HWDSB

Program Committee
Thursday, February 20, 2020
Room 340-D

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:30 pm

1. Call to Order

2. Approval of the Agenda

3. Positive Culture & Well-Being report

4. 21st Century Learning Strategy – update

5. Adjournment

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Executive Summary

Topic: Positive Culture and Well-Being Report

Context
HWDSB's Board of Trustees have approved Strategic Directions for 2016-20 and staff has developed an Annual Plan for 2019 - 20. The five priorities are *positive culture and well-being*, student learning and achievement, effective communication, school renewal and partnerships.

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

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

Priority: Positive Culture and Well-Being – *We will build our student and staff well-being through positive climate strategies.*

Summary

The following report includes:

- The review of the 2018 – 19 implementation of the HWDSB Annual Plan, Positive Culture and Well-Being, and the current implementation of the 2019 - 20 HWDSB Annual Plan
- Suspension and Expulsion data (previously presented to Human Resources Committee)
- Safe Schools Incident Reporting Form data (new)
- Appendix A: Mental Health Strategy
- Appendix B: Equity Action Plan
- Appendix C: Staff Census
- Appendix D: Culturally Relevant and Responsive Pedagogy
- Appendix E: Indigenous Cultural Safety
- Appendix F: Suspension and Expulsion Report
- Appendix G: Safe Schools Incident Reporting Form Report
- Appendix H: Gateway

Highlights

Celebrations

Reflecting on our 2018-19 Annual Plan, we can celebrate:
- The development of the *HWDSB Mental Health Strategy*
- Professional learning for principals, vice-principals and mental health representatives on Emotion Coaching
- Development of the *HWDSB Equity Action Plan*
- Invited by Ministry to participate in *Culturally Relevant and Responsive Pedagogy* and *Indigenous Cultural Safety* projects
- Implementation of the *Staff Census*
- Development of the *HWDSB Strategic Wellness and Absence Management Plan*

Opportunities

Reflecting on our 2019-20 Annual Plan, we have opportunities in 2019-2- to:
- *Mental Health Strategy* - Focus on caring adults through the application of Emotion Coaching (validation + support)
- *Equity Action Plan* - Increase understanding of culturally relevant and responsive conditions and the elements of creating culturally safe spaces for Indigenous students and staff
- *Equity Action Plan* – Respond to the Staff Census through the development of an Employment Equity Audit which will inform professional learning for service leaders
- Continue implementation of the *Strategic Wellness and Absence Management Plan*

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<u>Learning</u>

Reflecting on our 2018-19 Annual Plan and Student Achievement Data, we learned that:
- The caring adult focus requires a universal approach across all schools
- Who we are as a staff, within HWDSB and the extent to which we align with representation within Hamilton and/or the province
- Role of voice (student, families and staff) in HWDSB equity and mental health work

Provincial job sanctions have impacted much of the progress in 2019-20 and as a result:

Staff are **not on target** to have the number of students who feel safe, supported and accepted increase by June 2020.

Staff are **not on target** to have the number of staff who feel safe, supported and accepted increase by June 2020.

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HWDSB Annual Plan Report

Name of Report: **Positive Culture and Well-Being Report**

Date: **February 20, 2020**

Note: This report represents a merging of two previous reports: Positive Culture and Well-Being Report and the Safe Schools Monitoring Report (suspensions and expulsions)

Priority: Positive Culture and Well-Being: We will build student and staff well-being through positive climate strategies and supportive relationships.

2018-19 Annual Plan

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

Target #1: The number of **students** who feel safe, supported and accepted will increase by June 2020.

Strategy*: Provide professional learning for staff on how to use student survey data, and anti-racism and anti-oppression strategies.*

Student survey data in HWDSB follows a three-year cycle:

> 2017/18 – survey completion (Elementary – *Middle Years Development Instrument (MDI)*, Secondary –   *Positive Climate Survey)*
> 2018/19 – school review of data and beginning to respond
> 2019/20 – response to data and survey completion

During 2018/19 school year administrators participated in learning sessions with a focus on understanding their school student voice data, within the context of the Board goal of all students feeling safe, supported and accepted and the measure of students identifying caring adults in their school life. This learning was situated within the understanding that our schools do have caring adults. Where the data shows that students are struggling to identify a caring adult lies in the fact that there is a perception gap. What the adults believe demonstrates caring, the students do not necessarily perceive as caring. This foundation became fundamental to our work in 2019/20.

After the initial learning around the data (October and November – principals, vice-principals and mental health and well-being representatives from schools) administrators provided feedback that further learning was needed. The February Organizational Leadership Meeting (OLM) provided time for leaders to further understand the system-level data (shared with Trustees in the 2018/19 Positive Culture and Well-being Report) and differentiated learning with respect to school-level data. In addition, time was dedicated on the March 2019 PD Day to further explore this work with school staff. From this learning, schools identified one area of focus for the remainder of the year and into the 2019/20 school year.

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Professional learning for mental health and well-being representatives from schools was ongoing throughout the year (4 learning sessions) as they were supporting the "caring adult" work at the school-level. In tracking work being undertaken in schools, staff began to populate a database to share school-based activities across the system and each learning session involved presentations from schools.

The focus on AR/AO (anti-racist, anti-oppression) learning was deferred to the 2019/20 school year as the system work shifted to a focus on creating a multi-year *HWDSB Equity Action Plan* for launch in August, 2019. However, our work in this area was furthered by involvement in Ministry funded projects related to creating culturally responsive schools and understanding Indigenous Cultural Safety.

Strategy: Leverage effective practices in schools that enhance student-staff relationships, including a focus on students identifying a caring adult, through the mental health strategy, We Help.

During 2018/19 staff continued work with *School Mental Health Ontario,* to further refine the *HWDSB Mental Health Action Plan* (Appendix A). This plan considers the universal work that impacts all students in schools as well as targeted work that may be necessary for some students. From a universal lens, administrators and mental health representatives were introduced to research-informed, Emotion Coaching as a "tool in the toolkit" to respond to escalated student behavior. Based on feedback, an interdisciplinary team consisting of social workers, mental health representatives and teachers, developed an eight-session learning series for rollout to the system in the 2019/20 school year.

Supporting our understanding of how to create culturally safe and supportive environments in our schools, two secondary schools (SJAM and Westmount) participated in a Ministry of Education *Culturally Relevant and Responsive Pedagogy* project. This work began in 2018/19 and continued into 2019/20.

The *Indigenous Education Team* also began a Ministry funded project on creating culturally safe spaces for Indigenous students. This work has involved working alongside the local Indigenous community to access student and community voice. In addition, the initial project phases in 2018/19 focused on:

1) Development of a teacher job posting for the transitions program – targeted hiring of an Indigenous person
2) Working partnership with Brock University, Hamilton Campus on the location of physical space for the program.
3) Completion of a Literature Review on the development of: a) Ethical Standards of Indigenous Research; and; b) Indigenous Cultural Safety Framework
4) Completion of Indigenous Social Work Professional Development sessions including feedback on next steps.
5) Evaluation and Budget

Strategy: Implement the next phase of the High Priority Schools plans.

With a focus on providing resources where they are most needed, two Early Child Development Support Educators (DECE with mental health experience) have been assigned to High Priority Schools. The scope of services available include:

- Supporting classroom educators with programming and environmental changes based on the developmental needs of the students;
- Supporting the creation of Behaviour Support Plans and Safe Intervention Plans;
- Recommending proactive strategies for individualized students based on analyzing collected data;
- Modelling strategies and scaffolding next steps;
- Provision of professional development for educators;
- Collaborating with parents/caregivers by sharing the strategies that have shown success;

- Collaborating with other HWDSB service departments and community partners to better meet the needs of the whole child.

During the 2018/19 school year they worked in all 20 High Priority Schools and provided service for approximately 127 children through over 360 visits to schools. This team also provided consultation to 28 students in non-priority schools. As an extension of their work and in support of know our students before they begin kindergarten, they also participated in early intake meetings and community-based observations of children.

Staff are **on target** to have the number of students who feel safe, supported and accepted increase by June 2020.

Target #2: The number of staff feeling safe, supported and accepted will increase by June 2020.

Strategy: Provide professional learning on anti-racism and anti-oppression strategies.

Capitalizing on the Board's strategic priorities of student achievement, positive culture and well-being, HWDSB launched a three-year *Equity Action Plan* (2018/19-2020/21) (Appendix B) during the August Director's Breakfast . The *HWDSB Equity Action Plan* applies anti-oppression, critical social justice and human rights perspectives with a goal to intentionally embed the core principles of human rights and equity at the system, school and classroom levels. The plan envisions a culture shift that is built on recognizing and critically challenging historically built-in inequalities and injustices that contribute towards producing inequitable outcomes in the education system. https://www.hwdsb.on.ca/about/equity/

Strategy: Develop and implement a staff census to understand the diversity of our employee community

In order to understand the diversity of our staff and the extent to which our demographics are reflective of the community we serve, staff collaborated with union leaders on the development of the *HWDSB Staff Census*. (Appendix C) The staff census was voluntary, anonymous and confidential. The survey was open to all employees of HWDSB from April 1 to April 30, 2019. From this staff census administration (2505 responses, 33% participation rate), we have learned that:

- HWDSB has a large female employee population (78% female, 21% male, 1% fluid, non-binary, transgender, two-spirit, open responses)
- 9% of respondents self-identify as racialized, the highest for staff hired in the past year (16.4%)
- 2% of respondents self-identify as Indigenous to Turtle Island (North America)
- 15% of respondents indicate they have a condition or disability
- 5.2% of respondents identify as asexual, 5.6% identify as lesbian, gay, bisexual, transgender, queer, two-sprited

Strategy: Develop and implement a strategic wellness and absence management plan.

In July of 2018, HWDSB conducted an assessment of the board's absence management programs, practices and procedures. Workplace Medical Corp. (WMC) conducted the assessment with goals to:
1. Evaluate and understand the current state of the existing program, including strengths and gaps.
2. Understand the drivers of the current state of absenteeism at HWDSB.
3. Identify opportunities to fill the gaps, ensuring the absence program was supporting all employees while maintaining a healthy and safe working environment.
4. Ensure the future HWDSB absence and disability management processes are consistent with best practices within the education sector.
5. Provide recommendations to bring the program in line with these best practices.

