

AGENDA: 5:30-8:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. [Student Learning & Achievement – mid-year update](#)
4. [Positive Culture & Well-Being – mid-year update](#)
5. Adjournment



HWDSB Annual Plan Report

TO: PROGRAM COMMITTEE

FROM: John Bryant, Interim Director of Education

DATE: March 21, 2022

PREPARED BY: Sue Dunlop, Associate Director, Learning Services
Bill Torrens, Superintendent of Student Achievement-Program

RE: Student Learning and Achievement Annual Plan 2021-22 Update

Background

The 2021-22 Annual Plan for Student Learning and Achievement focuses on improving graduation outcomes and reading achievement, particularly for students currently and historically underserved. The annual plan has two key goals:

1. Improving the graduation outcome for all students and closing the gap for those current and historically underserved.
2. Improving the reading achievement of all students and closing the gap for those current and historically underserved.

Each goal has a measurable target and three strategies to achieve the goal and meet the target. Please see *Appendix A: 2021-22 Student Learning and Achievement Annual Plan* for more information.

The following report provides an update on student learning and achievement in secondary schools during quadmasters 1 and 2 and in elementary schools during term one of 2021-22. The report also outlines plans for supporting student learning and achievement in the spring and summer of 2022.

Student Learning and Achievement Update

Quadmaster One and Two

Staff used a variety of strategies to support secondary students in the quadmaster model. Educators adjusted their teaching and assessment practices to focus on the “Big Ideas” of the overall expectations in the curriculum. Flex Days that enabled students to catch-up on missed learning or receive focused support from their teacher were provided in each quadmaster. For final evaluations, exams were limited to grade twelve college, university, or mixed courses, but they were not required. Classes without exams had Student Success Days where students had the opportunity to improve their achievement. Students not in a position to pass were required to participate in Student Success Days while all other students had the choice to participate or not. The combined pass rate for quadmaster one and two was 94%. Also, 87% of students earned all their quadmaster one and two credits.

The implementation of de-streamed grade nine Mathematics (MTHIW) curriculum focused on closing achievement gaps for currently and historically underserved students. In classrooms, educators established high expectations for all students and used a Universal Design for Learning (UDL) approach (including different entry points into the learning and random groupings) and high yield instructional strategies (including small group instruction and descriptive feedback) to support students. Mathematics learning became more culturally responsive when students critically appraised the learning materials and resources used in the classroom. A student voice survey in quadmaster one showed that students identified that using a digital device as a learning tool and learning in groups were the two most important supports provided by educators.

Many students found academic success in MTHIW (the combined pass rate was 93%). Quadmester one MTHIW students participated in the EQAO Grade Nine Mathematics assessment. Individual results are available to students, but the school and HWDSB results will be publicly available in the fall of 2022. HWDSB is also partnering with the Higher Education Quality Council of Ontario (HEQCO) to learn about the experience of de-streaming through staff and student voice surveys and interviews. This data will support the implementation of the single-stream grade nine program in September 2022.

The literacy graduation requirement will resume in 2022-23. Therefore, grade 11 and some grade 12 students participated in the Ontario Secondary School Literacy Test (OSSLT) in quadmester two. Grade 10 students, as well as grade 11 and 12 students who require the literacy requirement to graduate in June 2023, will write the assessment in the spring of 2022. As with the grade nine Mathematics assessment, board results will be available in the Fall of 2022.

HWDSB is on-track for at least 80% of the students in the 2016-17 cohort to graduate in five years.

Term One

After spending the last 10 weeks of 2020-21 in emergency remote learning, term one began with a focus on student well-being through the Reimaging Wellness community building initiative. As the term progressed, the focus shifted to understanding student learning needs through diagnostic and formative assessments. Staff continues to use tools such as the phonological screener and Milestones documents to monitor student progress and plan for instruction in Reading. Based on the June 2021 report card data indicating that 67% of the 2020-21 grade one cohort earned a B in Reading, Reading Specialists supported grade two rather than grade one classes. Reading Specialists provided job-embedded professional learning, with a focus on implementing the HWDSB Phonics Instruction Guide, and they provided small group instruction to students. Additional support for grade two students came from the Home Reading with a Heart program; a home reading program open to all grade two students. To support reading instruction, all grade two students and classrooms also received access to Spark Reading, a digital collection of fiction and non-fiction texts at varying levels. French Immersion students and classes received access to *BiblioNumérique* instead of Spark Reading. Small groups of up to 10 students in High Priority Schools received 10 weeks of after-school tutoring to improve their reading. In November, the Reading Specialists returned to supporting Kindergarten and grade one. Reading interventions continue with use of Empower™ Reading and Lexia Core 5™.

The term one report card data indicates that younger students continue to have greater challenges than older students in meeting the provincial standard in Reading. 59% of grade one students and 66% of grade two students earned a B in Reading. Conversely, more than 75% of students in grades three through eight earned a B in reading. An achievement gap between High Priority Schools and non-priority schools persisted in term one with 49% of grade one students in High Priority Schools earning an B in Reading.

HWDSB is on track to have at least 75% of students in grades two through eight earn a B in Reading on the June report card.

Please see *Appendix A: 2021-22 Quadmester 1 / 2 and Term One Student Learning and Achievement Data* for additional student learning and achievement data.

Semester Two/Term Two

Semester Two

The student success approaches implemented since March 2020 continue in semester two. These include Flex Days and Student Success Days (exams are an option for all courses in semester two). Other on-going student success activities such as credit recovery, paid cooperative education, and dual credit programming continue as well. To support the transition to a single stream grade nine program in 2022-23, professional development on Culturally Responsive and Relevant Pedagogy (CRRP) was provided on the March 4th, 2022, Professional Activity Day. This learning built, in part, on the learning from implementing MTHIW, and it will support planning for full de-streaming (single streaming) of grade

nine beginning in September 2022. The MTHIW staff and student voice survey, created in partnership with HEQCO, will continue to help better understand the supports needed to successfully transition to a de-streamed program.

Term Two

Reading Specialists will continue to work in kindergarten and grade one classrooms in term two. The learning focus is on phonics, supporting students in connecting their knowledge of sounds (phonemic awareness) to letters. Effective phonics instruction is intentional, structured, and systematic with educators supporting students in decoding and reading increasingly more complex texts. From grades 4 to 6, system staff has begun to share the *Junior Reading Framework* and *Grades 4-6 Milestones*. The *Junior Reading Framework* outlines the components of effective reading instruction for older students. The *Grades 4-6 Milestones* describes the observable performance of reading skills and enables educators to assess student progress and plan for precise instruction.

The Primary and Junior EQAO assessments resume in May and June. The assessments are now in a digital format. Rather than the previous practice of a two-week assessment period, the assessment period has been extended from May 4th to June 24th. Staff will provide professional development opportunities for grade three and six teachers to learn more about the new assessment format and the specific and overall expectations upon which students will be assessed.

Summer Learning

HWDSB will provide several different summer learning opportunities in 2022 with a focus on Learning Recovery. Continuing Education will continue to provide credit granting and non-credit granting programming for students from grades 6 to 12, including reach ahead opportunities for in-coming grade nine students as well as academic skill building programs for students from grades 6 to 8. Staff plans to provide a full range of Summer Learning Programs including the programming provided in the last two years: Camp Power and a Learning Recovery/Gap Closing Camp. With support from the Ministry of Education, the Specialized Services Division is planning to offer several Summer Learning Opportunities related to Learning Recovery. Planning is underway for the proposed learning opportunities noted in *Appendix C Specialized Services Summer Learning Opportunities*.

Appendix A: 2021-22 Student Learning and Achievement Annual Plan

Goal #1: Improving the graduation outcome for all students and closing the gap for those current and historically underserved.

Target: At least 80 per cent of students within each cohort making progress towards graduation/graduating¹.

Strategies:

- Investing in People: Provide differentiated professional learning on culturally responsive and relevant pedagogy, blended learning, and personalized learning with a particular focus on engaging learners that are historically underserved.
- Leveraging Effective Practices: Implement instructional, assessment and engagement practices focused on improving the outcomes for all students in Grades 7 to 12.
- Refining Measures of Progress: Develop and implement the tools required to monitor the progress students make towards graduation on a regular basis, from Grade 7 onwards at the classroom, school, and system levels.

Goal #2: Improving the reading achievement of all students and closing the gap for those current and historically underserved.

Target: At least 75 per cent of students within each cohort on track as an effective reader.

Strategies:

- Investing in People: Provide differentiated professional learning on comprehensive literacy instruction, assessment, and interventions with a particular focus on engaging learners that are historically underserved.
- Leveraging Effective Practices: Implement effective reading instruction and assessment practices from kindergarten to Grade 6
- Refining Measures of Progress: Develop and implement the tools required to regularly monitor the progress students make towards becoming proficient readers from kindergarten to Grade 6 at the classroom, school, and system levels.

