

### AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda

#### Open Letter

- a. Parents of Ancaster High IB Students: Proposal to move Ancaster High IB Program to Westdale
4. [Positive Culture & Well-Being](#)
5. [Student Learning and Achievement](#)
6. [International Baccalaureate](#)
7. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

RE: Proposal to move Ancaster High IB Program to Westdale

Dear Trustees,

We are the group of parents of future and current IB students that would like to express our strong support to the current IB Program at Ancaster High.

We believe that the initial proposal put forward by HWDSB staff to close the IB program in Ancaster High and to keep only one IB site at Westdale, based on the enrollment numbers during the last two pandemic years, was premature and ill-timed. We appreciate that HWDSB staff suggested in its recent report to the Program Committee to maintain the IB program at Ancaster High and we trust that this latest recommendation will be supported by Trustees.

Although IB Program consolidation at Westdale is no longer recommended by HWDSB, we would like to draw your attention to a number of issues throughout the process and request for further clarification on the information presented in the most recent report.

There were three critical categories of concern associated with the original proposal and process that we draw to your attention.

**1. Lack of consideration for the needs of students**

- Students interested in the IB program are high performing students that are looking to challenge themselves.
- Although IB students are a minority, the school board should support their needs according to the HWDSB vision “Curiosity, Creativity, Possibility”.
- Putting this important program at only one site would create inequity as not all the students would choose to go to IB due to longer commute times, need to give up extracurriculars and leave the community and friends behind. Thus, we would put these students in a situation where their learning needs would be ignored.

**2. Lack of transparency and meaningful consultation**

- The choice of the HWDSB staff not to provide breakdown on the enrollments (certificates vs. diploma) in the initial report to trustees and when prompted numerous times in the two public meetings demonstrated a lack of transparency.
- Ancaster High community was invited to two public meetings: information night at the end of January and consultation night in February:
  - i. January invitation was sent to current IB students ONLY
  - ii. HWDSB staff explicitly reiterated that the January meeting was for information only and NOT a consultation. As such, a total of ONE consultation meeting was held in February.
  - iii. HWDSB was not able to clarify or answer any questions brought up by the public at the meetings related to the rationale of the proposed cancellation aside from pointing to aggregated enrollment numbers during COVID - the trajectory of which could not be explained, for either HWDSB site.
- Engage platform had three consultation questions, of which one was “When is it a good time to move the program to Westdale?”, clearly imposing a bias in the consultation process to garner responses that are inconsistent with every opinion that was articulated by a student, parent, or teacher in the public meetings held in January and February as well as the survey results highlighted in the March 20, 2023 report.

- Poor consultation process leads to community distrust.
  - i. Initial (January 2023) meeting held with limited notice AFTER the staff at HWDSB had produced the report for the Program Committee. HWDSB staff clearly expressed that comments at the January meeting would not be included in the report to the Program Committee that month.
- A total of ONE public meeting was held in February 2023 with staff unprepared to answer questions that were posted on the Engage platform or posed during the January meeting.

### **3. Lack of support for existing programs and students**

- Inconsistency between the two HWDSB sites offering IB and a lack of effort to investigate the issue has not been presented in public meetings or in the initial report by HWDSB staff, specifically:
  - i. What efforts were made by staff at HWDSB/Ancaster High and through the parent/student community to promote the program if enrollment was a concern that prompted the review? Why were efforts not considered and trialed to improve the program prior to evaluating cancellation?
  - ii. Are students following through from IB application to acceptance and completion? What barriers exist for students to ensure equitable access to the program (e.g., financial support, community support, etc.)?
  - iii. Are university pathways of interest to students and the current IB programs aligned? Currently, neither school offers some of the mandatory university courses through IB (e.g., physics) requiring students to fasttrack some courses or attend summer school. This may create further inequality for students who do not have the financial means or social support to accelerate or complete summer courses.
  - iv. Why was a pre-IB program, which makes it easier for students to stay in the same school with their peers starting in Grade 9, not offered in the HWDSB?
  - v. Why were IB Certificates not offered in Ancaster High as they are in Westdale if enrollment is the primary concern?
- In the information presented by HWDSB staff through meetings and the initial report, a formal review of the IB Program was not completed to identify issues and find potential solutions.

Beyond the March 20, 2023 report recommendation - we request that HWDSB engage the parent and student community to address critical questions and actions for the program:

1. When will the IB Certificate option be added to the Ancaster High school calendar in order to properly assess the effect on enrolment? Given that course selection is complete for fall 2022, this will require at least two years to accurately assess.
2. How is the HWDSB planning to promote the program to support interest and increased enrolment at AHS and what timeline is required to assess the effectiveness of such promotion? This is of specific interest as one of the potential actions is to promote at Grade 8 nights, which is an excellent idea, but will require at least three years to assess when those students are entering IB in Grade 11.
3. What are the precise enrolment numbers required in either the Diploma or Certificate to increase class options?
4. How are course offerings planned in consideration of student post-secondary pathways? How are student interests for post-secondary consulted in the process to ensure an equitable approach?
5. What key performance indicators, other than enrollment and cost, will the HWDSB use to assess the program in keeping with HWDSB strategic direction?

6. How will staff engage the IB community to achieve sufficient consultation as part of the wider Secondary Program Review?

We agree with HWDSB staff's conclusion presented at the report for the Program Committee to maintain the Ancaster High IB program. We are asking you, the trustees, to support this latest recommendation to maintain the IB program at Ancaster High.

Further to this, when presented with future reviews, we ask that you exercise good governance and demonstrate leadership in demanding clear rationale for program changes, meaningful and unbiased consultation, and demonstrated efforts to both understand and improve the programs prior to entertaining any changes that will impact the educational experience of children in our community.

As a parent community, we welcome engagement with HWDSB staff to support their efforts in enhancing the opportunities for students through the IB program at Ancaster High.

Sincerely,  
Parents of Ancaster High IB students



# HWDSB Annual Plan Report

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

**Date: March 20, 2023**

This report provides an update on the Positive Culture and Well-Being Strategic Direction Priority since the last report in November 2022. This report serves as the monitoring report on this priority area with a number of related monitoring updates being shared throughout the year.

**Positive Culture and Well-Being Reporting Schedule:**

- November 2022 – Equity Action Plan, Mental Health and Well Being and Safe School Action Plan
- **March 2023 – Behaviour and Analytic Services, Student Voice Survey (led by Student Trustees), Safe Schools and the Safe Schools Action Plan, and Suspension and Expulsion Data**
- June 2023 – Equity Action Plan, Community Mapping, Middle Years Development Instrument (MDI) and Safe Schools Action Plan (Appendix A) (full 18-month update)

**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.

**Leveraging Effective Practices**

**Strategy #1:** Implement differentiated strategies to provide targeted and enhanced support to Black, Indigenous, racialized and Two Spirit and LGBTQIA+ students and students requiring special education supports and/or services.

**BEHAVIOUR ANALYTIC SERVICES**

**What We Did**

To better serve students with disabilities and those requiring special education supports, the Specialized Services Division introduced Behaviour Analytic Services in the fall of 2020. This work continues to be informed by research about evidenced-based practices when planning and implementing programs and services. In addition, staff with specialized expertise have been introduced to assess and address behaviour that interferes with student learning. Such roles include Board Certified Behaviour Analysts (BCBA), Child and Youth Care Practitioners (CYCP), and an Occupational Therapist.

**curiosity • creativity • possibility**

Student behaviour support is provided in a number of different ways. BCBA's are a relatively new position to HWDSB and use methods to assess behaviour concerns, student participation and skills development targeted at improving safety. In collaboration with BCBA's and teachers, CYCP's develop, deliver and monitor individualized plans of support for students having difficulty with safety within the school.

In addition to the expertise of all staff in Behaviour Analytic Services, ongoing professional learning is important to meet the diverse learning needs of students. There is sustained collaboration between Behaviour Analytic Services and other departments to provide aligned and integrated services/supports in the following areas:

- Social Work Services in support of emotion coaching, mental health and trauma informed practice.
- Psychological Services in support of student assessment and diagnostic-informed academic delivery.
- System Learning Resource Teachers in support of best practice for pedagogy in literacy and numeracy.
- Community experts; Dr. Krista Boylan in support of behaviour assessment and Dr. Alex Drossos in support of best practice for students impacted with FASD.

Behaviour Analytic Services has implemented new and targeted programs and services to support positive outcomes for children and youth. Descriptions of each follow.

#### **What We Did – AIM: Child and Youth Support Program**

33 AIM programs are offered in 31 elementary schools across HWDSB. The program is a collaboration between BCBA's, CYCP's and classroom teachers. This program develops skills for a select number of students in schools who are having behavioural difficulties that are impacting their learning and social relationships. Students involved in the AIM program are chosen by a group of school staff and have consent of their parent/guardian. CYCP's work closely with each student to build rapport, develop social readiness and problem-solving skills and monitor their progress. CYCP's also work closely with classroom teachers to generalize skills to practical situations.

#### **Impact**

In the AIM program, students receive daily points for appropriate and adaptive behaviour. A recent review of AIM programs shows that students are meeting, on average, at least 80% of their daily points earned for appropriate and safe behaviour, while any behaviour that interferes with learning generally remains consistently low.

#### **What We Did - Case Management Approach**

Case Management is a structured model of support for a small number of students with disabilities. It is in a limited number of secondary schools. Acting as a caring adult, a CYCP interacts daily with each student as well as other school staff to improve opportunities for success including credit accumulation. An integral component of Case Management involves the monitoring of student progress, attendance and engagement. To this end, the principal facilitates regular meetings with the students' teachers and the CYCP as well as Specialized Services Consultant.

#### **Impact**

Students supported through the case management approach have consistently earned credits (Appendix B).

### **What We Did - Safe Intervention Program**

The Safe Intervention Program operates for a very limited number of elementary and secondary students. It is designed as a temporary, intensive intervention program for students leaving a day treatment program, a Board specialized placement or for students who have difficulty remaining safe in a general education setting. It is staffed with one teacher and one CYCP who work closely with families, community service providers and each student to stabilize their behaviour and develop prosocial skills.

#### **Impact**

The Safe Intervention Program has allowed students to attend a classroom that is uniquely designed for their needs to promote positive interactions in a more controlled setting (Appendix C). The Safe Intervention Program provides a path for students who are at high risk to not attend or have difficulty safely managing in a general education environment to develop skills that will remove many of those barriers.

### **What We Did - Itinerant Child and Youth Care Student Supports**

Itinerant CYCPs provide additional support to a school for a select number of students with behaviour that is of concern. In collaboration with school staff, CYCPs develop and implement plans to support student behaviour reduction while also developing skills to be better prepared and self-regulate.

#### **Impact**

Students being supported consistently demonstrate expected skill development while reducing interfering behaviour. This specialized work allows for students to attend safely and to be part of learning in the least restrictive possible setting with peers.

### **Next Steps (Responding and Monitoring)**

Staff in Behaviour Analytic Services continue to focus on the following:

1. Further development and application of evidence-based strategies (e.g., Safe Schools Bullying Prevention and Intervention Review Panel Report).
2. Continued community collaboration about professional development (e.g., Developmental Pediatricians at McMaster, Hamilton FASD Collaborative, and Lynwood Charlton Centre).
3. Training and practice with standardized behavioural assessment, data collection and reporting for greater ease of understanding for school principals, vice-principals and staff.
4. Support for best practices to implement HWDSB policy guidelines for Behaviour Support Plans and Safe Intervention Plans.
5. Work closely with school teams in the assessment, implementation and monitoring of student behaviour plans to support student placement in regular educational settings.
6. Plan for specific students entering grade nine in September 2023 to be involved in Case Management.

**Strategy #2:** Implement Emotion Coaching (i.e., validation), to enhance student-staff relationships.

### **STUDENT VOICE SURVEY (LED BY THE STUDENT TRUSTEES)**

#### **What We Did**

Under the leadership of the 2021-22 Student Trustees and Student Senate, HWDSB students had a platform “to share their voice on the issues that matter to us” through a survey. The survey was conducted in May 2022 for students in grades 7-12 and included student well-being, equity and communication as topics. As a result of



the leadership of Student Trustees, 4,490 students completed the survey, sharing their voice directly with the Student Trustees and staff. 13 secondary schools and 57 elementary schools are represented in the data.

