

AGENDA: 5:30 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Profiling Excellence

Staff:

- Rob Bell - Governor General's History Award for Excellence in Teaching
- Linda Cowan - Outstanding Teaching Career

5. Approval of the Agenda
6. Declarations of Conflict of Interest
7. [Confirmation of the Minutes: January 11, 2021](#)

Reports from Trustee Special Committees:

8. [Policy Committee – January 6, 2021](#)
9. [Finance & Facilities – January 14, 2021](#)

Reports from Legislated Committees:

10. [Parent Involvement Committee – January 12, 2021](#)

Reports from Staff:

11. [Monitoring Report – Safe Schools: Mapping out Community Supports](#)
12. [School Re-Opening COVID-19 Update #8 \(no copy\)](#)
13. [HWDSB Safe Schools: Bullying Prevention & Intervention Review Panel Report](#)

14. [Report from Standing Committee – January 11, 2021](#)

15. Oral Reports from:

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

16. Adjournment

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

<http://www.hwdsb.on.ca/trustees/meetings/>

Trustees: Kathy Archer (Electronically), Becky Buck (Electronically), Dawn Danko, Cam Galindo, Alex Johnstone (Electronically), Maria Felix Miller (Electronically) and Carole Paikin Miller (Electronically), Ray Mulholland (Electronically) and Paul Tut (Electronically). **Student Trustees** Ethan Hesler (Electronically) and Fatima Zakar (Electronically).

Regrets were received from Trustees Christine Bingham, Penny Deathe and **Student Trustee** Skylar Seggie.

1. Call to Order

Dawn Danko, Chair of the Board, called the meeting to order at 6:00 p.m.

2. Approval of the Agenda:

Trustee Danko requested that the Chair's Update be added to the agenda.

RESOLUTION #21-01: Trustee Galindo, seconded by Trustee Paikin Miller, moved: **That the agenda be approved as amended.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

3. Declarations of Conflict of Interest

None.

4. Confirmation of the Minutes – December 7, 2020 and December 14, 2020

The minutes were confirmed.

Reports from Trustee Special Committees:

5. Finance and Facilities Committee – December 17, 2020

RESOLUTION #21-02: Trustee Johnstone, seconded by Trustee Tut, moved: **That the Finance and Facilities Committee – December 17, 2020 be approved including: That staff be directed to engage in a public consultation process for the development of the budget priorities to guide the development of the 2021-22 budget.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

Reports from Legislated Committees:

6. Special Education Advisory Committee – December 8, 2020

RESOLUTION #21-03: Trustee Johnstone, seconded by Trustee Archer, moved: **That the Special Education Advisory Committee – December 8, 2020 be approved received.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

Reports from Community Advisory Committees:

7. Human Rights & Equity – December 10, 2020

RESOLUTION #21-04: Trustee Miller, seconded by Trustee Buck, moved: **That Human Rights & Equity – December 10, 2020 be received.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

8. Appointment to the Community Advisory Committee – Human Rights & Equity – seeking 1 additional member.

The Chair called for nominations for the Human Rights & Equity Member. Trustee Johnstone self-nominated.

The Chair called three times for nominations and no further nominations were received.

RESOLUTION #21-05: Trustee Galindo, seconded by Trustee Buck: **That Trustee Johnstone be the new member on the Human Rights and Equity Committee.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

9. Committee of the Whole (Private) – January 11, 2021

RESOLUTION #21-06: Trustee Galindo, seconded by Trustee Miller, moved: **That the report of the Committee of the Whole (private) – January 11, 2021 be approved:**

- **That the Finance & Facilities Committee report from December 17, 2020 be approved including declaring Mountain View property surplus to the Board’s needs and engaging in Phase 1 of the Property Disposition Process.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

10. Oral Reports from Liaison Committees:

A. City/School Board Liaison Committee

There is nothing to report at this time.

B. Hamilton-Wentworth Home & School Association

There is nothing to report at this time.

C. Hamilton Foundation for Student Success (HWDSB Foundation)

- The Foundation will be hosting its Showcase of heARTS event on February 4th. The event will raise funds for HWDSB students while celebrating their artistic achievements. Beginning at 6:30 p.m., guests will enjoy both live and pre-recorded material in an upbeat, fun, and reimagined experience with real time engagements and interactions. Our students’ hard work and perseverance over the last year will be recognized through a showcase of their many abilities. With concerts, recitals, and events put on hold, this is their chance to shine!
- The Foundation is seeking two community at large members for its Board of Directors. The deadline for submission of a nomination application is January 15, 2021. More information and the online application can be found on the Foundation’s website www.hamiltonfoundationforstudentsuccess.com

D. Ontario Public School Boards’ Association (OPSBA)

- A recap of December’s announcements was covered outlining the shutdown dates.
- Covid-19 reporting for Elementary schools has not been updated due to remote learning.
- 2021-2022 Grants for Student needs were shared.
- Student Trustee elections are extended to April 30, 2021.
- The Public Education Symposium will be held virtually on January 28, 2021.
- The Student Transportation Advisory Group with OPSBA met on January 11, 2021 and are reviewing the funding model.

E. Chair's Update

- The Chair spoke of the significant challenges that we have faced the last couple of weeks.
- On December 17, 2020 the Ministry acknowledged that there may be some changes for January and staff and students were told to take items home.
- On December 21, 2020 it was announced that students would be returning to school remotely.
- A huge thank you to the Communications Team for getting the information out to the communities, IIT, Custodians and staff who packaged and distributed I-Pads to the students.
- Teacher consultants prepared packages for pick-up and delivery for those students who could not participate remotely.
- We shared about 6,000 devices in addition to the 18 or 19 thousand that we already have out there.
- In person support and instruction for our special education students starting on January 4, 2021.
- Received a lot of positive feedback from families.
- January 7, 2021 learned that the remote learning will be extended.
- January 8, 2021 learned about Emergency Child Care eligibility for school aged students.

Chair Danko brought forth a proposal to write a letter to the Ministry, the Ontario and Federal governments and under the suggestion of Trustee Johnstone that the Municipal government be included.

RESOLUTION #21-07: Trustee Galindo, seconded by Trustee Johnstone, moved: **That the Board write a letter to the Ministry, the Ontario and Federal governments and the Municipal government advocating for the following:**

1. **Pandemic pay for EA's and teachers who have and are providing in-person instruction to our students with special needs, starting from Jan 4, 2021 until Jan 22nd or until schools return to in-person instruction.**
2. **The educators above (working with our special education students in-person) be prioritized for vaccination as soon as possible (noting this would be a personal choice to receive the vaccine).**
3. **Additional supports for working families who are struggling between earning an income and supporting children at home with remote learning through grant funding like the CERB**
4. **Clear and timely decisions and communication around the model of learning beyond Jan 22nd so that family, staff and Boards can be prepared.**

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

11. Adjournment and Resolution into Standing Committee.

RESOLUTION #21-08: Trustee Mulholland, seconded by Trustee Paikin Miller, moved: **That the Board move into Standing Committee**, this being done 6:54 p.m.