Staff reviewed the assessment by WMC and collaboratively created the Board's Strategic Wellness and Absence Management Plan in April 2019. Prior to the end of the school year, staff implemented four (4) initiatives within the plan including the implementation of a procedure in support of the Attendance Management Policy 4.2. Our Strategic Wellness and Absence Management Plan sets out goals that will significantly impact the implementation of our Strategic Directions by reducing employee absences by a minimum one half day year-over-year.

Staff are **on target** to have the number of staff who feel safe, supported and accepted increase by June 2020.

2019-20 Annual Plan

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

Target #1: The number of **students** who feel safe, supported and accepted will increase by June 2020.

2017/18 Baseline Measures - Students
- Focus is Caring Adult
- Caring Adult - gr. 4-6 (63%), gr. 7-8 (55%), gr. 9-12 (41%)
- Important Adult - gr. 4-6 (55%), gr. 7-8 (39%), gr. 9-12 (40.5%)

Strategy: *Provide differentiated professional learning on Emotion Coaching (i.e. Validation) to school staff, school leaders, and system support staff.* (Note: Progress delayed due to provincial job sanctions)

In reviewing the work of schools during the 2018/19 school year, it seemed clear that schools understood their student voice data but needed support in how to respond. As a result, the 2019/20 Board Annual Plan includes the universal expectation that schools will participate in Emotion Coaching (Validation + Support) learning and then the application of that learning as a key strategy in closing the gap between what students and staff experience as a caring adult interaction.

During the 2019-2020 school year, a training program for Emotion Coaching (Validation + Support) was implemented for all school staff. The training program included 8 sessions to be facilitated during staff meetings over the course of the year. The sessions are intended to support staff learning how and why to utilize Emotion Coaching, support adopting the skill into their practices as well as reflecting on the impact of using the skill on their relationships with students. These learning sessions are facilitated by the Mental Health and Well-Being Representative and School Administrators. The training is located on the HUB and includes a facilitator guide as well as an on-line learning version for staff members who miss or wish to review the training. After the first learning session, only 14 respondents indicated feeling "not confident" with the skill and the accompanying comments were more related to the training platform not being interactive enough or personal comfort using the skill. Executive Council is also engaging in the training the week prior to the learning at staff meetings. Due to provincial job sanctions, only one learning session has occurred.

Strategy: *Implement Emotion Coaching (ie. Validation), to enhance student-staff relationships (i.e. caring adult).* (Note: Progress delayed due to provincial job sanctions)

The first learning session was offered at the November staff meeting due to work sanctions in place in October. A post completion survey was requested and 758 responses were obtained, with 319 staff indicating that they felt "confident" applying Emotion Coaching and 185 staff advising they felt "very confident". Sessions beyond November have been placed on hold due to provincial job sanctions.

The training program and accompanying schedule will need to be modified due to the number of staff meetings that have been cancelled due to provincial job sanctions. It would not be ideal to have the training run over two school years as the intent for year two was to review the first-year learning and move on to the next skill set.

The progress monitoring of Emotion Coaching is aimed at obtaining qualitative data through guided meetings between the Superintendent and the school administration. The *Administrator Mental Health and Well-Being Advisory Committee* worked on the creation of a tool that will be used by Superintendents in discussing the Positive Culture and Well-Being progress in elementary schools. Due to the provincial job sanctions, implementation of this tool is delayed.

During the spring of 2020, the *Middle Years Development Instrument* (MDI) survey will occur across grades 4 – 8 as well as the *Secondary School Positive Climate Survey* in secondary schools. This will provide a data set that can be compared to the results obtained from these surveys in 2017- 2018. The MDI and positive climate data provides the quantitative measure for number of caring adults identified by each student that can be compared year over year. This is the metric we hope to see growth in each two-year cycle. (Note: survey implementation may be delayed due to provincial job sanctions)

Strategy: *Identified schools to implement Anti-racism/Anti-oppression (ARAO), Culturally Relevant and Responsive Pedagogy (CRRP) and Indigenous Cultural Safety (ICS) approaches.* (Note: Implementation delayed due to provincial job sanctions)

This fall has seen the continuation of the *Culturally Relevant and Responsive Pedagogy* (CRRP) work undertaken at Bernie Custis and Westmount Secondary Schools last spring. The staff at both schools have successfully met the challenge of meaningfully engaging the voice of marginalized and racialized students. Staff at both schools have engaged in leadership learning that is grounded in a pedagogical framework that supports all students and staff in the creation of learning spaces that are culturally and linguistically diverse. By centering racialized student voice, educators and staff engaged in learning to examine their own identity and social location and the impact it may have on their classroom and school environments. (Appendix D)

The *Indigenous Cultural Safety Project* (ICSP) is intended to address and usurp systemic barriers for Indigenous learners in schooling. The project has continued into the 2019/20 school year. Implementation of the Transitions Classroom is scheduled for February, 2020. Due to the limitations of hiring an Indigenous Teacher for this particular project, and provincial job sanctions, the ICSP Pilot Team intentionally partnered with CC:ROSE (Cultivating Community: Reclaiming Our Spaces in Education) and the Hamilton Regional Indian Centre (HRIC)'s Indigenous Youth Council. CC:ROSE is a student-led community for Indigenous learners who want to connect with each other through unique cultural opportunities and by sharing their voices as Indigenous youth across HWDSB.

Through the CC:ROSE and HRIC Indigenous Youth Council partnership, staff held four community-based engagement opportunities, where student, parent/caregiver, and community voice was gathered to inform an understanding of Indigenous Cultural Safety. The feedback was layered with common experiences of institutional racism, experiences of bullying, violence, and feelings of inferiority by Indigenous parents, learners, and community members. The participants also suggested ways for HWDSB to practice 'Indigenous Cultural Safety' (Appendix E) through recommendations such as:

- Hiring Indigenous Teachers
- Culture/Cultural Approaches and Activities throughout all teaching and learning opportunities
- Indigenous Languages
- Experiential/Land-based Learning
- Elders/Knowledge Holders
- Ongoing opportunities for Outreach & Engagement
- Knowledge Building/Sharing
- Professional Learning for all educators, etc.

The next steps include implementation of the Transitions Classroom and sharing the voice learnings with Executive Council in March in order to determine next steps.

In Winter, 2019 HWDSB was invited by the Ministry of Education to participate in the Black Youth Graduation Coach Program. The coaches work at Bernie Custis Secondary School and Westdale Secondary School with the goal of providing intensive, culturally-responsive support to underserved Black students. Evidence shows that

systemic racism and discrimination have led to lower educational outcomes for Black students across Ontario's education system. The Graduation Coach Program aims to advocate for these students in order to help improve academic achievement, well-being and graduation rates.

Staff are **not on target** to have the number of students who feel safe, supported and accepted increase by June 2020. (Note: All 3 strategies have been impacted due to provincial job sanctions)

Target #2: The number of **staff** feeling safe, supported and accepted will increase by June 2020.

2017/18 Baseline Measures – Staff
- Focus is Trust and Relationships
- Baseline is 20.9/30

Strategy*: Develop and implement an Employment Equity Action Plan from the Staff Census and Employment Process Review (Audit) recommendations.* (Note: Progress delayed due to provincial job sanctions)

Staff are currently engaged in an Employment Equity Audit to explore issues of equity, diversity, and inclusion. This audit will examine our employment policies and practices to identify any potential barriers to hiring, advancement, and full inclusion of employees.

The Employment Equity Audit will:
- Review HWDSB's human resource policies and practices for staff hiring to identify systemic barriers and biases
- Review compliance with equity-related legislation
- Review promotion processes
- Review current practices to promote workplace diversity and inclusion to identify gaps, and
- Make recommendations for removing the identified barriers and creating a more diverse workforce and inclusive work environment.

The Equity Audit will also hear from employees through a series of focus groups, and one-on-one interviews. The Equity Audit is currently being conducted by a third party consultant, Turner Consulting Group Inc. The consultants will review the Board's policies, consult with staff, analyze the results, and make recommendations to address the identified issues.

A full report on the Employment Equity Audit and the recommendations provided by Turner Consulting will be forthcoming to the Human Resources Committee following the end of job sanctions and the completion of the key stakeholder groups.

Strategy*: Provide professional learning to service leaders on one area from the Employment Equity Audit Recommendations using the lens of human rights, ARAO and privilege.*(Note: Strategy has not begun due to provincial job sanctions)

Due to provincial job sanctions, the *Employment/Hiring Equity Audit* has been delayed. Therefore, no professional development has been planned for this period. In the meantime, the Equity and Well-being Division has worked with Human Resources to embed equity learning in the new employee on-boarding program. The equity session introduces new employees to HWDSB's *Equity and Inclusion Policy* and provides an overview of equity and human rights related procedures and explains roles and responsibilities of each employee in contributing to creating inclusive and safe working environments. The Equity team is also proactively identifying gaps in employment equity. For example, one area that has been identified is a lack of clear procedure, guideline and awareness in the staff religious accommodation process. The Equity Team is working with Human Resources to develop clear procedures and plan professional development sessions on the topic of Duty to Accommodate on the ground of religion/creed. The Audit work with non-union employees will continue in February.

Strategy: Implement the strategic wellness and absence management plan.

In the 2019-2020 school year, the Board will fully implement a Strategic Wellness and Absence Management Plan. This plan implements the recommendations outlined in the assessment conducted by Workplace Medical Corporation in July 2018, specifically to:

1. Improve the Board's absence (and employee wellness) programs by implementing best practices.
2. Apply sick benefits to employees in a fair and consistent manner.
3. Reduce absence rates to be in line or below the education sector average by 2023.