### **Impact**

Key findings (Appendix D) include:

- Over 80% of students said that the academic aspects of school caused them the most stress.
- For some groups of students, such as non-binary students, Two Spirit and LGBTQIA+ students, and students with disabilities, the social aspects of school were another significant stressor.
- Approximately 70% of students said they were 'not at all familiar' or 'slightly familiar' with mental health resources at their school.
- Approximately 15% of students have used the mental health supports available at their school.

### **Next Steps (Responding and Monitoring)**

The information obtained from the Student Voice Survey is being used to inform the HWDSB 2023/24 – 2025/26 Mental Health Strategy. Staff continue to work with Student Trustees and Student Senate to create other avenues to access ongoing voice including participation at the Student Voice Summit in April 2023. Staff will also be gathering input from parents/guardians/caregivers, staff and community to inform the three-year Mental Health Strategy.

### **Refining Measures of Progress**

**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.

## **SAFE SCHOOLS**

### **What We Did - Human Rights and Anti-Black Racism Policies**

Safe and inclusive schools begin with students, staff and community being valued, heard and affirmed in their identities. The Human Rights and the Anti-Black Racism policies were approved by Board in fall of 2022. As part of policy implementation, principals and vice-principals learned about Human Rights and responding to hate, bias and prejudice including racial, homophobic and hate-related slurs. The focus of learning was on naming and stopping harmful behaviour and engaging in harm repair and learning. School staff also engaged in this learning during staff meetings and PA days this year.

### **Impact**

The introduction, learning and support for the implementation of the Human Rights and Anti-Black Racism policies have strengthened understanding, practices and responses. Human Rights continues to be foundation for principal and vice-principal learning and is integrated into other learning (e.g., destreaming, reading). Principals and vice-principals have provided feedback that going deeper and providing practical applications (e.g., responding to slurs) has supported them to focus on safe and inclusive classrooms.

### **What We Did - Police/School Board Protocol**

In January, HWDSB joined Hamilton-Wentworth Catholic District School Board, Conseil Scolaire Viamonde, Conseil Scolaire Catholique Mon Avenir and Hamilton Police Services in a review of the Police/School Board Protocol. The Ministry of Education and the Ministry of Community Safety and Correctional Services expect

that School Boards and Police Services establish and follow a protocol for the investigation of safe and secure school-related occurrences.

### **Impact**

The updated protocol will outline how HWDSB and Hamilton Police Services will interact when school-related incidents occur that require police involvement.

### **What We Did - Safe School Mentors**

The introduction of Safe School Mentors began in October 2022. This new structure provided safe and secure schools training to a secondary and elementary principal from each of the five families of schools. These school leaders provide guidance and mentorship within their family of schools. This includes supporting principals and vice-principals regarding safe and inclusive environments, suspension/expulsion processes and responding to hate/bias and secure schools. New vice-principals and principals also learned about HWDSB Secure School Protocols (e.g., Lockdown, Shelter in Place, Hold and Secure). Throughout the fall, schools reviewed their outdoor lockdown processes and procedures to ensure outdoor lockdowns could be initiated safely.

### **Impact**

Learning and the development of responsive, colleague to colleague mentoring has provided school principals and vice-principals with additional support in the implementation of safe, inclusive environments in schools. This structure will continue to support principal and vice-principal learning and mentoring as we implement the Bullying Prevention and Intervention policy and procedures.

### **Next Steps (Responding and Monitoring)**

In the spring of 2023, the updated Police Protocol will be complete, and staff will provide learning for principals vice-principals.

The Community Asset Mapping recommendations from spring 2022 work includes the identification of partners/groups/organizations who can provide programming (previously part of the terminated Police Liaison Program) to students using an anti-racist, anti-oppressive and anti-colonial lens. That work is ongoing and there will be an update in the June 2023 report.

The Response Protocol for Policy and Program Memorandum (PPM) 166 - Anti-Sex Trafficking will be finalized and training provided for principal and vice-principal. Learning about how to develop and sustain safe, inclusive and identity affirming learning environments will continue throughout the spring 2023.

### **SAFE SCHOOLS ACTION PLAN (BULLYING PREVENTION, INTERVENTION AND RESPONDING)**

The *Safe Schools Action Plan* addresses three fundamental areas related to bullying:

**Prevention:** The strategies used to promote healthy relationships and working together for a safe, inclusive and accepting school.

**Intervention:** The strategies and approaches used when children and youth experience bullying.

**Response:** The expectations of the school when investigating and applying progressive discipline in situations of bullying. This includes student and family supports.

## **What We Did – Prevention: Reimagining Wellness**

Reimagining Wellness was originally developed as a pandemic recovery tool, however, based on positive feedback from students, parents/guardians/caregivers, community members and educators, this resource and approach has become a foundational tool in HWDSB classrooms.

Bullying is a relationship issue. The goal of Reimagining Wellness 2.0 is to focus on the creation of healthy, positive relationships and universal wellness. Reimagining Wellness 2.0 focuses on building positive and inclusive cultures in all classrooms and schools (including virtual) so that students feel a sense of belonging and safety in conditions to achieve their full potential. This includes creating student-centered learning environments where identity, voice and lived experience are affirmed and honoured as an essential part of learning.

Each spring staff seek feedback from students and staff on the impact of Reimagining Wellness as well as feedback on the activities. Reimagining Wellness 2.0, includes changes informed by student, educator and community voice. This included linking each activity to curriculum expectations as well as learning skills.

Reimagining Wellness 2.0 includes a number of curriculum-linked activities which are used by educators in the classroom. Activities are categorized as follows:

- Community & Team Building
- Physical Activation
- Social Emotional Skills Development

Each of these areas support the development of universal wellness. Lessons include a focus on gratitude, positive self-talk, breathing strategies, caring for one another, self-care strategies, fitness and physical activity.

Staff have been visiting with students and educators to gather feedback and co-deliver learning experiences. These interactions will help to inform changes to Reimagining Wellness.

### **Impact**

Anecdotal feedback from classroom visits indicates that Reimagining Wellness 2.0 has had a positive impact on classroom activities and overall well-being. Appendix E provides a high-level overview of staff and student impact statements regarding experiences.

Feedback highlighted the fact that lessons gave students the opportunity to build relationships with one another and with educators. Students shared that Reimagining Wellness 2.0 provided the opportunity to learn about and work with new people. They said that the lessons resulted in the development of feelings of gratitude and that remembering to be grateful was a concept they would carry into other experiences. Students discussed that the development of a growth mindset was another skill they developed during lessons. They discovered the importance of staying motivated and focusing on “trying again” to reach goals.

## **What We Did – Response: Voices Against Bullying Pilot**

The structures and processes in place to support the Safe Schools Action Plan were designed with a focus on authentic engagement/co-creation and gathering voice from those most impacted by bullying. The Safe Schools Action Plan also identifies working with communities in new and different ways in support of bullying prevention, intervention and responding. In 2020, staff began meeting with a community-based organization

called Voices Against Bullying (VAB). VAB began as an online parent/guardian/caregiver peer-support network for families who had a child who experienced bullying. This group evolved to provide informal support to families. Recognizing that education systems can be challenging to navigate, oppressive and sometimes harmful, staff have been looking at ways to eliminate barriers for families and change oppressive structures. Staff continued to meet and collaborate with VAB around how families could best be supported. With funding from the Hamilton Community Foundation and infrastructure support from the YMCA, VAB launched the family advocacy and support program in February 2023.

As part of our ongoing collaboration, VAB met with a group of principals and vice-principals to seek input around the nature of the program, referral process and operational elements. VAB volunteer advocates have been trained in basic emotion coaching, simple mediation and HWDSB policies and procedures. Where appropriate, HWDSB staff have provided the training.

The goal of the program is to facilitate conversation between the home and school where there has been an incident of bullying and where the family is looking for support. This includes working with families before, during and/or after the meeting with the school. Families can connect directly with VAB for support. We are exploring the feasibility of schools referring to VAB for support.

Principals and Vice-Principals were invited to an information session in February as part of the initial implementation of the pilot.

### **Impact**

11 schools have identified an initial interest in being involved in the VAB pilot scheduled to begin in spring 2023.

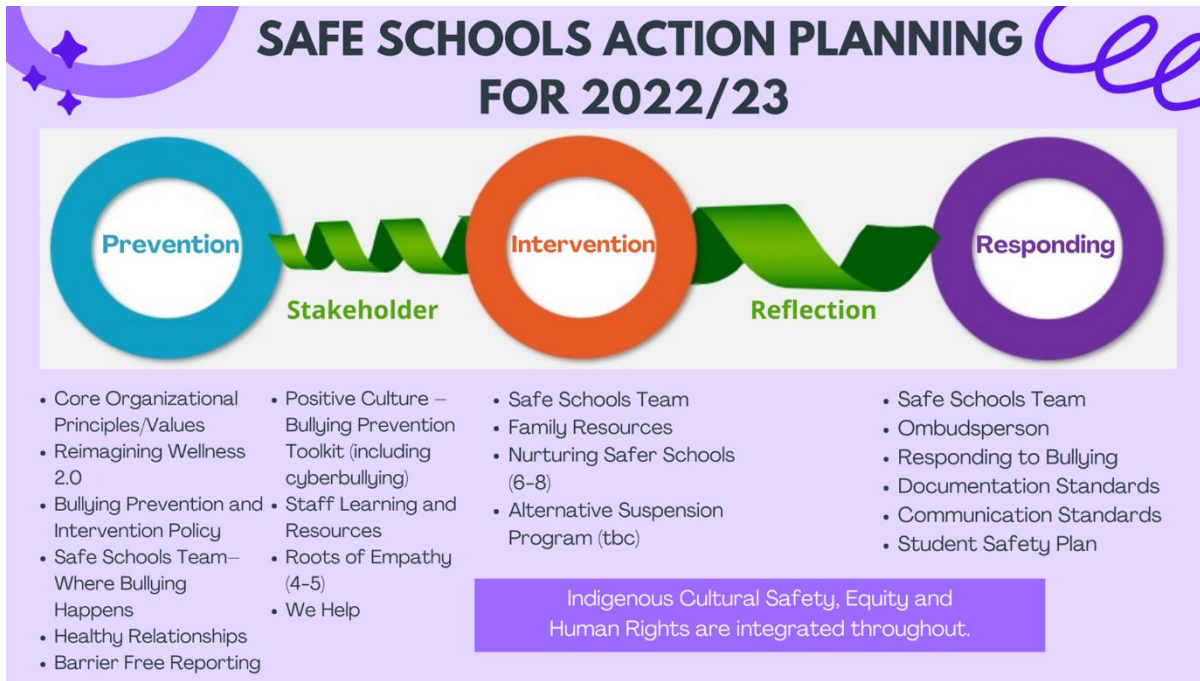
### **Next Steps (Responding and Monitoring)**

In March 2023 staff are gathering formal feedback from educators about Reimagining Wellness 2.0 including the impact on relationships, impact on classroom environment, impact on students and impact on staff. Feedback from students will be gathered through a student voice summit in April 2023.

VAB is scheduling meetings with each interested school to further explore implementation at that school. HWDSB will provide updated learning on the revised Bullying Prevention and Intervention policy for the volunteers. Together we will also construct an approach to measuring the impact of the pilot.

**Staff shared in the March 2022 Report that measures towards the Target would be available in June 2023. A further update will be provided at that time. At this stage staff believe we are not on track to achieve the Target of at least 80% of students and staff who 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.**

## Appendix A: Safe Schools Action Plan



The June 2023 Positive Culture and Well-Being Report will include details on the Safe Schools Action Plan 2021-23 as this plan concludes in August 2023. This will include an update on all recommendations and action steps, which areas are concluded, and which areas are ongoing.

## Appendix B: Case Management Approach

Credit accumulation numbers for students involved in case management in the 2021-22 school year in secondary schools:

### Sir Allan MacNab

STUDENT	Identification	CREDITS
1	LD	8
2	LD	8
3	MID	9
4	LD	9

### Nora Frances Henderson

STUDENT	Identification	CREDITS
5	LD	8
6	LD	8
7	LD	8
8	LD	7

### Sir Winston Churchill

STUDENT	Identification	CREDITS
9	LD	2
10	LD	8
11	LD	8
12	LD	9

### Appendix C: Safe Intervention Example

An example of the growth of a student can be seen in the graph below. This student's unsafe behaviour made it difficult for them to attend school consistently. Their behaviour has now stabilized at a low rate which allows for greater opportunities for academic and social programming.