CARRIED UNANIMOUSLY

Student Trustees Hesler and Zakar voted in favour

COMMITTEE REPORT

Presented to: Board

Date of Meeting: January 25, 2021

From: Policy Committee

Date of Meeting: January 6, 2021

The committee held a meeting from 5:30 p.m. to 5:40 p.m. on January 06, 2021 with Trustee Miller presiding.

Members present were: Trustees Becky Buck, Cam Galindo and Maria Felix Miller.

ACTION ITEMS:

A. Property Disposition

The Committee considered the Property Disposition Policy. This Policy is up for its cyclical review. Staff have reviewed this policy and note that although the Regulation and Act no longer require public information sessions, staff are recommending that HWDSB continue to host these sessions as they have done in the past. Staff confirmed that there are no further Ministry or legislated changes and recommend the policy remain as it currently stands.

On motion of Trustee Buck, the Policy Committee **RECOMMENDS** that the **Property Disposition Policy** be approved.

CARRIED UNANIMOUSLY

Respectfully submitted,
Maria Felix Miller, Chair of the Committee

Property Disposition

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 3

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that under section 194(3) of the Education Act, a board that has adopted a resolution that real property is not required for the purposes of the board, may sell, lease or dispose of the surplus property as governed by Ontario Regulation 444/98.

GUIDING PRINCIPLES:

HWDSB recognizes the need to demonstrate:

- Trustee fiduciary responsibility
- Effective public-sector governance
- Transparent and timely communication

INTENDED OUTCOMES:

When HWDSB is disposing of entrusted property assets, the board will:

- Be in full compliance with all legislative and regulatory requirements;
- Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large;
- Adhere to the two phases of the property disposition process.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Disposition of Property: relates to an entire school and property; an administrative property; excess land on a piece of school property (on which a school will continue to operate); vacant land; and exchange of lands.

Preferred Agents as identified in Ontario Regulation 444/98: Prescribed Preferred Agents receiving proposals from HWDSB are listed in priority sequence.

- Any school board that holds or has held in the last fiscal year a leasehold interest in the property being sold/leased;



Property Disposition

Date Approved: XXXX

Projected Review Date: XXXX

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- French Public District School Board;
- English Separate District School Board;
- French Separate District School Board;
- Facilities that have an agreement with HWDSB to provide a qualifying education program for which ministry grants under section 23 are available;
- City of Hamilton as service system manager for the City (Consolidated Municipal Service Manager “CMSM”);
- Mohawk College of Applied Arts & Science;
- College Boreal d’arts appliques et de technologic;
- McMaster University;
- Lynwood Charlton Centre;
- Hamilton Niagara Haldimand Brant LIHN (Local Health Integration Networks);
- Hamilton Public Health;
- The Crown in right of Ontario;
- City of Hamilton;
- Indigenous Organizations
 - a. Metis Nation of Ontario Secretariat
 - b. Chiefs of Ontario
 - c. Ontario Federation of Indigenous Friendship Centres
 - d. Association of Iroquois and Allied Indians
 - e. Nishnawbe Aski Nation
 - f. Grand Council Treaty #3
 - g. Union of Ontario Indians
- Crown in right of Canada

ACTION REQUIRED:

When proceeding with the disposition of entrusted property assets the Board will adhere to the two phases of property disposition. The initiation of each phase requires separate Board approval:

Phase 1 – Circulation to Preferred Agencies – Ontario Regulation 444/98 (180-day period)

- Following the adoption of a Board resolution declaring property surplus to the Board’s needs and subject to Board of Trustee approval, Ontario Regulation 444/98 can be engaged, where the Board shall issue a proposal to the Preferred Agencies to sell, lease or dispose of real property.
- HWDSB administration will provide a public information session to the local community within the first 60 days of the circulation period.

Property Disposition

Date Approved: XXXX

Projected Review Date: XXXX

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Phase 2 – Sale of Property on the Open Market (three-year window from 180-day circulation expiry date)

- HWDSB may dispose of surplus property on the open market at “fair market value” after first providing evidence to the Minister of Education that due process has been followed, that is, if:
 - No expression of interest was received during the initial 90-day period; or
 - No offers were received during the second 90-day period; or
 - No offers could be agreed upon.

The processes in these phases are defined in the Property Disposition Procedure and Ontario Regulation 444/98.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Be in full compliance with all legislative and regulatory requirements	Measured through the procedures as outlined within all legislative and regulatory requirements.
Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large.	Measured through method and date of notification.
Adhere to the two phases of the property disposition process.	Measured by the documentation required for each phase of the process.

REFERENCES:

Government Documents

Education Act
Ontario Regulation 444/98

HWDSB Policies

Pupil Accommodation Review

HWDSB Documents

Long-Term Facilities Master Plan

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 8, 2021

From: Finance and Facilities Committee

Date of Meeting: January 14, 2021

The committee held a virtual meeting from 5:36 p.m. to 6:25 p.m. on January 14, 2021 with Trustee Alex Johnstone presiding.

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

ACTION ITEMS:

A. Key Parameters and Assumptions to Guide 2021/2022 Budget Development

Each year key parameters and assumptions are identified and are the basis to begin development of the next year's budget which needs to be approved by June 2021. Key steps and timelines were presented as were the preliminary budget assumptions related to enrolment projections, revenue and expenditures.

On the motion of Dawn Danko, the Finance and Facilities Committee **RECOMMENDS: That the Key Parameters and Assumptions to Guide 2021/2022 Budget Development be approved.**

CARRIED

B. 2021/2022 Board Budget Priorities for Consultation Purposes

At the December 14, 2020 Finance and Facilities Committee meeting, members reviewed the Budget Development Process and agreed to continue the consultation process on Board Budget Priorities. Staff presented the report and reviewed the suggested priorities. The public consultation will commence on January 27, 2021 and close on February 24, 2021.

On the motion of Dawn Danko, the Finance and Facilities Committee **RECOMMENDS: That the 2021/2022 Board Budget Priorities for Consultation Purposed be approved (in alphabetical order) as:**

- Improving Student Achievement
- Mental Health and Well-Being
- School Revitalization
- Special Education
- 21st Century Learning

CARRIED

MONITORING ITEMS:

C. Interim Financial Report – November 30, 2020

The interim financial status report as presented is based on information available and assumptions as of November 30, 2020. Budget to actual trends are reviewed in order to forecast the Board's August 31, 2021 year-end position from a financial, staffing and enrolment perspective. As the report shows, enrolment is down and staffing has increased. Operating grants have increased as result of some PPF's and there has been a corresponding increase in expenditures. GSN revenue has increased due to one-time COVID-19 stabilization funding. As a result, staff is projecting an in-year deficit of \$5.9 million at the end of the year. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

Respectfully submitted,
Alex Johnstone, Chair of the Committee



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: January 14, 2021

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

RE: **Key Parameters and Assumptions to Guide 2021/2022 Budget Development**

Action x Monitoring

Recommended Action:

That the Key Parameters and Assumptions to guide the 2021/2022 Budget Development be approved.