There are ten (10) strategic initiatives outlined in plan. Each initiative has a defined outcome(s), a person responsible for the initiative, and a deadline date. The initiatives are as follows:

1. Reorganize the Employee Support and Wellness (ESW) department.
2. Review current absence management tools and determine appropriate next steps.
3. Create new, where required, and update existing absence policies and related procedures.
4. Establish an absence management committee to oversee the program development
5. Develop an early intervention model within the HWDSB absence program to ensure we support all employees who are absent 5 (or more) consecutive days.
6. Utilize absence management tools to support safe and appropriate return to work that include functional or cognitive evaluations, ergonomic evaluations and independent medical evaluations.
7. Conduct a full analysis of the Workplace Safety and Insurance Board (WSIB) program to understand the increase in claim numbers, cost, and opportunities for improvement
8. Make enhancements to the HWDSB occupational health program that includes: a review of the program to ensure compliance to Occupational Health and Safety Act (ii) conduct post-offer medical examination for higher risk roles (iii) develop a full set of Physical Demands Analysis (PDA) standard for higher risk positions that can be used for all medical assessments (post-offer assessments, medical surveillance assessments) and return-to-work coordination.
9. Develop a fulsome Wellness program.
10. Provide absence management training on an ongoing basis with absence stakeholders to ensure all policies and procedures are fully implemented and used in a fair and consistent manner.

At the time of this report, the Board has implemented six of the 10 initiatives. Staff are on track to fully implement the Board Strategic Wellness and Absence Management Plan by June 2020.

Staff are **not on target** to have the number of staff who feel safe, supported and accepted increase by June 2020. (Note: Two of the three strategies have been delayed due to provincial job sanctions)

Positive Culture and Well-Being - Safe Schools

Building upon a foundation of strong Safe Schools Policies and Procedures, we have focused our safe schools conditions work in the proactive area of creating safe and inclusive conditions through the work of the *Equity Action Plan* (including CRRP and ICSP) and the *Mental Health Action Plan* (including Emotion Coaching). Since October, 2019, the work of the Positive Culture and Well-Being Division has shifted to include attention to bullying prevention and intervention. Staff "revitalized" material that had already been developed and focused on enhanced communication and visibility. In addition, school staff engaged in learning on identifying, responding and reporting bullying. This included learning at a staff meeting in addition to repurposing a mathematics professional development day to a focus on bullying prevention and intervention within the context of positive culture and well-being. An independent panel was also established to gather student and community voice related to bullying.

Highlights of work undertaken include:

- Weekly updates to principals and vice-principals including responses to frequently asked questions
- Reminder to schools of where bullying related resources are located
- Improved online navigation *to Safe Schools Incident Reporting Form* and *HWDSB Helps* app
- Targeted learning for new principals and vice-principals
- After school (optional) learning sessions for principals and vice-principals
- Engaged *Safe Schools Advisory Team* in the development of learning material for schools
- Engagement of principals and vice-principals in identifying needs
- Dedicated OLM to principal and vice-principal learning
- Family Awareness Kits developed and shared (postcard, magnet)
- *HWDSB Helps App* posters for schools
- Daily classroom activities (elementary and secondary) for Bullying Awareness and Prevention Week
- School announcements and social media posts during Bullying Awareness ad Prevention Week
- Mental Health and Well-Being representative learning on Emotion Coaching
- Bullying Awareness and Prevention presentation prepared for School Council learning
- Training of Early Learning and Child Care supervisory staff on reporting bullying to the principal. Requested further training on Emotion Coaching
- Established Safe Schools: Bullying Prevention and Intervention Review Panel
- Ongoing collaboration with School Mental Health Ontario including support for the positions of Safe Schools Principal and Bullying Intervention Support Social Worker

The *Safe Schools Advisory Team* is working on next steps which include:

- Continued learning for principals and vice-principals
- Expansion of classroom learning – 3 times a year
- Development of "diversion" opportunities supported by the two newly created roles
- Developing a multi-year strategy upon release of the results of the Bullying Review Panel

Related Links

HWDSB Safe Schools public web page, http://www.hwdsb.on.ca/safeschools
HWDSB Helps public web page, http://www.hwdsb.on.ca/secondary/supports/hwdsbhelps/
Safe Schools on myHOME, http://bit.ly/2KmTlOr
We Help on myHOME, https://hwdsbonca.sharepoint.com/sites/myhwdsb/we_help/
Download HWDSB Helps on the App Store and Google Play Store
HWDSB Helps – One-page Staff FAQ (myHOME page, requires staff login)

Appendix A – Mental Health Strategy

HWDSB We Help.

Mental Health Strategy 2019-2020

Suicide Intervention Protocol

Key Activities:

- ASIST training
- Implementation support of protocol

Targeted Treatment Groups

Key Activities:

- Evidence Based Programs to Help Parents/Caregivers Support their Children
- Evidence Based Programs to Support Students Experiencing Mental Health Challenges

Mental Health Embedded Curriculum

Key Activities:

- Curriculum that teaches skills and strategies to support student positive mental health and well-being

Enhancing Staff Capacity in Mental Health Awareness

Key Activities:

- Professional Learning Sessions for all staff

Pathways to Care

Key Activities:

- Web-based Pathway for Students by Students

Promoting Help Seeking and Enhancing Helping Behaviours

Key Activities:

- Emotion Coaching (Validation and Support) training

Universal Approach to Well-being

Key Activities:

- Framework to define key areas that promote positive wellbeing

System Supports to Achieve Goals

Key Activities:

- Supporting School Leadership in Mental Health Planning
- School Based Mental Health and Wellbeing Reps
- HWDSB School Mental Health Advisory Groups

HWDSB

Equity Action Plan

2019/20-2021/22

School and Classroom Practices

- *Strengthen inclusive and culturally responsive pedagogy, assessment and resources*

- *Supporting student pathway choices*

- *Improved and inclusive community-school partnerships to enhance school and classroom practices*

- *Increase parent engagement*

Leadership, Governance and Human Resource Practices

- *Accountability for equity and human rights*

- *Enhance diversity in hiring and promotion at all levels*

- *Professional development focused on equity, inclusion and human rights*

- *Establish equity and human rights support structures*

Positive Culture and Well-being

- *Review board policies and procedures*

- *Establish and/or strengthen community, staff and/or student advisory committees and groups*

- *Develop safe and inclusive reporting structures*

- *Increased commitment to school and workplace environments free from discrimination and harassment*

Data Collection, Integration and Reporting

- *Develop a consistent approach to collect identity-based data*

- *Collect and report identity-based employee and student data*

- *Analyze and use identity-based data to address equity gaps and inform local decision making*

www.hwdsb.on.ca/equity

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HWDSB

We all count.
HWDSB STAFF CENSUS 2019

2,505 Respondents

What is your primary employment status with **HWDSB**?

2491 responses to question

74.9%	20.7%	3.8%	0.6%
Permanent or probationary full-time employee	Casual, daily occasional, long-term occasional, temporary or contract employee	Permanent or probationary part-time employee	Not indicated

How long have you been employed with **HWDSB**?

2497 responses

9.4%	21.7%	17.5%	17.9%	15.7%	8.7%	9.1%
Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	More than 25 years
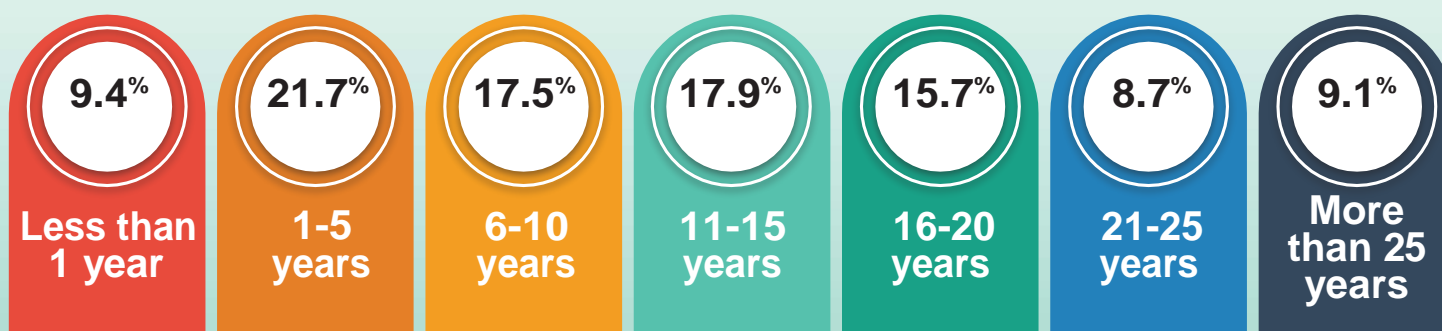
Federation, union or association (reflecting primary job responsibility)

2434 responses

%	Group
31.4%	HWETL–ETFO Permanent Teachers
14.4%	OSSTF T/OTBU Permanent Teachers
11.5%	OSSTFOCTU
9.5%	COPE Educational Assistant
8.9%	HWOTL – ETFO Occasional Teachers
3.9%	HWDECEL – ETFO - Designated Early Childhood Educators
3.7%	OSSTF T/OTBU Occasional Teachers
3.2%	CUPE Caretaking and Maintenance
3.0%	HWPC – Principal
2.2%	OSSTF PSSP
2.1%	PASS employees
1.9%	PASS - managers and supervisors
1.6%	HWPC – Vice-Principal
0.7%	Not indicated
0.7%	OSSTFESL
0.5%	OSSTF T/OTBU Continuing Education Teachers
0.5%	Senior Admin/Supervisory Off. (e.g. Director, Superintendent)
0.4%	Non-union Continuing Education casual staff

Where is your primary work location?