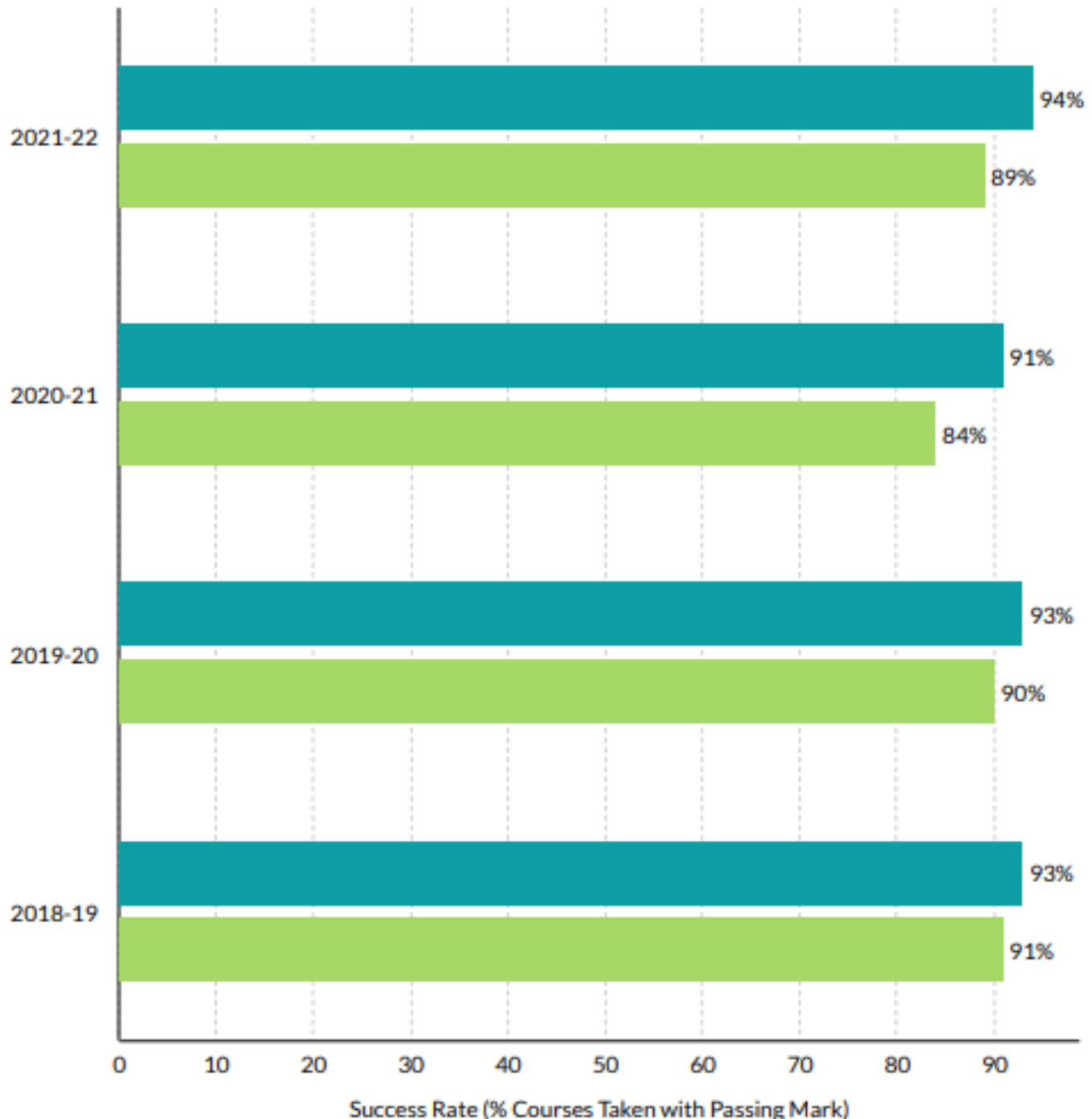
¹ Graduation includes obtaining an Ontario Secondary School Diploma, Certificate of Achievement and/or Certificate of Accomplishment

Appendix B: 2021-22 Quadmester I / 2 and Term One Student Learning and Achievement Data**HWDSB****2021-22 Student Learning and Achievement Update****ALL STUDENTS GRADUATING**

TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.

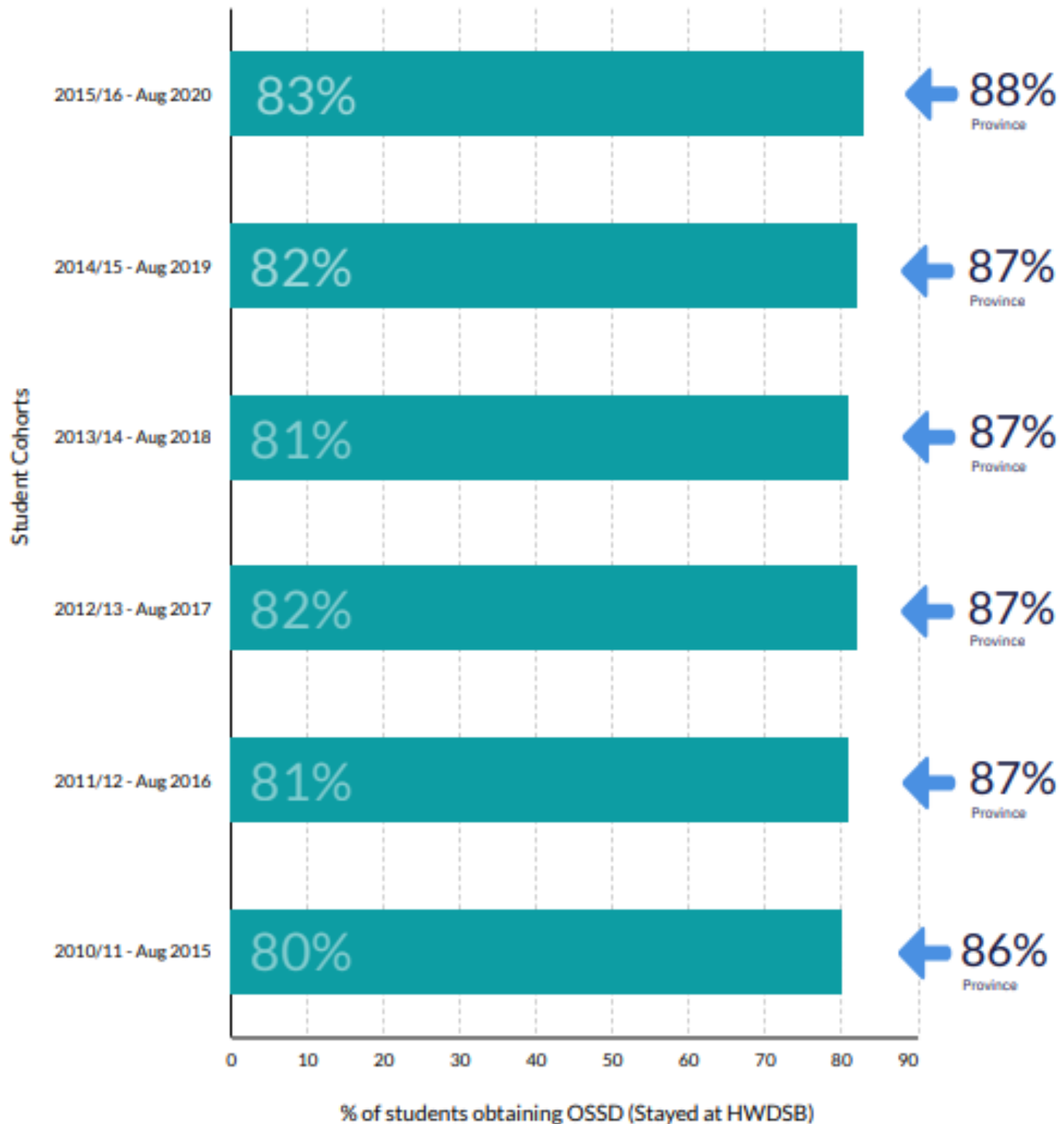
**Secondary Success Rates at Semester 1**

■ Final ■ Midterm



ALL STUDENTS GRADUATING

TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.

