device as the student so they are able to learn how to use the very tool their students are working on to promote the inclusion of all students</li> <li>• Students will have a wider variety of assistive options to share their learning with one another, their teachers and a global audience</li> </ul>

21 <sup>st</sup> Century Learning: Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcome)
<b>What must change in our system in order to afford and provide these technological tools to each student?</b>	<ul style="list-style-type: none"> <li>• Ensure that assistive technology is an integral part of the 21<sup>st</sup> Century Learning strategy (Learning For All)</li> <li>• Use SEA funding as appropriate to support students with specific, individualized learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Assistive technology apps are part of the general image on all iPads to support all students</li> </ul>



## Hamilton Wentworth District School Board 21<sup>st</sup> Century Learning Business Plan

Currently, the Board spends over \$19 million annually on technology, textbooks and supplies. As the world of technology is continually changing over the next 5 years, the following plan will be responsive to the pace of that change. In the same way that we have always endeavoured to use current resources and tools in the classroom, this plan is no different. It responds to the changing environment and allows the Board to reallocate resources accordingly. It will also be sensitive to numerous factors that can have an impact on it, including Ministry supports and directions, budgetary priorities and the rapid pace of change in the technology itself.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 and beyond
<b>Costs</b>							
Technology	\$ 855,000*	\$ 1,170,000	\$ 4,845,000	\$ 3,285,000	\$ 3,300,000	\$ 3,215,000**	\$ 3,200,000
Additional Licensing	\$ 20,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
	<u>\$ 875,000</u>	<u>\$ 1,420,000</u>	<u>\$ 5,095,000</u>	<u>\$ 3,535,000</u>	<u>\$ 3,550,000</u>	<u>\$ 3,465,000</u>	<u>\$ 3,450,000</u>
<b>Revenue Sources</b>							
School Budgets	\$ 115,000	\$ 215,000	\$ 630,000	\$ 915,000	\$ 1,205,000	\$ 1,485,000	\$ 1,500,000
Operating Savings	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000	\$ 2,000,000
	<u>\$ 2,365,000</u>	<u>\$ 2,465,000</u>	<u>\$ 2,880,000</u>	<u>\$ 3,165,000</u>	<u>\$ 3,455,000</u>	<u>\$ 3,735,000</u>	<u>\$ 3,500,000</u>
<b>Surplus/Deficit</b>	<u>\$ 1,490,000</u>	<u>\$ 1,045,000</u>	<u>-\$ 2,215,000</u>	<u>-\$ 370,000</u>	<u>-\$ 95,000</u>	<u>\$ 270,000</u>	<u>\$ 50,000</u>
<b>Cumulative Surplus/Deficit</b>	<u>\$ 1,490,000</u>	<u>\$ 2,535,000</u>	<u>\$ 320,000</u>	<u>-\$ 50,000</u>	<u>-\$ 145,000</u>	<u>\$ 125,000</u>	

Note:

\*A portion of the costs for the pilot will be incurred in 2013-14. The total pilot cost for technology is \$1,420,000.

\*\*The total cost of technology is \$17,235,000.

**Hamilton Wentworth District School Board 21<sup>st</sup> Century Learning  
Deployment Schedule**

North Elementary Schools and the South Secondary School	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets				
2014-15	Pilot Project – one-to-one at 7 North Elementary Schools										Pilot Project – New South Secondary School and Assistive Technology at Mountain and Delta			
2015-16		x		x										
2016-17	x		x			x					x			
2017-18	x		x		x			x			x	x		
2018-19	x		x		x		x			x	x	x	x	
September 2019	x		x		x		x		x		x	x	x	x



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** March 24, 2014

**PREPARED BY:** Peter Sovran, Superintendent of Student Achievement

**RE:** 2014-15 Draft School Year Calendars

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**Action X**    **Monitoring**

### **Recommended Action:**

That the Board approve the Draft 2014-15 School Year Calendars for Public Consultation.

### **Rationale/Benefits:**

The Draft 2014-15 School Year Calendars (Elementary and Secondary) have been prepared in consultation with the School Year Calendar Advisory Committee and endorsed by Executive Council.

The calendars comply with Regulation 304, School Year Calendars and Professional Activity Days.

The Ministry of Education requires that school boards submit approved school year calendars for the subsequent year by May 1.

A 30-Day Public Consultation is to be undertaken prior to final approval of the calendars.

### **Background:**

*Regulation 304, School Year Calendar, Professional Activity Days* sets the requirements for preparation and submission of school year calendars to the ministry. This includes a minimum of 194 school days between September 1 and June 30; up to 10 days designated as examination days; a minimum of 2 and up to 6 days designated as Professional Activity Days; and specified school holidays.

School boards are required to submit approved calendars to the Ministry by May 1.

Development of the 2014-15 school year calendar has been undertaken in consultation with the School Year Calendar Advisory Committee that consists of members representing: Elementary and Secondary Principals (HWPC); Elementary and Secondary Teachers (HWETL; OSSTF); Parents (Home & School; PIC); Educational Assistants (COPE), and School Office Assistants (OCTU).

