

### AGENDA: 2:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Committee Workplan - Highlights
5. Growing Our Commitment to Indigenous Educational Wellness & Reconciliation
6. Multi-Year Strategic Plan Progress Report: Student Well-Being, Student Engagement
7. Caring and Safe Schools Action Plan Update
8. Elementary Program Strategy, Secondary Program Strategy & Elementary French Immersion Location Strategy and Application Process
9. Adjournment





## PROGRAM COMMITTEE

June 5, 2025

### Growing Our Commitment to Indigenous Educational Wellness & Reconciliation

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jolene John, Indigenous Education Lead  
Monique Lavallee, Executive Director, Niwasa Kendaawin Teg

Endorsed By: Indigenous Education Circle (IEC)

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#### Recommendation:

That the "Growing Our Commitment to Indigenous Educational Wellness & Reconciliation" report be received and accepted for information, and that a Working Group be formed and co-led by the Indigenous Education Lead, to develop the programming and launch a new K-12 Indigenous School in HWDSB, driven by and alongside the local Indigenous community.

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#### Background:

This report informs the Board of Trustees about the Indigenous Education Department's plans to develop an Indigenous School through a culturally relevant and sustainable framework, building on the Indigenous Education Circle's "Pillars of the Palisade: Restorative Indigenous Educational Wellness" framework (2018/ [Appendix A](#)).

The plan, to be developed in collaboration with the Indigenous Education Circle (IEC) and Niwasa Kendaasiwin Teg, addresses the urgent need identified by students, families, communities, and staff. It aims to contribute to Truth and Reconciliation in education by maintaining distinct nationhood identity within Canada's educational systems (i.e. HWDSB).

Our [Indigenous Education Policy](#) outlines the Two Row Relationship Framework, emphasizing relational accountability between the IEC and the Board of Trustees. This relationship is rooted in the principles of the [United Nations Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and the [Ontario Human Rights Commission](#). It creates meaningful space for Indigenous autonomy, self-determination, and "[nested sovereignty](#)", enabling equitable access to local host nations' languages, cultures, ceremonies, governance, and territory connections. This fosters



self-respect, positive affirmations of diverse nation-specific identities, cultural pride, and a sense of belonging among Indigenous learners.

Since 2018, the Indigenous Education Department has led foundational work in Indigenous Cultural Safety (ICS) collaborating with the Social Work Department. In 2019, we participated in training and submitted an application to the Ministry and Equity Secretariat to explore ICS, aiming to disrupt institutionalized racism and systemic barriers in schooling for Indigenous Peoples. The ICS Pilot Project includes learning outcomes such as a working definition of ICS, Indigenous Transitional Program, Indigenous Student, Parent, Caregiver, and Family Voice, and a Professional Learning Model.

This vision led to the [Indigenous Education Circle Strategic Action Plan \(IECSAP\)](#), reinforcing Indigenous Educational Wellness and Reconciliation in the [Multi-Year Strategic Plan \(MYSP\)](#). The [Learning Nest Program](#), a culturally immersive learning environment for Indigenous learners, is a key component of this work. HWDSB was one of two school boards chosen by the Ministry of Education and Equity Secretariat to lead this initiative.

### **Foundation for the New School: The Learning Nest**

The Learning Nest, a joint initiative by the Ministry of Education and the Equity Secretariat, is part of the Indigenous Cultural Safety Pilot Project. It represents our gold standard for Indigenous Education and is **a model for Indigenous Education excellence**.

The idea of co-creating an "Indigenous Transitional Program" emerged from the need to support Indigenous learners who were disengaged in community schools. This program provides a learning environment built on relationships, cultural connections, and holistic approaches to student success and wellness. It emphasizes informed consent and engagement from both students and their parents or guardians.

The Learning Nest has successfully engaged students through its relational and revitalized intake process. It highlights choice and interest in culturally immersive practices, positive affirmations of Indigenous identity, holistic health and wellness, and a sense of belonging tied to distinct nationhood status. Students have access to rich pedagogical approaches connected to language, culture, ceremony, governance, and territory.

