

Virtual Meeting Norms:

- All callers are to place themselves on mute
- Roll call is in place for attendance and for questions

AGENDA: 6:15 pm

1. Call to Order
2. O Canada
3. Approval of the Agenda
4. Declarations of Conflict of Interest
5. [Confirmation of the Minutes – June 8, 2020](#)
6. [Correspondence Received – J. Weresch re: Police Liaison Program](#)

Reports Staff:

7. [Equity Action Plan](#)
8. [Notice of Motion – Trustee Bingham re: Reconsideration of previous decision – Police Liaison Program](#)

Reports from Community Advisory Committees:

- 8A. [Human Rights and Equity – June 17, 2020](#)

Reports from Trustee Special Committees:

9. [Human Resources – June 1, 2020](#)
10. [Program – June 1 and 10, 2020](#)
11. [Finance & Facilities – June 4 and 9, 2020](#)

Reports from Legislative Committees:

12. [Special Education Advisory Committee – June 17, 2020](#)

13. Reports from: Committee of the Whole (private) – June 22, 2020

14. Oral Reports from:

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

15. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.
<http://www.hwdsb.on.ca/trustees/meetings/>

Trustees: Kathy Archer, Christine Bingham, Becky Buck, Dawn Danko, Penny Deathe, Cam Galindo, Alex Johnstone, Maria Felix Miller, Carole Paikin Miller, Ray Mulholland and Paul Tut. **Student Trustees** Ahona Mehdi and Cameron Prosic.

1. Call to Order

Alex Johnstone, Chair of the Board, called the meeting to order at 6:16 p.m.

2. Farewell to Student Trustees Mehdi and Prosic

The Chair shared that this is not the typical farewell that we have for our Student Trustees. Chair Johnstone thanked the Student Trustees for their dedication and tremendous contribution to our Board. Trustee Prosic has had two years to work with our Student Senate and Trustee Mehdi has had a great impact over the past year. Both have been very involved with OSTA/AECO. Trustee Galindo, who has served as the Student Trustee mentor spoke of the value and importance of student voice in HWDSB's decision making. The Student Trustees have set the bar high and they will do great things in the world and will be remembered fondly. Trustees as well as the Director gave thanks to these brilliant and amazing role models.

Trustee Mehdi shared her thanks for the opportunity to work with our Board and she will be attending the University of Ottawa in the fall. Trustee Prosic shared his thanks to everyone around the table as well as the Student Senators who all have been an amazing group of people to work with. He will be attending McMaster University in September.

3. Approval of the Agenda:

RESOLUTION #20-55: Trustee Archer, seconded by Trustee Bingham, moved: **That the agenda be approved.**
CARRIED UNANIMOUSLY
Student Trustees Mehdi and Prosic voted in favour

4. Declarations of Conflict of Interest

None.

5. Confirmation of the Minutes – May 25, 2020

The minutes of May 25, 2020 were confirmed.

Reports from Trustee Special Committees:

6. Policy Committee – May 20, 2020

RESOLUTION #20-56: Trustee Galindo, seconded by Trustee Buck, moved: **That the Policy Committee Report – May 20, 2020 be approved including the Occupational Health and Safety Policy and the Workplace Violence & Harassment Policy.**

CARRIED UNANIMOUSLY
Student Trustees Mehdi and Prosic voted in favour

7. Finance & Facilities Committee – May 21, 2020

RESOLUTION #20-57: Trustee Danko, seconded by Trustee Tut, moved: **That the Finance & Facilities Committee Report – May 21, 2020 be received including:**

- The Interim Financial Report – April 30, 2020
- Enrolment Summary – March 31, 2020
- Long Term Facilities Master Plan Update

- **School Renewal Report (Strategic Directions Report)**
- **2020-21 Budget Development**

CARRIED UNANIMOUSLY

Student Trustees Mehdi and Prosic voted in favour

8. Audit Committee – May 28, 2020

RESOLUTION #20-58: Trustee Bingham, seconded by Trustee Danko, moved: **That the Audit Committee Report – May 28, 2020 be received including an update on School Board Sector Issues and the Regional Internal Audit Status Report.**

CARRIED UNANIMOUSLY

Student Trustees Mehdi and Prosic voted in favour

Reports from Trustee Special Committees:

9. Special Education Advisory Committee – May 6 and May 27, 2020

RESOLUTION #20-59: Trustee Buck, seconded by Trustee Paikin Miller, moved: **That the Special Education Advisory Committee Reports – May 7 and May 27, 2020 be received.**

CARRIED UNANIMOUSLY

Student Trustees Mehdi and Prosic voted in favour

10. Committee of the Whole (Private) – June 8, 2020

RESOLUTION #20-60: Trustee Danko, seconded by Trustee Mulholland, moved: **That the report of the Committee of the Whole (private) – June 8, 2020 be approved including:**

- **That the Audit Committee Report from May 28, 2020 be approved including the approval of KPMG as the Auditor for the upcoming year 2020-21.**

CARRIED UNANIMOUSLY

Student Trustees Mehdi and Prosic voted in favour

11. Notice of Motion – re: Police Liaison Program

Submitted by: Trustee Maria Felix Miller

June 8, 2020 Board meeting

Whereas:

The community has called on the HWDSB to review its Police Liaison program,

Be it Resolved:

That the board reviews the current Police Liaison program and that a report is provided back to trustees by staff in October 2020.

Amendment to the Motion:

Trustee Tut, seconded by Trustee Galindo requested that the motion be amended to suspend the police liaison program in the school while the review is underway.

Trustee Mulholland left the meeting at 8:53 p.m.

The motion FAILED under the following vote:

In Favour (3): Trustees Galindo, Miller and Tut. Student Trustees Mehdi and Prosic.

Opposed (7): Trustees Archer, Bingham (Abstained), Buck, Danko, Deathe, Paikin Miller, Johnstone

To the Main Motion:

RESOLUTION #20-61: Trustee Miller, seconded by Trustee Galindo, moved: **That the board reviews the current Police Liaison program and that a report is provided back to trustees by staff in October 2020.**

CARRIED UNANIMOUSLY

Student Trustees Mehdi and Prosic voted in favour

12. Oral Reports from Liaison Committees:

A. City/School Board Liaison Committee - There was no update at this time.

B. Hamilton-Wentworth Home & School Association – The Annual General Meeting, was held electronically on May 21, 2020 however: both Trustee Galindo and Danko were unavailable for the meeting.

C. Hamilton Foundation for Student Success

- Heritage Green Community Trust has approved a grant of \$32,400.00 to support the revitalization of the Learning Commons at Gatestone Elementary School. Gatestone's principal, Kelly Reilly-Scott and the Foundation's Executive Director, Amy Leaming Cote had the opportunity to provide a brief overview of the project and offer thanks to Heritage Green Community Trust at their virtual AGM on May 25, 2020. 11 student sponsorships were also presented during the AGM with 5 being awarded to student's from Saltfleet Secondary School.
- Donations to the COVID-19 Relief Fund have supported HWDSB students' distance learning through the purchase of 170 internet equipped iPads, which were distributed to students whose families did not have internet access. Schools are also turning \$37,000.00 in nutrition dollars gifted to the COVID-19 Relief Fund, into approximately 740 gift cards for families in need.
- The uncertainty of what is to come, coupled with what will be a challenging summer for many students and their families has the Foundation examining ways to ensure that it is prepared to respond. To meet the anticipated increase in individual student needs, the Foundation will be placing special importance on its Student Support Grants in 2020/2021.

D. Ontario Public School Boards' Association (OPSBA)

Legislative Updates –

- OPSBA's Board met electronically on May 23 and the Minister of Education joined their video call. Updates include the emergency order, which has been extended to June 30. In addition, as of this update, Phase 2 was announced in certain regions in Ontario starting Friday.
- The GSNs will be announced soon to help board's pass school board budgets.
- Guidelines for school reopening will be coming in about two weeks.
- Childcare centre reopening details will be communicated this week.
- Ontarians are able to visit an assessment centre for testing without a referral.
- School bus safety on shields and enclosures are being considered as part of reopening.