Background:

In order to provide for the development of the 2021/2022 budget the following key steps and timelines have been identified:

- January Key Parameters/Assumptions to Guide Budget Development
- January Consultation on Budget Priorities to Guide the 2021/2022 Budget Development
- March Presentation of Results of Budget Priorities Public Consultation
- April School Based Staffing Recommendations
- Feb-May Executive Council and Finance and Facilities Committee develop/review budget
- May/June Public Finance and Facilities Committee Meeting and budget refinements to reflect new information if necessary
- By June 30 Approval of Budget

Preliminary Budget Assumptions:

Enrolment Projection:

	2020/2021 Revised Budget ADE	2021/2022 Projected Budget ADE	Increase (Decrease) ADE	Increase (Decrease) %
Elementary	35,295.00	36,455.00	1,160.00	3.3 %
Secondary	13,564.00	14,147.00	583.00	4.3 %
Total	48,859.00	50,602.00	1,743.00	3.6 %

The 2021/2022 preliminary enrolment projections are calculated based on historic enrolment trends and student retention rates on a school by school basis, and may be adjusted once the school principals provide validation and comment in early March 2021.

Revenues:

Grants for Student Needs (GSN) will be calculated to reflect a projected 0% change in the total grant base; subject to Ministry confirmation.

Expenditures:

- Salaries, benefits and staffing to reflect provincial legislation, and collective agreements in place.
- To provide for stability in the system and minimize in-year budget adjustments a contingency of \$1,000,000 will be set aside for unforeseen events that may arise.

Allocation Parameters:

- Ensure the allocation of resources supports the HWDSB's strategic and operational plans.
- The Ministry's revenue allocation framework will provide a useful reference for the allocation of Board resources on all major expenditure categories.
- Compliance with balanced budget requirement and Ministry basic enveloping requirements: Special Education, Board Administration and Governance and Accommodation. In addition, care will need to be exercised to ensure that funding associated with specific Ministry initiatives is allocated for the purpose designated.
- Where staff reductions are necessary, statutory positions are to be given priority for inclusion in the budget. Statutory positions to be calculated as the number required for Ministry class size requirements or collective agreement compliance.
- Where enhancements to the budget is possible, funding will be allocated to initiatives included in the Board's Priorities.

Conclusion:

The identification of parameters and assumptions to guide the development of the 2021/2022 Budget are used to prepare the Preliminary Budget Scenario which is necessary for many staffing and expenditure decisions to be made in the next few months to prepare for a smooth startup of the 2021/2022 school year. As the budget development exercise continues, and key information including the 2021/2022 GSN funding announcement is provided, these parameters and assumptions will be reviewed and revised for inclusion in the final Budget to be approved by June 2021.

Committee Report

Presented to: Board

Meeting date: January 25, 2021

From: Parent Involvement Committee

Meeting date: January 12, 2021

The committee held a MS Teams meeting on January 12, 2021 from 6:30 pm. to 8:30 p.m. with Chair Amanda Fehrman presiding.

Members present were: Lianne Broughton, Mike Palma, Shelley Stacey, Stephanie Lostanaw Lavin, Suzi Spelic, Amanda Lloyd, Cindy Stranak, Amanda Fehrman, Tyler McNeil, Adriana Harris, Kiley Boyd, Melanie Roberts, Christine Scheewe, Tracey Siddons, Heather Lambert-Hillen, Nicole Volc, Christine Scheewe, Heidi Oglesby, Mike Palma, Trustees Becky Buck, Penny Deathe.

INFORMATION ITEMS:

A. Teacher Led Remote Learning

Bill Torrens, Superintendent of Program provided a power point presentation on Teacher Led Remote Learning at HWDSB. He provided an update on both the elementary and secondary programs and Ministry expectations.

B. COVID Communication Update

Shawn McKillop, Manager of Communications and Community Engagement provided an overview of the communication protocols established by HWDSB this Fall. Parents had an opportunity to provide feedback.

C. Student Census Update

Estella Jones, Superintendent, Family of Schools One, updated the committee on the student census. Input will be sought from Advisory Committees on the wording of questions and suggestions to improve participation by families.

D. Standing Items

- Hamilton-Wentworth Council
- Trustee Update
- School Council Modules/School Council Support
- Rural Schools

Respectfully submitted,

Amanda Fehrman, Chair



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: January 25, 2021

PREPARED BY: Sally Landon, Manager Research and Analytics
Yohana Otite, Equity and Human Rights Officer
Jason Rizza, Principal of Safe Schools
Sharon Stephanian, Superintendent of Equity and Well-Being

RE: Monitoring Report – Safe Schools: Mapping Out Community Supports

Action

Monitoring

Strategic Directions

Positive Culture and Well-Being

- HWDSB Equity Action Plan
- Safe Schools

Rationale/Benefits:

Hamilton-Wentworth District School Board 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. HWDSB continues to champion courageous conversations about equity, anti-oppression and anti-racism work in schools. It is critical that we as education leaders listen and learn from the lived experience of our students and community, especially those who have historically been marginalized. We are listening and will be responsive.

On June 22nd, the Board of Trustees passed the following motions:

RESOLUTION #20-68: Trustee Miller, seconded by Trustee Tut, moved: Recommends a full termination of the Police Liaison Program effective immediately. Amendment

RESOLUTION #20-69: Trustee Danko, seconded by Trustee Bingham, moved: That staff review and gather input on the Police Liaison Program as well as alternative supports and programs AND that staff identify gaps with respect to students, staff and community and to identify next steps for developing a replacement program and report back to trustees.

From June 22nd forward, the Police Liaison Program in HWDSB schools was terminated. Since the termination of the program, police involvement in HWDSB schools has been limited to interventions related to safe and secure schools as outlined in the Police/School Board Protocol and mandated by legislation. Unless in an emergency situation, police are only to be in schools at the invitation of the school principal, at a scheduled date and time for matters related to safe or secure schools (for example – secure schools drills).

This report provides an update on progress related to the above motions.

Timeline of Activities

Date	Activities
June, 2020	Notice of Motion by Trustees
June/July, 2020	Principal questions related to the termination of the program were gathered
July/August, 2020	Meetings with Hamilton Police Services to review communication and what activities will (safe and secure schools as outlined in the Police/School Board Protocol and mandated by legislation) and will not continue in schools
September, 2020	Clarification to principals on when police must be called into schools (safe and secure schools as outlined in the Police/School Board Protocol)
October/November, 2020	Review – Literature Review on School Resource Officer/ Police Liaison Officer Programs Review – Summary of Correspondence Related to the Police Liaison Program in Schools
November, 2020	Safe Schools HUB with material for Principals released (including Community Resource Guide)
November, 2020	Secure Schools process updated to include notification to students and families if police will be present to support a secure schools drill
November, 2020	Police Involvement in Schools Tracking Tool released
November, 2020	Identifying classroom presentations/activities that new partners are being sought for
December, 2020	Parent Communication Tool on police in schools developed
December, 2020/January 2021	Working Group created
January/February, 2021	Review and alignment to the recommendations within the Safe Schools Bullying Prevention and Intervention Review Panel Report
January/February, 2021	Consultation on how to address gaps – targeted groups and ThoughtExchange
March, 2021	Final Report to Board
April, 2021	Budget related requests – note the pre-existing Police Liaison Program did not receive any funding from HWDSB

The final report in March will contain detailed information on each of the following areas. The information below is intended to provide a broad overview.

Review and Input

Since the Police Liaison Program is terminated, staff have focused review efforts on what information can be gathered through literature reviews and a review of information shared by students, families and community related to the pre-existing program. The intent of the review is to help provide information on what presentations/classroom activities require new community partners and which ones are best positioned to provide those services and supports.