This program has transformed students who were once non-attenders into regular attendees, fostering a deep sense of belonging and growth academically, socially, emotionally, and spiritually. Over the past five years, we have celebrated many graduates, with four more set to graduate this year.

The initiative has equipped HWDSB with the necessary infrastructure, wisdom, resources, and relationships to advance Indigenous Education in Hamilton. Given the success of the Learning Nest Program, staff propose to **expand it to benefit both Indigenous and non-Indigenous learners from K-12** who choose to engage in revitalized and restorative education.



Together, we have the opportunity to lead Indigenous Education not just locally, but across the province.

### **Native Youth Advancement with Education Hamilton (NYAWEH) Program and the Vision for an Indigenous School**

The vision for an Indigenous School in Hamilton has been consistently voiced since the early 2000s, beginning with the formation of the Aboriginal Education Council. This council catalyzed the creation of the **Native Youth Advancement with Education Hamilton (NYA:WEH)** program in 2003, launched through a partnership with Elders, youth, caregivers, HWDSB, HWCDSB, and Niwasa Kendaaswin Teg, and supported by a generous donation from the Young family via the Hamilton Community Foundation.

Now celebrating over 20 years, **NYA:WEH has become a cornerstone of Indigenous education in Hamilton**, with [program evaluations](#) showing:

- **95%** of students feel a strong sense of belonging and community,
- **90%** report increased pride in their Indigenous identity,
- **87%** say the program helped them stay in school, and
- **84%** of caregivers observed improved attendance, grades, and positive behavioural changes.

Classroom educators and school administrators also report significant gains in student self-esteem, resilience, and academic success. NYA:WEH's focus on traditional skills, cultural practices, and community connection has made it a model for culturally relevant education. Its innovative design was nationally recognized with the **2015 Eva's Initiative Award for Innovation in Youth Homelessness Prevention**.

These successes have drawn national and international attention. HWDSB's Indigenous Education Department has been invited to present at the **2025 World Indigenous Peoples' Conference on Education (WIPCE)** in Tāmaki Makaurau, Aotearoa (New Zealand), and to meet with the Māori Education Trust Board—an honour that reflects the global relevance of this work.

HWDSB remains the only Ontario school board to formally identify **Reinforcing Indigenous Education and Reconciliation** as a strategic priority in the Multi-Year Strategic Plan, demonstrating bold leadership in advancing the principle of **"Indigenous control of Indigenous education."**

### **Status:**

The need for an Indigenous School has been consistently voiced by Indigenous students, families, and community organizations. The [2024 NYA:WEH evaluation](#) reaffirmed this call, also recommending Mohawk and Ojibwe language classes across all Hamilton schools. Since 2016,



the Indigenous Education Circle (IEC) has identified the creation of an Indigenous School as a long-term goal.

Globally, Indigenous communities have developed successful education models rooted in cultural values. The Māori-led Kura Kaupapa Māori schools in Aotearoa (New Zealand) exemplify how culturally responsive education can thrive.

HWDSB's Indigenous Education framework, grounded in the Kahwà:tsire, Zaagi'idiwin, Family principles, aligns with the global movement toward Indigenous control of Indigenous education. This approach recognizes education as a tool for cultural preservation and self-determination, rather than assimilation. It also highlights the responsibility of non-Indigenous partners to support, not lead, Indigenous education efforts.

The framework for the Indigenous School will be co-developed by HWDSB and Niwasa Kendaaswin Teg, in collaboration with students, families, and communities. It will draw on:

- Indigenous pedagogies and knowledge systems,
- Lessons from successful models like Kura Kaupapa Māori and National Aboriginal Head Start Programs,
- Community engagement and academic research,
- Ontario Ministry-mandated curriculum.

The school will prioritize holistic development, cultural identity, language revitalization, and a strong sense of belonging. It will reflect the diverse teachings of local, provincial, and national Indigenous nations.

Development will follow a phased approach guided by the **Restorative Indigenous Educational Wellness Framework (Two Row Framework)**. The IEC will be engaged throughout all phases. Monitoring updates will be provided. A high-level summary of each phase is included in [Appendix B](#).

As Justice Murray Sinclair stated, "Education got us into this mess and education will get us out of it." HWDSB is committed to leading a restorative and revitalized path forward in Indigenous education.