2423 responses

Elementary School 57.2%

Secondary School 23.6%

Education Centre, Hill Park LC 10.4%

Itinerant Locations 6.1%

Not Indicated 2.6%
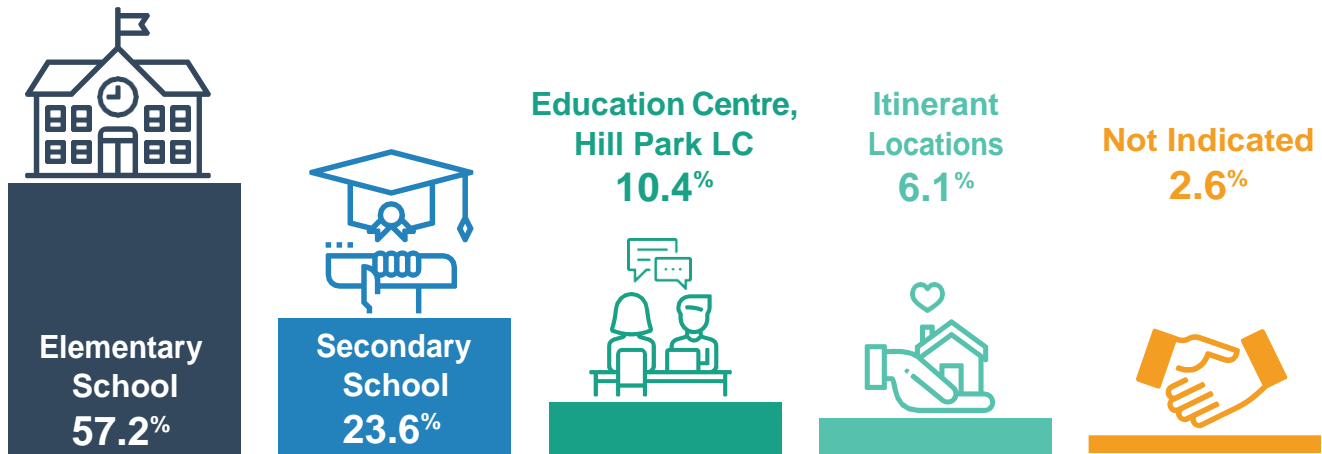
Where do you live?

2333 responses

25% **Hamilton Mountain**

18.4% **I live elsewhere**

19.2% **Hamilton Lower City**

18.1% **Ancaster, Dundas, or Waterdown**

12.3% **Upper/Lower Stoney Creek**

6.9% **Flamborough, Glanbrook (Binbrook or Mount Hope)**
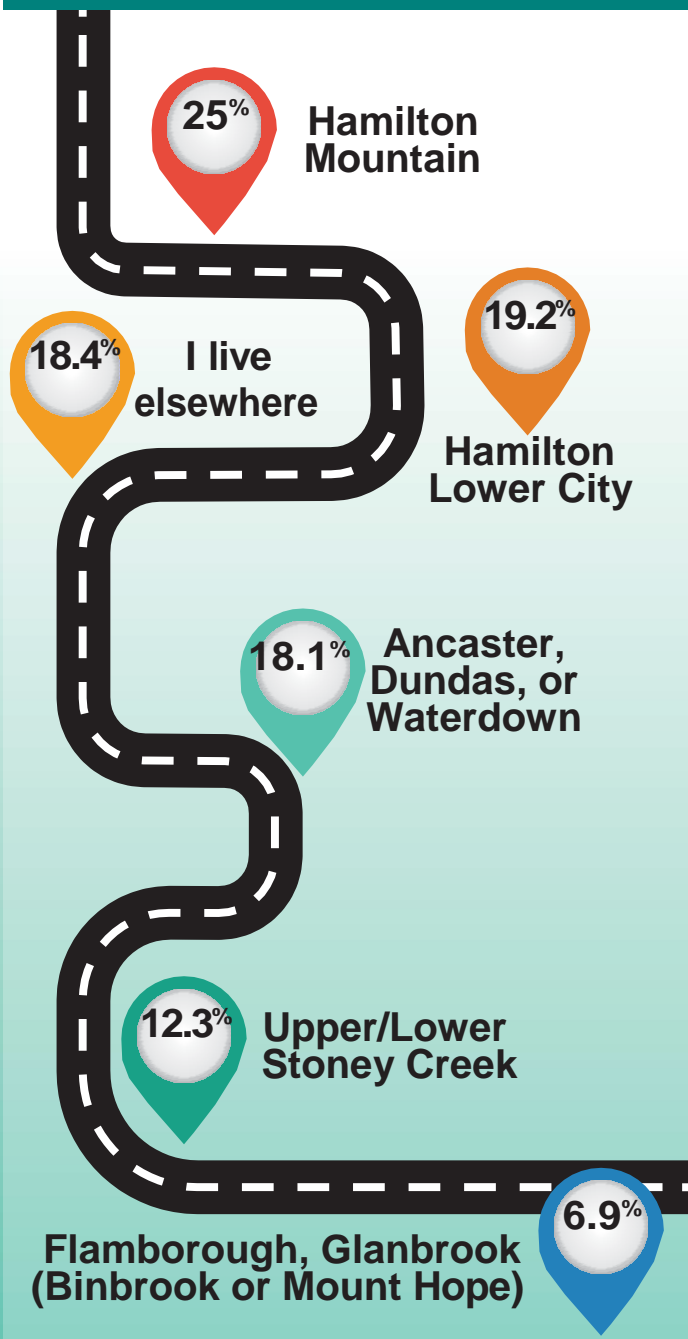
What is the highest level of education you have completed?

2396 responses

28.5% **Bachelor's degree**

26.6% **Certificate or diploma in addition to bachelor's degree**

19.8% **Master's degree**

18.7% **College certificate or diploma**

3.5% **Secondary school diploma or equivalency certificate**

1.3% **Others (includes no school degree, certificate or diploma and open responses)**

0.7% **Doctorate**

0.5% **Other trade certificate or diploma**

0.4% **Registered apprenticeship certificate**

Where did you complete your highest level of education?

2417 responses

- **84%** In Canada
- **11.5%** Outside of Canada
- **4.5%** Inside & outside of Canada
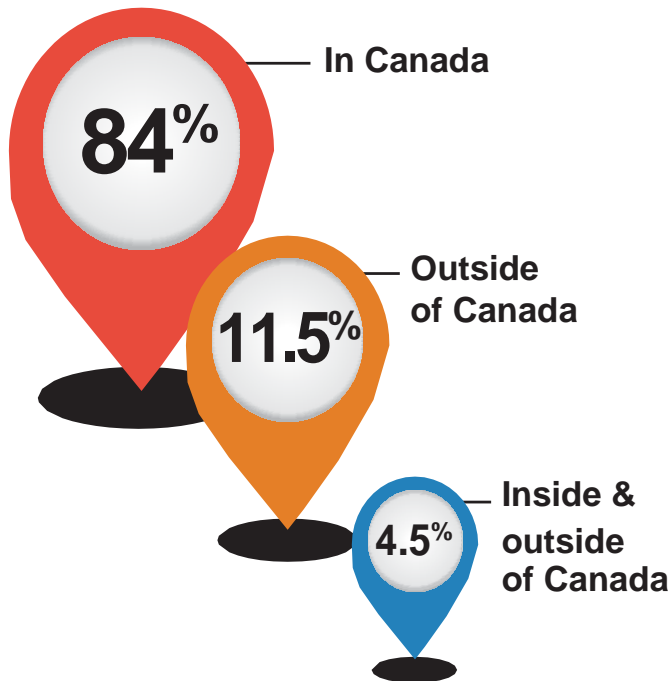
How many years have you been working in the education sector in Canada and internationally?

2393 responses

- 4.1% **<1 year**
- 14.3% **1-5 years**
- 17.9% **6-10 years**
- 19.6% **11-15 years**
- 16.7% **16-20 years**
- 13.1% **21-25 years**
- 14.2% **More than 25 years**
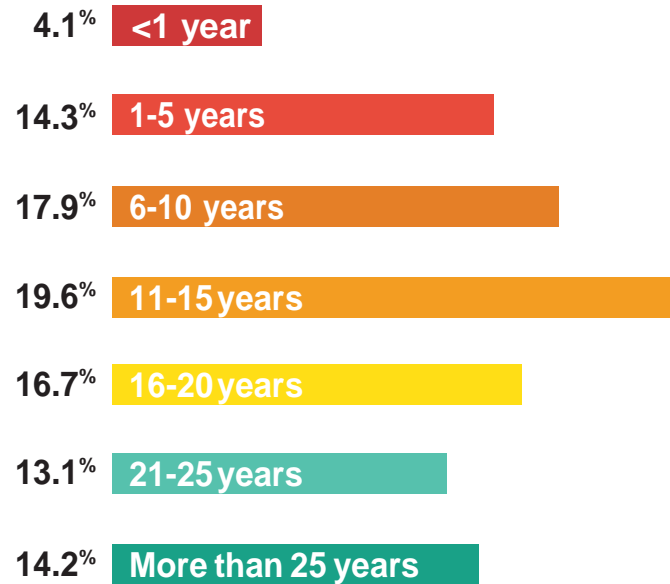
When do you plan to retire?

2373 responses

<1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	>30 years	Don't know/ Undecided
1.7%	12.9%	14.7%	15.5%	12.0%	10.8%	9.4%	8.3%	14.7%
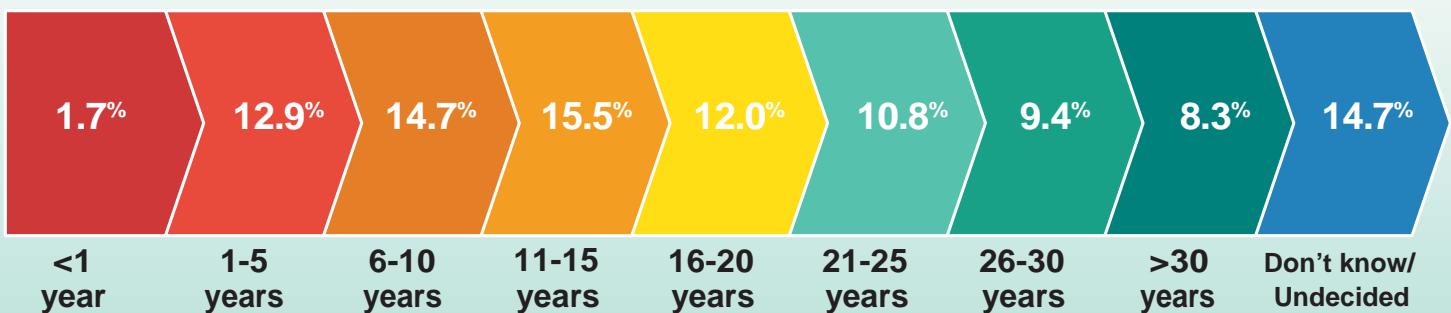
To which age group do you belong?