Literature Review on School Resource Officer/ Police Liaison Officer Programs

Research & Analytics conducted a review of current literature (2008-2020) regarding Police Liaison Officers (PLO) in schools in both the U.S.A. and Canada. It was found that there were as few as five Canadian publications, but the field is quite saturated in the U.S.A. From Canadian publications, the review finds that the role of Police Liaison Officers is not clear, comes with little to no training, and is not monitored or supervised with clear outcomes. There is no definitive conclusion that the program has a causal effect on reducing misbehavior, safety issues in schools, or improving the school climate. Student perceptions of the program are mixed with Black, racialized, Indigenous and students with disabilities feeling targeted by police even though some sought help from officers for being victims of crime, for mental health concerns, addictions or employment coaching. It was recognized in the Canadian literature that the role of police in schools should be limited to serious criminal behaviours, crises and emergency planning.

The broader body of knowledge on the role and impact of police in U.S.A. schools was not dissimilar to what Research & Analytics found in the Canadian literature but the analyses went further and suggested there is a school to prison pipeline as a result of Police Liaison Officers in schools. The critique focuses on the use of PLOs in schools where teachers struggle with classroom management, the resulting intervention of officers, increased arrests, increased suspensions and subsequent student failure to maintain grades, dropping out of school and turning to crime. The argument against officers in schools is that the police come with one tool in their toolbox: the criminal justice system, and when they seek out racialized and marginalized students to build relationships, they uncover behaviours resulting from being disadvantaged and are ill-equipped to offer solutions outside of the justice system. According to this body of literature, students in the juvenile system are three to seven times more likely to need special services for learning, emotional, or behavioural difficulties, compared to children outside the juvenile system.

Both Canadian and U.S.A. bodies of literature contain suggestions for improving the PLO Program even though serious consideration is urged to replace PLO programs with more school support, mental and physical health supports, and family supports. For improvement, the following recommendations are made: define clearer roles for officers, mandatory training for officers (that includes behaviour management, child development, communication techniques, and disability awareness), officer knowledge of and compliance with student Individual Education Plans (I.E.P.), consultation with parents, students and community leaders to provide insight about the program, the implementation of a memorandum of understanding between school staff, officers, students and parents that clearly defines roles and obligations, the involvement of PLOs in school crisis planning, the discontinuation of officers engaging in behaviour management, and regular evaluation of the program to ensure it is meeting its goals.

Summary of Correspondence Related to the Police Liaison Program in Schools

Research & Analytics analyzed 52 emails received from students, staff, parents and community members in spring 2020, as well as Tweets by students about the Police Liaison Officer Program. In general, the correspondence can be summarized as:

1. voicing concerns, and
 2. requesting action.
1. The most prevalent concerns were described as the amount of harassment, over-monitoring, sense of threat, fear of violence, anxiety and discomfort that Black, Indigenous and racialized students feel and experience. Other concerns were allegations related to racial profiling, police verbal abuse and physical harm, entry of children into the criminal justice system, and the lack of monitoring and training of police in schools.

2. Requested actions coming from community members can be characterized as elimination of the program, protecting students from police, listening to marginalized student voices and engaging students in decision-making. Requested actions coming from students can be characterized as education (include Indigenous, Black Canadian and civil rights teaching, removal of offensive/sensitive English literature from the curriculum, more in depth learning during Black History Month, staff anti-bias and anti-racism training, student and staff education on racial issues, use of everyday acts of racism by staff to educate those involved, diversity (hiring more diverse staff to better match student diversity), listening to students as agents for change.

Learning

Safe Schools HUB with material for principals released

Information was provided to principals in August to increase clarity around when to contact police and the role of police in HWDSB schools. In November a "Safe, Secure and Inclusive Schools" HUB classroom was released for administrators. This resource is intended to serve as a "one stop" location for everything related to Safe and Inclusive Schools for K-12 principals and vice-principals. One part of this virtual classroom is a section that includes training and resources as they relate to police and when they are to be contacted. This training includes a video presentation which details the limited and strategic role (safe and secure schools as outlined in the Police/School Board Protocol) police now play in schools. Content of the training includes:

- Police involvement for safe schools/secure schools as per Police/School Board Protocol
- Clarification on what will not continue
- Mandatory vs. discretionary police contact
- When to call 911 and dispatch numbers
- Alternatives to discretionary police contact; possible unintended consequences of police contact
- Special education and mental health considerations before calling police
- Review of available HWDSB resources and protocols available to support
- Re-introduction of revised "2020-2021 Community Resource Guide" from Social Work Services that contains both an internal HWDSB section, as well as a Community specific section
- Documentation – what info can be collected, what cannot
- Standard Log notes entry process
- Disclosure of information to police

Secure Schools Process Updated

Through the Safe Schools HUB, principals and vice-principals have been provided with updated resources related to Secure Schools. This includes information on secure schools planning (i.e., lockdown) or an emergency that has the potential to impact the immediate well-being of someone that requires immediate response. Police MUST continue to be notified through 911 in emergency situations where there is immediate risk of harm to self or others; or dispatch at 905-546-4925 in non-emergency situations, for any of the following mandatory (as per the Education Act) reporting scenarios:

- 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 and/or possessing an illegal drug;

- hate and/or bias-motivated occurrences (e.g., race, national or ethnic origin, language, colour, religion, gender, age, mental or physical disability, sexual orientation, etc.);
- gang-related occurrences;
- extortion;
- non-consensual sharing of intimate images;
- bomb threats;
- imminent risk of student harm to self or others for which a Behaviour Support Plan, Safe Intervention Plan or Critical Incident Response Team intervention has not been successful

From a Secure Schools perspective, police are still involved in the response and planning for secure schools scenarios (lockdown, bomb threat, hold and secure and shelter in place). In order to ensure that there are no misunderstandings, panic or anxiety, principals have been asked to communicate the date and time of any drill in advance to parents/guardians/caregivers, students and staff. In addition to students and staff, any group that uses the building (e.g. child care) should be aware in advance that this drill is occurring.

All drills and associated resources now include a reminder that there is the potential that uniformed police will be in the building to inform and support best practices as they relate to the safety of the school community. Principals have also been asked to share this information on their school website at least two days before the drill and consider multiple methods of communication. A memorandum containing sample emails, announcements and messaging to support this work has been provided to principals in order to ensure this messaging is consistent.

Police Involvement in Schools Tracking Tool Released

It is important that we have accurate records documenting when and why police are called into schools as well as to maintain records of when and why police seek support from schools. Until recently, different practices documenting some of this information have been in place however there was not a consistent approach. An online “logging tool” was officially introduced for use by principals at the end of October to track these interactions. Preliminary data during this time includes:

School requests for police involvement:

- pick-up/disposal of weapons/drugs: 1
- weapon possession: 3
- non-consensual sharing of intimate images: 2
- serious threat of violence: 3
- secure schools planning/response: 2
- vandalism: 1
- well-being: 3

Police requests for school involvement (note, a request by police does not mean the school provides the information). Guidelines related to responding (aligned with safe schools requirements and privacy legislation) have been developed and shared with school principals and vice-principals):

- investigation: 4
- secure schools: 1
- custody/guardian issue: 2

Community/parent requests for police involvement:

- parent complaint: 5
- secure schools: 1
- missing child: 1

Identifying Classroom Presentation/Activities from New Partners

During November, staff began the process of identifying the classroom activities/presentations which require new partners. Preliminary review would suggest the following are areas of need:

Presentations

- bullying/cyber-bullying
- peer relationships/interactions
- sexting

Resources

- restorative practices and support
- direct assistance with student behavior/long term implications
- direct principal support/legal advice

The detailed information gathered will provide the foundation for the work of the *Working Group*.