### **Financial Implications:**

The actions and initiatives described in this report have been and will be undertaken using funding in the Indigenous Education allocations that are contained in the Core Education Funding model.



## **Strategic Directions:**

While this Indigenous School is primarily rooted in the *Reinforcing Indigenous Educational Wellness and Reconciliation*, it is inherently interconnected and interrelated with all the Pillars of the Multi-Year Strategic Plan (MYSP). This school will be best actualized through the integration of all Pillars and through the many Pillars of the Palisade, cross-departmentally leading the work in meaningful and innovative ways across our schools, classrooms and the broader system.

### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

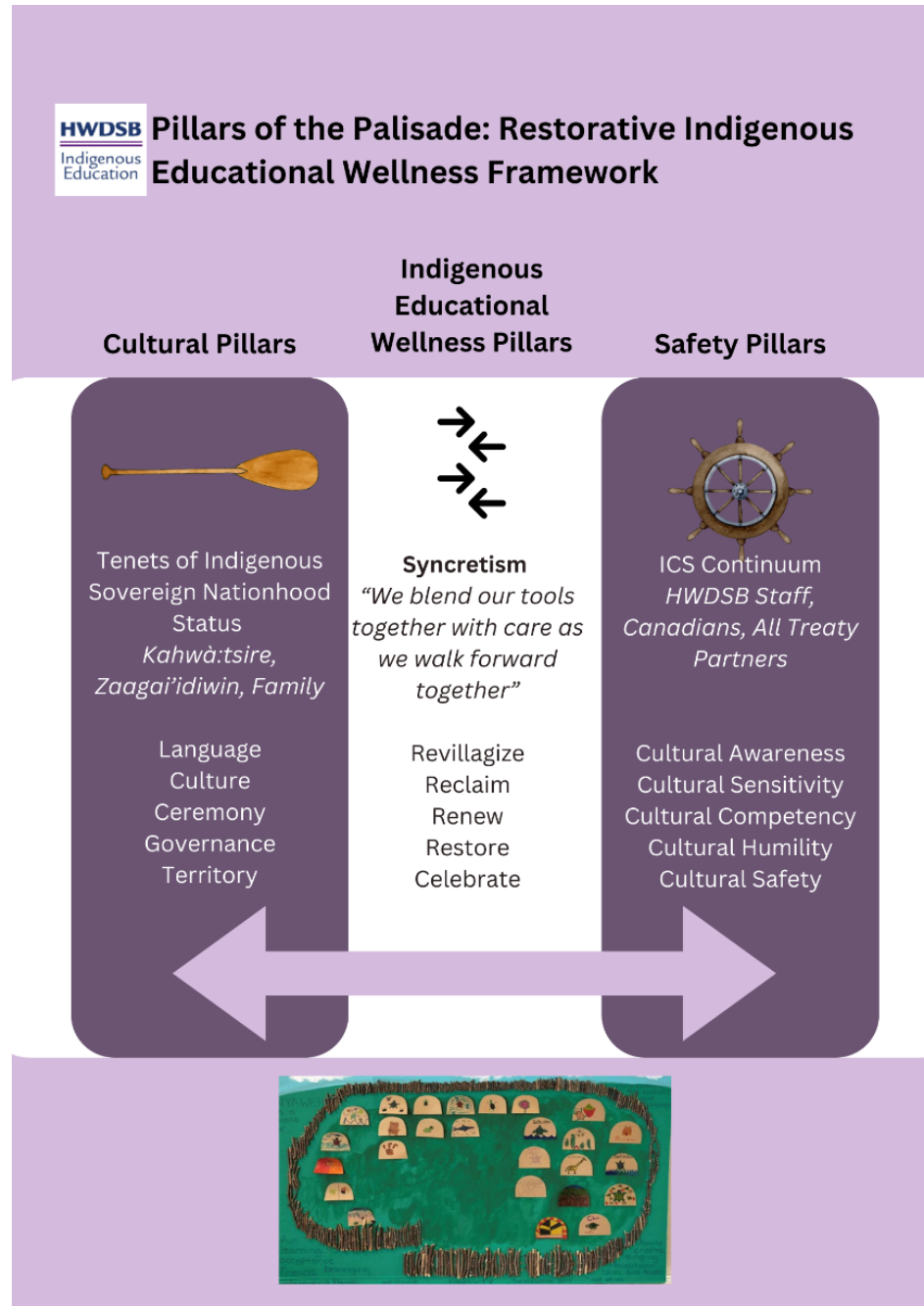
### **Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