## Appendix D: Student Voice Survey Results

HWDSB, on behalf of the Student Voice Survey Committee, is excited to share findings from the Student Voice Survey. Over 4,400 students participated in the May 2022 survey that will help inform HWDSB's Mental Health Strategy and Student Senate priorities.

Students, staff, families and community members can [watch the video](#) to learn more about the release of results from the Student Voice Survey Committee members themselves. [Background information has also been shared below](#), including links to [accompanying resources and a contact email for further questions](#).

To [explore the Student Voice Survey highlights](#), head further down the page to find data from the different survey categories. Once you have read through the highlights, an [appreciation letter for students](#), penned by the Student Voice Survey Committee, can be read below.

Now that survey findings have been shared, next steps will include collaboration with students, staff, families and community partners to develop and implement identity-affirming practices. Programs and resources will support positive mental health, early identification and clear pathways to more intensive mental health services.

### Background Information

Under the leadership of the 2021-22 Student Trustees and Student Senate, a survey was created to give HWDSB students a platform "to share their voice on the issues that matter to us."

The Student Voice Survey was conducted from May 16 to 27, 2022 for students in grades 7 to 12. It will serve as the foundation for HWDSB's Mental Health Strategy for the next three years and help determine the priorities of the Student Senate.

The survey had four sections: About You, Student Well-Being, Equity and Inclusive Spaces and Communication. The purpose was to gather feedback on the mental health resources that students would like to see, how HWDSB can create equitable learning environments and the best ways to communicate with students.

Student Voice Survey participation was voluntary, and all responses were anonymous. Although it was created by students, survey responses have been stored and analyzed by HWDSB's Research and Analytics Department.

Themes in the Student Voice Survey deal with mental health, equity and more. As a result, links to We Help resources are also being included as additional supports.

If students and families have questions about the Student Voice Survey, the Student Voice Survey Committee can be reached by email at [StudentTrustees@hwdsb.on.ca](mailto:StudentTrustees@hwdsb.on.ca).



## Survey Highlights

### Student Well-Being

**Question 1:** What aspects of school typically give you stress or negatively affect your mental health?

- Over 80% of students said that the academic aspects of school caused them the most stress.
- For some groups of students, such as non-binary students, 2SLGBTQIA+ students, and students with disabilities, the social aspects of school was another significant stressor.

**Question 2:** On a scale of 1-5, how familiar are you with the mental health resources available at your school?

- About 70% of students said they were ‘not at all familiar’ or ‘slightly familiar’ with mental health resources at their school.

**Question 3:** Can you name some of the mental health supports that you’re familiar with?

- When asked to name some of the mental health supports they are familiar with, many students responded, “I don’t know.”
- Some supports they did name include:
  - Supports offered by the Board: guidance counsellors, trusted teachers, social workers, HWDSB Helps and student resource rooms.
  - Supports outside of the Board: friends and family, self-care practices (e.g., going for walks, listening to music, exercise, meditation), social workers in the community (e.g., John Howard) and help lines (e.g., COAST, Kids Help Phone).

**Question 4:** Have you used the mental health supports available at your school?

- Approximately 15% of students have used the mental health supports available at their school.
- Grade 12 students, and students who identify as female, as Two Spirit and LGBTQIA+ and as living with a disability were more likely to access supports.

**Question 5:** If you answered yes to the previous question, how would you rate the quality of the mental health supports you received?

- Approximately 80% of students found the services ‘not helpful’ or ‘somewhat helpful.’
- Twenty percent of students found the services ‘super helpful.’

**Question 6:** What would make you more inclined to use the supports offered at your school?

- Being more aware of the services offered and what they can expect when accessing those services.
- If there were fewer roadblocks to accessing supports, such as having to go through a lot of staff to get support, waitlists to speak with someone like a guidance counsellor and having more time during school to get help.
- Feeling like they have an adult they can go to, who they trust, who will listen, who can relate to their lived experiences and who won’t judge them.
- Having a variety of supports available (e.g., peer supports, intensive supports).
- If conversations around mental health were more normalized.
- If they could get help anonymously or know staff won’t tell their parents.

**Question 7:** What resources would be helpful to you that don’t already exist?

- Students had a lot of ideas for helpful resources.

- Students talked about how a change in their environment would help them with their mental health. For example, they mentioned things like: having a relaxation room, less vandalism in schools, safer bathrooms, having a place to pray or having a place to take a walk when you're upset.
- Students also named things that would help them manage their own emotions and behaviours such as fidget toys, noise cancelling headphones or therapy dogs.
- Students also asked for more opportunities to talk about their mental health, through regular wellness checks, dedicated mental health seminars or planned activities to relieve stress.
- Students spoke about resources that would relieve the pressure they feel from school. (e.g., more support for their academics, limits on the amount of homework they have or more opportunities to take breaks such as flex days).

### **Equity and Inclusive Spaces**

**Question 9:** In your opinion, what contributes to an inclusive environment?

- The top three things that students said contribute to an inclusive environment are: safe adults (75%), having a safe space to go to when you need support (57%), and positive student culture (49%).

**Question 10:** How well do you feel your identity is represented in your school environment (e.g., people, curriculum, learning materials, etc.)?

- Approximately one third of the students felt 'sometimes represented' and a quarter felt 'often represented.'
- Students who identify as having a disability, as Two Spirit or LGBTQIA+, Black students and Indigenous students do not feel well represented compared to the rest of the students who responded to the survey.

### **Communication**

**Question 11:** What is the best way for you to learn about resources that are offered through HWDSB? (Select up to three)

- The top 3 ways students want to learn about HWDSB resources are the classroom teacher (60%), school announcements (50%) and school email (42%).

**Question 12:** How did you hear about this survey?

- Approximately 70% of students heard about the survey through the classroom teacher, 20% from school announcements and 10% from the school website or email.

## Student Appreciation Letter

### Read a Message from the Student Voice Survey Committee

PDF version: [Student Appreciation Letter](#)

Dear HWDSB Students,

It's Deema, Aisha, and Gloria, and we're so excited to connect with you all again to share some updates about the **Student Voice Survey**. In May of 2022, we worked alongside the Student Senate to create a survey that gave grade 7-12 students a platform to share their perspectives on three key topics: student well-being, inclusive spaces, and communication at HWDSB. The survey results would help guide the priorities and mental health strategy at HWDSB.

The survey was a HUGE success, receiving 4,490 responses, with participation from all 13 secondary schools and 57 elementary schools. **We can't thank every single one of you enough for sharing your experiences, insight, ideas, perspectives and stories.** It truly means the world.

Through the survey data, we were able to identify several key themes: students are mostly unfamiliar with the mental health resources available to them, discussions around mental well-being needed to become more common, and there is still a stigma around accessing mental health support. These responses have sent us a clear message: we need to take action to ensure every HWDSB student is aware of the mental health resources available to them and work to remove barriers and gaps that exist.

So, what have we been up to since then? Over the past few months, we have been working with HWDSB's mental health team, system social workers, the research and analytics department, and the communications department to understand the data and determine our next steps.

Our short-term goals include sharing this data back with you, the students. You'll be able to find a breakdown of the survey results on the HWDSB website. We'll continue to promote mental health resources and supports at a school and board level.

After that, we'll be connecting with different student groups (e.g., Student Senate, Student Voice Advisory Committees, CC:ROSE) to continue identifying the gaps that exist and build a long-term plan that is informed by your experiences and suggestions. In the long-term, the survey results and discussions will inform HWDSB's three-year mental health strategy, the priorities of the Student Senate, and serve as a guideline for future student surveys and consultations.

If you have any questions regarding the Student Voice Survey and what this means for the future of HWDSB students, please feel free to reach out to us at:

[StudentTrustees@hwdsb.on.ca](mailto:StudentTrustees@hwdsb.on.ca)

Thank you all again so much, you have and continue to play such an important role in the future of HWDSB and our school communities.

Sincerely,

Deema Abdel Hafeez,  
2021-22 HWDSB Student Trustee, Hamilton-Wentworth District School Board

Aisha Mahmoud  
2021-23 HWDSB Student Trustee, Hamilton-Wentworth District School Board

Gloria Li  
2022-23 HWDSB Student Trustee, Hamilton-Wentworth District School Board

**Resources**

- [Student Voice Survey \(May 022\)](#)
- [Student Appreciation Letter](#)
- [Student Voice Survey website post \(May 2022\)](#)
- [Letter to Families from Student Trustees \(May 2022\)](#)
- [Mental Health and Well-Being resources \(We Help\)](#)
- [HWDSB Helps service](#)
- Email for Student Voice Survey questions: [StudentTrustees@hwdsb.on.ca](mailto:StudentTrustees@hwdsb.on.ca)

Appendix E: Reimagining Wellness 2.0 Student and Educator Impact

# Reimagining Wellness 2.0

## Student & Educator Impact

Student Voice    Educator Voice

I found the Power of Yet/ Le pouvoir d'encre lesson the most useful because I found myself calling back to it the most in moments of doubt. It has really helped to keep me motivated.



I learned about new people and enjoyed working together!



I chose Gratitude Letter/messages de gratitude, because I think it is always important to remind myself of what I am grateful for and I enjoyed being able to incorporate my message of gratitude into an assignment. The message of this assignment was to remember to be grateful for what you have, which is a great message I can use to help me reach my goals.



I chose the growth mindset topic as most relevant/useful to me personally. I am going to start to look at everything with a positive, growth mindset, and I am going to be kind to myself.



**PROGRESS**  
- NOT -  
*Perfection*

The lesson build relationships among students. I think it builds a relationship between educators and students as well.

**POSITIVE MINDSET**

Not only are students reading positive affirmations from their peers, but it works towards that building of community. Everyone is working towards providing positive affirmations to each other.

I think the lessons reinforce to the students how important it is to be mindful about our bodies, our minds our hearts, how we feel and how others feel.



Students are building those relationships with each other. They're feeling more comfortable in the classroom. They know me as their teacher, they know their friends...We're really ready to jump into the curriculum. They're comfortable working together and that's all because of Reimagining Wellness.

**TRY AGAIN**

## Appendix F – Safe Schools Monitoring – 2021-22 Suspension and Expulsion Data

### Number of Suspensions

School Year	Students	Students identified as exceptional
2021-22	3902	233
2020-21	838	87
2019-20	3627	239
2018-19	4452	311
2017-18	4127	268

### Number of Suspensions by Infraction

Category	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022
<b>Suspension must be considered (Ed Act, 306)</b>					
Utter threat to inflict serious bodily harm	151	155	140	54	<b>133</b>
Possess alcohol or illegal drugs or cannabis**	86	49	47	<10	<b>55</b>
<i>(note illegal cannabis possession included above)</i>	NA	33	29	<10	32
Influence of alcohol or cannabis**	14	69	42	<10	<b>23</b>
<i>(note illegal Influence of cannabis included above)</i>	NA	34	33	<10	19
Swearing at a teacher or person in authority	301	286	192	48	<b>190</b>
Vandalism that causes extensive damage	73	84	70	31	<b>82</b>
Bullying	129	112	176	63	<b>148</b>
Code of Conduct (e.g., vaping, repeated disrespect)	1030	1274	1092	193	<b>1114</b>
Fighting/Violence not requiring medical attention	1132	1277	915	168	<b>809</b>
Other - Board-Set Infraction* (see details on next page)	1165	1099	874	243	<b>926</b>

### 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"

Category	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022
<b>Expulsion must be considered (Ed Act, 310) – suspension imposed after Principal’s Inquiry</b>					
Possession of Weapon	19	22	43	14	<b>81</b>
Use a Weapon to Threaten/ Cause Bodily Harm	<10	<10	<10	<10	<b>29</b>
Physical Assault requiring medical	17	12	14	<10	<b>52</b>
Sexual Assault	<10	<10	<10	<10	<b>29</b>
Trafficking in weapons or illegal drugs	0	<10	<10	0	<b>&lt;10</b>
Robbery	<10	0	<10	0	<b>&lt;10</b>
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	0	<10	<10	<b>207</b>
Giving Alcohol or Cannabis to a Minor	0	0	<10	0	<b>0</b>
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	0	<10	0	0	<b>14</b>