The meeting adjourned at 9:50 p.m.

Heather Miller [Staff]

From: Joshua Weresch [REDACTED]
Sent: June 7, 2020 11:35 PM
To: Director; Gayle MacDonald [Staff]; Linda Sheppard [Staff]; Joanne Cravero [Staff]; Meshel Baines [Staff]; Alex Johnstone [Trustee]; Christine Bingham [Trustee]; Maria Felix Miller [Trustee]; Ray Mulholland [Trustee]; Carole Paikin Miller [Trustee]; Kathy Archer [Trustee]; Dawn Danko [Trustee]; Becky Buck [Trustee]; Cam Galindo [Trustee]; Paul Tut [Trustee]; Penny Deathe [Trustee]
Cc: Heather Miller [Staff]
Subject: Police Liaison Program within the HWDSB

To the HWDSB Director, Associate Directors, Superintendents, and the Board of Trustees:

Goodevening. I hope this finds each of you well.

My name is Joshua Weresch and I write as a parent of 3 elementary-school children in the HWDSB but also, in full disclosure, as a supply-teacher, since November 2011, in the secondary schools of the HWDSB. I would ask that this letter be included in the public correspondence to all trustees at the June 8th and June 22nd Board meeting, as it contains input on topics that are before Trustees and speaks to the notice of motion of June 8th by Trustee Felix Miller in regards to the Police Liaison Program. I am aware that the HWDSB is meeting with HCCI and HWDSB Kids later in June and look forward to the public conversation and actions that result from that meeting as well as the ways the public conversation and actions can alter the HWDSB's Equity Action Plan.

I am emailing to demand the suspension of the Police Liaison Program in the Hamilton Wentworth District School Board (HWDSB) and demanding that the HWDSB end their relationship with the Hamilton Police. With the recent termination of police partnerships in Minneapolis, Portland and in the Toronto District School Board (TDSB), I believe that this is entirely possible and must be done to protect the safety and lives of Black students not only when Black death is viral, but rather at all times. Black, Indigenous and Racialized students deserve to be safe in their schools and the removal of police presence is the first step toward this.

Although the Police Liaison Program is different from the TDSB SRO program, they result in the same type of intimidation tactics. Officers are not stationed at schools, but rather they are called into schools at the discretion of

the administrators. There is no regulation for how often officers enter schools, and they are often used as the muscle of principals/ teachers. The HWDSB Kids Need Help coalition recently released a report with HCCI that details student experiences of discomfort, intimidation and racism at the hands of police. The group also released demands for the school board to terminate this program on June 2nd with a coalition of Black and Racialized organizers across Hamilton.

The Ontario Human Rights Commission has previously described Hamilton Police as engaging in a "textbook description of racial profiling." It is deeply concerning to me that students are exposed to these practices in their schools and in Hamilton.

I want to be clear: I am not asking for the regulation of this program -- I am asking for the termination of this program and the termination of the HWDSB's relationship with the Hamilton Police Service.

Organizers in Hamilton and across Ontario have been advocating for the termination of student liaison programs across the entire province. Just as anti-Black racism has been found to be pervasive in the Peel District School Board. I am confident that the same issues and struggles exist in the HWDSB today. If the HWDSB is serious about protecting their Black, Indigenous and Racialized students, then the HWDSB must terminate this program immediately.

I plan to follow both the June 8th and June 22nd board meetings to hold you accountable on your decisions.

Thank you,

Joshua Weresch, M.Div., OCT

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Music must create concern.

From: Joshua Weresch [REDACTED]
 Sent: June 9, 2020 11:20 AM
 To: Alex Johnstone [Trustee]; Heather Miller [Staff]
 Cc: Christine Bingham [Trustee]; Maria Felix Miller [Trustee]; Ray Mulholland [Trustee]; Carole Paikin Miller [Trustee]; Kathy Archer [Trustee]; Dawn Danko [Trustee]; Becky Buck [Trustee]; Cam Galindo [Trustee]; Paul Tut [Trustee]; Penny Deathe [Trustee]
 Subject: Re: Police Liaison Program within the HWDSB

To the HWDSB Board of Trustees:

Thank you for your reply, by way of your Chair, to my letter in regards to the cancellation of the Police Liaison programme between the HWDSB and the Hamilton Police Services. I would like this letter to be placed in public correspondence for the HWDSB Board meeting on June 15, 2020 as it contains input on topics that are before Trustees.

As a parent to 3 elementary-school children in the HWDSB, I am deeply disturbed by the Board of Trustees' refusal to stop the Police Liaison programme. If the HWDSB wishes to serve its Black students better, it can do no less than stop the programme and, thus, keep them safe; this is an important area of work. I appreciate the commitment of the HWDSB Board of Trustees to look within its own organization; however, I am left wondering whose advice from which community partners the Board of Trustees is heeding. Also, where are the voices of Black, Indigenous, and racialized students in the Board of Trustees' process of listening? I understand that many students have contacted the Board of Trustees' student trustees about their lived experiences of racism and discrimination within the Police Liaison programme, yet those lived experiences were not welcomed to be shared during the meeting of 8 June 2020. Why was this the case?

I agree that the Board of Trustees can always do more but I must confess that I am left wondering whether the Board of Trustees can even do anything, at this point, but support the presence of policing in schools, despite the lived experiences of Black, Indigenous, and racialized students who suffer at the

hands of policing in schools. I urge the Board of Trustees to re-consider, immediately, its decision not to stop the Police Liaison programme and to over-turn it, withdrawing policing from all schools.

Joshua Weresch

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Music must create concern.

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsoundcloud.com%2Fjoshuaweresch&data=02%7C01%7Chmiller%40hwdsb.on.ca%7C42bed7f5e54442b6391a08d80c88883f%7C7afeaf6ab1be4c83a974c43a8b215634%7C0%7C0%7C637273127829218301&data=Hj8XKPfzAX291HntNMLB61GDekkCx0Yj5m6saZvgDIU%3D&reserved=0>

Jun 8, 2020, 08:28 by ajjohnst@hwdsb.on.ca:

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> Good Morning,

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> Thank you for sharing your suggestions recently for how HWDSB can better serve Black students and families. This is an important area of work.

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> We know that anti-Black racism impacts the daily lives of students, staff and families in ways that are unjust and prevalent.

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> You may be interested to know that much of the work to improve our practices has already started in our Equity Action Plan. This includes the development of an Anti-Black Racism Procedure.

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> In addition, HWDSB staff will update Trustees on the status of the Equity Action Plan later this month. As part of the Equity Action Plan, we will carefully consider your input.

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> The feedback we have recently received touches on complex topics, such as our School Liaison Program, safe schools practices and more. Each topic and suggestion requires due consideration.

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> We are committed to looking within our organization and seeking the advice of community partners to bring about change. Thank you for being part of this change. We know that we can always do more.

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> Sincerely,

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> Alex Johnstone

> Chair of the Board, Trustee Wards 11 & 12 Hamilton-Wentworth District

> School Board

> 20 Education Court, P.O. Box 2558

> Hamilton ON L8N 3L1

> T: 905-515-7082

> ajjohnst@hwdsb.on.ca

> Curiosity. Creativity. Possibility.

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EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: June 22, 2020

PREPARED BY: Yohana Otite, Equity and Human Rights Officer
Sharon Stephanian, Superintendent of Equity and Well-Being

RE: Equity Action Plan Report

Action ☐

Monitoring ☒

Rationale/Benefits:

HWDSB is committed to the principles of equity through inclusive programs, curriculum, services, and operations with a mission to empower students to learn and grow to their full potential in a diverse world. In support of student achievement and well-being, and to build on HWDSB's existing commitment to equity, the HWDSB launched ***HWDSB Equity Action Plan 2018/19- 2021/22***.