Parent Communication Tool

In response to requests from parents/community to contact the police for support, a resource has been developed to support those making the request. When the Police Liaison Program was in place, parents often looked to schools and administrators as the intermediary between them and the police. In situations where parents/guardians/caregivers want police to be involved/consulted that do not meet the mandatory threshold (safe and secure schools as outlined in the Police/School Board Protocol), principals will provide parents/guardians/caregivers with clarity on the police role in schools (See Appendix A)

Working Group

A *Working Group* has been established from the membership of the *HWDSB First Nation, Métis and Inuit Advisory Committee* and the *HWDSB Human Rights and Equity Advisory Committee*. Their work will be supported by staff, including the *Safe Schools Ad Hoc Committee*.

The Working Group (12 members) will:

- Review information that has been gathered
- Validate program and support gaps based upon information gathered to date
- Develop a plan to consult with community (specific student groups, specific partners and open-feedback) on:
 - how to provide programming/support in a way that is safe, supportive, inclusive to all students, especially considering the needs of Indigenous, Black, racialized, students receiving special education supports and students who identify as Two-Spirit and LGBTQIA+
 - the criteria to consider in selecting partners/groups/organizations to support classroom activities/presentations

There will be targeted consultation with the following groups (individually):

- Student Voice Structures (i.e. CC: ROSE, Student Senate, etc.)
- Board Advisory Committees: Faith Community Advisory Committee, Rural Schools Community Advisory Committee, French as a Second Language Advisory Committee
- Legislated Committees: Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC)

- Community Partner Organizations based on expertise in supporting Indigenous, Black, racialized, students receiving special education supports and students who identify as Two-Spirit and LGBTQIA+

An opportunity for broader community voice will be conducted through a ThoughtExchange.

Appendix A – Parent Resource

HWDSB

What to do if you want to contact police to intervene in a situation

In June 2020, Hamilton-Wentworth District School Board (HWDSB) discontinued the School Police Liaison Officer Program. Police continue to support schools with any concerns related to school safety and emergency planning (e.g. Lockdown drills).

When does the school or principal contact police?

Principals must contact police immediately if an individual is a threat to harm themselves, or others. Principals will also contact police to support the planning and execution of Secure Schools drills. Police will also respond to Secure Schools emergencies (e.g. Lockdown, Hold and Secure, Shelter in Place).

Principals must contact police regarding: deaths; physical assault causing bodily harm requiring medical attention; 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; arson; non-consensual sharing of intimate images; and bomb threats.

HWDSB

How to contact Hamilton Police Services:

- **Call 911 for medical, fire and police emergencies*, including crimes in progress.**
*An emergency is any situation where people's safety or property is immediately at risk. It is important that you only call 911 in emergency situations as using 911 for non-emergency situations limits access to those in need of an emergency response.
- **Call 905-546-4925 for reporting incidents that are non-urgent or not life-threatening.**
This number can also be used to make general inquiries with regards to police support and resources (e.g. noise complaints, reporting thefts, etc.)
- **Online reporting (hamiltonpolice.on.ca/report-crime/online-reporting).**
Allows individuals to submit reports about damaged or lost property, damage or theft from a vehicle or theft if they DO NOT have any suspect information. If there is suspect information, call 905-546-4925. Online reporting of hate/bias motivated incidents and sexual assault allows for suspect information to be included in an online report.



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: January 25, 2021

PREPARED BY: Heather Miller, Officer of Trustee Services

RE: HWDSB Safe Schools: Bullying Prevention & Intervention Review Panel Report

Action X

Monitoring

That the following recommendations from the report be approved and implemented:

- Increase student ownership and seek out and listen to student voices
- Involve parents, guardians and caregivers in bullying prevention and response in meaningful ways
- Develop multi-tiered supports and programming
- Support schools so they can establish their own bullying prevention and intervention plans
- Examine special education practices from a student-centred learning perspective
- Review policies and procedures from equity, anti-racism and anti-oppression perspectives
- Ensure policies and procedures are followed consistently
- Set the foundation for a culture of caring
- Strengthen the leadership skills needed for culture change
- Work with a wide range of community partners
- Ask the Ministry of Education for support

Background:

Attached is the community report, which is a summary of a much longer report, “Building Healthy Relationships and an Inclusive, Caring Learning Environment: Final Report of the HWDSB Safe Schools Bullying Prevention and Intervention Review Panel.” This summary will give you the highlights from the full report. The full report can be viewed as an appendix to the Board package

(<https://www.hwdsb.on.ca/about/trustees/meetings/?showmeeting=5062>)

SAFE SCHOOLS:

**Bullying Prevention
& Intervention**
REVIEW PANEL

**Building Healthy Relationships and an
Inclusive, Caring Learning Environment**
Community Summary Report

The tragic death of Devan Bracci-Selvey prompted this review of bullying in the Hamilton-Wentworth District School Board (HWDSB). We dedicate this report and its recommendations to the memory of Devan, to his family and to everyone who suffers as a result of bullying.

About this summary

This community report is a summary of a much longer report, “Building Healthy Relationships and an Inclusive, Caring Learning Environment: Final Report of the HWDSB Safe Schools Bullying Prevention and Intervention Review Panel.” This summary will give you the highlights from the full report. If you’re interested in learning more, please see the appendix posted with the Board package (<https://www.hwdsb.on.ca/about/trustees/meetings/?showmeeting=5062>)

In this community summary you'll find information on:

The review panel

What we learned

Our recommendations

Taking Action

Helpful resources

If you or a loved one is experiencing bullying or if reading this report brings up difficult past experiences, get help now. We’ve listed resources at the end of this report.

The review panel

On October 7, 2019, Devan Bracci-Selvey was killed behind Sir Winston Churchill Secondary School in Hamilton. Many details about his death remain unclear, but friends and family said that Devan had been a victim of persistent bullying.

Following Devan's death, HWDSB trustees created the Safe Schools: Bullying Prevention and Intervention Review Panel. They asked three well respected community members — Dr. Jean Clinton, Brenda Flaherty and Dr. Gary Warner — to help the board address bullying.

The goals of the review were to:

Provide independent recommendations for bullying prevention and intervention in schools; and

Consider the root causes of bullying.

From December 2019 to November 2020 the review panel consulted with leading bullying researchers and heard from more than 10,000 people, including students, parents, guardians, caregivers, community groups, service providers, school staff, board representatives and concerned Hamiltonians.

This resulted in 11 recommendations and a series of actions for HWDSB, the Hamilton community and Province of Ontario to take to address bullying.