## APPENDIX A:

### Pillars of the Palisade: Restorative Indigenous Educational Wellness Framework





## APPENDIX B:

### Indigenous School Project Scope

Project Phase	Description
Phase 1 (June 2025 - January 2026)	<ul style="list-style-type: none"> <li>• Contracts and hiring for Indigenous Research Consultant; Systems Navigation; and a Project Manager</li> <li>• Facilitate and co-develop project structures WIPCE and wise practices from Māori educational system (Kura Kaupapa Māori) with Māori Leaders from the Māori Education Trust Board of Trustees</li> </ul>
Phase 2 (February 2026 - June 2026)	<ul style="list-style-type: none"> <li>• Planting Seeds - Environmental Scan and Community Engagement</li> </ul>
Phase 3 (July 2026 - December 2026)	<ul style="list-style-type: none"> <li>• Experiential field work on wise practices across Turtle Island</li> <li>• Outcome Harvesting and Practical Approaches</li> </ul>
Phase 4 (January 2027 – August 2027)	<ul style="list-style-type: none"> <li>• Implementation</li> </ul>
Phase 5 (September 2027)	<ul style="list-style-type: none"> <li>• Indigenous School to be opened</li> <li>• Progressively increased enrolment</li> </ul>





## PROGRAM COMMITTEE

June 5, 2025

### HWDSB Multi-Year Strategic Plan (MYSP) Progress Report (Student Well-Being, Student Engagement)

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services  
 Jolene John, Indigenous Education Lead  
 Paul Denomme, Superintendent of Equity and Student Achievement  
 Gerry Smith, Superintendent of Safe, Compassionate and Equitable Schools, K-12  
 Sally Landon, Manager, Research and Analytics

#### Recommendation:

That the progress report on the implementation of the Multi-Year Strategic Plan and the goals to improve Student Well-Being and Student Engagement in the Board Improvement Plan for the 2024-2025 school year be received.

#### Background:

The Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP continues to inform our [Board Improvement Plan, 2024-2025](#) (BIP). Staff are deeply committed to this work as they engage collaboratively with and among interdisciplinary teams to realize the objectives of the five pillars of the Multi-Year Strategic Plan. This report will focus on the progress that we have made in relation to the following two goals of the [Board Improvement Plan, 2024-2025](#):

- Improved well-being for every student
- Improved engagement for every student

#### Status:

Staff continue to implement the objectives of the MYSP and BIP, and as a result, there are multiple examples of improvement throughout HWDSB. The following progress report outlines our work on two of the goals in our BIP along with an example of monitoring data we use to gauge implementation progress and to inform decision-making ([Appendix A](#)). It is our second year reporting on our Board Improvement Plan goals. In October of last year, we reported on our work following the first year of

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implementation of the BIP. Within that report, we celebrated and recognized improvements in all five areas of the BIP. However, we also noted areas for future monitoring and improvement.

The following recommendations for improvement were made in the October 2024 report. Continued focus is required regarding:

#### **Improved Well-Being for Every Student**

- Continue support for educators to design and teach identity-affirming curriculum.
- Implement the [Mental Health and Addictions Strategy Action Plan](#) and continuing to create pathways to care in schools so that staff and students know where and how to access support.
- Learn ways to practice respect and reciprocity as we continue to redress systemic oppression and colonial structures which perpetuate harm, while striving to cultivate restorative educational wellness.
- Ensure that training is job-embedded, role-specific and aligns with effective identity-affirming care.

#### **Improved Engagement for Every Student**

- Prioritize various student engagement strategies as outlined within our various action plans
- Implement student affinity groups in schools supported in collaboration with Mental Health, Equity and Safe Schools.
- Further develop and implement new learning materials for students, linked to curriculum, in support of reducing distractions and to enhance learning environments in schools (social media, vaping, cell phone usage).
- Further implement the Human Rights and Hate-Based Incidents Reporting Tool.