We continue to champion courageous conversations about equity, anti-oppression and anti-racism work in schools. It is critical that we as education leaders listen to and learn from the lived experience of our students and community, especially those that are historically have been marginalized. We are listening and will be responsive. Following the Board Meeting on June 8, 2020 regarding the Police Liaison Program review, staff have continued to engage in these critical conversations with our Human Rights and Equity Officer, students, representative of local Black and racialized communities, the Hamilton Police Services and the HWDSB Equity and Human Rights Advisory Committee.

Staff supports a pause of the Police Liaison Program during the review process because we have learned that the program might have evolved beyond its intended community policing model and as a result, many of our black and racialized students and families have stated it is having a negative impact on their well-being in our schools. The Hamilton Police Services supports the review and is looking forward to participating in an evidenced-based review process.

Background:

HWDSB has been committed to equity work for a number of years. Building on a strong foundation of policies and procedures, the following highlights work over the previous 5 years:

- Aligned our structures to begin to remove systemic barriers for marginalized students. The role of the Superintendent of Equity and Well-being includes Equity, Safe Schools and Mental Health.
- Engaged Executive Council and System Leaders in learning on bias, power, privilege and courageous conversations.

- Engaged Executive Council and System Leaders in learning with Patrick Case from the Equity Secretariat.
- Supported racialized student-led Anti-oppression and Anti-Racism Student Voice Forums which informed the priorities in the *Equity Action Plan*.
- Support faith based groups or clubs
- Hired a Human Rights and Equity Officer.
- Established a Human Rights and Equity Community Advisory Committee with a goal to work with students, parents/guardians, and community organizations in identifying and addressing systemic barriers from schools and classrooms.
- Conducted a staff census to learn more about the make-up of our staff.
- Pursuing an Employment Equity Hiring Audit to identify systemic barriers in hiring and workplace diversity and inclusion.
- Providing targeted school support to Black students through our Graduation Black Coach program at Bernie Custis Secondary School and Westdale Secondary School and the Black Youth Mentorship programs, in partnership with HCCI (Hamilton Centre for Civic Inclusion), at Bernie Custis Secondary School and Sir Allan MacNab Secondary School. (Parents are engaged as well in these programs.)
- Established a racialized Staff network and a Faith and Creed Staff Working Group
- Established student/parent/community tables on mental health, faith, and Indigenous Education.
- Offered staff learning including anti-racism, anti-oppression training, as well as Culturally Relevant and Responsive Pedagogy.
- Redefined the Positive Culture and Well-being Consultant position to the Safe schools and Racial Equity Consultant.
- Forming a racialized student network and Two-Spirit LGBTQIA+students network to inform us with student voice and perspective.
- Preparing to collect student identity-based data to measure outcomes with disaggregated data
- Reviewing policies, procedures and programs using equity, human rights and anti-oppression and anti-racism frameworks.

Highlights and Updates: Equity Action Plan

The HWDSB *Equity Action Plan* uses an Anti-oppression Framework by recognizing and challenging socially and historically built in inequalities that are ingrained in our systems and institutions. The plan identifies four focus areas:

- A. School and Classroom Practices
- B. Governance, Leadership and Human Resource Practices
- C. Positive Organizational Culture and Well-being
- D. Data Collection, Integration and Reporting

Note: the ***HWDSB Equity Action Plan*** is a living document and will be updated based upon student voice, and other feedback and learnings identified. (For example- Peel District School Board Anti-Black Racism Review released in 2020)

A. School and Classroom Practices

- ***Culturally Relevant and Responsive Pedagogy (CRRP) and Indigenous Cultural Safety (ICS) Projects***

A number of secondary and elementary schools have started implementing *CRRP* and *ICS* projects. Based on their local current needs, schools engage in learning, identification and addressing of gaps to make schools and classrooms responsive to students needs. Some schools have engaged in student led projects, while some work on identifying and addressing learning needs based on day-to-day observations.

- ***Graduation Coaches for Black Students Project***

The purpose of the *Graduation Coach Program for Black Students* is to help determine if providing intensive, culturally-responsive support to Black students that need extra support will help improve their academic achievement and well-being. HWDSB hired two Graduation Coaches at Bernie Custis and Westdale Secondary Schools. The coaches work with a circle of caring adults, administrators, school support staff, system staff, community partners and families. The Coaches identify and assist Black students who are credit deficient and are at risk of dropping out of school, or are trending towards failing to meet the requirements for high school graduation. Each school is currently serving about 20 students.

- ***Culturally Relevant and Responsive Pedagogy (CRRP)/Anti-Racist, Anti-Oppression (ARAO) Staff Professional Development***

A series of CRRP Professional Development sessions grounded in an ARAO framework have started with the program team and it will continue in the coming school year.

- ***Inclusive School-Community Partnerships/Relationships***

A number of school-community partnerships/relationships are being created/strengthened to collaborate with communities from equity-seeking groups.

Examples of some of the community-based supports HWDSB collaborates with:

- Empowerment Squared
- Hamilton Centre for Civic Inclusion Black Youth Mentorship Program
- Speqtrum
- Liberty for Youth
- Hamilton Regional Indian Centre
- Niwasa
- Hamilton Jewish Federation
- Immigrants Working Centre
- YMCA Settlement Workers in School
- Hamilton Immigration Partnership Council
- John Howard Society

B. Governance, Leadership and Human Resource Practices

- **Staff Census report:** [Completed and reported](#)
 - January 2020, [Employee Recruitment Update](#)
- **Employment Equity Audit**

To date, we have completed a number of steps including a thorough review of HWDSB/Human Resource Services policies and procedures, current hiring practices, and conducted 1:1 interviews with staff. A staff survey is launched this month and Focus Group Discussions (FGDs) that were postponed (due to job action and then Covid19 school closure) are scheduled for the fall.

C. Data Collection, Integration and Reporting

- **Identity-based Student Data Collection – Student Census**

A working group is established and has started the work. The goal is to better understand our student populations and school communities and identify systemic barriers. The data collection will be conducted in 2020/21 school year. This data will help us:

 - a. To better understand the needs of students through disaggregated data by breaking down student data into smaller groups based on characteristics (race, gender and others).
 - b. To identify and monitor potential systemic inequalities in programs, outcomes in student achievement and well-being by linking identity-based data with data about education outcomes, program participation, resource allocation etc). For example, suspension/expulsion data, graduation rate and program enrollment data (academic vs applied) will be disaggregated by race, gender and other factors.
 - c. To inform local decision making in a way that meets identified student needs, improve service delivery and reduce inequalities in outcomes.

D. Positive Organizational Culture and Well-being

- Embedding equity lens in all positive climate surveys to be able to disaggregate data
- Creating structures to increase community engagement and centre student voice.
 - Human Rights and Equity Advisory Committee
 - First Nations, Métis & Inuit (FNMI) Advisory Committee
 - Indigenous Education Circle
 - CC-ROSE (Cultivating Community Reclaiming Our Spaces in Education)
 - Racialized Students Network
 - Two-Spirit and LGBTQIA+ Students Network
 - Supporting/creating space for school-based student groups
- Reviewing policies, practices, procedures and programs with an equity and Human Rights lens to identifying systemic barriers and gaps. Example of gaps identified:
 - Anti-black Racism Procedure
 - Gender Identify and Gender Expression Procedure
 - Review of School Police Liaison Program (See- Appendix C)

Appendix A – Hamilton Police School Board Protocol, 2016

In 2000, the *Ministry of Education* and *Ministry of Community Safety and Correctional Services* established the policy direction that called for school boards and police services to work together to develop **police/school board protocols**, so that both partners would have a clear understanding of the respective roles, procedures, and decision-making authority of both police and school personnel as they relate to school safety.

In 2015, the *Ministry of Education* and the *Ministry of Community Safety and Correctional Services* issued the *Provincial Model for a Local Police/School Board Protocol* as a framework which identifies the 22 elements that must be included in a local police/school board protocol.