\*\* Medical use of cannabis is excluded

**\*Other Board Set Infraction Details**

Category	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022
<b>Other - Board-Set Infraction* (see details below) SUBTOTAL</b>	<b>1165</b>	<b>1099</b>	<b>874</b>	<b>243</b>	<b>926</b>
Non-consensual sharing of Images	<10	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
May suspend under Board Policy (e.g., throwing items, pulling alarm)	92	64	<b>69</b>	<10	<b>145</b>
Violation of Equity Policy (e.g., racist, sexist, hate, derogatory)	75	80	<b>61</b>	<b>57</b>	<b>&lt;10</b>
Using social media negatively	61	59	<b>66</b>	<b>29</b>	<b>129</b>
Inappropriate Behaviour (e.g., biting, spitting, kicking)	298	334	<b>285</b>	<b>64</b>	<b>187</b>
Act Harmful to Physical/ mental well being (e.g., throwing, shoving, pushing)	602	523	<b>383</b>	<b>79</b>	<b>442</b>
Influence of Drugs	36	35	<b>&lt;10</b>	<10	<b>14</b>
Making a Bomb Threat	0	0	<b>0</b>	<b>0</b>	<b>&lt;10</b>

**Number of Expulsions**

School Year	Total	Number Students Identified as Exceptional
2021-2022	46	<10
2020-2021	<10	<10
2019-2020	54	<10
2018-2019	28	<10
2017-2018	24	<10

Category	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Possession of a Weapon	<10	<10	<10	<10	<10
Using a Weapon to Threaten/Cause Bodily Harm	0	0	<10	<10	<10
Physical Assault requiring medical	11	<10	13	0	19
Sexual Assault	<10	<10	<10	0	<10
Trafficking in weapons or in illegal drugs	<10	<10	<10	0	0
Robbery	<10	0	<10	<10	<10
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person)	0	<10	<10	<10	<10
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	<10	0	<10	<10
Giving Alcohol or Cannabis to a Minor	0	<10	0	0	0
Board/School Code of Conduct	<10	<10	15	<10	12



## Appendix G - Safe Schools Incident Reporting Forms

### Reporting Serious Incidents (Including Bullying)

School Year	Total				
September 1, 2022 – January 31, 2023	3182				
September 1, 2021 – August 31, 2022	3758				
September 1, 2020 – August 31, 2021	1308				
September 1, 2019 – August 31, 2020	4162				
Category	2019 – 2020	2020 - 2021	2021 – 2022	Sept. 1, 2022 – January 31, 2023	
<b>Suspension must be considered (Ed Act. 306)</b>					
Utter threat to inflict serious bodily harm	604	208	518	431	
Possess alcohol or illegal drugs or cannabis**	<10	<10	12	<10	
Influence of alcohol or cannabis**	<10	0	13	<10	
Swearing at a teacher or person in authority	639	237	535	481	
Vandalism that causes extensive damage	125	36	92	81	
Bullying	591	182	492	365	
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	2854	2517	
<b>Expulsion must be considered (Ed Act. 310)</b>					
Possession of a Weapon	49	18	98	46	
Using a Weapon to Threaten/Cause Bodily Harm	86	33	108	62	
Physical Assault requiring medical treatment	110	37	121	114	
Sexual Assault	18	5	42	28	
Trafficking in weapons or in illegal drugs	<10	<10	<10	0	
Robbery	11	<10	11	<10	
Bullying (if previously suspended and presence in school creates an unacceptable risk to safety of another person).	154	46	120	92	
Ed Act 306 Motivated by Prejudice, Hate, Bias etc.	23	18	93	86	
Giving alcohol to a minor	0	0	<10	<10	
Any other activity for which principal may expel a student under board policy*.	427	175	696	737	

\*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.

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).
- 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, Student A threatens someone, and it was witnessed by three employees, so each will submit a Safe Schools Incident Report.

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.

## Appendix H – Gateway (Long-Term Suspension and Expulsion Program) 2021-22

Over the course of 2021-2022 school year, 219 students accessed Gateway supports while either on a long-term suspension (ranging from 6 days to 20 days) or as an expelled pupil.

- 186 students (64 secondary, 122 elementary) on long-term suspension accessed the Gateway program. These students remained on their home school register while attending Gateway.
- 21 students (20 secondary, 1 elementary) expelled from all schools attended Gateway.
- 6 students (6 secondary, 0 elementary) expelled prior to June 30, 2021, started the 2021-22 school year in the Gateway program.
- 5 students (5 secondary, 0 elementary) who had attended Gateway prior to June 30, 2021, but had been removed from the register as early leavers, were successfully re-engaged into the program.
- 1 student (1 secondary, 0 elementary) attended Gateway after being expelled from another school board.

After participation in Gateway for an expulsion offence during the 2021-2022 school year:

- 7 students (6 secondary, 1 elementary) successfully completed the program and are no longer expelled pupils.

The destinations of the 7 students to successfully complete the program are as follows:

- 3 students (2 secondary, 1 elementary) returned to composite schools.
  - 2 students (2 secondary, 0 elementary) transitioned into and attended Alternative Education/COOP/OYAP.
  - 1 student (1 secondary, 0 elementary) completed the program and enrolled in another school board.
  - 1 student (1 secondary, 0 elementary) completed the program and enrolled in an Education Community Partnership Program.
- 6 students (6 secondary, 0 elementary) left the program prior to completing it. These students are early-leavers and remain expelled pupils. Attempts to re-engage these students in the Gateway program will continue throughout the 2022-23 school year or until the student turns 21 years of age.
  - 1 student (1 secondary, 0 elementary) graduated after successfully earning their OSSD. The student did not complete the Gateway program and remains an expelled pupil.
  - 19 students (19 secondary, 0 elementary) remain in the program as of June 30, 2022.

The total number of secondary credits earned by expelled students at Gateway during 2021-22 was 103.



# HWDSB Annual Plan Report

**TO:** PROGRAM COMMITTEE

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** March 20, 2023

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

**RE:** Student Learning and Achievement Annual Plan 2022-23 Update

## Action

## Monitoring X

### Background

The 2022-23 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 currently and historically underserved.
2. Improving the reading achievement of all students and closing the gap for those currently and historically underserved.

Each goal has a measurable target and three strategies to meet the target. See *Appendix A: 2022-23 Student Learning and Achievement Annual Plan* for more information.

The following report provides an update on:

- Student learning and achievement in secondary schools during semester one and in elementary schools during term one of 2022-23.
- HWDSB Education Quality Accountability Office (EQAO) results for 2021-22 and preparations for the 2022-23 assessments.
- Tutoring supports in 2022-23.

### Student Learning and Achievement Update

#### Secondary Schools Semester One

Semester one 2022-23 was the first semester of the Grade Nine Program where grade nine courses were de-streamed. Science and Mathematics were offered using new, de-streamed curricula, and English, French, and Geography were offered using the academic curricula. 82% of grade nine students earned all four credits in semester one, a 4% decrease from 2021-22. In response, tutoring funding is being used to provide credit recovery opportunities to support students to earn all eight grade nine credits, a key indicator for graduation. The grade nine to twelve semester one credit attainment rate is 93%.

The Ministry of Education has determined that our five year graduation rate for the 2016-17 cohort is 81%, with the percentage rising to 82% of students who attended HWDSB schools for all five years of secondary school.

See **Appendix B: Semester One and Term One Student Learning and Achievement Data** for more information.

#### Elementary Schools Term One

The impact of the pandemic on student learning is evident in early reading. As a cohort, 56% of grade one students and 66% of grade two students met the provincial standard on the term one provincial report card. Despite tutoring

programs, the support of a Reading Specialist in most schools and reading interventions, achievement has not yet returned to its pre-pandemic level. Typically, more students will reach the provincial standard by the end of grade one. HWDSB is meeting its reading goal in grades three to six with 75% or more students in these grades meeting the provincial standard in reading at the end of term one.

### **HWDSB EQAO Results for 2021-22 and Preparations for the 2022-23 Assessments**

EQAO assessments resumed in 2021-22 after a hiatus due to the COVID-19 pandemic. For the first time, all eight assessments used a digital format and required students to use laptops or tablets. The 2021-22 results provide information related to the pandemic's impact on student learning and act as a baseline by which to interpret future results. When compared to HWDSB results in 2018-19, 2021-22 data shows that HWDSB has:

- Improved in grade six Reading and Writing.
- Held steady in grade 6 Mathematics and the Ontario Secondary School Literacy Test (OSSLT).
- Declined in slightly all three grade three subjects and grade nine Mathematics.

HWDSB results follow the provincial trend of pandemic impact on achievement in Mathematics and literacy.

When interpreting results, it is important to note that EQAO assessments are not standardized. The questions asked change annually and educators score the assessments using criteria provided by EQAO. Educators measure overall progress by comparing results to the provincial average because improved outcomes over time are best identified when the gap between Board performance and the provincial performance closes.

See **Appendix C: 2021-22 EQAO Results** for details about results in comparison to the province. Please note that all data is for students who participated in all the assessments and not just a portion.

#### Primary Division Assessments

Last year's grade three students were in grade one in 2019-20 when schools first closed for the pandemic. Grade one is a critical year for acquiring literacy and numeracy skills. 66% of HWDSB students met the provincial standard in Reading, 55% in Writing and 44% in Mathematics. The primary division assessments in Reading, Writing and Mathematics revealed some declines in student achievement over time. Compared to the province there is a widening gap in Mathematics and Writing over 2018-19.

In response to the 2021-22 results, Math Facilitators' assignments were adjusted to support schools that had low percentages of students finding success in Mathematics. Tutoring Supports funding is used to provide after-school Reading (Phonic Academy) and Mathematics programming (Math Blasters) for grade three students. In March, all grade three classroom teachers will have access to KnowledgeHook, a web-based Math learning tool, funded by the Ministry of Education. For schools with low reading results, Lexia Core5 Reading is provided as a reading intervention tool and Program Consultants are available to support professional learning needs.

#### Junior Division Assessments

Last year's grade six students completed the grade three assessment in 2018-19. 77% of the cohort achieved the provincial standard in Reading, 75% in Writing, and 36% in Mathematics. The gap between the Board and province improved by 1% in Writing since 2018-19 and grew by 1% in Reading and Mathematics. As with grade three, tutoring programs, Lexia Core5 Reading implementation, and Program Consultant support were provided to schools with low performance.

#### Grade Nine Mathematics Assessment

The grade nine Math Assessment is embedded in the course, grade nine Mathematics, MTH1W. In HWDSB, students' results on the EQAO assessment make up 10% of their final mark as part of the 30% final evaluation. In 2021-22, 45% of grade nine students met the provincial standard, according to the EQAO assessment. Notably, 42% of HWDSB achieved at level two, just below the provincial standard, which provides optimism that improved familiarity with the new MTH1W curriculum and assessment, coupled with focused professional development on "Thinking Classrooms in

Mathematics” will see improved student results. Tutoring supports funding is being used in four schools to support student learning in MTHIW or recovering credits.

The 2021-22 grade nine cohort wrote the 2018-19 EQAO assessment. Their performance in grade nine is 9% better than in grade six and the gap between their performance and the province was closed by 5%. This pattern is consistent with pre-pandemic levels, where HWDSB grade nine performance was closer to the provincial average than in grades three or six.

### OSSLT

Successful completion of the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a graduation requirement for the students graduating in 2022-23. Grade ten and eleven students wrote the OSSLT in 2021-22. 73% of grade ten students and 76% of grade eleven students were successful.

Grade eleven students wrote during the fall of 2022 and grade ten students are preparing to write in March and April of this year. The Board’s main approach to OSSLT preparation is in-class literacy learning in English and other subject areas. Educators are planning to re-focus on subject-specific literacy learning in grades nine and ten in 2023-24.

Four schools are using tutoring funding to support students as they prepare to take the OSSLT for the first or second time.

### **Tutoring Supports in 2022-23**

HWDSB received tutoring supports funding as part of the Ministry of Education’s Learning Recovery plan. Originally, this funding was to end in December 2023, but it was extended to March 31, 2023. Staff will complete a final Ministry tutoring report at that time.