Staff are on track and have implemented each of the identified next steps above from the October 2024 report and will comment on these areas and other identified next steps relative to how our students are currently achieving at this point in the 2024-2025 school year. Staff continue to educate principals, vice-principals, system staff and school-based educators on the impact of the Board Improvement Plan on department and school improvement planning.

#### **Disproportionality Data**

The HWDSB Research and Analytics Department is actively working to collect student identity data throughout the year to continue to develop our understanding of disproportionalities. Currently, HWDSB is in the middle of a multi-year data collection cycle that, upon completion, will provide another dataset to inform our work with all students. Identity data is also captured in our School Climate Survey which affords us a snapshot of disproportionalities in student perceptual data. As we grow our student identity dataset, analysis will go deeper as we are able to explore intersectionalities that will illuminate for us the nuances behind the initial [2021-22 Disproportionality Data Report findings](#). We look forward to an updated and more complete dataset. In the meantime, schools are centering disproportionalities by “noticing and naming” and beginning to dig deep into creating opportunities and experiences to redress disproportionalities through their school improvement



practices. We are committed to creating conditions that better support every learner to experience success in our schools and school communities. Our work to address disproportionalities is an ongoing priority, and we will continue to work on our capacity to use data for this purpose.

## Monitoring Report: Actions, Outcomes, and Next Steps

### **Goal: Improve Well-Being for Every Student**

Staff continue to work across all schools to implement the three strategies identified in the [Board Improvement Plan 2024-2025](#) to improve well-being for every student.

### **What have we done?**

Staff across HWDSB have worked in syncretism to support implementation of system plans and supports. Actions from the Indigenous Education Circle Strategic Action Plan, Safe Schools Action Plan, Human Rights and Equity Action Plan, Mental Health and Addictions Action Plan, and Special Education Plan have been organized around the themes under the C.I.R. Framework: *Creating Conditions for Learning*, *Identity-Affirming Curriculum and Teaching Practices*, and *Responding to Student Need*. To support improved well-being for every student, we have advanced the three CIR Framework areas:

#### Conditions for Learning

- Integrated the *On the Horizons* resource into schools as a tool for educators to support student belonging, well-being, and connectedness.
- Embedded Indigenous pedagogies such as the 4Rs (Respect, Relevance, Reciprocity, Responsibility), Circle Work, and the Condolence Framework into practice.
- Delivered professional development for Mental Health Representatives, Positive Culture and Well-Being Teams, Principals/Vice-Principals, and educators focused on identity-affirming practices and trauma-informed approaches.
- Delivered resources such as *Reimagining Wellness* and “Top 5 Human Rights Lessons” through Equity and Well-Being Consultants in all professional learning models.
- Engaged Positive Culture and Well-Being Child and Youth Care Practitioners (PCWB CYCPs) to promote inclusive, student-centered environments through partnerships with educators, Roots of Empathy, Healthy Schools Certification, and student voice initiatives.
- Supported students in the Phoenix Suspension and Expulsion Program through personalized pathway planning that helped rebuild confidence, re-engage students in learning, and foster self-advocacy.

#### Identity-Affirming Curriculum and Practices

- In collaboration with Equity, Human Rights, and Mental Health departments, formed co-learning teams of over 100 elementary educators to unpack the CIR framework to implement identity-affirming instruction using a co-planning, co-teaching, and co-debriefing model.



- Expanded access to Indigenous resources through the FNMIEAO license and participation in the 2025 Elders' Gathering.
- Trained staff in the use of the Moccasin Identifier K-12 Lesson Plans and resources to embed local (Mississaugas of the Credit First Nation) Indigenous knowledge in the classroom.
- Situated nation-specific, band and community connections along with relevant resources to this territory such as the 3As and Concentric Circles tools to deepen educator understanding of Indigenous identity and curriculum relevance.
- Expanded Native Second Language programming, such as Mohawk Language at Prince of Wales, to support language revitalization and student identity.