Ministry of Education – PPM 128 - The Provincial Code of Conduct and School Board Codes of Conduct, 2019

Role of Police - The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Twenty-Two Required Elements for a *Local Policy/School Board Protocol*

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| 1. Signatories to the Protocol | 14. Reporting of Children Suspected to Be in Need of Protection |
| 2. Statement of Principles | 15. Investigations Involving Students with Special Education Needs |
| 3. Introduction to the Protocol | 16. Occurrences Involving Students Under Age 12 |
| 4. <i>Role and Mandate of Police Services</i> | 17. School Board Communication Strategy |
| 5. Role and Mandate of School Boards | 18. Protocol Review Process |
| 6. Definitions/Explanations of Terms | 19. Physical Safety Issues |
| 7. A Coordinated Approach to Violence Prevention | 20. Threat Management/Awareness Services |
| 8. <i>Occurrences Requiring Police Response</i> | 21. Emergency Planning and Threats to School Safety |
| 9. Information Sharing and Disclosure | 22. Training |
| 10. School Procedures for Reporting to Police | |
| 11. Initial Police Contact | |
| 12. School and Police Investigations of Incidents | |
| 13. Police Interviews of Students | |

Role and Mandate of Police Services

In cases of exigent circumstances, police will assume primary responsibility as may be necessary to ensure school safety.

Specific roles and responsibilities of the local police service related to young people and the school

community, such as:

- engaging and working proactively in partnership with school officials to ensure the effectiveness of this protocol;
- protecting public safety and preventing crime;
- enforcing the *Youth Criminal Justice Act*, the *Criminal Code*, other federal and provincial legislation and regulations, and municipal by-laws;
- upholding the duties legislated under section 42 of the *Police Services Act*;
- assisting victims of crime;
- conducting police and criminal investigations;
- assisting in the development of young people's understanding of good citizenship;
- promoting and fostering the prevention and reduction of crime, both against and committed by young people;
- providing information on community safety issues;
- diverting young people away from crime and antisocial behaviour; and
- working in partnership with other government and community-based service providers to support positive youth development.

The Hamilton Policy/School Board Protocol, 2016 has the following organization signatories:

- Hamilton-Wentworth District School Board
- Hamilton-Wentworth Catholic District School Board
- Conseil scolaire Viamonde
- Conseil scolaire de district catholique Centre-Sud
- Hamilton Police Service

Occurrences Requiring Police Response

The following incidents require mandatory reporting to police. Note that mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police *must* be notified.

The incidents listed include those that happen at school, during school- related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

At a minimum, the police **must** be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring treatment by a medical practitioner;
- sexual assault;
- robbery;

- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- non-consensual sharing of intimate images; and
- bomb threats.

Other examples of police/school board interactions addressed in the *Protocol*:

Lockdowns

Ministry of Education requires schools to have lockdown plans and lockdown drills. A lockdown occurs when there is a threat of violence within the school. Police are responsible for responding and investigating.

Bomb Threats

Ministry of Education requires a bomb threat policy and individual bomb threat school plans. Police are responsible for responding and investigating.

Youth Criminal Justice Act (YCJA)

The YCJA sets out the procedural requirements for dealing with young persons charged with offences. The YCJA outlines when it might be necessary for police to share confidential information with school officials:

- to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
- to ensure the safety of staff, students, or other persons; or
- to facilitate the rehabilitation of the young person.

Appendix B – Police Liaison Officer Program

(Operating in Hamilton-Wentworth District School Board, Hamilton-Wentworth Catholic District School Board, Conseil scolaire Viamonde, Conseil scolaire de district catholique Centre-Sud)

Police Liaison Officers are assigned to a group of schools within a police Division. They are not located at a specific school site in the current model.

School Totals (2019/20)

Hamilton Secondary Schools = 38
Secondary School Officers = 6

Hamilton Elementary Schools = 158
Elementary School Officers = 5

Responsibilities of School Liaison Officers

The function of a School Liaison Officer is to:

- conduct pro-active policing by patrolling elementary and secondary school premises (at principal request), property and nearby locations where students congregate.
- facilitate child and youth related presentations;
- participate in special events and meetings at assigned schools; and
- counsel and advise students on police-related matters.

School Liaison Officers must take appropriate action in relation to emergency and public disorder incidents on or near school property.

Officers liaise with school board officials, school staff, youth serving agencies, the Divisional Youth Officer, traffic safety, investigative services and other areas of the organization in relation to policing and school-related issues and incidents.

Daily Duties of Police Liaison Officers

Administrative details, school presentations, school visits, school meetings, school investigations, restorative/diversion referrals, school lockdown drills, patrol secondment, youth referred investigations not related to school incidents, training, conferences and workshops.

The school liaison officers attend their designated schools approximately 50% of their scheduled shifts and 50% in the community assisting with youth related events, issues, concerns and investigations.

**From the 2019 Youth Services Annual Report (Hamilton Police Services)
(data represents involvement in all four school boards)**

The City of Hamilton is divided into three policing divisions. Division One is comprised of the downtown inner city area, Division Two is comprised of the city's east end, Stoney Creek and Stoney Creek Mountain and Division Three is comprised of the Mountain, Ancaster, Dundas, Waterdown and outlying areas. The City of Hamilton's population is approximately 536,930⁶. Division One contains 104,655 people (19% of the overall population), Division Two contains 171,495 people (32% of the total population) and Division Three contains 260,780 people (49% of the total population).

The Community Service, School Liaison and Divisional Youth Officers provided presentations within our elementary and secondary schools on subjects including personal safety, social media, human trafficking, internet safety, bullying, vaping and cyber-bullying. The officers investigated school related incidents and participated in Formal and Informal Restorative Justice Circles. The table below provides a summary of their duties in responding to crime, emergency planning and school visits maintaining meaningful, positive and trusting relationships within our communities.

| | Division 1 | Division 2 | Division 3 | Totals |
|--------------------------------------|----------------|------------|------------|--------|
| Number of Schools | 33 | 55 | 108 | 196 |
| Community Service Officers | 1 | 1 | 3 | 5 |
| Elementary Schools | 23 | 48 | 87 | 158 |
| School Liaison Officers | 2 | 2 | 2 | 6 |
| Secondary Schools | 10 | 7 | 21 | 38 |
| Divisional Youth Officers | Officers above | 2 | 1 | 3 |
| Presentations | 140 | 101 | 214 | 455 |
| School Visits | 678 | 801 | 1,017 | 2,496 |
| Meetings | 64 | 278 | 173 | 515 |
| Investigations | 235 | 307 | 296 | 838 |
| Informal Restorative Justice | 57 | 10 | 20 | 87 |
| Formal Restorative Justice | 7 | 0 | 2 | 9 |
| School Lockdown Drills | 15 | 72 | 111 | 198 |
| Days Seconded to Patrol/Other Duties | 39.5 | 22 | 42 | 103.5 |

Appendix C – Overview of the Police Liaison Program Review

On June 8, 2020, Trustees passed the following Motion:

RESOLUTION #20-61: *Trustee Miller, seconded by Trustee Galindo, moved: **That the board reviews the current Police Liaison program and that a report is provided back to trustees by staff in October 2020***

The Board of Trustees take student safety and well-being seriously and have approved this review in response to student and community concerns related to the Police Liaison Program. This review aligns with the 2019/20 – 2021/22 Equity Action Plan, specifically:

School and Classrooms – Goal – Removing barriers to ensure that school and classroom practices reflect and respond to the diversity of students, staff and the community

- Improved and inclusive community-school partnerships to enhance school and classroom practices
 - Identify and strengthen community partnerships that engage communities from diverse backgrounds and organizations that serve equity-seeking groups (e.g. newcomers, immigrants, racialized communities, students with disabilities, Two-Spirit and LGBTQIA+ and Indigenous communities)

Positive Culture and Well-Being – Goal – Create a positive organization culture and environment where all students and staff feel safe, supported and accepted

- Review board policies and procedures
 - Review board policies and procedures, to identify and remove systemic barriers and discriminatory biases.