In elementary schools, tutoring is provided through after-school programs which are connected to student learning need in reading and Mathematics. During the fall, HWDSB provided the following ten-week programs, serving more than 800 students:

- Phonics Academy, explicit phonics instruction to support reading acquisition, for grades one to three (90 programs).
- Junior Phonics Academy for grades four to six (26 programs).
- Math Blasters for grades three and six (28 programs).
- Home Reading with A Heart for grade two students (20 programs).

This winter, we are offering 166 programs serving 830 students until March 31. There are 137 Primary and Junior Phonics Academies, and 29 Math Academies, grades one to six, currently running.

Phonics Academies are an opportunity to pilot a reading resource from the University of Florida Literacy Institute (UFLI). This approach aligns with the recommendations in the Ontario Human Rights Commission’s Right to Read report. An initial review of the Phonics Academy indicates that the greatest benefit has been to primary division students since the program is designed for younger students who are likely to be in an earlier phase of reading development. In addition, a small number of junior division students have also benefited from the foundational learning offered through the program.

In secondary schools, tutoring activities have a student success focus. During semester one, schools used tutoring funding to hire long-term occasional teachers to support students with literacy, numeracy, and academic skills. The tutoring has enabled students to focus on developing skills to complete or rescue credits. Secondary schools provided 32 periods of tutoring, supporting approximately 400 students, which resulted in students earning over 170 credits. In semester two, this model has been extended to include tutoring to prepare students to write the OSSLT in April. 37 lines of tutoring are being offered until March 31.

HWDSB partnered with the following organizations in fall and winter of 2022-23 to make free tutoring in Mathematics, literacy and foundational skills available to HWDSB students:

- Boys and Girl's Club of Hamilton-Halton, a youth serving organization, has tutoring for grades one to eight.
- The Centre for Diverse Learners (formerly the Learning Disabilities Association of Halton-Hamilton) is providing tutoring based on student learning needs from grades one to twelve to students with disabilities.
- Munar Learning Center, which supports Hamilton's Somali communities, is providing literacy and numeracy tutoring for grades one to eight.
- Park Street Education, a charitable organization dedicated to education, is providing literacy and science, technology, engineering, and Mathematics tutoring for grades four to eight.
- Rafiki Hamilton, who serves Congolese and other Francophone Africans, is providing literacy and numeracy tutoring for French Immersion students from grades one to eight.
- YMCA is providing tutoring supports for students learning English from grades one to eight.

## **Appendix A: 2022-23 Student Learning and Achievement Annual Plan**

### **Grades Seven to Twelve+: Graduation**

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

Target: At least 80 per cent of students within each cohort making progress towards graduation/graduating<sup>1</sup>.

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 currently and historically underserved students.
- Strategy: Leveraging Effective Practices: Implement instructional, assessment and engagement practices focused on improving the outcomes for all students in grades seven to twelve.
- Strategy: Refining Measures of Progress: Develop and implement the tools required to monitor the progress students make towards graduation on a regular basis, from grade seven onwards at the classroom, school, and system levels.

### **Kindergarten to Grade Six: Reading**

**Goal #2: Improving the reading achievement of all students and closing the gap for those currently 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 currently and historically underserved student.
- Leveraging Effective Practices: Implement effective reading instruction and assessment practices from Kindergarten to grade six.
- 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 six at the classroom, school and system levels.

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<sup>1</sup> \*Graduation includes obtaining an Ontario Secondary School Diploma, Certificate of Achievement and/or Certificate of Accomplishment



**Appendix B: 2022-23 Semester One and Term One Student Learning and Achievement Data**



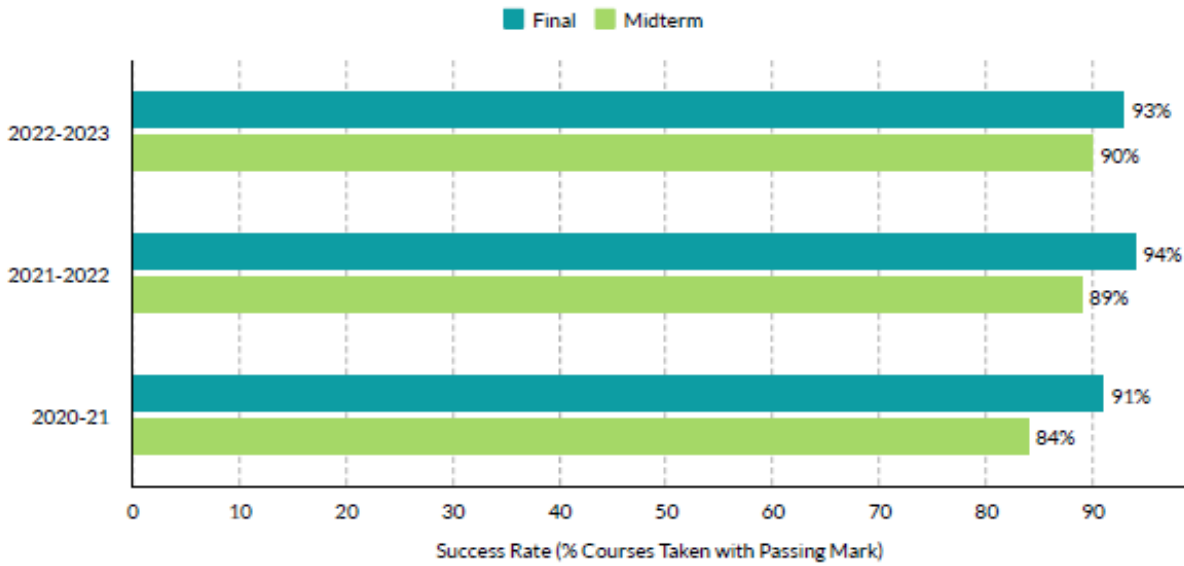
2022-2023 Student Learning and Achievement Update

**ALL STUDENTS GRADUATING**

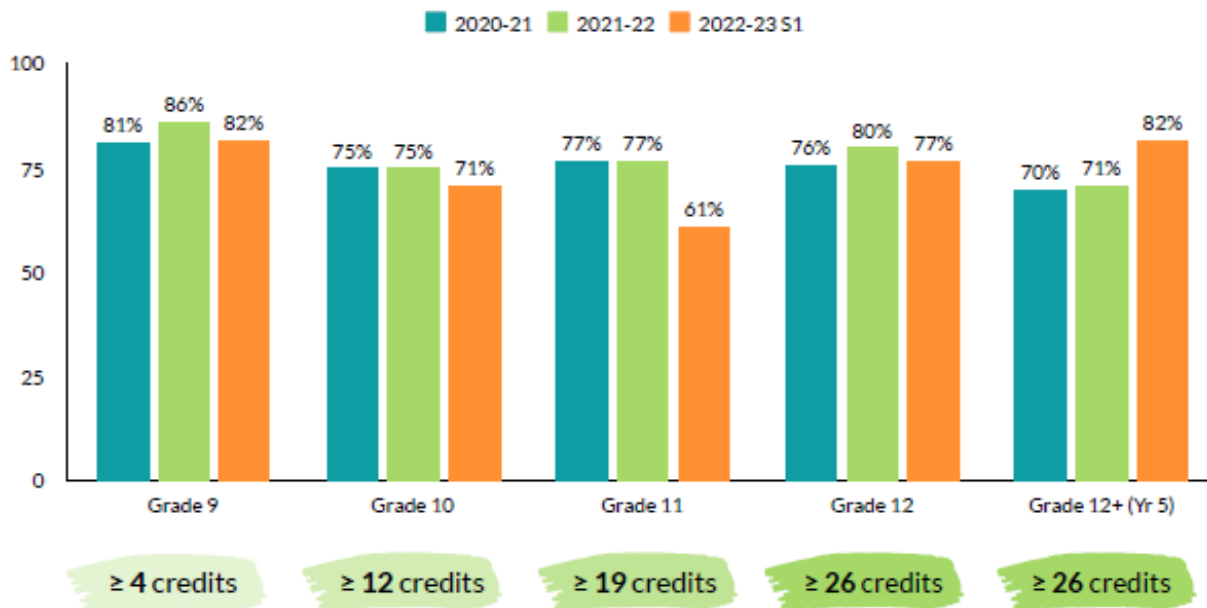
TARGET: At least 80 per cent of students within each cohort making progress towards graduation/graduating.



Secondary Success Rates at Semester 1



Credit Accumulation after Semester 1\*



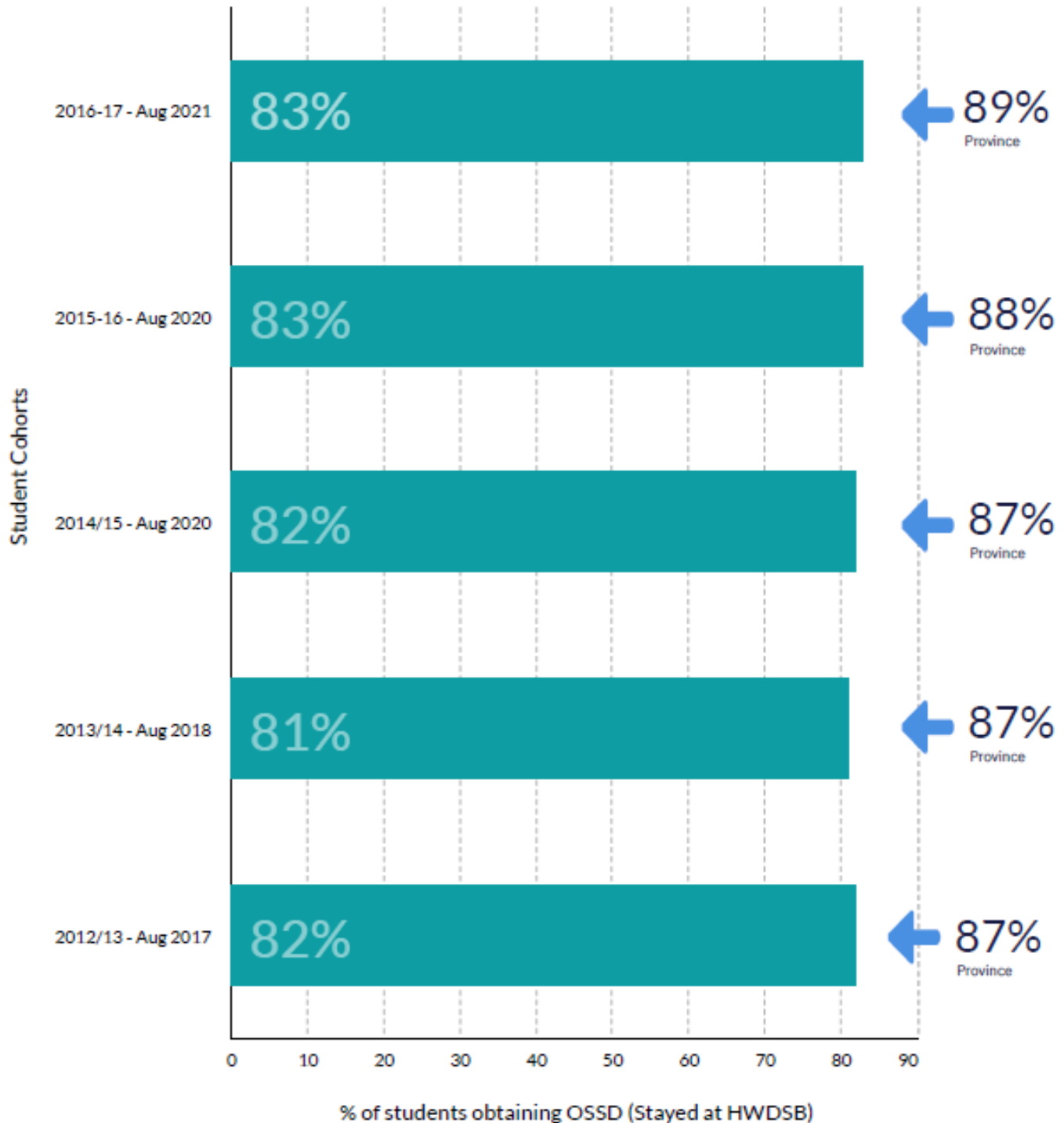
\*Based on data of students active on the last day of semester 1.