#### Responding to Student Needs

- Delivered system-wide training on the *Responding to Student Mental Health Concerns* framework, focusing on noticing signs, connecting, and responding appropriately.
- Collaborated with Niwasa Kendaasiwin Teg to support NYAWEH (Native Youth Advancement with Education Hamilton) programs supporting Indigenous youth in elementary and secondary schools.
- Equity and Well-being Consultants collaborated with educators to demonstrate how thoughtful, universal design and cultural responsiveness can proactively reduce student crises.
- Supported schools in using the Responding to Bias, Prejudice and Hate tool and STOP student resources to address harm and promote accountability and safety.
- Facilitated small groups of students through PCWB CYCPs to build coping skills, leadership, and inclusion for typically underrepresented student voices.

#### What have we learned?

- Staff emphasized that prioritizing student well-being, emotional connection, and supportive school culture strengthens relationships and enhances learning more than rigid curriculum goals. Simple practices, such as greeting students, had an impact. Collaborative learning sessions, especially in smaller, safe environments and with input from social workers, help translate theory into practice and foster professional growth.
- Job-embedded learning through co-teaching and cross-school collaboration helps educators apply new strategies in authentic, accountable ways.
- 85% of Mental Health Reps have identified a shift in practice based on the learning they received through the professional development provided. These shifts in practice include more positive staff-student relationships and a deeper knowledge of resources/practices that they can share widely with the school staff they work with.
- There is a need for alignment across departments where appropriate and necessary, and we also acknowledge a need for recognizing the distinct qualities and approaches of Restorative Indigenous Educational Wellness.



### **What are our next steps?**

- Over 400 educators shared feedback on the co-learning process. Their input will be used to shape future professional learning focused on the C.I.R. Framework with the goal of expanding participation and deepening classroom-level implementation.
- System staff will build on the success of job-embedded learning by developing a cross-departmental facilitation model that aligns strong pedagogy with subject-specific professional learning under the C.I.R. Framework.
- The Student Mental Health Advisory will lead the creation of a communication strategy for peer-to-peer conversations about mental health. A student-developed mental health toolkit will be launched and expanded throughout the year.
- Recognizing the success of Mental Health and Well-being Reps, the Indigenous Education Department will implement a Runner Model in 2025–2026. One educator from each school will engage in monthly professional learning with the Indigenous Education Department.

### **Goal: Improve Engagement for Every Student**

Staff continue to work across all schools to implement the three strategies identified within the Board Improvement Plan to improve engagement for every student.

### **What have we done?**

Staff across HWDSB have worked collaboratively to implement strategies focused on improving student engagement through professional learning, affinity spaces, student leadership, and responsive data use:

- Developed a Professional Learning Community (PLC) for NBE3E/C/U educators to network, share wise practices, and co-create student-centered, identity-affirming instruction.
- Further developed the functionality of our data dashboard through the Student Data Strategy to provide attendance data organized in ways that support targeted interventions ([Appendix A](#)).
- Supported school staff in creating and sustaining student-led affinity spaces based on local interest and need.
- Two best-practices documents – one for Positive Space Groups and one for Black and Racialized Affinity Groups – have been co-constructed with Equity and Well-Being Consultants and System Social Work team. These tools have been utilized and referenced extensively to support school staff in initiating and maintaining affinity spaces in schools.
- Tracked affinity group uptake and hosted Family of Schools sessions to support implementation and planning.
- Facilitated a Positive Space half day release for one staff member per school reviewing best practices, sharing strategies and discussing next steps.



- Four student advisories—Mental Health Student Advisory, IESCC, True Colours, and CC:ROSE—were supported by Indigenous Education, Equity and Human Rights, and Mental Health staff to ensure student voice informs decisions systemwide.
- Supported the Transcend Program which offers peer-led support for transgender, non-binary, gender-diverse, and gender-questioning children, youth, and their caregivers. Three distinct groups provide safe, identity-affirming spaces for social-emotional support.
- Held the third annual Student Voice Summit, bringing together approximately 150 students from across the system to reflect on their experiences and co-create priorities for advancing student well-being.