Community feedback

Between February 12 and November 1, 2020, the review panel conducted:

- 18 public consultations
- 9 consultations with groups connected with the school board; and
- an online survey of students in Grades 4 to 12, parents, guardians and caregivers, and staff members.

The panel heard from more than 10,000 people.

Our approach

- **Focus on students and families:** The recommendations and actions in this report put the experiences and needs of students and families above all else.
- **Use the best research and evidence available:** The review panel used the best available research evidence from a variety of disciplines to help make the recommendations.
- **Use an anti-oppressive/anti-racist framework:** This report was built on the understanding that race, gender, disability, income level, gender identity, ethnicity, religion, etc. play a role in bullying and being bullied. The review panel made a significant effort to seek out diverse perspectives and listen to voices that may not often be heard to learn about anti-Black and anti-Indigenous racism, Islamophobia, Two-Spirit and LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, ally plus) issues and more.
- **Change is needed beyond Hamilton:** The report includes recommendations that can be applied locally and are relevant beyond Hamilton.

What we learned

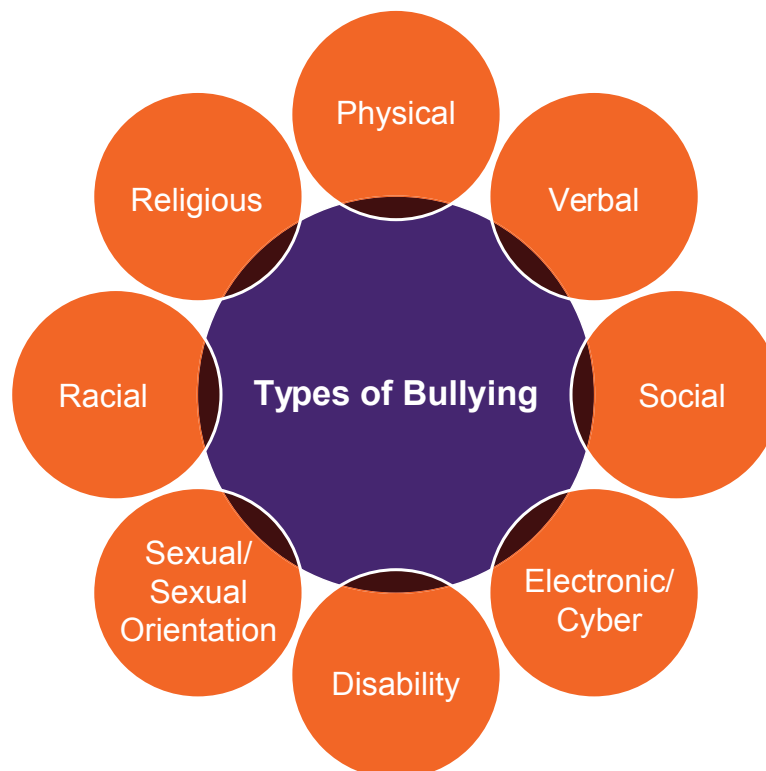
What is bullying?

Bullying is aggression, but not all aggression is bullying. Bullying is intentional, repeated and marked by a power imbalance. Because children and youth who are bullied have less power than those who bully them, they have difficulties defending themselves. They need help from adults in their school community.

- Bullying is a serious issue that causes significant immediate and long-term harm for children and youth as well as adults.
- Bullying is prevalent within HWDSB schools but is not unique to Hamilton. It happens in schools across the country.
- Certain groups experience bullying at much higher rates. Students who identify as Two-Spirit and LGBTQIA+ and/or gender-diverse report the highest rates in HWDSB.
- Bullying is connected to racism and other forms of individual and systemic oppression.
- Bullying is a societal issue. Schools are in a unique position to address and respond, but they can't do it alone. They need to work in partnership with students, families,

Over 30% of Canadian students are bullied by their peers on an occasional basis and from 7 to 10% are bullied daily. According to UNICEF, Canada ranks in the top five of 31 economically advanced countries for highest bullying victimization rates.

The prevalence of bullying victimization among HWDSB students is very high, with 60% of surveyed students reporting being bullied by others at any rate (pre-COVID) and 20% reporting being bullied frequently (pre-COVID).



communities and government.

What works to prevent and address bullying?

KiVa is a bullying prevention program for students in Grades 1 to 9 developed in Finland. It has strong evidence for its effectiveness. Almost all schools in Finland participate in the KiVa program, which is a permanent feature of a school's bullying prevention work. KiVa is both a universal program for all students and a program for students who are involved in bullying. KiVa is being used around the world. It is the world's most studied anti-bullying program.

Bullying prevention programs should be based on up-to-date evidence, focused on the whole school and offered in a variety of ways. The best outcomes are obtained from intervention programs that:

- Have different approaches for low-, moderate- and high-risk situations (for example, KiVa).
- Are school-wide and address the social environment, culture, and climate with clear anti-bullying policies.
- Collect data to monitor progress.
- Engage families.

Interested in learning more?

witsprogram.ca

youthrelationships.org

rootsofempathy.org

kivaprogram.net

- Are based in evidence (for example, WITS, Fourth R and Roots of Empathy).

What does not work to prevent and address bullying?

Research shows that some approaches that schools have used do not work to reduce bullying. These include:

- Programs that include zero tolerance and conflict resolution.
- Programs that encourage youth to fight back.
- Programs that are led exclusively by youth without supporting adults.
- One-day awareness-raising events.

What we heard from the community

Thousands of people shared their ideas, experiences and solutions with the review panel through the survey and community consultation. The high-level themes coming out of this feedback included:

Bullying is a problem in Hamilton. Students, parents, guardians, caregivers and staff all experience bullying. Bullying affects everyone's mental health and well-being.

60% of HWDSB students reported being bullied at least a few times in the previous year; 20% reported being bullied frequently.

Many children and youth experience bullying because of their race, ethnicity, newcomer status, disability, religion or Indigenous identity.

Bullying is most likely to take place in areas of low or no supervision.

Students who identify as gender diverse and/or Two-Spirit and LGBTQIA+ were two- to three-times more likely to report frequent bullying.

Bullied students reported that when they told someone about being bullied, things only got better one-third of the time.

The majority of parents, guardians and caregivers were satisfied with steps to prevent bullying within HWDSB schools. One-third were not satisfied.

People want to create a culture of caring at school, but there are many times when a culture of fear prevents people from reporting or taking action.

Everyone wants HWDSB bullying policies and procedures that are clear, easy to access, well understood, consistently followed and monitored for effectiveness.

Students and their parents, guardians and caregivers want clear communication and want to know that their voices are heard and valued.

Parents, guardians and caregivers want more bullying reporting and want bullying data to be publicly released at regular intervals.

People and groups in the Hamilton community have lots of experience and skills to share, but they find it difficult to work together with schools and HWDSB staff.

Schools, community groups and programs that address bullying need more resources. These resources need to be culturally appropriate, of high quality and distributed equitably.



Our recommendations

The student who experiences bullying, the student who bullies and the student who witnesses bullying all exist together in a school community. Within this school community, bullying is influenced by a range of relationships, settings and social forces, some of which are outside the school. These include parents, educators, peers, school boards, communities and governments.