### ALL STUDENTS GRADUATING

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



### Graduation Rate - 5 Year

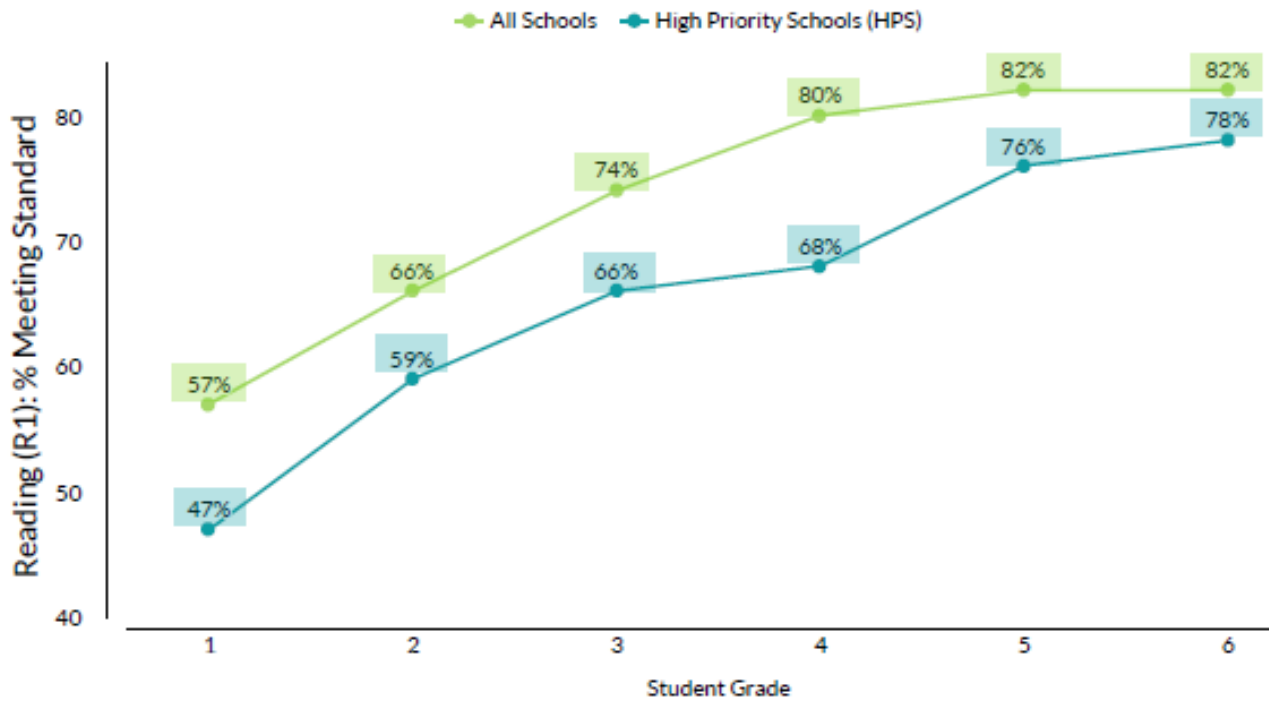


### ALL STUDENTS READING

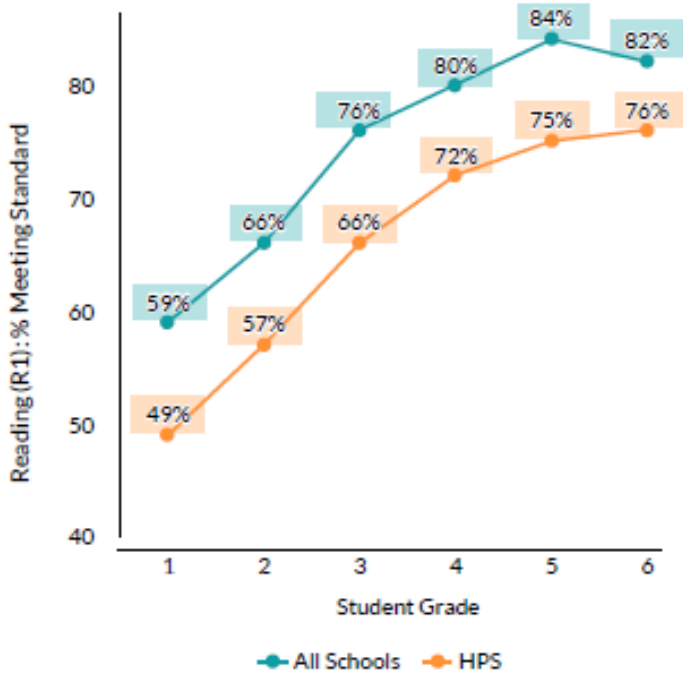
TARGET: At least 75 per cent of students within each cohort on track as an effective reader.



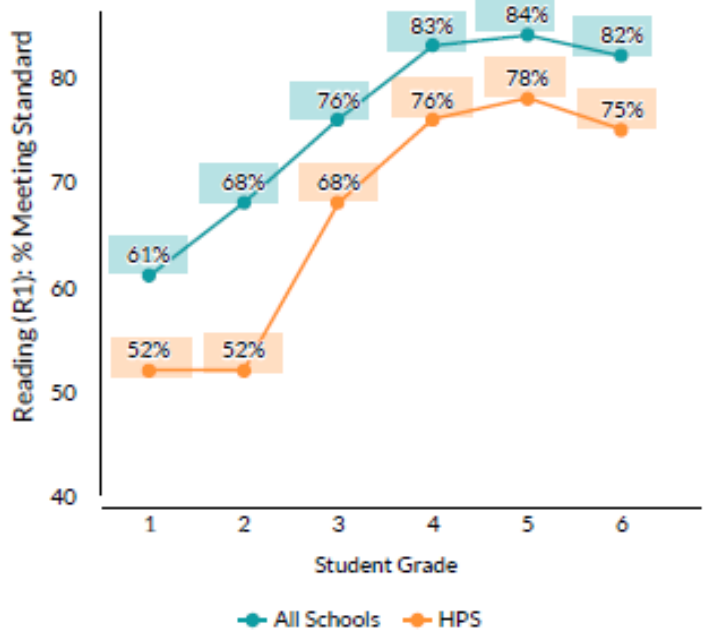
### 2022-23: Grades 1-6 Reading at Report 1



### 2021-22: Gr. 1-6 Reading at R1



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



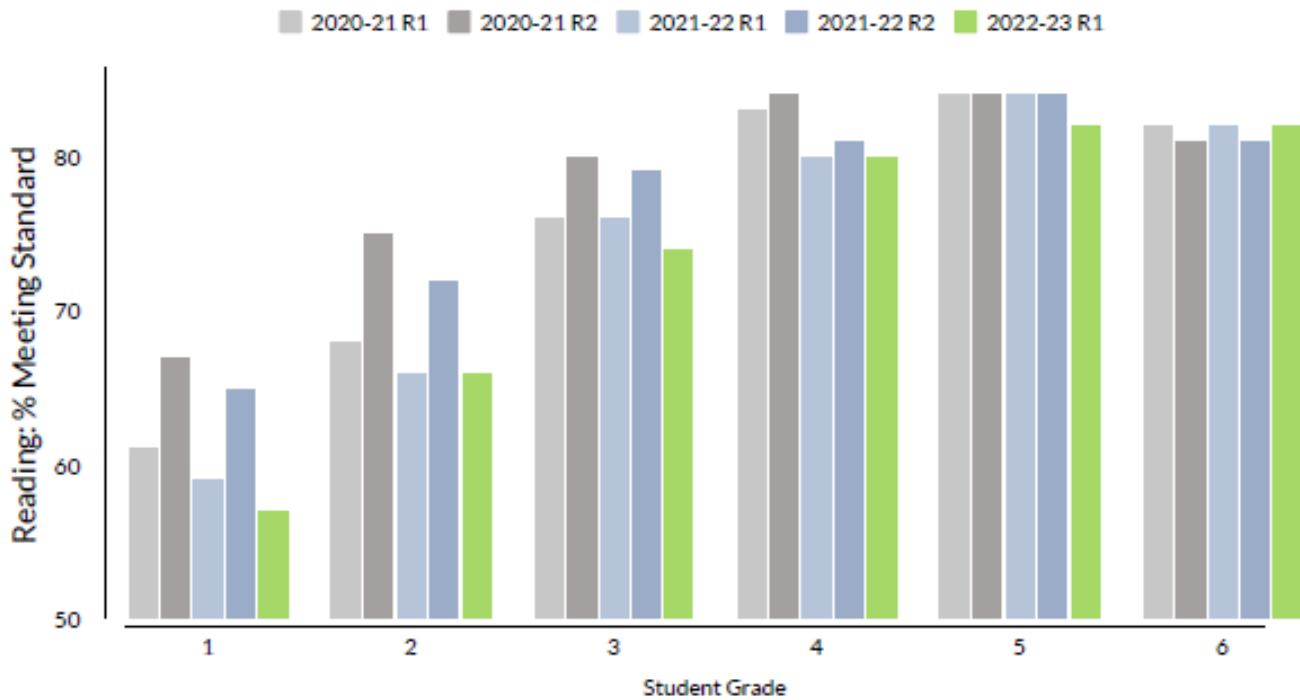
### ALL STUDENTS READING

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



### 2022-23: Grades 1-6 Reading at R1 and R2

Relationship between R1 and R2



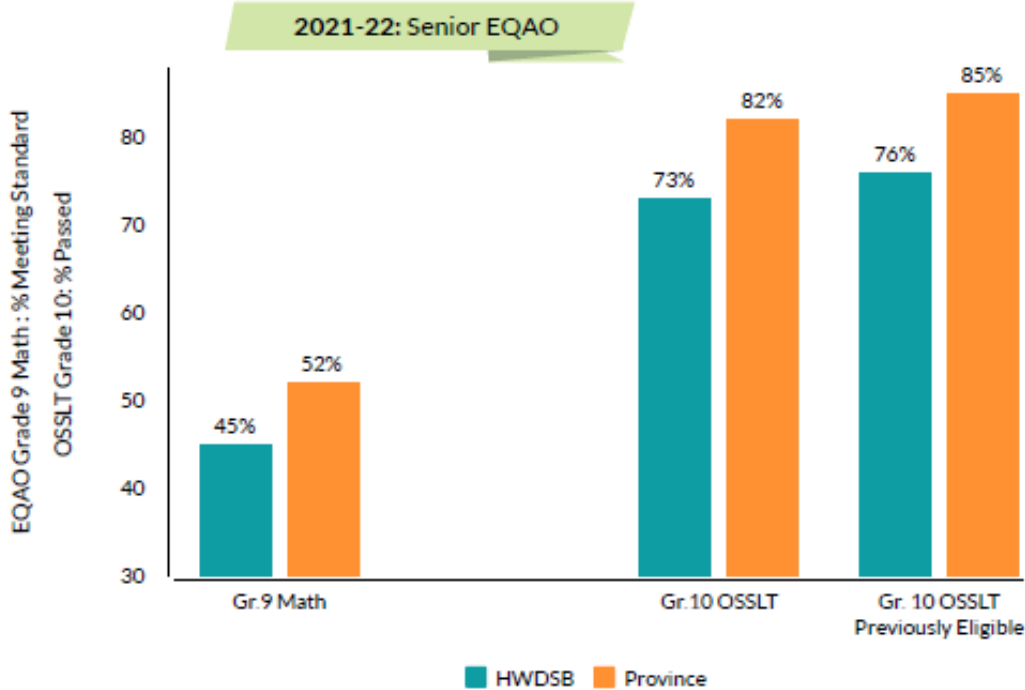
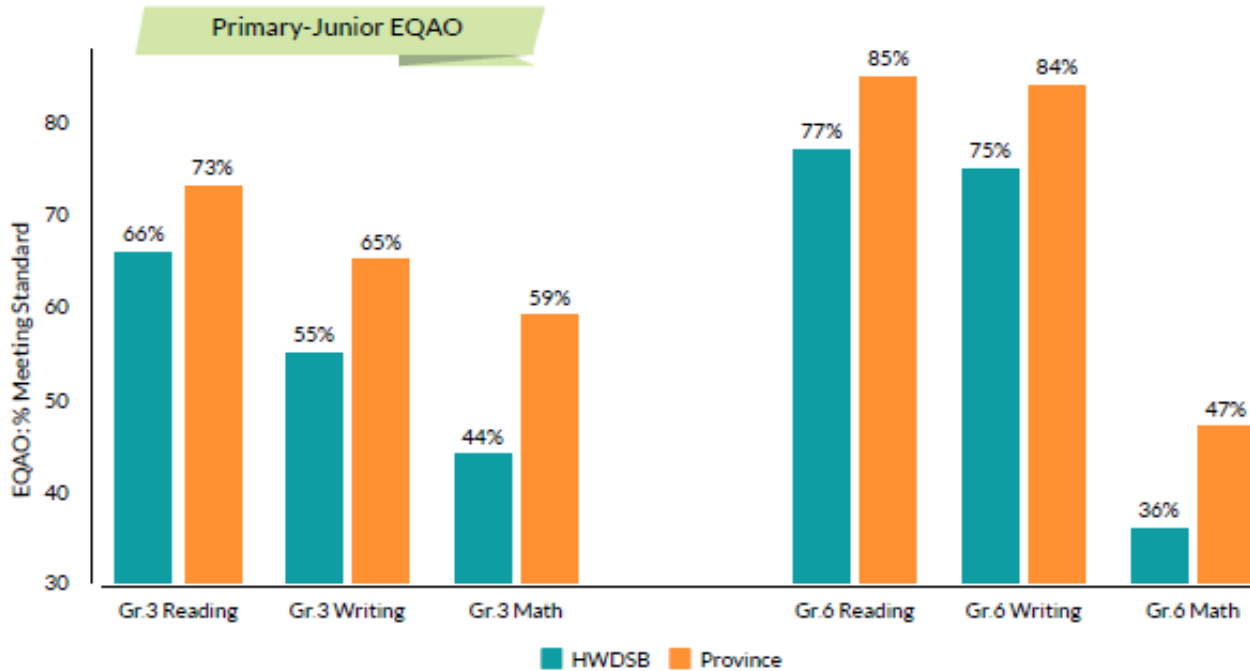
## Appendix C: 2021-22 Education Quality and Accountability Office (EQAO) Results