## 11-2

The committee met in January and February to review the directions provided by the Ministry and developed draft elementary and secondary calendars for Executive Council's consideration.

In accordance with the regulation, consultation also took place with other school boards: Hamilton-Wentworth Catholic DSB, Halton DSB, DSB of Niagara and Grand Erie DSB.

Executive Council supports the draft school year calendars (Appendix - 1) that include:

### Elementary

Start date: Tuesday September 2, 2014

End date: Friday June 26, 2015

Professional Activity Days: 6

September 19, November 21, January 23, February 13, June 5, June 26

### Secondary – Semester 1

Start date: Tuesday September 2, 2014

End date: Thursday January 29, 2015

Examination Days: (5) Wednesday January 21 to Tuesday January 27

Professional Activity Days: 3

September 19, January 28, January 29

### Secondary – Semester 2

Start date: Friday January 30, 2015

End date: Friday June 26, 2015

Examination Days: (5) Thursday June 18 to Wednesday June 24

Professional Activity Days: 3

February 13, June 25, June 26

Summary of Professional Activity Days

	<b>ELEMENTARY</b>	<b>Focus</b>		<b>SECONDARY</b>	<b>Focus</b>
X/C	September 19	Improvement/Health & Safety	X/C	September 19	Improvement/ Health & Safety
	November 21	Parent Reporting	C	January 28	Transition/Promotion
C	January 23	Report Card Writing		January 29	Improvement/Transition
X	February 13	Improvement Process	X	February 13	Improvement Process
C	June 5	Report Card Writing	C	June 25	Transition/Promotion
X	June 26	Improvement/Transition	X	June 26	Improvement/Transition

X=Joint elementary and secondary PA Day; C= Proposed HWCDSB PA Day

Board-wide Professional Activity Days (September 19, February 13, June 26) will focus on school improvement work aligned with the Annual Operating Plan and flowing from the HWDSB Strategic Directions. Staff will be engaged in a system-wide process to occur at the beginning, middle and end of the school year to review, reflect and refine plans on student achievement and well-being.

School Holidays (September 1 to June 30)

Labour Day (September 1); Thanksgiving (October 13); Family Day (February 16); Good Friday (April 3); Easter Monday (April 6); Victoria Day (May 18); June 29, June 30

*Winter School Holiday Break*

December 22, 2014 to January 2, 2015

*March School Holiday Break*

March 16, 2015 to March 20, 2015

Public Consultation

The Draft 2014-15 School Year Calendars along with an overview/rationale of proposed PA Day topics will be posted on the HWDSB website from March 25 to April 24 for public feedback (Appendix – 2). Results of the consultation will be analysed by E-Best and provided for review by Executive Council and the Board of Trustees prior to final approval of the calendars for submission to the Ministry of Education.



Ministry of Education

# DRAFT School Year Calendar 2014 - 2015

## Hamilton-Wentworth DSB

**Legend** ▶ **H** - Statutory Holiday Schedule  
**X** - Scheduled Examination Day

**E/S** - Professional Activity Day (elementary/sec  
 ndary)

**B** - Board Designated Holiday

Month	Number of School Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2014								1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
September 2014	21	1E, 1S		1 H	2 Day 1	3	4	5	8	9	10	11	12	15	16	17	18	19 ES	22	23	24	25	26	29	30			
October 2014	22					1	2	3	6	7	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31
November 2014	20	1E		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 E	24	25	26	27	28					
December 2014	15			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 H	26 H	29 B	30 B	31 B		
January 2015	20	1E, 2S	5				1 H	2 B	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 XE	26 X	27 X	28 S	29 S	30 Sem2
February 2015	19	1E, 1S		2	3	4	5	6	9	10	11	12	13 ES	16 H	17	18	19	20	23	24	25	26	27					
March 2015	17			2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31			
April 2015	20					1	2	3	6	7	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	
May 2015	20							1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29
June 2015	20	2E, 2S	5	1	2	3	4	5 E	8	9	10	11	12	15	16	17	18	19	22 X	23 X	24 X	25 S	26 ES	29 B	30 B			
July 2015						1 H	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
<b>TOTAL</b>	<b>194 (97/97)</b>	<b>6E 6S (3/3)</b>	<b>10</b>	<b>Note:</b> The 2014-2015 calendar provides for 196 possible school days between September 1, 2014 and June 30, 2015. The school year shall include a minimum of 194 school days. The boards may designate up to ten instructional days as examination days.																								

Appendix - 2  
PUBLIC CONSULTATION (Draft)

**DRAFT School Year Calendar 2014/2015**

Every year, school boards across Ontario must submit school year calendars to the Ministry of Education. According to Regulation 304, school boards must develop a school year calendar for elementary and secondary schools that includes 194 school days (including six Professional Activity Days) between September 1 and June 30 with up to 10 days designated as examination days for secondary schools.