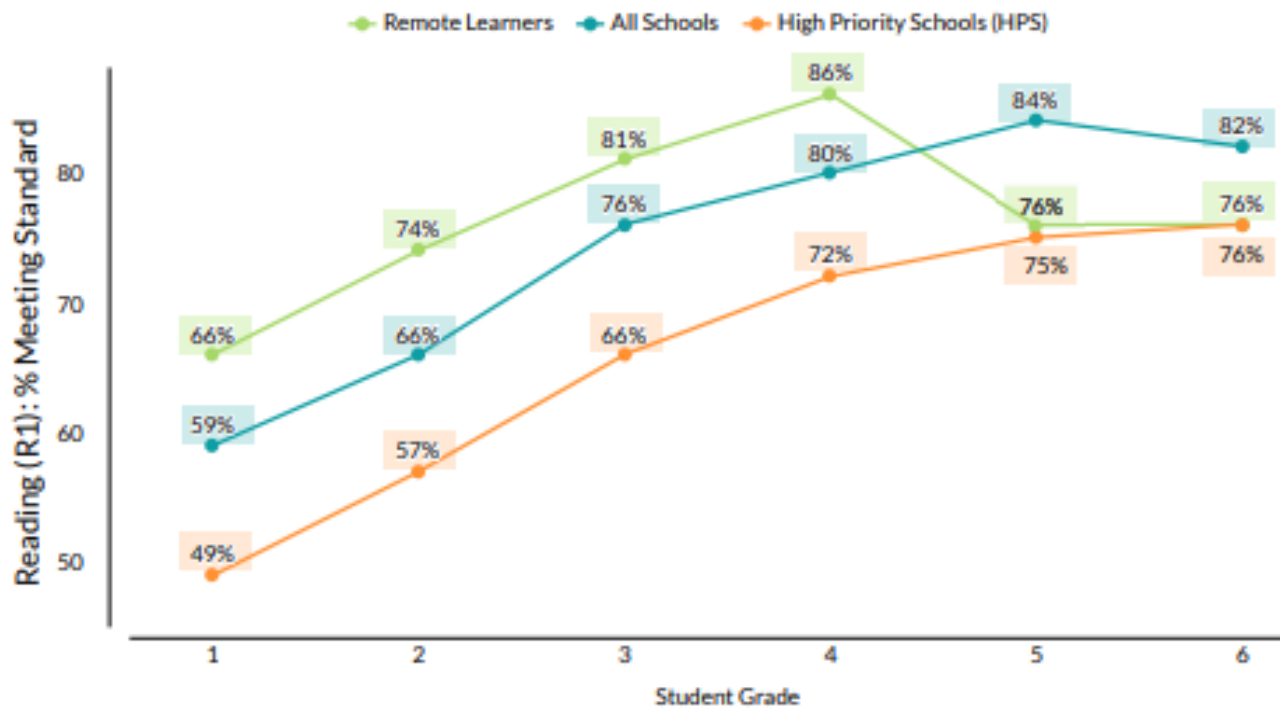
**Graduation Rate - 5 Year**

ALL STUDENTS READING

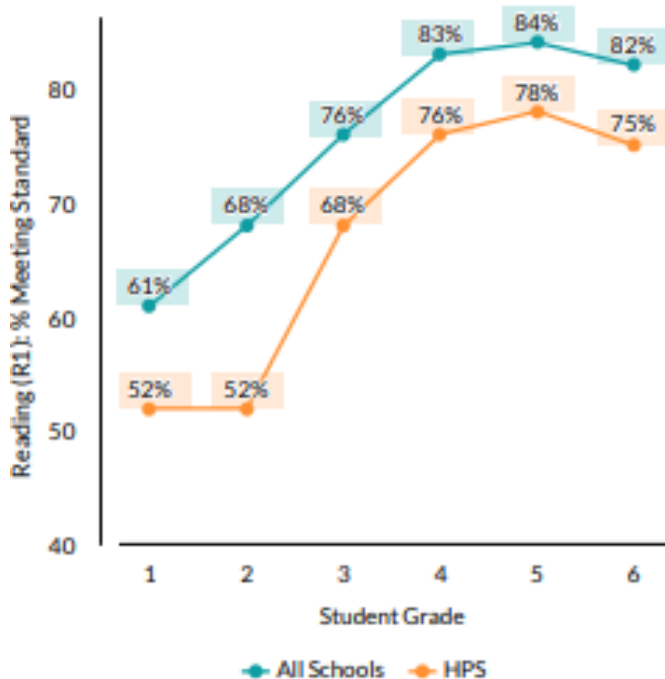
TARGET: At least 75 per cent of students within each cohort on track as an effective reader.



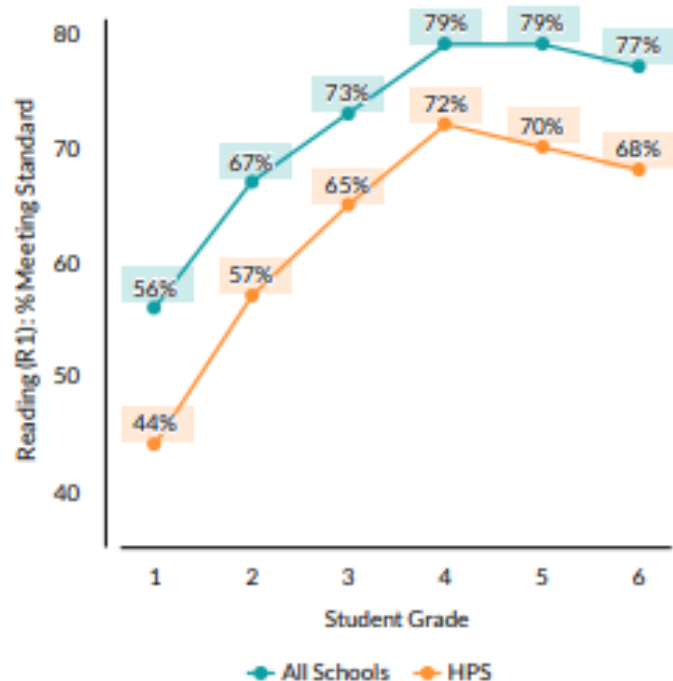
2021-22: Grades 1-6 Reading at Report 1



2020-21: Gr. 1-6 Reading at R1



2018-19: Gr. 1-6 Reading at R1



The provincial standard is a Level 3, which is at least a B- (Grades 1-6).

Appendix C: Specialized Services Summer Learning Opportunities

LEARNING SESSIONS	
PROGRAM	DESCRIPTION
EMPOWER™ Reading Program	<p>The Empower™ Reading Camp will welcome learners from grades one to eight. Learning with students will focus on:</p> <ul style="list-style-type: none"> ▪ developing age-appropriate reading skills, decoding, word identification and spelling skills ▪ providing students with an opportunity to become self-confident in their reading abilities ▪ staying connected with peers and teachers during the summer months ▪ developing new friendships with peers from other schools ▪ developing greater independence with reading skills
GLE – Learning Strategies, Skills for Success in Secondary and Post-Secondary, Full Credit Course (GLE10/20/30/40) for Grades 8-12.	<p>The GLE Course is a 4-week, full credit, gap closing opportunity for students in Grades 8-12 with an IEP (available as a reach ahead course for students transitioning from grade 8 to grade 9). This course will help students:</p> <ul style="list-style-type: none"> ▪ understand their learning strengths and needs, IEP and accommodations; ▪ advocate for themselves in high school and beyond to post-secondary; ▪ understand course, career, and pathways planning; ▪ develop their technological skills for greater independence. <p>The following video provides an overview of the course learning materials: https://tv.commonshwdsb.on.ca/media/a-video-overview-of-the-hwdsbs-summer-learning-resources-gle10-20-30-40/</p>
Centre For Success	<p>The Centre for Success Camp will have students with disabilities use technology as an essential, accommodation to access the Ontario Curriculum. Daily learning with students will focus on:</p> <ul style="list-style-type: none"> ▪ developing proficiency with specific technology including the built-in accessibility features of the device ▪ using the accessibility features in the board platforms such as the immersive reader ▪ developing proficiency with designated apps to ameliorate the impact of disability and demonstrate learning in non-conventional ways ▪ using the device to support literacy and numeracy skills such as reading comprehension, generating ideas for writing, demonstrating various genres of writing and modelling, and comparing fractions. ▪ focusing on self-advocacy skills ▪ developing greater understanding about learning disabilities ▪ explaining and reinforcing executive functioning skills throughout all lessons and learning tasks ▪ learning how and why assistive technology supports their individual learning needs ▪ providing parent training sessions on technology
Virtual Story Time Camp	<p>The Virtual Story Time Camp will welcome Deaf and Hard of Hearing learners. Daily literacy activities by staff with students will include:</p> <ul style="list-style-type: none"> ▪ using Read Alouds of mentor texts to engage in conversations with the campers about the story ▪ focusing on self-advocacy ▪ completing of the “All About Me” booklet ▪ learning about conversation skills ▪ seeing and engaging with other students with hearing aids