Staff believe in the importance of student and community voice to guide the Review process. A *Police Liaison Review Task Force* will be established with representatives from existing HWDSB Advisory Committees, established as part of the Equity Action Plan. Supported by staff, the *Police Liaison Task Force* will consist of 2 members (selected by the voting members) from each of the following:

- Student Voice Structures (i.e. CC: ROSE, Student Senate, etc.)
- Student membership focusing on voice from racialized, Indigenous, Two-Spirit and LGBTQIA+ students
- Human Rights and Equity Community Advisory Committee
- First Nation, Métis and Inuit Community Advisory Committee
- Faith Community Advisory Committee
- Rural Schools Community Advisory Committee
- French as a Second Language Advisory Committee
- Hamilton Police Services
- Community Partner Organizations (2)
- Positive Space Committee
- Racialized Staff Network
- Special Education Advisory Committee (SEAC)
- Parent Involvement Committee (PIC)

The taskforce will provide advice to staff on the Review process.

Elements of the Review (draft and subject to updating)

- *Stakeholder Identification and Data Gathering* – who are we gathering voice from? Students, parents, community, partners, staff, others with expertise on children and policing. Police and police liaison officers voice. How to gather voice – survey, Thoughtexchange? How do we hear the voices of those most impacted in a safe way? How do we amplify voices of Black, Indigenous and People of Colour? What voice data do we have through the MDI, Student Voice and Racialized Student Voice Forums/Surveys?
- *Literature Review by Research and Analytics Department* – what does research say about police involvement (beyond safe schools) in schools?
- *Bullying Prevention and Intervention Review Panel Consultations*
 - What data has been collected from community consultations that can inform this review?
- *Context/Environmental Scan*
 - Purpose and intent - What are the goals of the program and are the goals being met? What existing data do we have related to the current Police Liaison Program? Output data vs. outcome data? Quantitative and qualitative? Is the Program effective? How was effective defined when the program was established? How would effective be defined today? How are we measuring impact? Who collects and tracks the data? What is the value added and how do we measure that?
 - What are the current student needs that the program is trying to meet? Is the program meeting those needs? What are the challenges and opportunities? What are the gaps? Which community partners can support closing the gaps? What HWDSB resources do we have that support the needs?
 - Is the programing being implemented the way it was envisioned?
 - How are Police Liaison Officers involved in schools beyond safe schools requirements?
 - What has been the impact of the Police Liaison Officer Program on racialized youth?
 - Role of Police Liaison Officer vs. Patrol Officer
 - How are Police Liaison Officers selected? What training do they receive?
 - What are the concerns about the Police Liaison Program?
 - What are the benefits of the Police Liaison Program?
 - Are there emerging themes from the Bullying Panel Review related to the Police Liaison Program? What are they?
- *Deliverables*: What is the recommendation related to meeting student needs as we go forward?

Notice of motion to reconsider a previous decision
Submitted by: Trustee Bingham
June 22, 2020 Board meeting.

The following notice of motion is presented in accordance with Governance Bylaws 5.26 to 5.32.

- 5.26.** No decision of the Board shall be reconsidered for a period of 12 months following the decision, or for the remainder of the term of office, whichever is the shorter time, unless decided otherwise by the Board.
- 5.28.** A decision of the Board made at a previous meeting shall not be reconsidered unless written notice of the motion to reconsider the decision is included in the agenda. A decision of the Board made earlier in an ongoing meeting may be reconsidered on a motion without notice.
- 5.29.** A motion or notice of motion to reconsider a previous decision shall include motion or notice of motion presenting an alternate proposal or a recommendation to rescind the previous decision. The motion presenting an alternate proposal or motion to rescind shall not be considered if the motion to reconsider is defeated

Be it resolved,

- a) That the following decision of June 8, 2020, be reconsidered:

RESOLUTION #20-61: That the board reviews the current Police Liaison program and that a report is provided back to trustees by staff in October 2020.

AND if Part (a) is adopted, then:

- b) That the decision be amended by adding “and during the review period, the Police Liaison program be paused”.

Therefore the replacement motion (if approved) would be:

That the board reviews the current Police Liaison program and that a report is provided back to trustees by staff in October 2020 and during the review period, the Police Liaison program be paused.

Committee Report

Presented to: Board

Meeting date: June 22, 2020

From: Human Rights & Equity Community Advisory Committee

Meeting date: June 16, 2020

The committee held a meeting on June 16 from 5:00 – 7:23 p.m. at the Education Centre, 20 Education Court, Hamilton, Ontario, via MS Teams with Chair Mouna Bile presiding.

Members present were: Deborah Simon, Coley Baisden, Sabreina Dahab, Neha Gupta, Ahona Mehdi, Sara Gill, Gachi Issa, Sukhvinder Obhi, Jessica Bowen. Trustees Trustee Carole Paikin-Miller, Trustee Maria Felix-Miller

ACTION ITEM(S):

A. Police Liaison Program

The Committee engaged in extensive conversation on the purpose and vision of the Police Liaison Program. The Committee shared the perspective that it is important for the Board to stand with racialized students. While the program may have the intention to build relationships, police presence in schools results in fear and anxiety for many students. While the review is happening, Police Officers would still be in schools and experience with police being in school hallways makes students feel anxious. Students shared experiences of Racial Profiling. Children have a right to education under provincial and territorial education acts. Human Rights acts ensure children have access to protection from discrimination. The Ontario Human Right Code says case law recognizes that racial profiling is a systemic problem in policing. While the program may appear neutral, it produces different outcomes for different students. The committee discussed community partners who have expertise to support presentations currently provided through the Police Liaison Program.

On motion of Sabreina Dahab, Seconded by Mouna Bile, the Human Rights & Equity Community Advisory Committee **Recommends a full termination of the Police Liaison Program effective immediately.**
CARRIED UNANIMOUSLY

MONITORING ITEM(S):

B. Working Group to Support Anti-Black Racism Procedure

The Committee discussed the importance of providing input around the Anti-Black Racism Procedure and the best structure to support the process.

The committee decided to create a working group made up of committee members to provide input to staff on the Procedure.

Respectfully submitted,
Mouna Bile, Co-Chair

COMMITTEE REPORT (Public)

Presented to: Board

Meeting Date: June 22, 2020

From: Human Resource Committee

Meeting Date: June 3, 2020

The committee held a meeting June 3, 2020 from 4:00 - 4:15 p.m. electronically.

Members present were Trustees Penny Deathe (Chair), Alex Johnstone, and Carole Paikin Miller.

INFORMATION ITEMS:**A. Employee Attendance**

Staff provided an update in regards to employee attendance reporting. Staff implemented the Employee Support and Attendance Management Procedure in support of the Attendance Management Policy 4.2 on September 1, 2019. Staff absences have reduced by 1.81 days when we compare the number of sick leave absences from September 2018 – April 2019 to the same time period this school year (September 2019 – April 2020). Staff identify the impact of the continued Ministerial Order on this data.

Staff continue to support staff who are absent from work and are in need of support as outlined within the Employee Support and Attendance Management Procedure. Staff are on track to implement the various initiatives of the Strategic Wellness and Absence Management Plan.

Respectfully Submitted,
Penny Deathe, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 22, 2020

From: Program Committee

Date of Meeting: June 1, 2020

The committee held a virtual meeting from 5:32 p.m. to 7:59 p.m. on June 1, 2020 with Trustee Becky Buck presiding.

Members present were (electronically): Trustee Becky Buck (Chair), Kathy Archer, Penny Deathe, Dawn Danko and Maria Felix Miller. Also present: Trustee Alex Johnstone

ACTION ITEMS:**A. 21st Century Learning Report**

Staff presented the report and provided the following rationale for the recommendation:

- The closing of schools due to COVID-19 has highlighted the need for a 21st Century Learning Strategy to guide future decision-making and to be a framework for planning for the 2020-21 academic year.
- The school closure has provided an immense amount of learning. Stakeholder voice has been gathered in a different manner than normal and the input needed to move forward has been provided.
- The start the 2020-21 school year is an ideal time to launch the 21st Century Learning Strategy because the strategy builds upon the work of educators, students, and families to adopt distance learning. It also supports educators in building blended learning into their teaching practice.