2335 responses

18-29 years	30-39 years	40-49 years	50-59 years	>60 years
10.9%	26.6%	33.1%	24.4%	4.9%
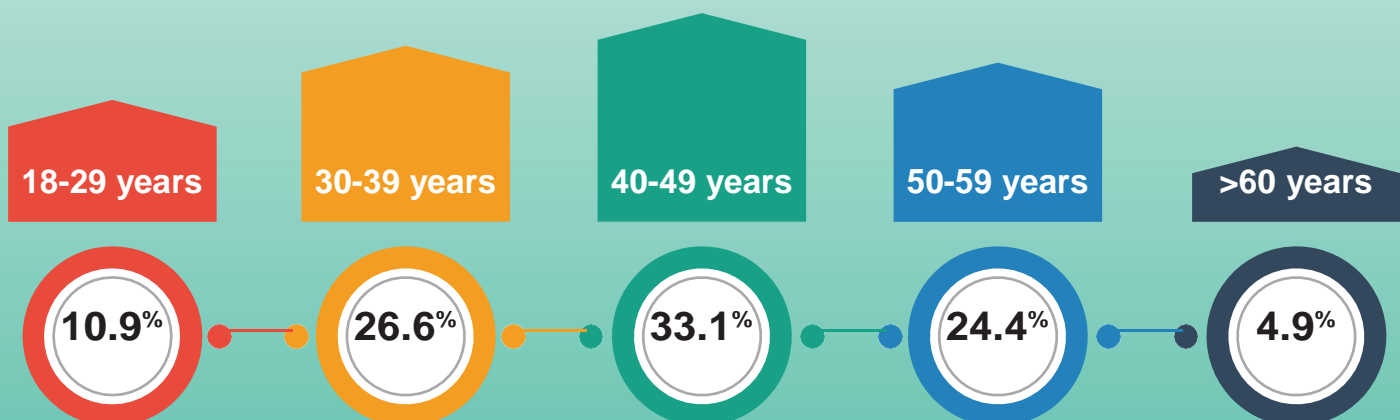
Indicate your gender identity.

2346 responses

- **78.3%** Female
- **0.8%** Others (includes fluid, non-binary, transgender, two-spirit and open responses)
- **20.5%** Male
- **0.4%** Multiple selected
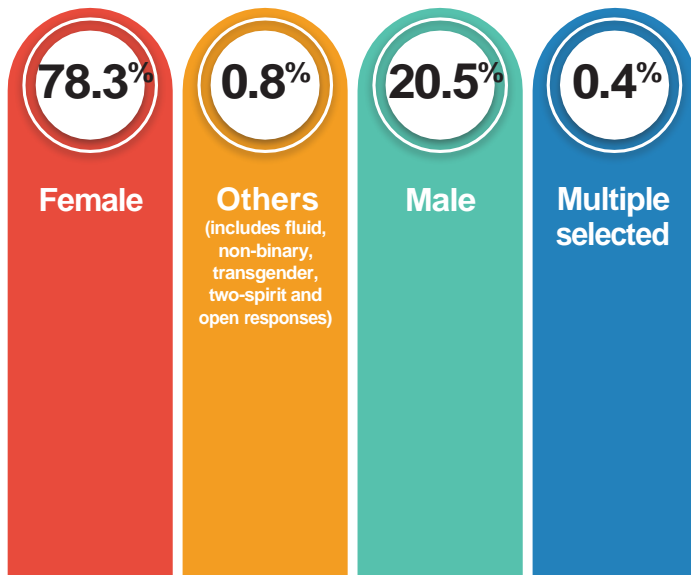
Indicate the sexual orientation(s) with which you currently identify.

2088 responses

- **87.5%** Heterosexual
- **5.2%** Asexual
- **2.1%** Bisexual
- **1.7%** Multiple Selected
- **1.2%** Lesbian
- **1.2%** Gay
- **1.1%** Others (includes fluid, pansexual, questioning and open responses)
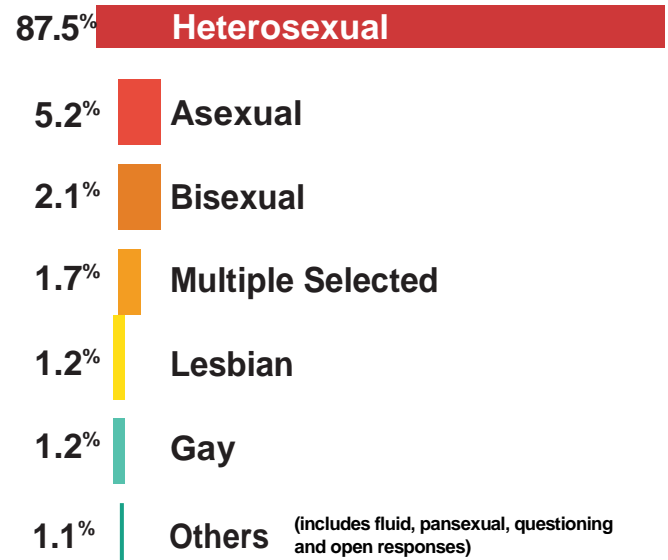
Do you consider yourself to be a person with a condition or disability?

2307 responses

85.3% NO

14.7% YES
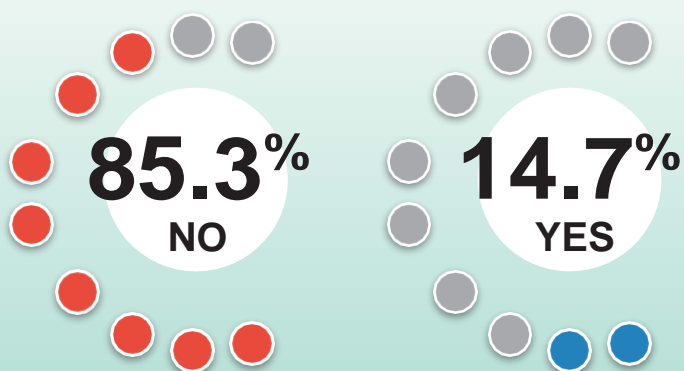
What is the nature of your condition or disability? (Check all that apply)

385 responses

- **33%** Mental health
- **32.5%** Multiple Selected
- **9.4%** Others
- **7.0%** Physical, functional, and/or mobility
- **6.2%** Chronic medical condition
- **4.9%** Hearing
- **4.2%** Pain
- **2.8%** Attention
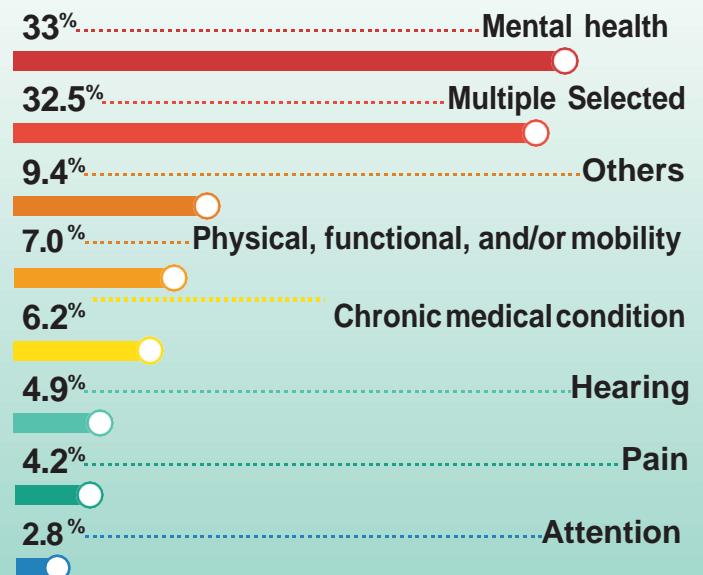
Where were you born?

2314 responses

- **85.1%** In Ontario
- **10%** Outside of Canada
- **4.9%** In Canada, in a province or territory outside Ontario
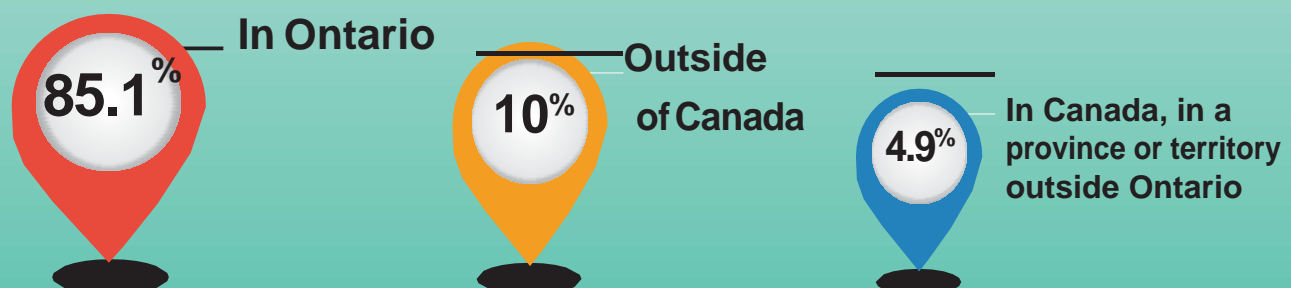
Do you self-identify as Indigenous to Turtle Island (North America)?

2310 responses

97.9% NO

2.1% YES

Please specify how you self-identify.

45 responses

44.4% First Nations

33.3% Métis

22.2% Others (includes Inuit & Other)

Indicate your racial identity (check all that apply).