Children's Friendship Training	Children's Friendship Training is an evidence-based program that assists children with Autism aged 6-12, to begin to build the skills to have mutually satisfying social interactions with peers and develop meaningful lasting friendships.
Social-Communication Learning Camp for Learners with Autism Spectrum Disorder	The Social Communication Learning Camp aims to support in-school transitions, skill development and a range of strategies and interventions to promote social communication, self-regulation and planning skills for children with Autism Spectrum Disorder.
Social-Communication Learning Camp for Learners with a Developmental Disability	The Social Communication Learning Camp aims to support in-school transitions, skill development and a range of strategies and interventions to promote social communication, self-regulation and planning skills for children with Developmental Disability.
AIM Program Camp	The AIM Social Learning Camp is designed to deliver specific instruction within an engaging camp setting to promote social communication, and self-regulation for students participating in AIM programs within HWDSB schools.
Getting a Head Start	Students who were identified during the early intake process and did not attend a licenced childcare will be provided with opportunities to learn about and practice the structures in a kindergarten program that will support a successful transition.
I Am a Reader!	Students who are non-readers or having a significant difficulty in learning to read due to a diagnosed disability will be supported to learn how to read through a systematic, evidence-based direct instruction approach. The camp will focus on two groups of learners, students in the primary division and those in the junior/intermediate division.
Transition to High School Camp	To support a successful transition to high school, this program will be offered to students with a diagnosis of ASD or DD. Goals will include how to navigate a high school, read a timetable, organize a locker, and target a variety of social skills.



HWDSB Annual Plan Report

Name of Report: Positive Culture and Well-Being Report (Update)

Date: March 2022

This report provides an update on the Positive Culture and Well-Being Strategic Direction Priority since the last report in November 2021. This report serves as the primary report on this priority area with several related Monitoring Reports being shared throughout the year.

Positive Culture and Well-Being Reporting Schedule

- September 2021 – Safe Schools Action Plan
- November 2021 – Board Annual Plan
- **March 2022 – Suspensions, Expulsions and Middle Years Development Instrument (MDI) Data and Safe Schools Action Plan**
- June 2022 – Equity Action Plan, Community Mapping and Safe Schools Action Plan

Priority: Positive Culture and Well-Being

We will build student and staff well-being through positive climate strategies and supportive relationships.

Goal: Improve the well-being of all students and staff and close the gap for those currently and historically underserved.

Target: At least 80 per cent of students and staff who self-identify as Black, Indigenous, Racialized, Two Spirit and LGBTQIA+, and people requiring special education supports/services self-report feeling safe, supported, accepted, and affirmed in their diverse and distinct identities.

Refining Measures of Progress

Strategy #1: Develop and implement the tools required to collect student identity-based data as part of the Student Census and updated annually.

Staff administered the *We All Count – Student Census* in the spring of 2021. Due to various factors, specifically, school closure due to COVID – 19, the response rate did not result in sufficient data to meet the objectives of the data collection. Staff reopened the collection tool throughout December and February to increase participation rates to achieve a large sample throughout the system. Currently, we have a 64% participation rate. Research and Analytics is completing an analysis of all the data received. This data will guide staff recommendations for the implementation of HWDSB Strategic Directions. Trustees will receive a detailed breakdown of the results of the Student Census at the June 2022, Positive Culture and Well Being Report.

curiosity • creativity • possibility

Strategy #2: Develop and implement a *Safe Schools Action Plan* to respond to the recommendations from the Safe Schools: Bullying Prevention and Intervention Review Panel.

In March 2021, staff shared the thirty-month, three phase, *Safe Schools Action Plan* with Trustees. This report provides an update on some of the work in which staff have been engaged as we approach twelve months of implementation. Staff are on track to address all areas within the Action Plan at the end of Phase 3, however, Safe Schools work will continue and will require ongoing support.

Engagement

Staff remain committed to working alongside those impacted by bullying through the implementation of the *Safe Schools Action Plan*. The voice structures to support this work include (Appendix A):

- Student Advisory Group
- Parent/Guardian/Caregiver Advisory Group
- Community Advisory Group
- Organizational Advisory Group (internal departments and unions)
- Working Groups to support each of the nine priority areas within the Plan.

Staff have built and modified the structures to be responsive to participants and the invitation to join groups is ongoing. This work has reinforced that:

- authentic co-creation results in more fulsome outcomes;
- those with lived experience bring a unique and valued perspective to the work;
- barrier removal and the collaborative creation of safer spaces are essential;
- co-creation requires leadership learning;
- the process is part of the outcome and authentic engagement takes time.

As we consider the importance of engagement within the implementation of the *Safe Schools Action Plan*, we also need to “raise up” what we are learning in order to develop a framework for how HWDSB engages with community. This engagement is already occurring in a variety of areas including de-streaming (single streaming), *Learn. Disrupt. Rebuild.*, and in collaboration with community organizations supporting students and families (e.g., Empowerment Squared).

HWDSB is working in partnership with the Hamilton Community Foundation (HCF) to support the development of system-wide, co-created community engagement framework. HWDSB has identified the need for strategic support and expertise as it works toward an anti-oppressive, trauma-informed, and participatory system-wide approach to community engagement. We have seconded a dedicated HCF staff person to support engagement efforts within communities currently and historically underserved by education. This builds on the critical friendship between HCF and HWDSB and on HCF’s learning with respect to the impact and outcomes when Community Foundations are embedded in school boards.

Bullying Prevention and Intervention Policy

A draft Bullying Prevention and Intervention Policy was reviewed using the voice structures, revised and shared with the Trustee Policy Committee in March 2022. Online policy consultation and targeted consultation with those student populations who experience the greatest incidences of bullying (Indigenous, Black, Two Spirit and LGBTQIA+ and students accessing specialized services supports) will take place during March with the final policy being presented to the Policy Committee in May 2022.

Priorities in All Schools

While work on all the priority areas within the *Safe Schools Action Plan* is ongoing, the following areas have direct impact on all HWDSB schools between January and June 2022 (Appendix B):

Area #1 - Bullying Prevention and Intervention

Deliverable #1: Responding Tip Sheet for Administrators

Deliverable #2: Creating the Student Safety Plan with Students and Families

Deliverable #3: Understanding Cyberbullying for School Staff

Area #2 - School Annual Plan

Deliverable #4: Safety – Bullying Prevention – Supervision and Where Bullying Happens

Area #3 - Bullying Prevention, Intervention and Responding Policy and Procedures

Deliverable #5: Policy and Procedure Development

As a part of Bullying Prevention, the *Reimagining Wellness* resource has impacted all classrooms at multiple times throughout the year. It has focused on creating welcoming, safe, and inclusive classroom conditions prioritizing student belonging, identity, voice, and relationships. An overview of feedback from staff to inform next steps on *Reimagining Wellness* is included in Appendix C.

Overview of Initiatives

The *Safe Schools Action Plan* contains eleven Recommendations and eighty-one Action Steps. Appendix D provides a summary of current initiatives and their link to the Recommendations.

Anti-Human Sex Trafficking – Policy and Program Memorandum 166

It is the policy direction of the Ministry of Education that school boards establish and follow a protocol for the response to suspected sex trafficking occurrences. *The Keeping Students Safe Policy Framework for School Board Anti-Sex Trafficking Protocols* sets a strong foundation to create local anti-sex trafficking protocols.

This Fall, in response to PPM 166 and in conjunction with Hamilton Wentworth Catholic DSB, Conseil scolaire Viamonde, Conseil scolaire catholique MonAvenir, community police services, local child welfare agencies and other community organizations and service providers serving children, youth and their families, HWDSB developed an Anti-Human Sex Trafficking Protocol. This protocol is in draft and will be reviewed and shared with stakeholders in September. We are fortunate in Hamilton as many of our community agencies were already a part of the *Hamilton Anti-Human Trafficking Coalition (HAHTC)*. The HWDSB protocol will focus on what school staff can do and will become part of our Police protocol to support coordinated action by all community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention. We will develop a companion resource guide for schools and a training module for all school staff to support the protocol.

In February of 2022, we enlisted the Hamilton, Burlington, Brantford YMCA, one of our community partners and a member of the HAHTC, to deliver an introductory awareness training to all our elementary and secondary administrators. These two 45 minute sessions focussed on the following: defining human trafficking; statistics in Hamilton (local age breakdowns and demographics); how human trafficking happens; recognizing signs in schools; how to respond and services available in Hamilton.