Three components of the 21st Century Learning Report are 21st Century Learning Competencies; Modern Learning Environment; and Digital Skills. Acquiring a broad set of competencies and skills is critical to student success in their post-secondary destination.

On motion of Trustee Deathe, the Program Committee **RECOMMENDS that the 21st Century Learning Strategy be implemented in September 2020 and a monitoring report provided to Program Committee following Winter break (first available meeting scheduled) in 2021.**

CARRIED.**MONITORING ITEMS:****B. Partnerships Report**

The Partnerships Report identified their goal “All new and existing community partnerships will enhance opportunities for students.” Strategies include implementing a process to review and align the needs of schools and community partners and continuing to support the Hamilton Foundation for Student Success’ focus on high priority schools.

Key activities in 2019-20 were presented:

- A needs assessment back in September was shared with school administrators to identify the top three partnership needs for each school;
- The Partnership data base has been refined to hold up-to-date and relevant data. Current, 190 partners are listed in the database;
- Partners who work directly with students have been trained on MS Teams in a long-term communication and access strategy;
- The following Covid-19 Ad-Hoc committees have received support as well from partnerships: Food for Families; Equity of Access; and Grade 8 Graduation;
- The Partnership Team also worked with the Bullying Prevention and Intervention Panel and supported the participation of 90 partners;
- Awards for secondary schools were streamlined and centralized to keep the process consistent and equitable while allowing us to maintain our donor base and uphold the award as the donor intended (trust accounts, etc).

The Parent/Guardian and Caregiver voice survey was presented and increases, from 2018 to 2020, in parent/caregiver awareness of HWDSB programming was noted.

The report was accepted by the committee.

Respectfully submitted,
Becky Buck, Chair of the Committee

Appendix A: Draft 21st Century Learning Strategy

DRAFT HWDSB 21st Century Learning Strategy

Vision

HWDSB graduates acquire the competencies and digital skills needed to successfully pursue a post-secondary pathway (apprenticeship, college, community, university, or the workplace) and find success in an ever-changing economy and society.

Goal

The HWDSB 21st Century Learning Strategy provides guidance to educators on the development of modern learning environments where educators support students to develop 21st century competencies and digital skills. The strategy complements and enhances existing HWDSB strategic directions and strategies (e.g. The Early Reading Strategy and All Students Graduating Strategy).

The 21st Century Learning Strategy is primarily modeled after the [International Society for Technology \(ISTE\) 2016 Standards for Students](#), which is currently the gold standard for “learning, teaching, and leading in the digital age”¹. The standards are updated approximately every ten years and are based on extensive research and consultation. According to the ISTE:

At their core, the ISTE Standards are about pedagogy, not tools. Which is to say, they emphasize the ways that technology amplifies and even transforms learning and teaching. The field of education now realizes the insufficiency of throwing digital tools into classrooms without further support and expecting valid changes in teaching and, more importantly, improved student outcomes.²

21st Century Learning Strategy Implementation

Students will begin to develop 21st century competencies and digital skills from the first day of kindergarten through to secondary school graduation. To accomplish this, educators will provide students with developmentally appropriate learning experiences in virtual and physical environments from kindergarten to grade twelve that intentionally foster 21st century competencies and digital skills. The 21st Century Learning Strategy will be embedded in the framework of the Ontario Curriculum, with learning experiences reframed to better incorporate the development of 21st Century competencies and digital skills.

Core Components of the 21st Century Learning Strategy

The 21st Century Learning Strategy consist of three core components:

1. 21st century competencies³,
2. Digital skills⁴, and
3. Modern learning environments⁵.

21 Century
Competencies

Modern
Learning
Environment

Digital Skills

Core Components

¹ International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology. Page xii

² Ibid, page 3

³ Competency is defined as “the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). A competency is not limited to cognitive elements (involving the use of theory, concepts, or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g., social or organizational skills) and ethical values. A competency is therefore a broader concept that may actually comprise skills (as well as attitudes, knowledge, etc.) (Cedefop, 2014).

⁴ A skill “is seen as the ability to perform tasks and solve problems” (Cedefop, 2014).

⁵ Learning environments are the experiences, spaces, and tools available to students through their educators.

| 21st Century Competencies | Digital Skills (ISTE Technology Scope3) | Modern Learning Environment |
|--|--|--|
| <p>Students will acquire the competencies outlined in the <i>HWDSB 21st Century Learning Policy</i>:</p> <ul style="list-style-type: none"> • Creativity, Innovation, and Entrepreneurship: Students are creative thinkers who construct knowledge and develop innovative products and processes; • Communication: Students communicate, in the physical and virtual worlds, effectively to support their learning and contribute to the learning of others; • Collaboration: Students collaborate with to learn, advance ideas, co-create new knowledge, and achieve learning goals • Learning to Learn: Students are aware of their learning strengths and needs, and how to learn most effectively in virtual and physical spaces; • Critical Thinking: Students use critical thinking skills to plan and conduct inquiry-based research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources; • Global and Digital Citizenship: Students understand human, cultural, and societal issues related to citizenship, appropriate use of technology, as well as practicing legal and ethical behavior. | <p>Students will have opportunities to acquire the following digital skills:</p> <ul style="list-style-type: none"> • Basic Operations and Concepts. Example: Turn on/off a computer. • Logins/File Management. Example: Use login credentials for access to network devices, accounts, servers, printers, and cloud services. • Personal Data Management. Example: Protect accounts by logging out of shared equipment. • Online Safety. Example: Understand how to practice safe Internet searches. • Digital Identity. Example: Build a positive digital footprint/reputation. • Keyboarding. Example: Learn to use special characters as needed. • Painting and Drawing Programs. Example: Use basic design principles (i.e., whitespace, colour, balance, texture). • Communication and Collaboration Tools. Example: Utilize collaborative workspaces, documents, or other digital tools for collaboration. • Word Processing. Example: Use the menu/tool bar functions to format, edit, and print a document. • Problem solving and Computational Thinking. Example: Use a block-based visual programming interface to build a game, tell a story, or solve a problem. • Spreadsheets and Databases. Example: Identify and explain terms and concepts related to spreadsheets (e.g., cell, column, and row). • Multimedia and Presentation Tools. Example: Create a series of slides and organize them to present research or convey an idea. • Internet Searching and Online Databases. Example: Locate the URL of a website and make a distinction between the suffixes .org, .ca, .EDU, .net, and international domains. • Acceptable Use, Copyright, and Plagiarism. Example: Transfer the information learned from online sources into your own words. • Organizational and Project Tools. Example: Use a calendar, task manager, or other tools to organize one's self as well as manage projects | <p>Students will acquire competencies and skills in learning environments that are:</p> <ul style="list-style-type: none"> • Blended: where learning can be in person, on-line, or a blend of the two; • Modern: where schools are equipped with a variety of developmentally appropriate learning tools and resources, including digital devices; • Local and Global: where learning occurs both in and out of the classroom and in and out of the school; and, considers local and global issues and problems; • Experiential: where students learn from experiences (e.g., excursions, experiments, and cooperative education placements); • Personalized: where student interests, identities, and abilities are valued and considered in the classroom; • Success Oriented: where the process of learning (assessment) rather than the product of learning (evaluation) is the focus; • Intentional: where global competencies are explicitly taught, named and noticed when being developed or demonstrated. |

References

1. Cedefop (2014). Terminology of European education and training policy (Second Edition) – A selection of 130 key terms. Luxembourg: Publications Office. Retrieved from: www.cedefop.europa.eu/EN/Files/4117_en.pdf.
2. International Society for Technology. Essential Conditions. Retrieved from <https://www.iste.org/standards/essential-conditions>
3. International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology.
4. International Society for Technology (2016). Redefining learning in a technology driven world: A report to support adoption of the ISTE standards for students.