**HWDSB**

## 2022-23 Student Learning and Achievement Update

**EQAO 2021-2022**

Grade 3 and 6 Reading, Writing, Math; Grade 9 Math; Grade 10 Literacy Test



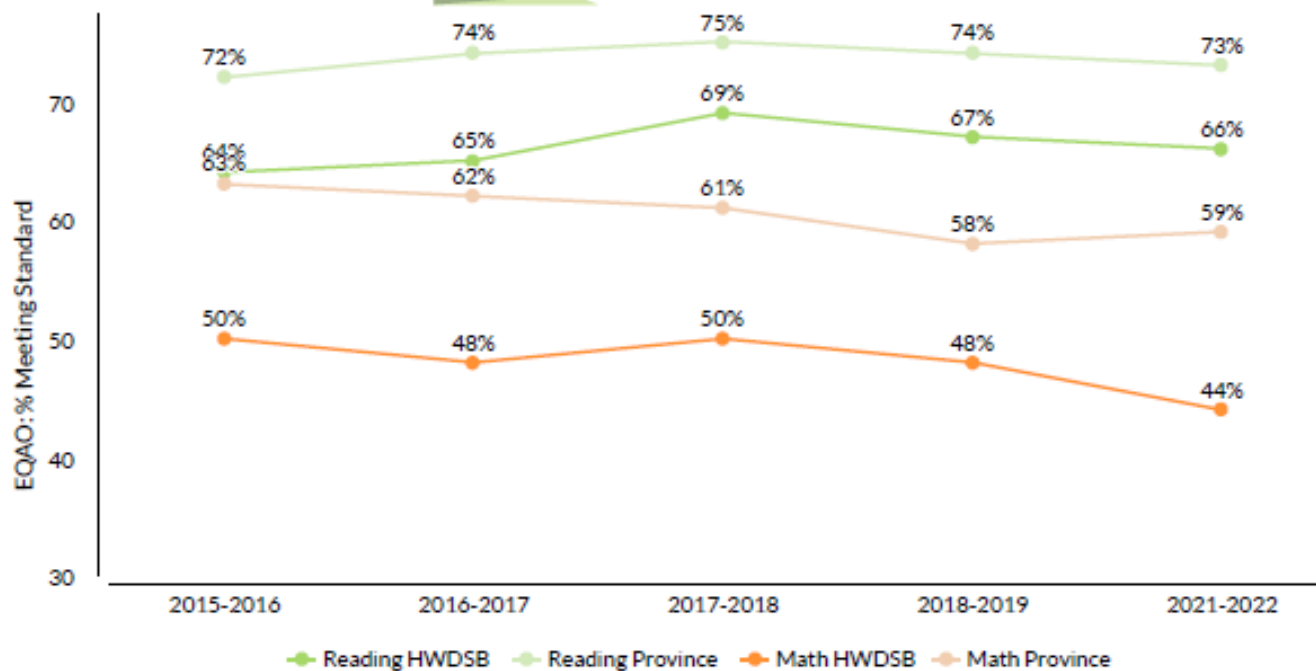
The provincial standard is a Level 3, which is at least a B-

### EQAO 2021-2022

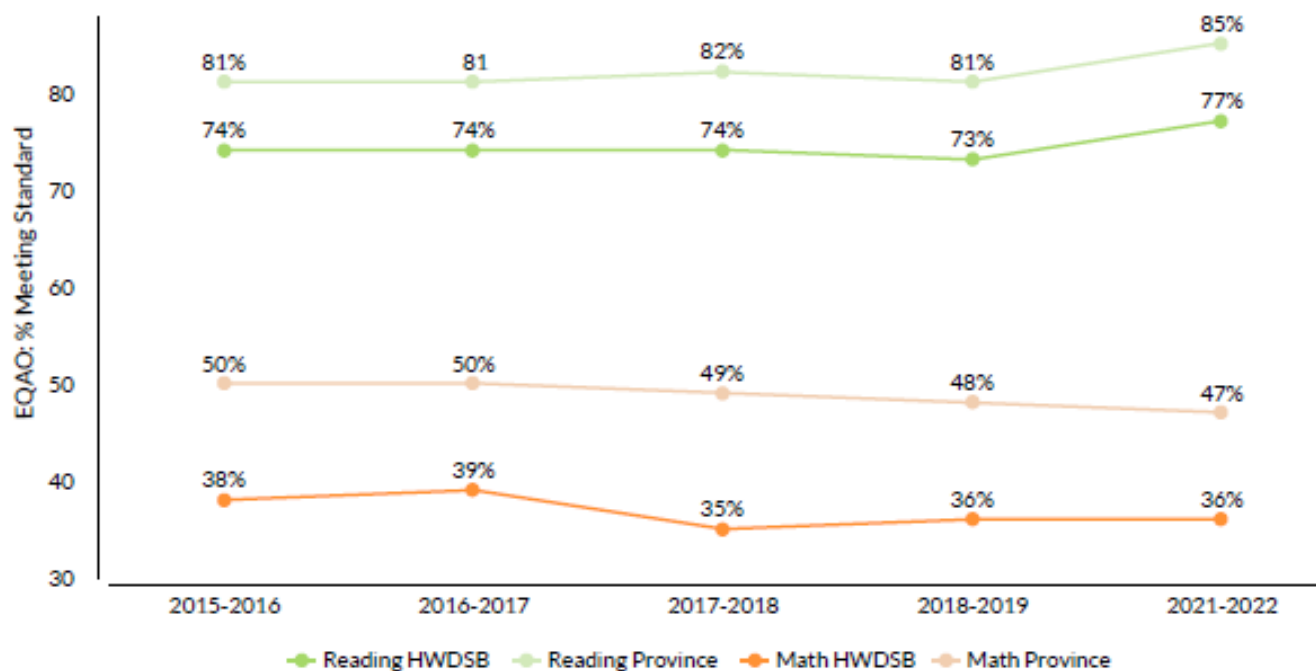
Trends over time



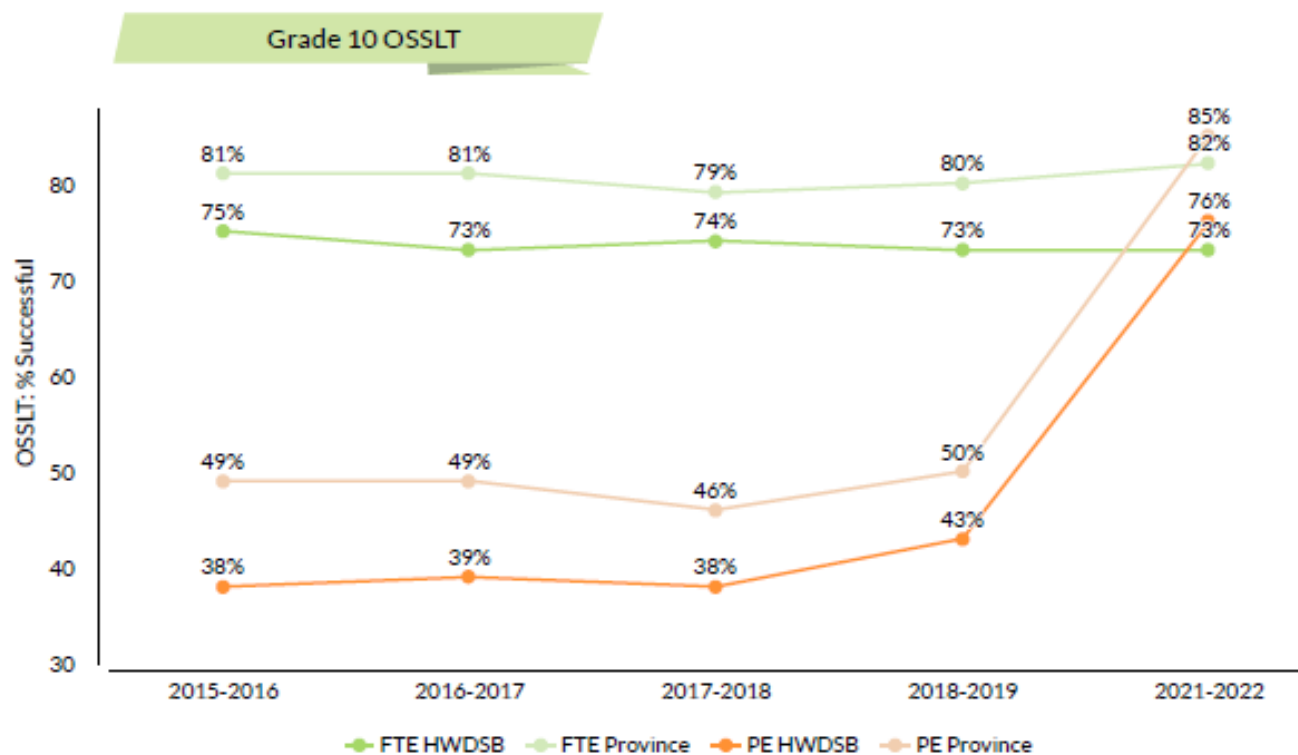
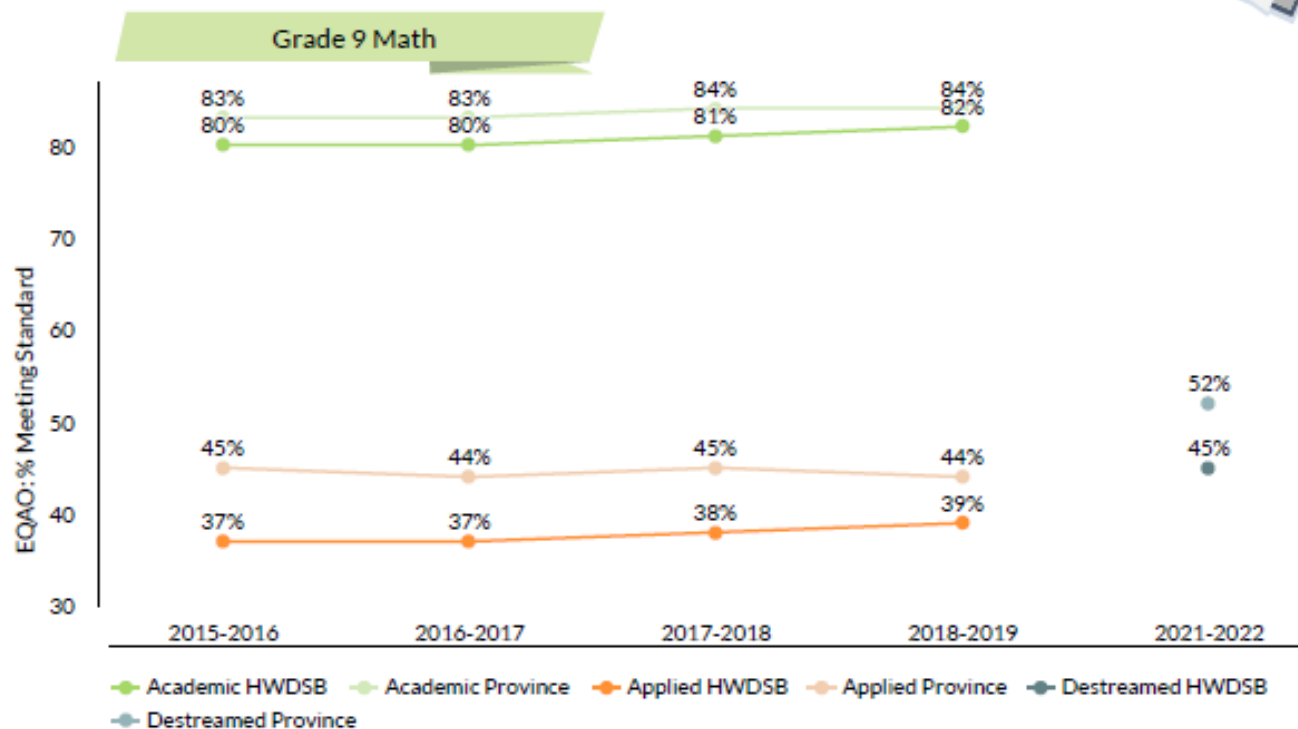
#### Grade 3 Reading and Math