Middle Years Development Instrument (MDI)

The *Middle Years Development Instrument (MDI)* was administered from November 29th to December 16th 2021. This tool gathered student voice and measures student well-being in the following areas:

- *Social and emotional development*: optimism, empathy, happiness, prosocial behaviour, self-esteem
- *Connectedness*: presence of supportive adults, sense of belonging with peers
- *School experiences*: academic self-concept, school environment, bullying
- *Physical health and well-being*: health, body image, nutrition, sleep
- *Use of after school time*: time spent playing sports, video games and watching tv

The 2021/22 MDI also included questions on student use of technology for schoolwork to inform decisions on board devices for students.

The MDI had been previously administered in Grades 4 to 8 (comparator data) but has been modified to include Grades 9 through 12 (baseline data). This is a key tool that measures progress related to this priority area.

The results of the MDI are still being analysed by Research and Analytics department. Participation rates are 64% overall with Junior and Intermediate rates of 72% and 75%, respectively, and 51% for Secondary. Findings will be shared in a future report.

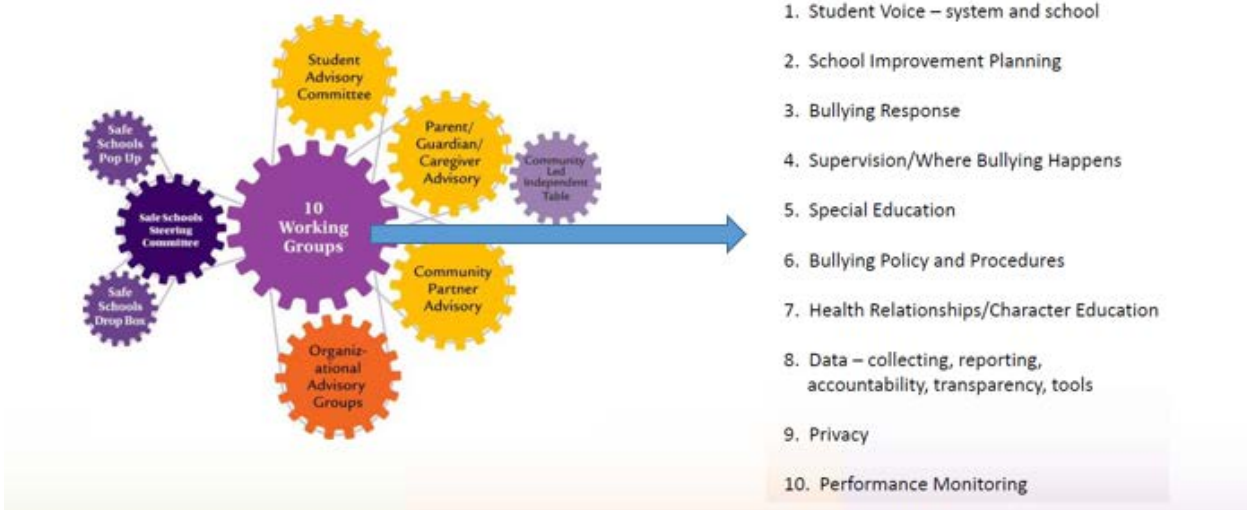
Gateway, Suspension and Expulsion Data

The data for the 2020-2021 academic school year for Gateway, suspensions and expulsions is included the appendices of this report. Data for Gateway is found in Appendix E and suspension and expulsion data can be found in Appendix F. The Safe Schools Incident Reporting Form is in Appendix G.

Appendix A – Safe Schools Action Plan Structures

HWDSB

Working Groups



Appendix B – Priorities in All Schools

Safe Schools Action Plan – Areas Directly Impacting All Schools from January to June 2022

Area #1 - Bullying Prevention and Intervention

Deliverable #1: Responding Tip Sheet for Administrators

Deliverable #2: Creating the Student Safety Plan with Students and Families

Deliverable #3: Understanding Cyberbullying for Staff

Area #2 - School Annual Plan

Deliverable #4: Safety – Bullying Prevention – Supervision and Where Bullying Happens

Area #3 - Bullying Prevention, Intervention and Responding Policy and Procedures

Deliverable #5: Policy and Procedure Development

Area #1 - Bullying Prevention and Intervention

Deliverable #1: Responding Tip Sheet for Administrators

Deliverable #2: Creating the Student Safety Plan with Students and Families

RECOMMENDATION #1: Increase student ownership and seek out and listen to student voices

Ensure student voices are sought out and incorporated into the school's response to incidents of bullying. This includes asking student victims to identify what solutions they want to see put into place. (See Recommendation #4)

When engaging students in bullying prevention and intervention planning processes and implementation activities, consider and include the perspectives and experiences of the student experiencing bullying victimization, the student with bullying behaviours and the student who witnesses bullying. This is especially important given the HWDSB Safe

School Survey findings indicate bullying tends to happen among groups of students who are involved in all three roles and who struggle with the same developmental, safety and relationship issues.

RECOMMENDATION #3: Develop multi-tiered supports and programming

Support students involved in bullying. Ensure selective and indicated supports, including mental health supports and other professional assistance, are made available to students who have been bullied or who have witnessed bullying. Ensure students who have engaged in bullying also receive appropriate supports. For example, continue to support the implementation and evaluation of the Nurturing Safer Schools: A Social Work Intervention pilot project in Grades 6 to 8. Expand the program's availability beyond the pilot sites if warranted by evaluation findings

RECOMMENDATION #4: Support schools so they can establish their own bullying prevention and intervention plans

Ensure student voices are sought out and incorporated into the school's response to incidents of bullying. This includes asking student victims to identify the solutions they want to see implemented. Ensure that students who are vulnerable or potentially vulnerable, whether or not they have been bullied, are supported in a variety of ways, for example, through a formal initiative that involves a designated staff

member. Ensure that assistance is available to parents, guardians, and caregivers, including workshops, an inventory of available resources and information on all aspects of bullying. This assistance should be offered to parents, guardians, and caregivers whose children have been bullied, witnessed bullying, and engaged in bullying, as well as to those who are concerned about bullying.

RECOMMENDATION #6: Review policies and procedures from equity, anti-racism, and anti-oppression perspectives

Creating and documenting a student safety plan for the student experiencing bullying victimization when high-risk bullying involvement is reported. An example is PREVNet's Bullying Identification and Intervention Tool

Deliverable #3: Understanding Cyberbullying for Staff

RECOMMENDATION #2: Involve parents, guardians and caregivers in bullying prevention and response in meaningful ways

Share new and emerging educational resources on cyberbullying with parents, guardians, and caregivers as they become available over the coming months.

RECOMMENDATION #3: Develop multi-tiered supports and programming

Create a board-wide framework that establishes overarching expectations and procedures for a multi-tiered system of bullying prevention and intervention supports and programming, including activities and programs aimed at addressing internet safety and cyberbullying, such as Media Smarts²⁶, Get Cyber Safe²⁷ and resources from PREVNet²⁸, WITS²⁹ and the Ministry of Education.

Work with the Ministry of Education to explore the effectiveness of additional digital monitoring tools specific to cyberbullying and cyber safety. Incorporate effective tools into HWDSB's multi-tiered system of supports and programming for bullying prevention and intervention.

Application of an intersectional lens to bullying prevention and intervention. This means considering a student's multiple identity layers and the role of social and structural inequities and requires recognizing and working to remedy interlocking systems of oppression alongside bullying prevention and intervention. Seek opportunities to work in alignment with other HWDSB student well-being initiatives, including HWDSB's Equity Action Plan, Indigenous Education and Indigenous Cultural Safety, mental health, special education, and other safe schools' activities.

Area #2 - School Annual Plan

Deliverable #4: Safety – Bullying Prevention – Supervision and Where Bullying Happens

RECOMMENDATION #4: Support schools so they can establish their own bullying prevention and intervention plans

Ensure that school improvement plans prioritize positive culture and well-being and contain a feasible number of goals with clear measurable targets, for example a maximum of two goals with one already included in the board's Annual Plan.

Immediately explore alternative sources of additional adult supervision outside of the classroom during non-instructional time. Options include parent volunteers; lunch buddy mentoring approaches (see Gregus et al., 2015 as one example); and staff from local recreation programs and youth-serving agencies, starting with the agencies already providing before and after school programming within schools. These alternative

adult supervisors could offer unstructured opportunities to connect during recess as well as an additional caring adult in the hallways during breaks. Ensure these supervisors are involved in the co-creation of the role and expectations and are adequately trained in bullying prevention and intervention, as well as related school protocols and codes of conduct.