### **What have we learned?**

- We have learned that Culturally Relevant and Responsive Pedagogy, Differentiated Instruction (DI), Universal Design for Learning (UDL), and Indigenous Pedagogies each offer distinct strengths—and when used together, they create inclusive, engaging learning environments that amplify student voice and choice.
- Belonging and identity-affirming environments are foundational to student engagement. When students feel seen, valued, and safe to express their perspectives, their participation and achievement improve
- There is a growing need to support the establishment of Black Student Associations and Diversity Groups in schools. This includes equipping staff, especially those who do not share students' identities—with the tools and confidence to facilitate these spaces using best-practice guidelines.

### **What are our next steps?**

- Deepen exploration of restorative Indigenous Educational Wellness approaches to strengthen effective conflict resolution, restorative strategies and progressive discipline practices to ensure safety, well-being and increase engagement for every student, while being responsive to Indigenous learners, families and communities.
- Continue to provide opportunities to develop opportunities that foster student leadership at both the elementary and secondary school level including opportunities for students who represent Black, Indigenous, students new to Canada and Two Spirit LGBTQIA+ communities.

### **Financial Implications:**

Staff continue to fully utilize all available funding in the Core Education expenditures and Responsive Education Priorities (REP) funding as approved by the Board of Trustees in June 2024 to support the implementation of the strategies connected to each of these two goals in the Board Improvement Plan.



## **Strategic Directions:**

### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

### **Reinforcing Indigenous Educational Wellness & Reconciliation**

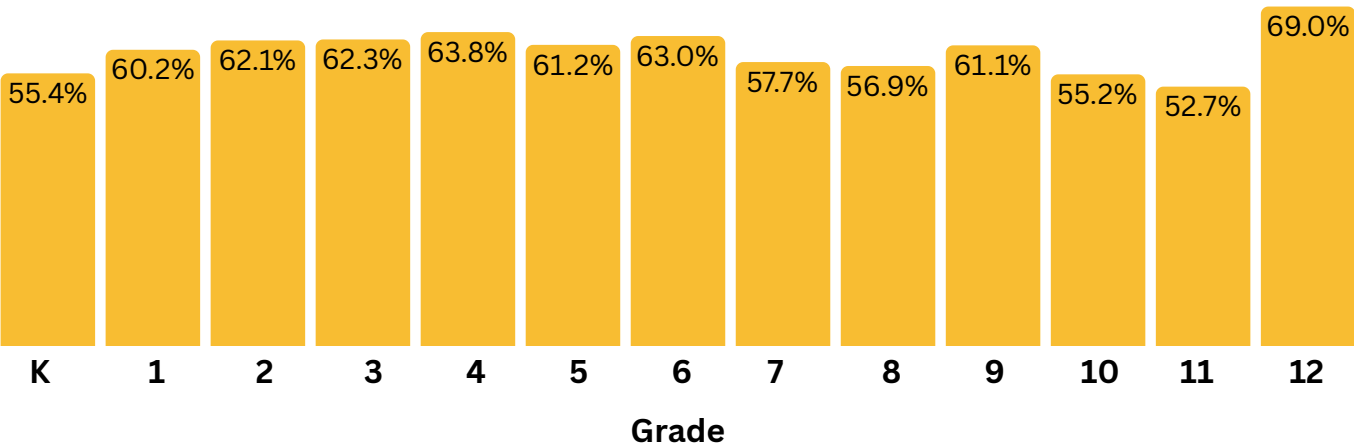
*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*