Appendix B: Draft 21st Century Learning Strategy Implementation Plan

| Year | Implementati on Level | Key Actions | Implementation Measures |
|---------|--|--|--|
| 2020-21 | Exploration, Installation, and Initial Implementation | <ul style="list-style-type: none"> • Introduce strategy document • Develop and communicate board standards for digital platforms and tools • Align and map digital skills and competencies to Early Reading, Math, and Graduation strategies • Model strategy elements through blended professional learning for school leaders and school staff • Support educators in implementing a blended component to their program | Baseline measures of: <ul style="list-style-type: none"> • Stakeholder awareness • Student demonstration of 21st Century Competencies • Student demonstration of digital skills • Engagement in blended professional learning • Participation in blended learning • Elements of a modern learning environment |
| 2021-22 | Initial Implementation | <ul style="list-style-type: none"> • Model strategy elements through blended professional learning for school leaders and school staff • Support educators in implementing a blended component to their program Provide professional learning regarding embedding competencies and digital skills into programming K-12 | On-going measures of: <ul style="list-style-type: none"> • Stakeholder awareness • Student demonstration of 21st Century Competencies • Student demonstration of digital skills • Engagement in blended professional learning • Participation in blended learning • Elements of a modern learning environment |
| 2022-23 | Partial Implementation | <ul style="list-style-type: none"> • Model strategy elements through blended professional learning for school leaders and school staff • Support educators in implementing a blended component to their program Provide professional learning regarding embedding competencies and digital skills into programming K-12 | On-going measures of: <ul style="list-style-type: none"> • Stakeholder awareness • Student demonstration of 21st Century Competencies • Student demonstration of digital skills • Engagement in blended professional learning • Participation in blended learning • Elements of a modern learning environment |
| 2023-24 | Full Implementation | <ul style="list-style-type: none"> • Model strategy elements through blended professional learning for school leaders and school staff • Support educators in implementing a blended component to their program Provide professional learning regarding embedding competencies and digital skills into programming K-12 | On-going measures of: <ul style="list-style-type: none"> • Stakeholder awareness • Student demonstration of 21st Century Competencies • Student demonstration of digital skills • Engagement in blended professional learning • Participation in blended learning • Elements of a modern learning environment |
| 2024-25 | Sustainability | <ul style="list-style-type: none"> • HWDSB educators provide blended learning and foster the development of 21st century competencies and digital skills | On-going measures of: <ul style="list-style-type: none"> • Stakeholder awareness • Student demonstration of 21st Century Competencies • Student demonstration of digital skills |

- | | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none">• Engagement in blended professional learning• Participation in blended learning• Elements of a modern learning environment |
|--|--|--|---|

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 22, 2020

From: Program Committee

Date of Meeting: June 10, 2020

The committee held a virtual meeting from 5:31 p.m. to 6:52 p.m. on June 1, 2020 with Trustee Becky Buck presiding.

Members present were (electronically): Trustee Becky Buck (Chair), Kathy Archer, Penny Deathe, and Maria Felix Miller.

Regrets: Trustee Dawn Danko

MONITORING ITEMS:**A. French as a Second Language Report**

The three core priorities set out in the Ministry of Education's A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 1-12 guides the Hamilton Wentworth District School Board's (HWDSB) FSL programming:

- Increase student confidence, proficiency and achievement in FSL
- Increase the percentage of students studying FSL until graduation,
- Increase student, educator, parent, and community engagement in FSL.

HWDSB offers two FSL programs: Core French and French Immersion. Core French programming begins in grade four and continues as a mandatory program until the end of grade nine. From grades four to eight, the Ministry expectation is that students receive 600 hours of instruction in French. A grade nine French credit is a graduation requirement. There are 7 enduring principles in Core French and French Immersion. The main principle is Authentic Oral Communication; Reception, Production and Interaction and the other principles flow from this main principle.

French Immersion programming begins in grades one to grade eight as an optional program. Students are taught French as a subject and it is the language of instruction for at least two additional subjects, yearly, from grades 1 to 8. Students are expected to participate in at least 3800 hours of learning in French by the end of grade 8 with 50% of instruction in French. To graduate grade 12 with a French Immersion Certificate, a secondary student needs to complete 4 French Language credits, 6 additional credits in any subject taught in French, as well as the 18 required credits for an Ontario Secondary School Diploma. Any of the 18 required credits, except for the four English credits, can be earned in French.

HWDSB is beginning the 3rd year of grade one registration online. To date any students that have registered online within the registration period have been able to attend their home school. A small number of late registrations has resulted in not being able to attend their home school. These families have been put on a waiting list. There are no limitations as to who can apply for the FI programs to ensure equity across the Board.

B. Student Learning and Achievement Update

Staff shared that due to labour action and school closure in response to the COVID-19 pandemic, the ability to gather achievement to report back to Trustees was limited. Term 1 report cards were not issued this school year due to labour action and the Minister of Education cancelled EQAO assessments. It was noted that the goals of Students Reading, Improvement in Mathematics and All Students Graduating remain the focus. When asked staff indicated that the EQAO is undergoing a review and at this time there has not been an indication what changes may be forthcoming. To date, formal feedback on the review has not been requested of the Board. Staff noted that the annual report on Student Learning and Achievement, later this fall, will include information from June report cards.

The report was accepted by the committee.

Respectfully submitted,
Becky Buck, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 22, 2020

From: Finance and Facilities Committee

Date of Meeting: June 4, 2020

The committee held a virtual meeting from 5:00 p.m. to 5:26 p.m. on June 4, 2020 with Trustee Dawn Danko presiding.

Members participating were: Trustees Becky Buck, Dawn Danko, Cam Galindo and Paul Tut. Regrets were received from Trustee Alex Johnston.

MONITORING ITEMS:**A. Capital Projects Construction Update**

Staff provided an updated summary of all the capital projects in various phases as outlined in Appendix A of the report. The summary is categorized by each project's source of funding and project initiative. The project status updates are current as of May 28, 2020. Staff provided information on recent developments with the Ministry of Education regarding the use of Proceeds of Dispositions for the completion of the gym expansions in elementary schools as part of the benchmark strategy work.

B. 2020-2021 Budget Development

Staff provided a verbal update. Information on the GSN (Grants for Student Needs) and PPF (Priorities and Partnership Funds) has not been released by the Ministry of Education and are not expected until the end of June or early June. It is anticipated that there will not be any significant changes to the GSN and minimal impact to HWDSB's preliminary budget for 2020-2021. Staff are proposing that the Board pass the preliminary budget based on estimates with provisions to make changes should they be required once the actuals have been received from the Ministry.

Respectfully submitted,
Dawn Danko, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 22, 2020

From: Finance and Facilities Committee

Date of Meeting: June 9, 2020

The committee held a virtual meeting from 5:00 p.m. to 6:23 p.m. on June 9, 2020 with Trustee Dawn Danko presiding.

Members participating were: Trustees Becky Buck, Dawn Danko, Cam Galindo, Alex Johnstone and Paul Tut.

ACTION ITEMS:

A. 2020-2021 Budget Estimates

The fiscal year for all School Boards in Ontario runs from September 1 to August 31. The basic legislated financial requirements of a School Board are to develop and maintain a balanced budget and be in compliance with the Ministry of Education basic enveloping requirements. The 2020-21 Budget Estimates meets these requirements.

The key objectives of the Budget Development Process are to align the allocation of resources with the Board Priorities, identify school based staffing requirements; identify budget challenges and opportunities, and the development of key messages to be included in the communication plan.

Staff noted that the Grants for Student Needs (GSN), Technical Paper or EFIS forms have not been released nor has the Priorities and Partnership Funding (PPF). These are expected in late June or early July. The Ministry has indicated that there will be no significant changes to the GSN this year. The preliminary budget estimates were calculated using budget assumptions as in prior years. Once the GSN and PPF information is received, staff will calculate the actuals. Student support fund allocations will be added to the budget once discussions with the respective union groups are finalized.