Assessment - Suggestions include conducting an environmental scan of bullying frequency, including when and where bullying happens in a school; collecting and using school-level, disaggregated data to identify at-risk situations and students in ways that assure the confidentiality of those involved; and completing a bullying prevention needs assessment

Communication and evaluation of the school plan. Share the school's plan with all school stakeholders, including students, parents, guardians, caregivers, staff, unions, and community partners. Evaluate how school initiatives are regarded by students, staff, parents, guardians, and caregivers at least annually and adjust accordingly. Evaluations should incorporate standardized school-level data collection and analysis on key bullying indicators, such as bullying prevalence, school belonging and caring adults

Area #3 - Bullying Prevention, Intervention and Responding Policy and Procedures

Deliverable #5: Policy and Procedure Development

RECOMMENDATION #6: Review policies and procedures from equity, anti-racism, and anti-oppression perspectives

Establish a review process with representation from administration, educators and other school staff, principals, students, student councils, parents, guardians, caregivers, unions, Indigenous Education Councils, and community advocacy and service provider partners.³⁵

Address the areas of concern identified during the review panel consultations. Specific suggestions include:

- Using a consistent and comprehensive definition of bullying and the ways in which it can take place, including appropriate and inappropriate use of technology and social media. Ensure racist bullying, particularly microaggressions, is explicitly defined.
- Ensuring those connected with schools, including students, educators, other school staff and volunteers clearly understand their obligations to not participate in bullying and the expectations if they witness bullying or related conduct. Related conduct includes the misuse of social media to further demean the person bullied.
- Ensuring students can report incidents of bullying in a safe, welcoming, and accessible way that is both efficient and minimizes the possibility of reprisals. Reporting procedures must apply to victims of bullying and those who witness bullying. They must encourage parents, guardians, caregivers, teachers, coaches, and other staff to report incidents of bullying. Examples include anonymous tip phone numbers, anonymous letter templates, and an independent student ombudsperson who listens to complaints and provides protection for and advice to students affected by misconduct and harassment.
- Creating and documenting a student safety plan for the student experiencing bullying victimization when high-risk bullying involvement is reported. An example is PREVNet's Bullying Identification and Intervention Tool.

- Clearly articulating and widely sharing the role played by each administrator and school staff member in bullying prevention and intervention. Include practical examples or case studies to illustrate how to respond in different situations and help distinguish bullying from other behaviours. PREVNet's tip sheet for differentiating between bullying, aggression and teasing³⁹ is an example.
- Creating clear communication guidelines and expectations for reporting and response that ensure parents, guardians, and caregivers (especially those connected to the victims) are kept informed at every step of the bullying reporting and response process. This includes notifying them at the time of a reported bullying incident (or even earlier when concerning behaviours are identified), seeking their input with respect to an appropriate response, and communicating the outcome in a way that maintains privacy.
- Documenting bullying incidents, for example, in an education file, so they are on record for the student victim as well as the student or school adult who bullied.
- Ensuring existing policies and guidelines do not punish student upstanders for intervening and trying to help.
- Providing schools with sufficient autonomy and flexibility to respond to the needs of their students and school community within the context of a whole-school approach (see Recommendation #4).
- Ensuring each school has a full checklist of existing policies, guidelines, statutory duties, and responsibilities and ensuring, in a systemic way, that staff, including temporary staff, are trained on them all.
- Examining policies, guidelines and current practices related to progressive discipline through an equity lens, as well as according to inclusive education and human rights principles (Ontario Ministry of Education & Ontario Human Rights Commission, 2013). This examination should also take into consideration the concerns regarding discipline that were shared during this review and the need to provide clarity and consistency regarding how, when and for whom discipline is imposed. Consequences need to be educational or developmental to ensure that students are learning and developing optimally. Furthermore, when a student is suspended because of a bullying incident, there should be an articulated and shared re-integration strategy to promote healing and the student's positive development. HWDSB should monitor disciplinary outcomes, check in with involved students and their parents, guardians, and caregivers, and seek feedback to improve protocol and process as needed.
- Ensure there is a plan to address, monitor and report on gaps in staff diversity and inequities in professional outcomes at all levels in the board. Examples of inequities in professional outcomes include higher turnover rates and fewer opportunities for promotion experienced by diverse staff.
- Reaffirm the role of HWDSB's Equity Policy as a permanent guide to relations between HWDSB and the police.
- Create a formalized process for periodic review of policies and procedures with feedback from educators, other school staff, principals, students, student councils, parents, guardians, caregivers, Indigenous Education Councils, unions, and community partners. This review

should take place every two years as per Ministry requirements and more frequently as improvement opportunities arise.

- Align and integrate the above action steps with HWDSB's Equity Action Plan

RECOMMENDATION #7: Ensure policies and procedures are followed consistently

Administration and staff should work together to develop a clear understanding of what information will and will not be shared, based on a clear understanding of privacy obligations, and incorporate this understanding in updated policies and procedures. Policies and procedures should ensure that teachers, parents, guardians, caregivers and, where appropriate, other staff who regularly interact with students are not unnecessarily left "in the dark" about a student's involvement in a bullying incident, whether alleged or proven, and the outcome of the response. Such an understanding is consistent with the need to protect a student's privacy and prevent unnecessary disclosure.

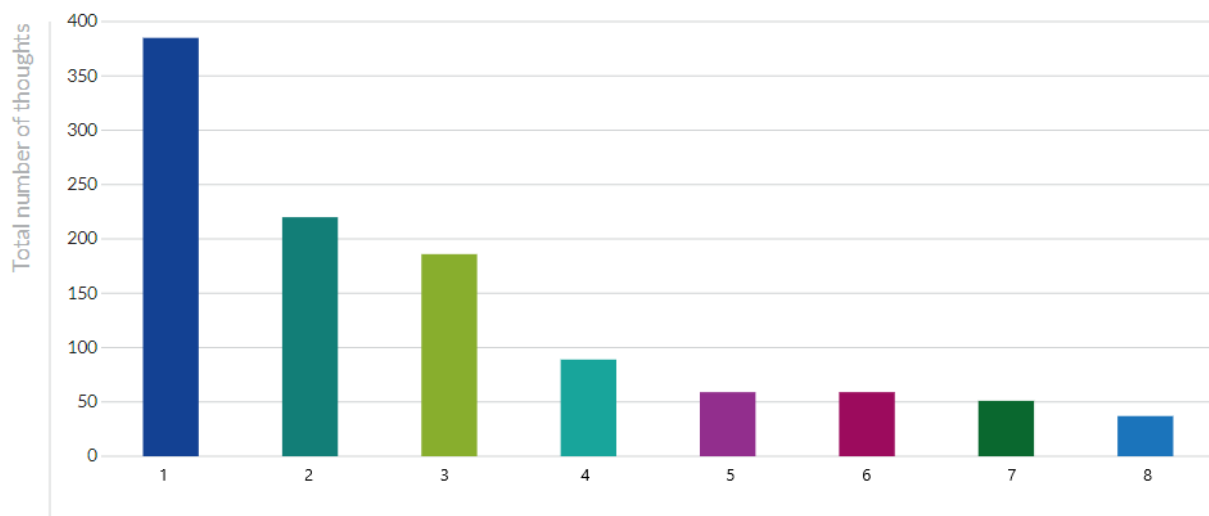
Appendix C – Reimagining Wellness Feedback

Exchange on Reimagining Wellness – December 2021

Participation: 1,200 participants, 1,376 thoughts and 16,937 ratings

What we asked: *As a strategy to achieve our Positive Culture and Well-being goals, how has Reimagining Wellness and the choice board (or other activities you used) affected you, your students and your school?*

What we heard: Common themes among the 982 thoughts that were rated 3.1 and above



1. Impact on students
2. Impact on classroom
3. Choice board
4. Impact on staff
5. Reimagining Wellness Strategy
6. Time commitment
7. Importance of classroom environment
8. This initiative is not new

1. **Impact on students** – A total of 385 thoughts were written that express the impact of Reimagining Wellness on students. A rating average of 3.8 out of 5 stars indicates that there is general agreement among educators with regard to the impressions of their colleagues. Almost all comments described positive effects: The activities provided brain breaks which resulted in better focus time; students had fun and had a chance to get outside; students got to know and understand each other and their teacher better; they felt more connected, engaged, and built stronger relationships; students were interacting with each other on levels not seen before, i.e., between cultural groups; it was a nice transition back to school that built trust; it helped with the anxiety of returning to in-person learning; it helped with development of self-regulation; it raised student awareness and self-awareness, and sensitivity to issues; students saw that their teachers care.

- 2. Impact on classroom** – 220 thoughts with an average star rating of 3.7 out of 5 summed up the impact on the classroom with most comments describing how Reimagining Wellness activities built a sense of community, a more positive, welcoming, collaborative and inclusive classroom. It helped establish student voice and student need as the method used in building that classroom community. Some described the outcome as safer and more comfortable spaces for discussing difficult topics with students reminding other students of skills they had learned earlier when difficult issues emerged, thus, it formed the basis for discussion when social issues arose in the classroom. It fostered trust in the school community. It relieved pressure and created a happy and fun classroom; the activities helped staff and students to get to know each other and consolidate that classroom culture before jumping into academics; it set a positive classroom dynamic and tone for the year. It encouraged more SEL focus in the classroom and improved the learning environment by building healthy relationships. This initiative spilled over into student behaviour and student work around the school; it fostered inclusivity and a kind, caring community; it helped establish classroom values, new ways of thinking, and really helped in remote classroom to build team culture.