When we came up with our recommendations, the circle diagram on this page reminded us that the student is at the centre of learning. It also helped us remember the different environments — each one shown as its own circle on the diagram — that influence both bullying and healthy growth and development. We made sure we had recommendations for every circle — for parents, guardians and caregivers, for schools and the school board, and for the community and government — as well as for the students at the centre of it all.

The primary purpose of the review was to improve the experience of students, but some of our recommendations are also meant to reduce the negative impact of school-based bullying on parents, guardians, caregivers and HWDSB staff.

Recommendations

1

Increase student ownership and seek out and listen to student voices

Students have the knowledge, expertise and energy to make classrooms and schools better places. They are also the most directly impacted by bullying. The review panel recommends that students are asked about their experiences of bullying and their feelings about school often and in different ways, not just surveys. Students should also have a say in decisions about school activities and programming that's designed to stop bullying and create a caring school.

2

Involve parents, guardians and caregivers in bullying prevention and response in meaningful ways

Parents, guardians and caregivers play a critical role in a student's life and are deeply impacted by bullying. The review panel recommends regularly asking them for advice and ideas, whether their child was involved in a bullying incident, their school is putting together a program or the school board is looking for input on policy or plans. When a bullying incident is reported, parents, guardians and caregivers need to be informed, updated and given as much information as possible about the outcome.

3

Develop multi-tiered supports and programming

Bullying must be tackled at different levels (or "tiers") to meet the needs of different students. Children who are directly involved in bullying need special supports for mental health and healing. Students who are at risk need coaching and help with peer relationships. All students need caring, inclusive classrooms and schools and to learn skills like empathy. The review panel recommends that the school board create a lead staff position to work with bullying experts, students, parents, guardians, caregivers and educators to create this programming. We would like to see some programs in place for 2021–2022.

4

Support schools so they can establish their own bullying prevention and intervention plans

The review panel recommends that each school is given the time, staff resources, information and tools to coordinate their safe school team and make their own unique plan to prevent and address bullying. Students, parents, guardians, caregivers, school staff, community groups and service providers should be involved in creating the plan. School staff also need specific training to prevent and respond to bullying.

5

Examine special education practices from a student-centred learning perspective

Students with special education needs have the same right to feel like they belong as other students. The review panel recommends that HWDSB look at the best ways to support students with special education needs, including reviewing the use of self-contained classes.

A self-contained classroom is a classroom where a special education teacher is responsible for the instruction of all academic subjects. The classroom is typically separated from general education classrooms but within a neighborhood school. Children who are placed in self-contained classrooms often have multiple, intensive specialized education needs.

6

Review policies and procedures from equity, anti-racism and anti-oppression perspectives

All students should feel accepted and included at school, regardless of their faith, race, gender, ability, sexual orientation, ethnic background and more. The review panel recommends HWDSB examine its current bullying and safe schools policies and procedures to make sure they don't treat certain groups differently, paying close attention to policies and procedures on reporting and responding to bullying. The board should work with equity experts to do this review.

7**Ensure policies and procedures are followed consistently**

When it comes to bullying, rules need to be followed. The review panel recommends that HWDSB makes sure bullying policies, protocols and guidelines, including codes of conduct, are understood and followed by school staff and other members of the school community.

8**Set the foundation for a culture of caring**

Bullying is less likely to happen in caring schools where everyone feels like they belong. The review panel recommends that the board make bullying awareness and prevention a priority and commit to making changes that will support caring, inclusive schools. First, the board should come up with a commitment statement specific to bullying as well as a set of core values to guide these changes. Second, the board should collect data on bullying more often and make it public. And third, the board must ensure there are people or groups at the school, school board and community levels who are watching to make sure change happens.

9**Strengthen the leadership skills needed for culture change**

School leaders – such as principals and superintendents – need special skills to be the champions of change. The review panel recommends that school leaders receive training and coaching so they can continue to improve their leadership skills. School leaders need the skills to continuously ask “How are we doing?” and “Can we do it better?” They need the skills to support and care for school staff. And they need the skills to inspire the creation of caring, inclusive schools.

10**Work with a wide range of community partners**

Bullying is a problem that affects schools and the community. The review panel recommends that HWDSB develop a plan for more and stronger community partnerships to address bullying and create caring, inclusive schools. The plan needs to be clear, have goals and be available to the public.

11

Ask the Ministry of Education for support

Addressing bullying takes time, people and money. The review panel recommends that HWDSB ask the Ministry of Education to provide resources that will support this work.

Taking action

The full report lists between five and 11 specific actions under each recommendation. Rather than select a few individual actions to highlight, we've chosen to share what most of the actions have in common. For a complete list of actions, see the full report ([to be added once report is approved](#)).

What the actions have in common

- **Communicating and collaborating.** Make students, parents, guardians, caregivers and educators part of decision-making processes. Invite a wide range of individuals and groups to provide feedback and participate in creating school and board programming.
- **Coaching and training.** Give staff the knowledge, skills and tools to handle bullying properly as well as to create caring, inclusive schools.
- **Focusing on relationships.** Healthy schools start with healthy relationships. Everyone from students to trustees will need to learn how to build and strengthen them.
- **Working to end oppression and discrimination.** Bullying is about power. Build equitable, accepting and inclusive schools and school boards and HWDSB will have less bullying.
- **Evaluating progress.** Set goals, collect data and evaluate progress in order to learn and make improvements.
- **Sharing with the public.** Share results with the public so everyone has the same information and institutions are held accountable for results.
- **Looking beyond bullying.** Bullying isn't about one person or a single event. We need to consider the broader environment in which bullying takes place and put the overall well-being of students first.
- **Finding the resources.** Dedicate resources where the needs are greatest and make a long-term commitment to bullying prevention and intervention.
- **Providing specialized support.** Students involved in high-risk bullying incidents need specialized support that is geared to their age and developmental stage.

Immediate actions

Members of the review panel have identified 10 actions that should happen immediately.

2. Create a lead staff position within HWDSB to address bullying.

1. Share the report findings and recommendations widely.

4. Design age-appropriate illustrations, with the help of students, that explain bullying and how to respond to it as a bystander, friend, ally and educator. Distribute the educational resources throughout HWDSB community.

3. Coordinate bullying intervention and prevention efforts with HWDSB's Equity Action Plan, Mental Health Strategy, Indigenous Education and Indigenous Cultural Safety work, and special education programs.

6. Collect data on school-level incidents of bullying on a regular basis and report to the Board of Trustees. Encourage full participation in School Climate Surveys and share results with students, parents, guardians, caregivers and the general public.

5. Develop a commitment statement specific to bullying prevention and intervention and the right of every child to have an education that is free from violence and discrimination. Establish core organizational values that ensure a culture of caring and respect. Establish timelines and clear outcomes for bullying prevention and intervention work.

8. Form a board steering committee to give regular support and direction to HWDSB as it takes action on the review panel's recommendations. Make sure students, parents, guardians, caregivers, educators, unions and community partners are all represented on the committee and include at least one community advocacy group focused on bullying. Consider sharing leadership of the committee with a student or advocacy group.

7. Increase supervision outside of the classroom during recess, lunchtime and breaks. One option is to bring staff from local recreation programs and youth serving agencies into schools.