2200 responses

White	88%
Others (Includes Filipino, Japanese, Korean, Southeast Asian, West Asian & Other)	3.8%
Multiple selected	2.3%
South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	2.1%
Black	1.5%
Latin American	1.1%
Chinese	0.8%
Arab	0.5%

Do you self-identify as a member of a racialized community/racialized person?
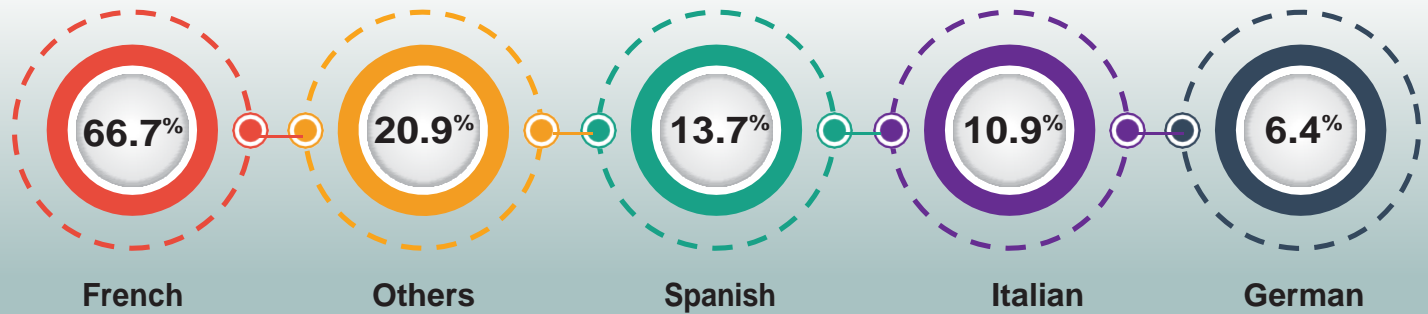
2205 responses

91% NO

9% YES

Other than English, list the languages in which you are proficient enough to speak or read well enough to comprehend.

Top Five

French	Others	Spanish	Italian	German
66.7%	20.9%	13.7%	10.9%	6.4%

Notes: The Others category included 52 unique languages with counts under 10. Speaking multiple languages resulted in 29.7%. Responses containing physical language were excluded from this question.

Proficiency to converse or read in physical languages

2267 responses

96.4%	3.0%	0.5%
None	American Sign Language (ASL)	Others (Braille, multiple responses selected or QSL)

Indicate any religion or spirituality with which you identify (check all that apply).

2023 responses

Christianity	I do not have a religion or spirituality	Multiple responses selected	Others*	Islam	Buddhism	Spiritual	Hinduism	Indigenous Spirituality	Judaism	Atheist
57.6%	31.3%	2.8%	1.9%	1.6%	1.0%	0.9%	0.7%	0.7%	0.7%	0.6%
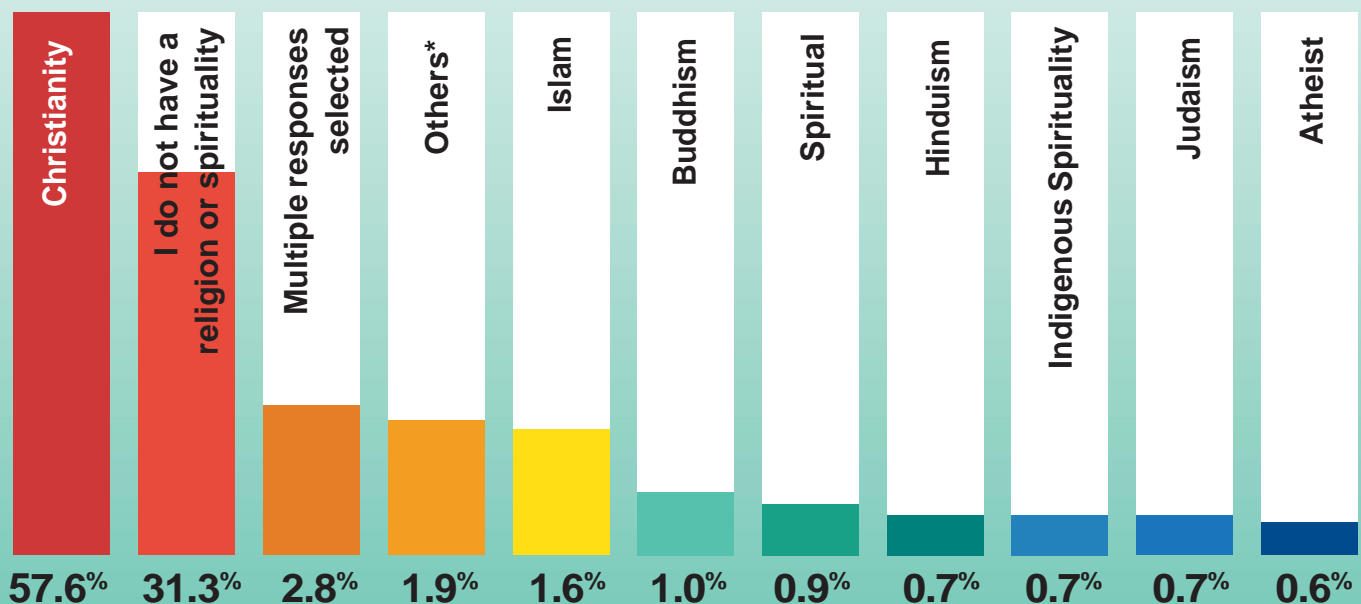
The "Others" category includes responses with n < 10, including Agnostic, Baha'i, Humanism, Pagan, Sikhism, Universalism, Wicca and Zoroastrianism, as well as other open responses.

Appendix D – Culturally Relevant and Responsive Pedagogy

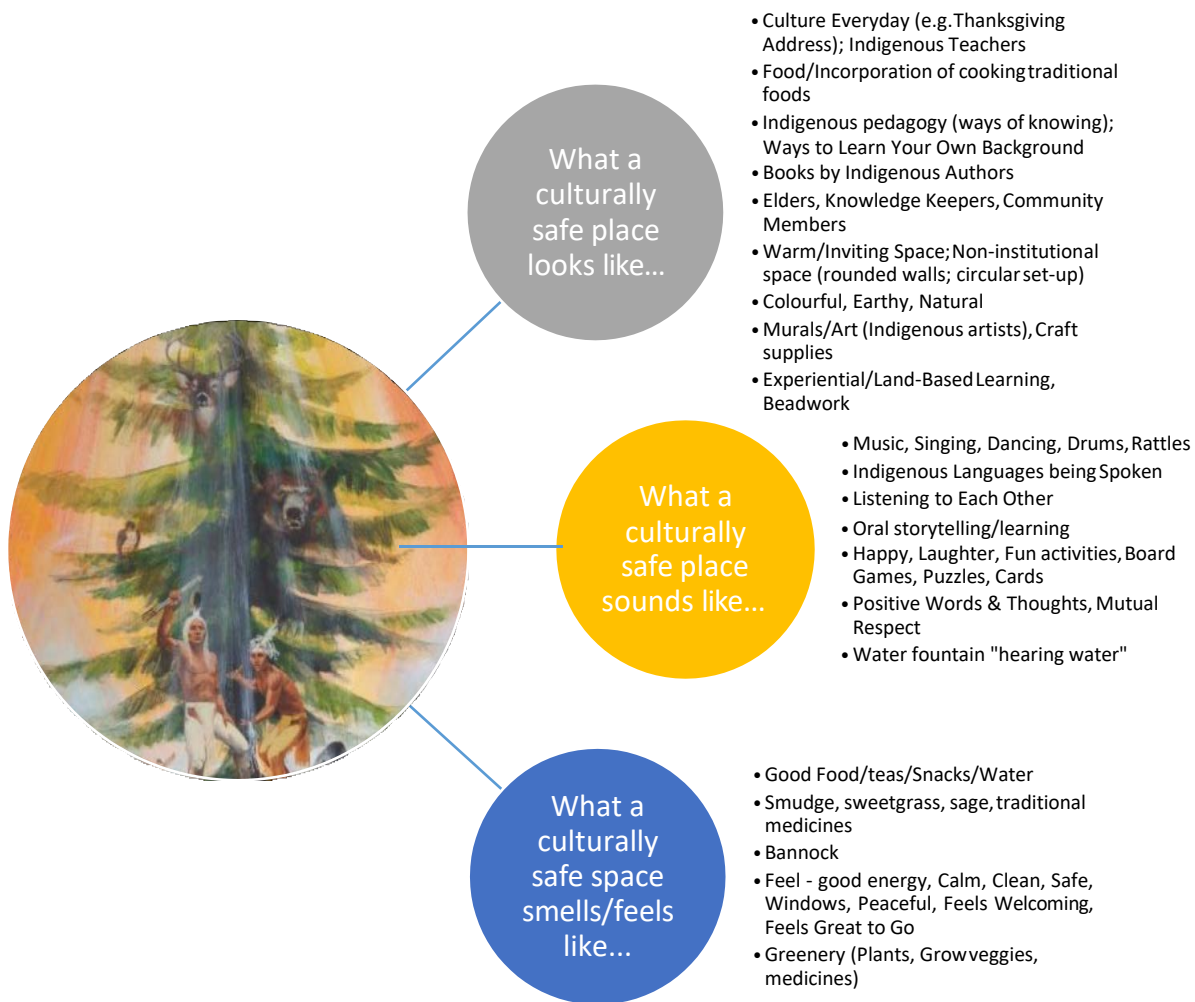At Westmount, 6 teachers, Principal, social worker and system consultant participated in the staff learning sessions; 9 students, social worker, system consultant and community facilitators participated in the student learning sessions. Staff and student groups engaged in activities and discussions centred on various intersections of identity including race, religion, language, culture, ethnicity, immigration status and others, as well as classroom and school experiences. For each session, community facilitators assessed students' entry points, co-constructed norms and goals, gathered feedback from students and used this information to plan subsequent student and staff sessions. Essentially, student voice helped inform staff learning. Students engaged in activities and discussions to unpack their identity and lived experiences and then staff engaged in similar activities and discussions. Overall, both staff and students were engaged in a journey of self-awareness that helped them identify their learning needs and next steps.. Low risk activities to explore identity were used the next day in the classroom to facilitate conversations.   The teacher expressed that the activities explored sense of self, learning more about the learner and each other and therefore, built a sense of community. "We saw a change in practice through our modelling". The learning team itself was built with those who expressed an interest in learning more about CRRP. Volunteers were asked to bring a "friend" who could be a learning partner. Discussions have expanded to other staff who have expressed an interest within a department. Staff began identifying and connecting their own experiences with assimilation, racism/oppression that perhaps were at one point dismissed as a norm. Staff have recognized their learning gaps and expressed a desire to learn more to bring into their departments to better support staff. Students have expressed an appreciation of having a space to have discussions and feel empowered to acknowledge/validating their own unique experiences. This has fostered a sense of community, belonging and fostering improved well-being with a focus on self-care.