On the motion of Becky Buck, the Finance and Facilities Committee **RECOMMENDS:**

1. That the 2020-2021 Operating Budget expenditures in the amount of \$587,044,056 be approved and that the Associate Director Support Services and Treasurer be authorized to proceed with the expenditure of funds. *Attached appendix A*
2. That the 2020-2021 Capital Budget expenditures in the amount of \$105,864,274 be approved and that the Associate Director Support Services and Treasurer be authorized to proceed with the expenditure of funds. The Associate Director, Support Services and Treasurer is further authorized to secure short-term financing for project expenditures until such time as permanent funding is secured, if required. *Attached Appendix B*
3. Once the Grants for Student Needs (GSN) have determined the final board revenue for the 2020-2021 budget, any additional revenue will be placed in contingency to support equity/delivery expenditures related to COVID-19, special education, secondary pathways and bullying panel recommendations. If the GSN revenue is less than the revenue as presented in the 2020-2021 budget, the difference will be reduced from the contingency. An update will be provided to trustees in Fall 2020.

4. Once the final GSN revenue has been determined, if the difference is greater than \$ 1million and has a significant impact on the 2020-2021 budget, a report will be brought back to Trustees as soon as an emergency Finance and Facilities Committee and Board Meeting can be convened.

CARRIED

Respectfully submitted,
Dawn Danko, Chair of the Committee

Hamilton-Wentworth District School Board

2020/2021 Budget Estimates

Summary of Expenditures by Economic Classification

| | 2020/2021 Budget Estimates | 2019/2020 Approved Budget | Increase (Decrease) Over 2019/2020 Approved Budget | |
|-----------------------------|----------------------------------|---------------------------------|--|---------------------|
| | \$ | \$ | \$ | % |
| Remuneration: | | | | |
| Salaries & Wages | 424,772,572 | 410,654,667 | 14,117,905 | |
| Employee Benefits | 78,078,166 | 75,047,676 | 3,030,490 | |
| Temporary Assistance | 16,482,686 | 15,919,035 | 563,651 | |
| | <u>519,333,424</u> | <u>501,621,378</u> | <u>17,712,046</u> | <u>3.53%</u> |
| Consumables: | | | | |
| Professional Development | 2,478,526 | 2,075,814 | 402,712 | |
| Textbooks & Supplies | 20,985,860 | 21,504,762 | (518,902) | |
| Energy | 10,627,789 | 10,496,500 | 131,289 | |
| Repairs & Minor Renovations | 3,787,500 | 3,787,500 | - | |
| Computing Equipment | 601,955 | 601,955 | - | |
| Rentals | 2,767,931 | 2,774,582 | (6,651) | |
| Fees & Contractual Services | 7,840,194 | 7,190,598 | 649,596 | |
| Other Expense | 712,118 | 714,622 | (2,504) | |
| | <u>49,801,873</u> | <u>49,146,333</u> | <u>655,540</u> | <u>1.33%</u> |
| Transportation: | 16,908,759 | 16,257,083 | 651,676 | 4.01% |
| Contingency: | 1,000,000 | 1,000,000 | - | 0.00% |
| Total Expenditures: | <u><u>587,044,056</u></u> | <u><u>568,024,794</u></u> | <u><u>19,019,262</u></u> | <u><u>3.35%</u></u> |

Capital Budget

Summary of Funding Sources and Expenditures

| | 2020/2021 Budget Estimates \$ | 2019/2020 Approved Budget \$ | Increase (Decrease) Over 2019/2020 Approved Budget \$ % | |
|--|--|---------------------------------------|--|-----------------|
| Funding Sources: | | | | |
| Ministry Capital Allocation | 54,811,000 | 101,210,633 | (46,399,633) | (45.84%) |
| Estimated Proceeds of Disposition | 7,550,000 | 17,159,000 | (9,609,000) | (56.00%) |
| Ministry Capital Debt (Interest) Support Payment | 5,599,616 * | 6,505,092 * | (905,476) | (13.92%) |
| Temporary Accommodation | 713,561 | 713,561 | - | 0.0% |
| Amortization | 37,190,097 | 33,094,846 | 4,095,251 | 12.4% |
| Total Funding Sources | \$ 105,864,274 | \$ 158,683,132 | \$ (52,818,858) | (33.29%) |
| Expenditures: | | | | |
| Construction in Progress | 62,361,000 + | 118,369,633 | (56,008,633) | (47.32%) |
| Capital Debt Interest | 5,599,616 * | 6,505,092 * | (905,476) | (13.92%) |
| Temporary Accommodations | 713,561 | 713,561 | - | 0.0% |
| Amortization | 37,190,097 | 33,094,846 | 4,095,251 | 12.4% |
| Total Expenditures | \$ 105,864,274 ^ | \$ 158,683,132 ^ | \$ (52,818,858) | (33.29%) |

NOTES

+ Appendix D-1 shows a breakdown of the 2020-21 Construction in Progress projects.

* The Ministry fully funds the payment of debentures related to previously approved capital projects. These are corresponding revenues and expenses related to the interest payments for these amounts.

^ Each year, the Board prepares its capital budget based on the expected projects to be completed during the year. Sometimes, due to unforeseen circumstances, not all of the work gets completed.

Committee Report

Presented to: Board

Meeting Date: June 22, 2020

From: Special Education Advisory Committee (SEAC)

Meeting date: June 17, 2020

The committee held a meeting on Wednesday, June 17, 2020 from 4:06 pm to 4:58 pm via teleconference with SEAC Chair Judy Colantino presiding.

Members present were Alex Johnstone, Chair of the Board, Trustee, Wards 11 & 12, Becky Buck, Trustee, Wards 8 & 14 Cecile Santos-Ayrault, Association for Bright Children of Ontario, Judy Colantino, SEAC Chair, Down Syndrome Association of Hamilton, Lita Barrie, VOICE for Hearing Impaired Children, Lorraine Sayles, Children's Aid Society Mark Courtepatte, SEAC Vice Chair, FASD Parent & Caregiver Support Group, Michelle Campbell, Autism Ontario, Susi Owen, CNIB Hamilton and Niagara, Tracy Sherriff, Community Living Hamilton, Jessica Malcew, VOICE for Hearing Impaired Children - Alternate

Regrets: Alyson Kowalchuk, P.A.L.S. Parent Advocacy Learning Support Group, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics & Rehabilitation Portfolio, Lynn Vanderbrug, Lynwood Charlton Centre

MONITORING ITEMS:

A. 20-21 Budget Update

Denise Dawson, Senior Manager of Business Services updated the committee on the 20-21 budget

- Presentation on preliminary Special Education budget
- No change to the Special Education budget
- Awaiting the release of the Grants for Student Needs

On the motion of Lorraine Sayles, seconded by Michelle Campbell, the SEAC Committee is supportive of the budget as presented for the 2020-21 academic year.

CARRIED

B. 20-21 Special Education Plan Updates

Peggy Blair, Superintendent of Student Achievement, Specialized Services presented an overview of the 2020-2021 Plan.

The Special Education Plan can be found here: <https://www.hwdsb.on.ca/wp-content/uploads/2020/06/20-21-HWDSB-Spec-Ed-Plan.pdf>

On the motion of Becky Buck, seconded by Tracy Sherriff, the Committee RECOMMENDS that the 2020-2021 Special Education Plan be received.

CARRIED

C. MEMBERS' UPDATE

Alex Johnstone, Chair of the Board, Trustee, Wards 11 & 12

- Board continues to meet on reduced schedule for essential business. On the agenda for this Monday is the Equity Action Plan and the police liaison program, which is to be reviewed
- Did not receive GSN budget
- Anticipating guidance from Ministry of Education on re-opening – there may be Board meetings throughout the summer to discuss budget and re-opening
- Great feedback on Thoughtexchange - allows us to better understand student learning and online learning heading into fall
- Grad signs available for pick for graduating classes
- Nora Henderson opening date – delayed until January

D. SUPERINTENDENT'S UPDATE

Updates included:

- 20-21 Special Education Plan with minor updates
- Received grants to offer additional summer learning
- Staff working on GLE course for secondary students

Respectfully submitted,
Judy Colantino
Chair