10. Ensure specialized supports for students affected by bullying.

9. Develop a community level committee to oversee the implementation of review panel recommendations at the highest level. The committee will operate independently from the board. A wide range of individuals and groups, including HWDSB, should have a seat at the table.

Call to action

It is time to take real action, together, to develop inclusive, caring schools and thriving, compassionate citizens using a whole-child approach to education. This means changing the way we learn, teach, lead, set priorities, collaborate, communicate, fund and measure. We must pay attention to child and youth well-being. Question our assumptions. Invite all perspectives. Support each other's efforts. Bring in outside resources. And never look away. We call upon all Hamiltonians — students, parents, guardians, caregivers, school staff, unions, board employees, trustees, community members, community groups and researchers — as well as all levels of government to contribute to these changes as part of the village it takes to raise a child.

What comes next?

Members of the review panel offer to continue to support the work as volunteers. We propose returning to trustees and senior leadership every six months for the first year to 18 months to share knowledge and discuss progress.

The review panel has a website (URL) and an email address (ADD ADDRESS) that will be checked regularly.

Who was involved?

The review panel was made up of three community members:

Dr. Jean Clinton, a Clinical Professor in the department of Psychiatry and Behavioural Neurosciences in the division of Child Psychiatry at McMaster University.

Brenda Flaherty, former Executive Vice-President and Chief Operating Officer at Hamilton Health Sciences.

Dr. Gary Warner, an emeritus professor and former administrator at McMaster University, with more than 45 years of experience with issues related to international development, peace, poverty, human rights, anti-racism, immigration, and social justice.

None of the panelists are or have been employees of HWDSB. They acted independently of the school board.

KOJO Institute conducted public consultations, wrote the final report and provided expertise on equity, diversity and inclusion.

Four expert advisors ensured up-to-date research was used in the project: Barry Finlay, Dr. Debra J. Pepler, Dr. Kathy Short and Dr. Tracy Vaillancourt.

More information on who was involved can be found in the full version of the final report, available [\(to be added once report is approved\)](#).

Helpful resources

Need help now?

If you or a loved one is experiencing bullying now or reading this report brings up difficult past experiences for you, we encourage you to reach out to the following resources right away:

- COAST Hamilton: Mental health crisis line (905) 972-8338 or www.coasthamilton.ca
- Kids Help Phone: 24/7 counselling and information service for young people. Crisis line 1-800-668-6868 or text 686868; visit www.kidshelpphone.ca

Want to report bullying?

Please tell your child's teacher, vice-principal or principal immediately.

If you aren't comfortable reporting bullying to staff, students can use the free and anonymous HWDSB Helps service to share a tip about bullying, mental health issues, substance use and more. Tips are sent to school staff. This is not a crisis line or counselling service.

Text 905-963-0066. Standard rates apply.

Download the HWDSB Helps app for iOS and Android.

Web chat at bit.ly/HWDSBhelpswebchat

If you have questions, please contact your school's principal.

Interested in learning more?

- See the full report "Building Healthy Relationships and an Inclusive, Caring Learning Environment: Final Report of the HWDSB Safe Schools Bullying Prevention and Intervention Review Panel" at provide url
- HWDSB Bullying Prevention and Intervention Information for Parents and Students: <https://www.hwdsb.on.ca/wp-content/uploads/2012/07/Bullying-Prevention-Handbook-2017-final.pdf>
- HWDSB's We Help <https://www.hwdsb.on.ca/secondary/supports/mental-health-and-well-being/> offers tip sheets on mental health and well-being.
- PREVNet www.prevnet.ca has resources, fact sheets and tips on bullying for different audiences (for example, children, teens, parents, educators etc.)
- WITS <https://witsprogram.ca/wits-home/> offers resources for families, children and youth, and schools.
- Fourth R <https://youthrelationships.org/> is focused on youth. Resources help understand and address various behaviours, including aggression.
- School Mental Health Ontario: <https://smho-smso.ca/>

Want to find out more?

HWDSB Bullying Intervention and Prevention

hwdsb.on.ca/elementary/supports/safe-schools/

HWDSB Equity Action Plan:

hwdsb.on.ca/about/equity/

HWDSB Mental Health & Wellbeing:

hwdsb.on.ca/about/equity/hwdsb.on.ca/elementary/supports/mental-health-and-well-being/

HWDSB Indigenous Education:

hwdsb.on.ca/elementary/supports/indigenous-education/

HWDSB Special Education:

hwdsb.on.ca/elementary/supports/special-ed/

hwdsb.on.ca/safeschoolsreview

HWDSB

HAMILTON
COMMUNITY
FOUNDATION

KOJO
INSTITUTE

COMMITTEE REPORT

Presented to: Board

Date of Meeting: January 25, 2021

From: Standing Committee

Date of Meeting: January 11, 2021

The committee held a meeting from 6:55 p.m. to 7:20 p.m. on January 11, 2021 at 20 Education Court, Hamilton, ON, in Trustee Board Room with Trustee Cam Galindo presiding.

Members present were: Trustees Kathy Archer (Electronically), Becky Buck (Electronically), Dawn Danko, Cam Galindo, Alex Johnstone (Electronically), Maria Felix Miller (Electronically) and Carole Paikin Miller (Electronically), Ray Mulholland (Electronically) and Paul Tut (Electronically). Student Trustees Ethan Hesler (Electronically) and Fatima Zakar (Electronically).

Regrets were received from Trustees Christine Bingham, Penny Deathe and Student Trustee Skylar Seggie.

1. Approval of Agenda

On the motion of Trustee Mulholland, seconded by Trustee Danko, the Standing Committee **RECOMMENDS that the agenda be approved.**

CARRIED UNANIMOUSLY

Student Trustees Ethan Hesler and Fatima Zakar voted in favour

2. Declarations of Conflict of Interest

None.

Report from Staff**3. School Year Calendar 2021-2022 – Request for Consultation**

Staff presented the Report of the School Year Calendar 2021-2022.

On the motion of Trustee Miller, seconded by Trustee Archer, the Standing Committee **RECOMMENDS That the draft 2021-22 School Year Calendars be approved for public consultation.**

CARRIED UNANIMOUSLY

Student Trustees Ethan Hesler and Fatima Zakar voted in favour
Trustee Paikin Miller was not present for the vote

Trustee Paikin Miller left the meeting.

4. HWDSB and the 2021 Grey Cup Update

Staff shared an update on the upcoming 2021 Grey Cup that will be held at the Tim Horton's Stadium on November 21, 2021. HWDSB and the Hamilton Tiger-Cats are identifying various ways to collaborate for Grey Cup 2021 as this event provides an exciting opportunity for student involvement. The Community Engagement Department, in partnership with the Program Division, are planning a variety of school-based programs in connection with the Grey Cup. These programs will reflect curriculum requirements, as well as exposure to various aspects of the large event. It is likely that Bernie Custis, Prince of Wales and Sir John A. MacDonald will be used during this time and staff will ensure that proper agreements are in place.

On the motion of Trustee Tut, seconded by Trustee Danko, the Standing Committee **RECOMMENDS that update report be received.**

CARRIED UNANIMOUSLY

Student Trustees Ethan Hesler and Fatima Zakar voted in favour.

Respectfully submitted,
Cam Galindo, Chair of the Committee