Very few comments were negative and included: what began as achieving a positive culture quickly shifted to students just wanting a break; it promoted good conversation but that was not always put into action; the activities were not always accessible for most the marginalized students; there was not much of an impact because the classroom already had a strong community. Perhaps the most unfortunate experience was that, for some teachers, reorganization occurred after Reimagining Wellness and all the gains in classroom cohesion and culture were lost.

- 3. Choice board** – 186 comments with an average star rating of 3.6 include a wide variety of educator perceptions on the choice board. Positive feedback can be characterized by the following statements: the choice was great so educators could choose what would work best for their students; educators liked having choices; the choice board provided a lot of ideas that some educators adapted as they saw fit; it provided voice and choice to students; it was well done, engaging, easy to implement and students seemed to like it; there was good emphasis on affirmations; the choice board product enriched existing programming; activities involving getting outside the classroom to move about were very helpful; consistency in messaging across grade levels means that students will hear the same language from all their teachers; siblings in different grades are hearing the same messaging and this will spill over into conversations at home; it helped having the whole school working together.

There were many educator comments on ways to improve the choice board; the most frequent comment was that Kindergarten is a bit of a different environment and it cannot really be lumped in with primary. A lot of the primary activities were not suitable for Kindergarten, according to several educators, and perhaps not even needed since a lot of Kindergarten programming is about establishing that classroom culture and student well-being. Other comments suggested the following improvements: it would be good to have more resources for mid and end of year; some activities could be

explained better and it would be useful to have a video for some activities to see what it actually looks like implemented with Covid restrictions as some activities didn't seem to be possible under Covid; it would be helpful to differentiate between activities that must be done in person and those that would work in remote learning; more differentiation between grades would be helpful as not all division activities were age appropriate for all grades within each division; some of the links didn't work; having activities less text heavy and easy to implement with no prep would be helpful; ensuring that occasional teachers are in the loop next time would help them carry on this work; combining intermediate activities with LDR content would be appreciated and useful; to be more effective, this should be a whole year approach; 30 minutes once/day would have been enough; easier access to activities would be helpful as some educators found it confusing to find the activities.

Lastly, there was negative feedback which consisted of the notion that some activities are repetitive or silly or not engaging enough or it was hit and miss in the classroom; some were difficult to deliver in French; a few educators could not access them on their iPads. A few educators expressed frustration over having this initiative provided by the board rather than being permitted to use their own professional judgement and professional autonomy to decide what is best for their students and what, if any, strategies to use for wellness. Some felt that it's better to introduce positive culture activities organically throughout the day rather than on a schedule or imposed structure. Others felt that what students needed was structure, "normalcy", back-to-basics and accountability, not activities that are unrelated to academics. One comment (with agreement from some reviewers) stated that this initiative divided the school staff and created tension between those who saw this as more work and those who valued it.

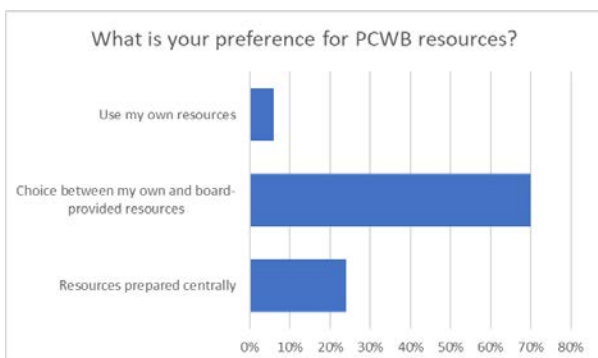
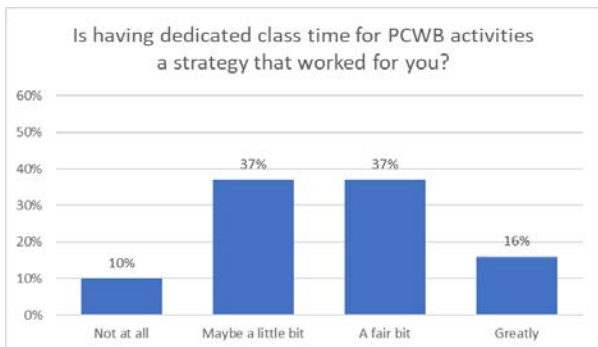
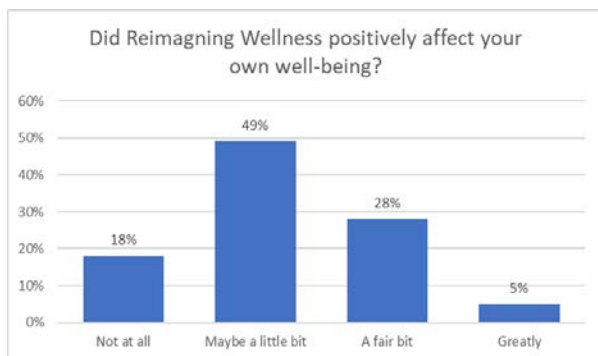
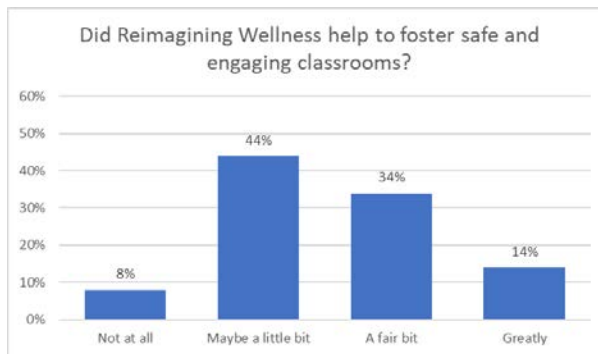
4. **Impact on staff** – 89 comments with a star rating of 3.6 out of 5 described the impact of Reimagining Wellness on staff. Most comments were related to how educators got to know their students better and got to know themselves better, learned new language for discussions with both students and their peers, and increased their focus and understanding of their own mental health. Educators also described Reimagining Wellness as providing more tools in their toolbox for building more inclusive and welcoming classrooms, diffusing situations while supporting others, and modeling for students how to manage mental health. Some expressed appreciation for the structure and permission to take time for everyone to stretch their legs and focus on student well-being; it brought attention to the importance of dedicating time each day to focus on feelings. It was validating for some who already made similar efforts as part of their normal practice. Some felt that having preplanned activities contributed to their own mental health because they were easy to implement, they inspired energizing conversations with colleagues, and it took the guesswork out of aligning their work with board strategic directions. Some staff felt that having release time to participate in these types of activities with other staff would be beneficial while others felt that the daily affirmations caused them to believe more strongly in themselves and their abilities. Some educators felt that the exercises encouraged their own self-reflection. There were few negative comments and can be characterized by feelings that the exercises felt staged and awkward or increased their stress levels and had a negative impact on their mental health.

5. **Reimagining Wellness as a strategy** – 59 comments with a star rating of 3.7 describe educator thoughts on Reimagining Wellness as a strategy. Many felt that making this a priority is important and setting that expectation to focus on this rather than assessment meant that it wasn't added on top of everything else for educators to figure out how to fit it in. Having resources prepared for educators was beneficial because it provided lots of choices and examples of appropriate activities. Similarly, the LDR modules took the guesswork out of what is appropriate to discuss in class. These were a starting point for educators and gave them the confidence to move forward with their own programming. Some liked the flexibility to fit the activities in during the day where it made most sense. One comment stated, "excellent set-up and delivery".

On the downside, several educators said that the initiative was detrimental to their mental health and wellbeing and increased their stress because the messaging was to prioritize this over assessment for the first 6 weeks but then educators were asked to select marker students and write progress reports with no assessment data.

6. **Time commitment** – 59 comments with a star rating of 3.9 echo the statement above about the downside of the strategy. They were stressed over feeling behind in covering the curriculum and felt like they were being asked to squeeze this into an already full day. Some felt that 6 weeks was too long. Others felt that the time commitment during the day was too much and that some activities took longer than intended. The activities that ended up requiring setup and prep compounded the perception of too much time lost during the day, and too much extra work piled onto teachers' plates. The quadmester model and tight reporting timelines compounded the issue in secondary.
7. **Importance of classroom environment** – 51 comments were written on the general idea of the importance of fostering a healthy classroom environment. The average star rating was 4.1, the highest agreement among participants. Educators agree that focusing on mental health and well-being currently is particularly important and that, overall, fostering safe, inclusive classrooms and positive classroom culture is foundational and key to student success. This initiative is considered a "good start" that requires further effort going forward so that the gains are not lost. Many comments in this category and others hint at a dichotomy between curriculum and well-being that hinges on time allotment and "permission" to use precious curriculum time for well-being. There is a sense that time is the barrier and that focusing on well-being, although critically important, comes at the cost of curriculum.
8. **This initiative is not new** – 37 comments from educators, with an average star rating of 4 out of 5, contained the message that teachers have practiced strategies to establish safe, inclusive classroom communities long before Reimagining Wellness. Some comments congratulated the board on finally recognizing the importance of this. Some educators were critical of the choice board because they preferred their own tried and trusted activities.