At Bernie Custis, the Principal, 2 Vice Principals, 25 teachers representing the School Cabinet participated in a series of learning sessions where they engaged in using student voice to build the vision for the new school. Cabinet members were provided opportunity to explore the resource "Equity Continuum : Action for Critical Transformation In Schools and Classrooms". This resource was used to provide a direction and a lens for purposeful activities in learning. The framework in the Equity Continuum was also used to measure the impact of their actions against the indicators found within the "School Climate" and "Student Voice and Space" areas of equitable practice. The Cabinet learning and student voice data drove the creation of the Bernie Custis "Culture Code" (see attachment) which is now used as an equity lens for decision making. Bernie Custis admin analyzed data and summarized the impact of the project actions using the indicators from the Equity Continuum Resource (see attachment summary).

Appendix E – Indigenous Cultural Safety Project

Conceptualizing "Indigenous Cultural Safety"

What a culturally safe place looks like...

- Culture Everyday (e.g. Thanksgiving Address); Indigenous Teachers
- Food/Incorporation of cooking traditional foods
- Indigenous pedagogy (ways of knowing); Ways to Learn Your Own Background
- Books by Indigenous Authors
- Elders, Knowledge Keepers, Community Members
- Warm/Inviting Space; Non-institutional space (rounded walls; circular set-up)
- Colourful, Earthy, Natural
- Murals/Art (Indigenous artists), Craft supplies
- Experiential/Land-Based Learning, Beadwork

What a culturally safe place sounds like...

- Music, Singing, Dancing, Drums, Rattles
- Indigenous Languages being Spoken
- Listening to Each Other
- Oral storytelling/learning
- Happy, Laughter, Fun activities, Board Games, Puzzles, Cards
- Positive Words & Thoughts, Mutual Respect
- Water fountain "hearing water"

What a culturally safe space smells/feels like...

- Good Food/teas/Snacks/Water
- Smudge, sweetgrass, sage, traditional medicines
- Bannock
- Feel - good energy, Calm, Clean, Safe, Windows, Peaceful, Feels Welcoming, Feels Great to Go
- Greenery (Plants, Grow veggies, medicines)

Appendix F – Safe Schools Monitoring – Suspension and Expulsion

2018-19 Suspension and Expulsion Data

1. Suspensions

School Year	Total	Number Students Identified as Exceptional
2015-2016	3210	360
2016-2017	3573	221
2017-2018	4127	268
2018-2019	4452	311
Sept. 2019 – Jan. 2020	2793	227

Note: Suspension data from OnSIS Ministry Report (October 31)

Category	2015-2016	2016-2017	2017-2018	2018-2019	Sept.19 – Jan. 20
Suspension must be considered (Ed Act, 306)					BI as ONSIS not available
Utter threat to inflict serious bodily harm	127	136	151	155	121
Possess alcohol or illegal drugs or cannabis**	96	90	86	49	31
(note illegal cannabis possession included above)	NA	NA	NA	*33*	*19*
Influence of alcohol or cannabis**	20	14	14	69	29
(note illegal Influence of cannabis included above)	NA	NA	NA	*34*	*24*
Swearing at a teacher or person in authority	181	245	301	286	156
Vandalism that causes extensive damage	37	49	73	84	49
Bullying	89	140	129	112	131
Code of Conduct (e.g. vaping, repeated disrespect)	NA	881	1030	1274	810
Fighting/Violence not requiring medical attention	593	772	1132	1277	722
Other - Board-Set Infraction* (see details on next page)	1632	1188	1165	1099	686
Expulsion must be considered (Ed Act, 310) – suspension imposed after Principal's Inquiry					
Possession of Weapon	35	17	19	22	25
Use a Weapon to Threaten/ Cause Bodily Harm	<10	<10	<10	<10	<10
Physical Assault requiring medical	13	17	17	12	11
Sexual Assault	<10	<10	<10	<10	<10
Trafficking in weapons or illegal drugs	<10	<10	0	<10	<10
Robbery	0	<10	<10	0	<10
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	<10	0	0	<10
Giving Alcohol or Cannabis to a Minor	0	0	0	0	<10
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	0	0	0	<10	0

** Medical use of cannabis is excluded

*Other Board Set Infraction Details

Other - Board-Set Infraction* (see details below)	1632	1188	1165	1099	686
Non-consensual sharing of Images	Breakdown Not Available in 2015/16	<10	<10	<10	<10
May suspend under Board Policy (e.g. throwing items, pulling alarm)		117	92	64	59
Violation of Equity Policy (e.g. racist, sexist, hate, derogatory)		61	75	80	47
Using social media negatively		51	61	59	42
Inappropriate Behaviour (e.g. biting, spitting, kicking)		248	298	334	220
Act Harmful to Physical/ mental well being (e.g. throwing, shoving, pushing)		683	602	523	311
Influence of Drugs		26	36	35	<10
Making a Bomb Threat		NA	0	0	0
Opposition to Authority (Sept.2017-Jan.2018)	295	<10	<10	NA	NA
Habitual Neglect of Duty (deleted 2017/18)	20	<10	NA	NA	NA

Shading Legend

Incidents identified in the Education Act with a corresponding Ministry Code for data collection
Incidents identified by the board as per the Education Act with a corresponding Ministry Code for data collection
Incidents identified in the Education Act as possible expulsion but a suspension is imposed after Principal's Inquiry
Breakdown of "Other – Board-Set Infraction"

2. *Expulsions*

School Year	Total	Number Students Identified as Exceptional
2015-2016	18	0
2016-2017	22	<10
2017-2018	24	<10
2018-2019	28	<10
Sept 19 – Jan 20	36	<10

Note: Expulsion data from OnSIS Ministry Report (October 31)

Category	2015-2016	2016-2017	2017-2018	2018-2019	Sept 19-Jan 20
Possession of a Weapon	<10	<10	<10	<10	<10
Using a Weapon to Threaten/Cause Bodily Harm	<10	<10	0	0	<10
Physical Assault requiring medical	<10	<10	11	<10	<10
Sexual Assault	0	0	<10	<10	0
Trafficking in weapons or in illegal drugs	0	<10	<10	<10	<10
Robbery	0	<10	<10	0	<10
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	0	<10	0	<10	0
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	0	0	<10	0
Giving Alcohol or Cannabis to a Minor	0	0	0	<10	0
Board/School Code of Conduct	<10	10	<10	<10	10

Appendix G - Safe Schools Incident Reporting Forms (NEW)

Reporting Serious Incidents, Including Bullying

All Board employees who work directly with students must respond and report all instances of behaviour which negatively impact climate, including bullying, verbally to the Principal as soon as possible.

The purpose of reporting is to:
- ensure the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered
- help ensure a positive school climate

In addition to verbal reports, for serious incidents for which suspension or expulsion must be considered, Board employees must report the incident in writing using the online *Ministry Safe Schools Incident Report* within 24 hours.

School Year	Total
January 1, 2019 – August 31, 2019	1275
September 1, 2019 – January 27, 2020	3070

Category	January 1, 2019 – August 31, 2019	September 1, 2019 – January 27, 2020
Suspension must be considered (Ed Act. 306)		
Utter threat to inflict serious bodily harm	248	438
Possess alcohol or illegal drugs or cannabis**	<10	<10
(note illegal cannabis possession included above)		
Influence of alcohol or cannabis**	<10	<10
(note illegal Influence of cannabis included above)		
Swearing at a teacher or person in authority	251	470
Vandalism that causes extensive damage	61	93
Bullying	187	448
Any other activity that is an activity for which a principal may suspend a student under board policy (i.e. equity policy, code of conduct, use of social media, inappropriate behaviours, fighting)	1003	2466
Expulsion must be considered (Ed Act. 310)		
Possession of a Weapon	12	34
Using a Weapon to Threaten/Cause Bodily Harm	50	76
Physical Assault requiring medical	30	78
Sexual Assault	<10	14
Trafficking in weapons or in illegal drugs	0	<10
Robbery	0	11
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of	77	113

another person)		
Ed Act 306 Motivated by Prejudice, Hate, Bias etc.	<10	19
Giving alcohol to a minor	0	0
Any other activity for which principal may expel a student under board policy (i.e. serious violations of the code of conduct, vandalism causing extensive damage, continuous pattern of behavior injurious to the learning and safety of others, students continuing presence contributes an unacceptable risk)	200	310

** Medical use of cannabis is excluded

Notes:

- The total number of incidents does not match the sum of the different types of incidents because staff can click multiple types for each report e.g. bullying, swearing and possessing a weapon all at once.
- HWDSB was transitioning to online reporting beginning January 2019. Some staff had still been completing paper forms from January to June 2019. This needs to be kept in mind when making year over year comparisons in the future.
- Reports reflect what is reported to the principal based upon staff interpretation.
- Some incidents will cause several reports to occur. This means a single incident may be included in the data several times. For example, Matthew threatens someone, it was witnessed by 3 staff each submit a Safe Schools Incident Report.

Appendix H - Gateway

Over the course of the **2018-2019** school year, **106** students were in attendance at Gateway.

- **81** students (52 secondary, 29 elementary) on long-term suspension (remained on home school roll)
- **18** (15 secondary, 3 elementary) students expelled from all schools in 2018/19 school year attended Gateway
- **7** students expelled from the 2017/2018 school year continued in Gateway

Total # of expelled Students = 25

After participation in Gateway for Expulsion during the 2018-2019 School Year:
- **3** students(**1** Sec; **2** Elementary) returned to composite schools
- **5** students transitioned into and attended Alternative Education/COOP/OYAP
- **3** students attended CCE
- **1** student graduated OSSD
- **13** students remained in the Gateway program for 2019-2020.

The total number of credits earned by expelled students at Gateway in 2018-2019 was **33.5**.