#### Grade 6 Reading and Math



**EQAO 2021-2022**  
Trends over time



The provincial standard is a Level 3, which is at least a B-



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: Monday, March 20, 2023

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

RE: Secondary Program Strategy - International Baccalaureate Program Update

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Action                      Monitoring X

### **Update**

At the [January 24<sup>th</sup>, 2023, Program Committee Meeting](#), staff outlined a proposed consolidation of International Baccalaureate (IB) programming at Westdale Secondary School and committed to bringing an update to the Program Committee in March 2023. Throughout February, staff reviewed enrollment for 2023-24, identified the financial implications of consolidation and undertook engagement with community and staff to determine the feasibility of a consolidation of the program beginning in 2023-24.

### Enrollment

29 students have completed course selection sheets to start year one (Grade 11) of IB at Ancaster in September 2023. This is double the current year's enrollment and sufficient to run the program with robust class sizes. There may be opportunities to increase IB enrollment at Ancaster by informing and encouraging students to work towards a certificate rather than the diploma. Unfortunately, this enrollment is not sufficient to add additional IB courses (e.g., Physics or The Arts) for students.

### Financial Feasibility

Consolidation of the IB program to one secondary school will not create significant financial savings. While there would be one coordinator rather than two and a reduced annual fee payment, this reduction would be offset by increased transportation costs. As an example, Hamilton-Wentworth Student Transportation Services projected that moving the 14 current Grade 11 students to Westdale would increase transportation costs by more than \$38 000.

### Community Voice

The IB community at Ancaster does not support a consolidation of the program at Westdale. Staff met with Ancaster IB staff on February 15 and with the IB community of students and families on February 16 to review the proposal, hold a question-and-answer session and to listen to their feedback. Participants at both sessions were encouraged to use Engage HWDSB to formally share their voice (see Appendix A). All participants expressed as preference that we work to increase Ancaster's enrollment through improved communications and marketing and by adding a certificate option.

### Next Steps

Staff does not recommend a consolidation of IB programming at one site in 2023-24. There is higher than projected number of committed students for Grade 11 in 2023. The current financial argument for consolidation is not compelling. Ancaster IB community does not support consolidation. Instead, staff recommends that a review of HWDSB IB programming is part of a future wider review of the Secondary Program Strategy.

Like the Elementary Focus Program Review, a review of HWDSB IB programming may explore:



- Whether the program underserves any community of students or if there are barriers to accessing the program.
- How the program is communicated and promoted
- How the student application process might be streamlined or improved.
- How the program meets current HWDSB mandates such as the Strategic Directions and Equity Action Plan.
- Whether the program is fulfilling its original mandate.
- How the program is viable in terms of cost, staffing, and location.

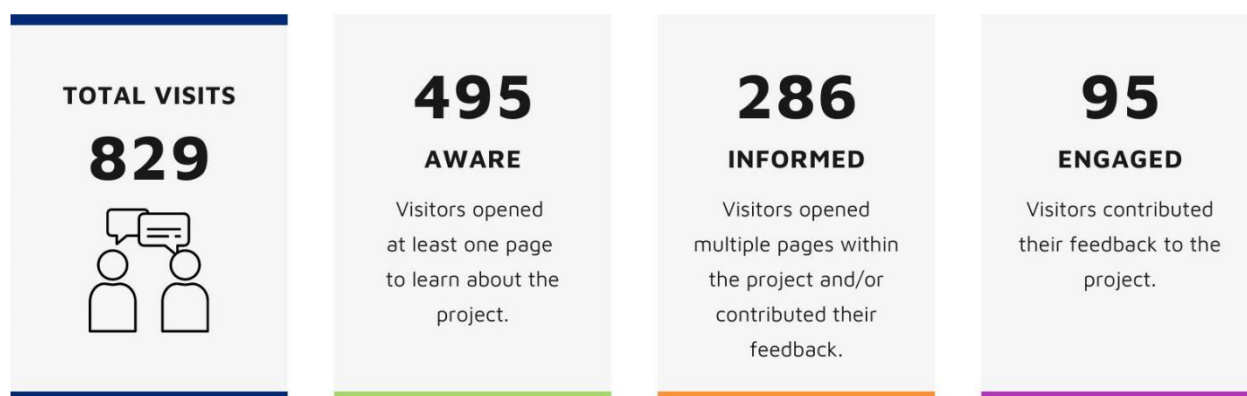
**APPENDIX A: EngageHWDSB Data**

## International Baccalaureate Program Review

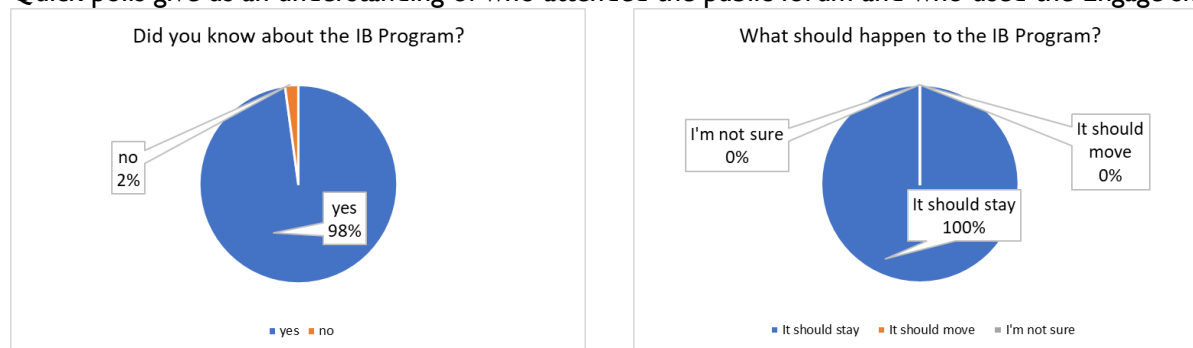
February/March 2023

The International Baccalaureate Program Review was launched on the Engage HWDSB platform on February 9, 2023, in the lead-up to a February 16 in-person forum held at Ancaster High School.

Letters with a link to the Engage site were sent to all families of IB students on February 9 to invite them to the forum on February 16. At the forum, attendees were directed to the Engage platform to ensure their voices were captured. A total of 106 people visited the site that night and 780 pages were viewed. Between the launch and March 7, 829 people visited the project and viewed a total of 3,400 pages. The project site remains open and visit counts continue to accrue. The Engage platform characterizes visitors by the level of engagement:



Quick polls give us an understanding of who attended the public forum and who used the Engage site:



Most contributions to the quick polls and to the discussion forums were from Ancaster IB parents and students—those who know about the program or are in the program and have a vested interest in keeping it going.

The Engage IB project site provides a short background describing low enrolments, small class sizes in IB resulting in larger non-IB class sizes, and that the purpose for this review is to determine if the program needs to close at Ancaster and move to Westdale.

### Questions

The following questions were asked of participants at the in-person consultation on February 16, 2023, and echoed in the Engage IB project:

1. Given what you know about the enrolment and programming challenges, what do you think about moving the Ancaster IB Program to Westdale?
2. If the program is moved to Westdale, when would be the best timing for this and what supports would be helpful?
3. If the program stays at Ancaster, what can be done to improve it?

## Themes

Common themes across all questions emerged and can be summarized as follows:

1. The most frequent participant comment was that the Board needs to address the enrolment problem first instead of jumping instantly to closure. Participants felt that many actions can be taken to improve enrolment and that nothing has been done by the Board to promote the IB program. Some parents stated that they only heard of the program through an acquaintance or friend but were never aware of it through Board communication. Comments to address enrolment included:
  - a. Advertise the program across the Board.
  - b. Include Pre-IB for grades 9 and 10 so that the choice to send a student from another school in grade 11 isn't necessary; they could start in grade 9.
  - c. Open the program to non-IB certificate students. Many participants pointed out that Westdale's IB program is open to non-IB students taking courses but not working toward a diploma. Ancaster enrolment would be higher if the program was open to certificate students.
  - d. Support families to navigate the application process as it is difficult.
  - e. Be proactive by identifying students who could benefit from the program and have a conversation with them.
  - f. Offer Physics. There are students who need Physics to reach their goals and neither IB program offers it.
  - g. Promote the program at Grade 8 nights.
  - h. Work through Guidance Teachers. They should be introducing students to IB.
  - i. Share courses with Westdale using virtual classrooms.
  - j. Develop an Ancaster High School community advisory group to assist with improving the program.
  - k. Fundraise to offset the cost.
2. Participants expressed that closing the program is regressive and removes student choices, that the program should be offered in more schools, that we shouldn't be removing choices from this small group of students and that removing the program diminishes the quality of education in the Board. They stated that it would be a major loss for Ancaster High School because students do service work as part of the program (e.g., one cohort of students started and supported 10 school clubs).
3. Many participants asked for more information: What does consolidation look like? What is a sustainable enrolment?
4. Some participants pointed out that comparing Westdale enrolment to Ancaster is a false equivalency. Westdale enrolment includes certificate students.
5. There is concern that the Westdale program isn't the same as the Ancaster program. Do the EE (extended essay), CAS (creativity, activity, service) and TOK (theory of knowledge class) happen for every student there as they do at Ancaster?
6. There are concerns and questions about traveling to Westdale. If students are given bus passes, it would be long with transfers and would likely result in some students waiting for a bus in the dark (morning bell time is 8:00 AM at Westdale). This would compound the already tough demands of the program. There was speculation that students/parents would not be okay with the travel time and students would lose out because of it. Will bell times change at Westdale?
7. Parents wondered if the elementary parents in the AHS catchment knew about this discussion as they may have made choices about where to live based on the IB program.
8. There is a general assumption that the low enrolment rates are due to the COVID-19 pandemic.

9. Fewer than 10 people provided their thoughts on when the best time would be to move to Westdale, and there was no consensus. The spectrum of responses ranged from immediately to after all students who applied to the program as well as those who are in the program have graduated.
10. Fewer than 5 participants stated that the program should probably close given the difficulties. Those participants would move to Westdale if the transportation solution was adequate.

### **Summary**

The Engage platform primarily attracted participants who are passionate about and invested in the International Baccalaureate Program at Ancaster either as students in the program or parents of students in (or soon to be in) the program. Their input, summarized above, focuses mainly on two areas: the need for more information such as having their questions answered and clearing up unknowns, and their ideas for solving the problem of low enrolment using a variety of strategies. The idea of moving the program to Westdale was summarily rejected by most visitors to the Engage site and this is understandable given their involvement in the program.