Participants answered survey questions before entering the Exchange:



Appendix D – Overview of Initiatives

[illegible]

Review policies and procedures from equity, ARAO perspectives	x	x			x	x	x			x	x	x	x
	Responding - Bullying Tip Sheet	Student Safety Plan	Understanding Cyberbullying	Where Bullying Happens	Bullying Policy and Procedure	Learn.Disrupt.Rebuild.	Reimagining Wellness	Kids Have Stress Too	Nurturing Safer Schools	Responding - Suspension and Expulsion	Responding - Incidents of Bias, Hate	Social Emotional Learning	Keeping Students in School
Recommendation #7													
Ensure policies and procedures are followed consistently	x				x				x	x	x		
<i>System</i>													
Recommendation #8													
Set the foundation for a culture of caring					x	x	x	x	x	x	x	x	x
Recommendation #9													
Strengthen the leadership skills needed for culture change	x				x	x	x	x		x	x	x	x
<i>Community</i>													
Recommendation #10													
Work with a wide range of community partners					x	x				x	x		x
<i>Ministry</i>													
Recommendation #11													
Ask the MOE for support									x				

Appendix E – Gateway 2020-21

HWDSB data

Total suspensions for 2020-21: 838

Total expulsions for 2020-21: <10

25 students indicated they would remain in the Gateway program from the 2019-20 school year (23 secondary, 2 elementary). 20 reengaged.

Gateway data

Over the course of 2020-2021, 46 students attended Gateway for long term suspensions or expulsions. The following is a breakdown profile of these 46 students:

- 19 students (5 secondary, 14 elementary) on long-term suspension (remained on their home school roll)
- 2 (1 secondary, 1 elementary) students were expelled from all schools and attended Gateway.
- 20 students (18 secondary, 2 elementary) were expelled previously and continued in Gateway from the previous year
- 5 students (5 secondary, 0 elementary) who were expelled and early leavers were re-engaged

Total number of expelled students who attended Gateway in the 2020-21 school year = **27 (24 Secondary, 3 Elementary)**

After participation in Gateway for Expulsion Offence during the 2020-2021 School Year, of these 27 expelled students:

14 students (11 secondary, 3 elementary) successfully completed the program

- 5 students (3 secondary, 2 elementary) returned to composite schools
- 1 student graduated earning their OSSD
- 1 student (0 secondary, 1 elementary) returned to the remote school
- 4 students transitioned into and attended Alternative Education/COOP/OYAP
- 2 students completed the program and enrolled in another Board
- 1 student completed the program and enrolled in ECPP

6 early leavers left the program prior to completion

2 students left the program prior to completion and enrolled in ECPP (Education, Community, Partnership Program)

5 students (5 secondary, 0 elementary) remain in the program as of June 30, 2021

The total number of credits earned by expelled students at Gateway during 2020-21 was **82**

Appendix F – Safe Schools Monitoring – Suspension and Expulsion

2020-21 Suspension and Expulsion Data

Note:

Due to Ministry Orders connected to Covid 19, HWDSB students participated in a remote learning model during the 2020-21 School year for approximately 14 weeks: 4 Weeks in January and 10 weeks from mid-April to the end of June.

Suspensions:

School Year	Total Students	Students identified as exceptional
2017-18	4127	268
2018-19	4452	311
2019-20	3627	239
2020-21	838	87

Suspension and Expulsion data:

Category	2017-2018	2018-2019	2019- 2020	2020-2021
Suspension must be considered (Ed Act, 306)				
Utter threat to inflict serious bodily harm	151	155	140	54
Possess alcohol or illegal drugs or cannabis**	86	49	47	<10
<i>(Note illegal cannabis possession included above)</i>	NA	33	29	<i>(<10)</i>
Influence of alcohol or cannabis**	14	69	42	<10
<i>(Note illegal Influence of cannabis included above)</i>	NA	34	33	<i>(<10)</i>
Swearing at a teacher or person in authority	301	286	192	48
Vandalism that causes extensive damage	73	84	70	31
Bullying	129	112	176	63
Code of Conduct (e.g., vaping, repeated disrespect)	1030	1274	1092	193
Fighting/Violence not requiring medical attention	1132	1277	915	168
Other - Board-Set Infraction* (see details on next page)	1165	1099	874	243

Expulsion must be considered (Ed Act, 310) – suspension imposed after Principal's Inquiry				
Possession of Weapon	19	22	43	14
Use a Weapon to Threaten/ Cause Bodily Harm	<10	< 10	<10	<10
Physical Assault requiring medical	17	12	14	<10
Sexual Assault	<10	< 10	<10	<10
Trafficking in weapons or illegal drugs		< 10	<10	0
Robbery	<10	0	<10	0
Ed Act 306 Motivated by Prejudice, Hate, Bias		0	<10	<10
Giving Alcohol or Cannabis to a Minor		0	<10	0
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)		< 10	0	0

** Medical use of cannabis is excluded

***Other Board Set Infraction Details**

Category	2017-2018	2018-2019	2019-2020	2020-2021
Other - Board-Set Infraction* (see details below)	1165	1099	874	243
Non-consensual sharing of Images	<10	<10	<10	<10
May suspend under Board Policy (e.g., throwing items, pulling alarm)	92	64	69	<10
Violation of Equity Policy (e.g., racist, sexist, hate, derogatory)	75	80	61	57
Using social media negatively	61	59	66	29
Inappropriate Behaviour (e.g., biting, spitting, kicking)	298	334	285	64
Act Harmful to Physical/ mental well-being (e.g., throwing, shoving, pushing)	602	523	383	79
Influence of Drugs	36	35	<10	<10
Making a Bomb Threat	0	0	0	0
Opposition to Authority (Sept.2017-Jan.2018)	<10	NA	NA	NA
Habitual Neglect of Duty (deleted 2017/18)	NA	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"

Note: Regulations announced in July 2020 have removed the discretion of the principal to suspend students in Kindergarten Year 1 to Grade 3 (Education Act Section 316 (1.1)).

Expulsions

School Year	Total	Number Students Identified as Exceptional
2017-2018	24	<10
2018-2019	28	<10
2019-2020	54	<10
2020-2021	<10	<10

Category	2017-2018	2018-2019	2019-2020	2020-2021
Possession of a Weapon	<10	<10	<10	<10
Using a Weapon to Threaten/Cause Bodily Harm	0	0	<10	<10
Physical Assault requiring medical	11	<10	13	0
Sexual Assault	<10	<10	<10	0
Trafficking in weapons or in illegal drugs	<10	<10	<10	0
Robbery	<10	0	<10	<10
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	0	<10	<10	<10
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	<10	0	<10
Giving Alcohol or Cannabis to a Minor	0	<10	0	0
Board/School Code of Conduct	<10	<10	15	<10

Appendix G - Safe Schools Incident Reporting Forms

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
September 1, 2019 – August 31, 2020	4162
September 1, 2020 – August 31, 2021	1308
September 1, 2021 – January 31, 2022	1558

Category	September 1, 2019 – August 31, 2020	September 1, 2020 – August 31, 2021	Sept 1, 2021 – January 31, 2022
Suspension must be considered (Ed Act. 306)			
Utter threat to inflict serious bodily harm	604	208	220
Possess alcohol or illegal drugs or cannabis**	<10	<10	<10
Influence of alcohol or cannabis**	<10	0	<10
Swearing at a teacher or person in authority	639	237	204
Vandalism that causes extensive damage	125	36	42
Bullying	591	182	188
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)	3310	1020	1198

Expulsion must be considered (Ed Act. 310)			
Possession of a Weapon	49	18	45
Using a Weapon to Threaten/Cause Bodily Harm	86	33	55
Physical Assault requiring medical treatment	110	37	54
Sexual Assault	18	5	19
Trafficking in weapons or in illegal drugs	<10	<10	0
Robbery	11	<10	<10
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	154	46	54
Ed Act 306 Motivated by Prejudice, Hate, Bias etc.	23	18	
Giving alcohol to a minor	0	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)	427	175	262

** 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.