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **PROGRAM COMMITTEE**

FROM: **Manny Figueiredo, Director of Education**

DATE: **February 20, 2020**

**PREPARED
BY:** **Bill Torrens, Superintendent of Student Achievement-Program
Peter Sovran, Associate Director, Learning Services**

RE: **21st Century Learning Report**

Action   **Monitoring X**

The report provides the information requested at the December 9, 2019 Program Committee Meeting:

1. An inventory of digital devices (tablets, laptops, and desktop computers) being utilized in HWDSB schools;
2. The sources of funding used by schools to obtain devices;
3. The number of secondary students "opting out" of the 1:1 device program;
4. An update on the development of the 21st Century Learning Strategy.

Background

The development of digital skills is an essential component of a modern education. Digital skills include digital competency (e.g. collaborating, communicating, and creating using digital tools), digital proficiency (e.g. choosing the correct digital tools and platforms for tasks; using digital tools and platforms to complete tasks, and navigating digital spaces), and digital literacy (e.g. evaluating on-line information, critical thinking, and effective communication). Digital skills are not tied to one tool or platform; they are transferable. Students apply digital skills in different contexts in and out of the classroom and transfer these skills to new tasks as adults in the workplace. The importance of digital skills in modern education is two-fold: one, digital devices are ever-present but that does mean that students know how to use these devices effectively as learning tools; and, two, digital skills are essential for success in the modern workplace.

On their own, digital devices do not guarantee the acquisition of the digital skills needed in schools, post-secondary institutions, or the workplace. The development of these skills needs to be intentional. As concluded in the International Computer and Information Literacy Study (2018), "Digital natives are not digital experts: Young people do not develop sophisticated digital skills just by growing up using digital devices"[1]. The study also highlights that, "providing students or teachers with Information and Communications Technology (ICT) equipment alone is not enough to improve their digital skills. Students need to be taught how to use computers effectively and teachers need support in their use of ICT in teaching."[2] The effective use of digital devices and development of digital skills requires an understanding of what constitutes effective teaching and learning. As noted by researchers Kirschner and De Bruyckere (2017) "in times where schools are promoting using tablets and laptops and BYOD (bring your own devices), it is imperative that teachers know

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[1] International Association for the Evaluation of Educational Achievement, (2019) *Results from the International Computer and Information Literacy Student (*ICILS) retrieved from https://www.iea.nl/sites/default/files/2019-11/ICILS%202018%20infographics%20final%20release%205%2011%2019.pdf
[2] *Ibid*

when to use which devices and when not to."[3] The on-going professional learning and support in the effective use of devices to develop digital skills is vital.

Increasingly, digital skills are essential in the modern workplace. Workforce Planning Hamilton, a key regional employment agency in the city, identifies in its latest employment survey that digital skills are critical in all economic sectors and are one of the key skills employers expect prospective employees to posses. According to Workforce Planning Hamilton, many who struggle to secure permanent and stable work typically lack basic skills including literacy and digital skills.[4] The Royal Bank of Canada noted in *Humans Wanted* (2018): "digital fluency will be essential to all new jobs"[5]. This information supports the notion that the development of digital skills is an important educational priority that builds upon and supports the development of literacy and numeracy skills.

Digital Devices in HWDSB Schools
Digital devices are essential teaching and learning tools in a modern learning organization. Students use digital devices to collaborate, access an abundance of resources including assistance applications, and to demonstrate their learning. Educators leverage the use of digital devices for a variety of tasks including communication with parents and documenting student learning. The devices allow both students and staff access to the HWDSB digital learning space "The HUB" that expands the boundaries of the physical classroom in a safe and secure manner.

Equity is foundational to the HWDSB's current digital device strategy. The current deployment model of device kits in elementary schools and 1:1 devices in secondary schools places digital devices in the hands of students daily and removes barriers to accessing digital tools and by extension, acquiring digital skills.

Digital devices are available to HWDSB elementary students in classroom kits of iPads, sets of desktops, and kits of laptops. Schools also provide access to desktops in spaces such as pods and learning commons (libraries). In addition to the iPad kits in grades 4 to 8, other classrooms have iPads provided as learning tools and tools to document student learning. For instance, Kindergarten educators often use iPads as tools for literacy and numeracy activities and as a tool to document and share student learning through video or digital photography.

In HWDSB secondary schools, beyond the 1:1 devices used by students, schools have "High Performance" labs of industry standard desktops for learning related to topics such as computer engineering and graphic design. All schools have at least two additional computer labs to support student learning including word processing, data management, and programming. In addition, schools have purchased laptops and netbooks to support student learning. These devices are available through the learning commons, classroom labs, and as "loaners."

Device Deployment
As outlined in the chart below, multi-year lease agreements have been secured in previous years for the deployment of iPad devices (kits for Grades 4 to 8; and 1:1 for secondary). All leases continue through the 2020-21 school year. Commitments for the full compliment of devices beyond this time (i.e. 2021-22 school year onwards) would require new agreements and financial obligations. Considerations for device deployment beyond the current lease agreements will form part of the broader 21st Century Learning Strategy consultation and decisions.

iPad Lease Summary

	2019-20*	2020-21*	2021-22	2022-21
Devices	16,340	16,340	8,800	0

*includes full compliment of devices for deployment in kits (grades 4-8) and 1:1 secondary as well as accessories

The 2020-21school year provides an opportunity to continue to learn about device provisioning and student usage. The current plan continues the deployment strategy from 2019-20 with device kits to elementary classrooms, Grades 4 to 8 and 1:1 for all secondary students. Secondary students would continue to have the option of returning or declining their

[3] Kirshner, P.A. & De Bruyckere, P. (2017) The Myths of the digital native and multitasker. *Teaching and Teacher Education,* 67, 135-142. Available at: https://www.gwern.net/docs/psychology/2017-kirschner.pdf
[4] Workforce Planning Hamilton, (2019) *Challenges and Opportunities in Hamilton's Labour Market: Presentation for the Hamilton-Wentworth District School Board.*
[5] Royal Bank of Canada, (2018) *Humans Wanted.*

board-provisioned device. Usage data, staff and student voice, and other data sets will continue to help to identify effective practices and the best matching of tools to tasks.

1. Digital Device Inventory

The chart below provides an inventory of board provisioned digital devices in HWDSB schools. The inventory includes any device "managed" by the HWDSB, meaning a device purchased, imaged, and managed by the HWDSB. Any devices in schools not imaged or managed by the HWDSB are considered "bring you own devices" (BYOD) and are not supported by the Information and Instructional Technology (IIT) Division. BYOD devices do not have access to the full HWDSB network, suite of tools, or applications catalogue. This inventory includes:

- Devices for student use, including 1:1 iPads and Special Education Amount (SEA) devices;
- Shared devices in kits, classrooms, learning commons, and labs; and
- Devices for staff use.

Digital Device Inventory (rounded to nearest hundred)

School	Laptops and Desktops	iPads	Total
Elementary	9,300	15,400	24,700
Secondary	5,700	15,200	20,900

2. Sources of Funding for Digital Devices

When the HWDSB schools decide to enhance the availability of digital devices beyond kits or 1:1, there are two primary funding sources: 1) school budgets, provided based on enrollment and programming, and 2) school generated funds, provided based on grants, fundraising, and other forms of revenue. Schools are able to use these funding sources to purchase from a list of approved devices that IIT images, manages, and supports.

In 2018-19, HWDSB schools used 8% of their school budgets to purchase digital devices and related accessories. Elementary schools spent approximately $440,000 and secondary schools approximately $560,000.

Schools also used their School Generated Funds to purchase digital devices and related accessories. In 2018-19, HWDSB schools spent approximately $126,000 or approximately 4% of fundraising revenue. iPads and accessories accounted for 70% of this spending.

3. Board Provisioned iPad Usage

A snapshot of iPad usage in January 2020 indicates:

- 88% of board provisioned iPads (in kits or purchased as supplements) are used regularly in elementary schools, with the majority used at least once every three days;
- 72% of board-provisioned iPads provided to students (1:1 or purchased as supplements) are used regularly in secondary schools with the majority used at least once every three days.

Approximately 1,300 HWDSB secondary students, approximately 9% of our population of 14,000 students, have either declined a board provisioned 1:1 device or returned it during the school year. Of those 1,300 students, more than 700 (over 54%) were in grade 12.

4. Update 21st Century Learning Strategy Development

The following actions have been undertaken since the Fall, 2019:

- **Consultation**: Online stakeholder surveys developed (students, staff, parents, and employers) with distribution to parents through the HWDSB Parent Survey and to partners and employers through a direct invitation;
- **Strategy Document**: A draft has been developed with a vision of the HWDSB student systematically acquiring the competencies and skills they need to be successful both in their pathway after secondary school (be it the community, apprenticeship, workplace, college, or university) and throughout their adult lives. The draft strategy document outlines three core components:
    - The **21st century competencies** from the *HWDSB 21st Century Learning Policy*, needed to be successful;
    - The **digital skills,** evident in the research literature, needed to be successful in all five pathways; and,
    - The **modern learning environment** that would foster these competencies and skills.

- **Implementation Plan**: A draft framework has been developed.

<u>NOTE</u>: Provincial job action has impacted the participation of some staff on the 21st Century Strategy Steering Committee. As well, distribution of the student and staff stakeholder surveys are on hold.

<u>Strategy Development Plan</u>

Timeline (tentative)**	Key Actions
February to March 2020	• Analyze Parent and Partner Survey responses for themes. • Revise draft strategy as needed.
April to June 2020	• Consultation with students and staff through online surveys • Analyze stakeholder responses for themes. • Revise draft strategy as needed. • Develop a draft implementation plan. • Present the draft strategy and draft implementation plan to Executive Council for approval. • Present the draft strategy to the Program Committee for review prior to consultation.
September to October 2020	• Consultation on the draft strategy. • Revise the draft strategy based on consultation feedback. • Revise the draft implementation plan. • Present the revised strategy and implementation plan to Executive Council for approval.
November 2020	• Present the revised strategy to the Program Committee for approval and share the revised implementation plan as an update.
January 2021	• Begin implementation of the 21st Century Learning Strategy.

** At this time the impact of provincial job action on the various elements within the proposed timeline are unknown. The Program Committee will be updated as soon as possible should a significant departure from the timeline become necessary.