Currently, HWDSB is involved in the process of developing its calendars (Elementary and Secondary) for the 2014-2015 year. The school year will begin on the Tuesday following Labour Day, September 2, 2014, for both elementary and secondary students and staff.

We are seeking public input regarding the DRAFT calendars (Elementary and Secondary) and would appreciate your participation in this survey. It should take about five minutes to complete.

**Please complete this survey by 4:00 PM on April 24, 2014**

**All mailed surveys must be received by this date.  
Please mail the completed survey to:**

HWDSB  
Attention: Dr. Rossana Bisceglia  
PO Box 2558, Hamilton, Ontario. L8N 3L1

Following stakeholder input, the calendar will be finalized by the Board of Trustees and submitted for approval to the Ministry of Education.

If you have any questions or concerns, please contact Peter Sovran, Superintendent of Student Achievement at 905-527-5092, extension 2323 or [psovrn@hwdsb.on.ca](mailto:psovrn@hwdsb.on.ca).

**Part A - About You:**

1. Please indicate which group you belong to (check only one):

- Parent  
 Community Member  
 Student  
 HWDSB Staff Member

1a. If a "Community Member", please complete the following:

Your organization or affiliation (if applicable): \_\_\_\_\_

Your position in the organization (if applicable): \_\_\_\_\_

2. Do you have children in an HWDSB school?  Yes  No

2a. If "Yes", do they attend

- Elementary School  
 Secondary School  
 Both

**Part B – DRAFT School Year Calendar (Elementary)**

Please comment on each of the significant key dates for the DRAFT Elementary School Year Calendar.

The PA Day Focus is determined by Executive Council as directed by the Ministry of Education.

ELEMENTARY	DATES	Agree	Disagree	N/A	Comments
Start Date	September 2, 2014				
End Date	June 26, 2015				
PA Days - Focus					
School Improvement Planning and Health & Safety Training	September 19, 2014				
Parent Reporting	November 21, 2014				
Report Card Preparation	January 23, 2015				
Student Achievement & Well Being Planning (mid-year check-in)	February 13, 2015				
Report Card Preparation	June 5, 2015				
School Improvement Planning and Class Transitions	June 26, 2015				



**Part C – DRAFT School Year Calendar (Secondary)**

Please comment on each of the significant key dates for the DRAFT Secondary School Year Calendar.  
The PA Day Focus is determined by Executive Council as directed by the Ministry of Education.

SEMESTER 1	DATES	Agree	Disagree	N/A	Comments
Start Date	September 2, 2014				
End Date	January 29, 2015				
Examinations	January 21-27, 2015				
PA Days - Focus					
School Improvement Planning and Health & Safety Training	September 19, 2014				
Student Transitions and Promotions	January 28, 2015				
School Improvement Planning and Student Transitions	January 29, 2015				

SEMESTER 2	DATES	Agree	Disagree	N/A	Comments
Start Date	January 30, 2015				
End Date	June 26, 2015				
Examinations	June 18-24, 2015				
PA Days - Focus					
Student Achievement & Well Being Planning	February 13, 2015				
Student Transitions and Promotions	June 25, 2015				
School Improvement Planning and Student Transitions	June 26, 2015				

4. Please enter any additional comments that you would like to share about the DRAFT School Calendar 2014-15.

*Thank you for your time and help in this matter.*

## 12A.

Notice of Motion: Trustee Mulholland.

WHERE AS: Parkview Secondary School will close as of September 2014.

AND WHERE AS: The Parkview students displaced by the closing of this building have the option of attending the vocational program located at Mountain Secondary School, the integrated program at Delta Secondary School or they may choose to attend their designated home school.

AND WHERE AS; The Board at this time cannot guarantee these "at risk" students will be successful with this planned strategy.

THEREFORE BE IT RESOLVED: That the grade eight students that are recommended to attend a vocational program for the 2014 school year be allowed to attend a System Tier Three Intervention strategy program at Mountain Secondary School.

AND FURTHER BE IT RESOLVED : That all three strategies be reviewed to determine the future pathway of these students.

Notice of Motion:

**Ombudsman Oversight of School Boards**

WHEREAS the Ontario government announced new accountability measures that would expand the Ontario Ombudsman's oversight to include school boards;

WHEREAS the Hamilton-Wentworth District School Board "supports increased transparency and accountability to the public it serves" (HWDSB letter to MOE, Re: School Board Efficiencies and Modernization Consultations, December 9, 2013);

WHEREAS, if approved, Ontario will become the sixth province/territory to adopt ombudsman oversight in this area;

**THEREFORE** be it resolved that:

- a) HWDSB support the expansion of ombudsman oversight to include Ontario school boards; and
- b) HWDSB send this motion of support to the Premier, Minister of Education, Ontario Ombudsman, and all local MPPs.

Presented by Trustee Todd White, March 24, 2014