Goal: **INCREASE ENGAGEMENT FOR EVERY STUDENT**

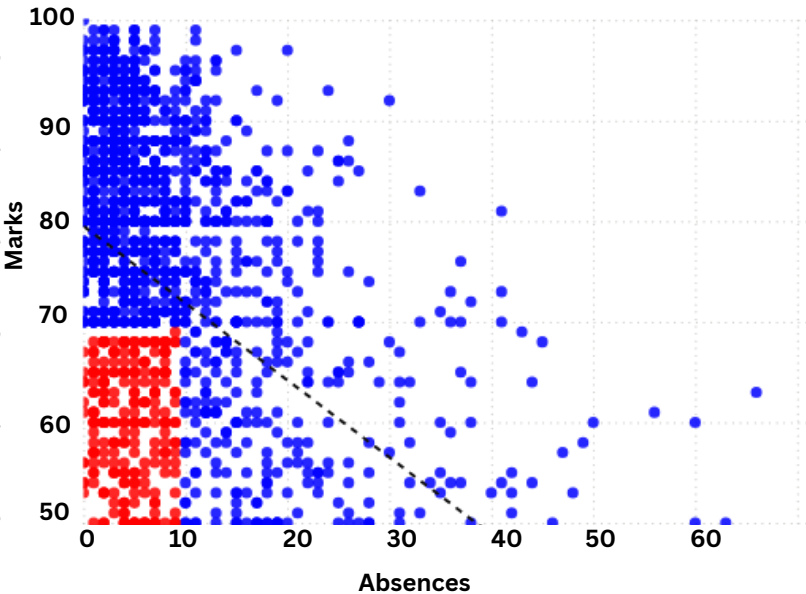
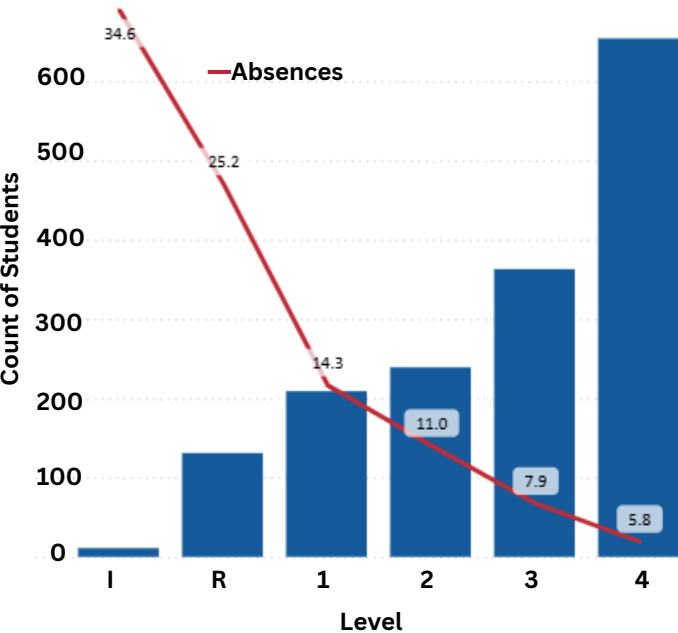
Students Attending School at Least 90% of the time as of May 2025



Examples of how data is used to identify trends by grade, subject and school:

Following trends to understand the relationship between absences and achievement (e.g., MTH1W)

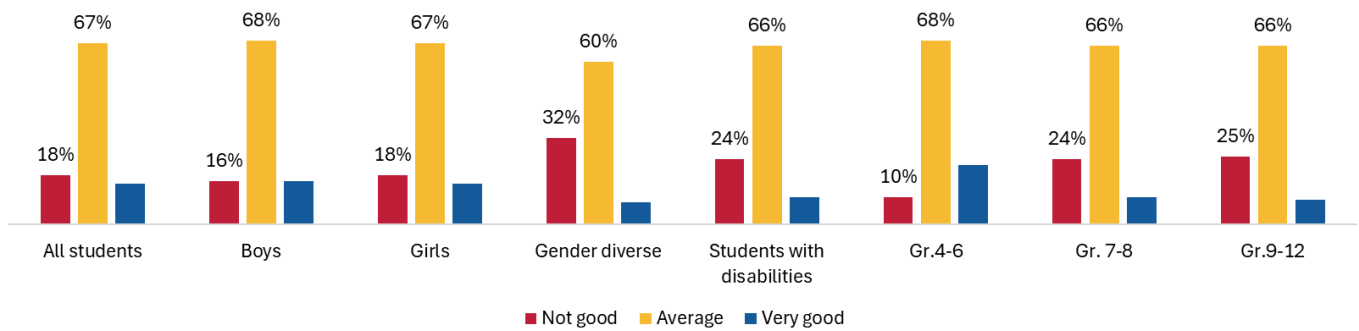
Using data to inform targeted interventions: identifying students with high absences and low achievement and students with low absences and low achievement (e.g., MTH1W)



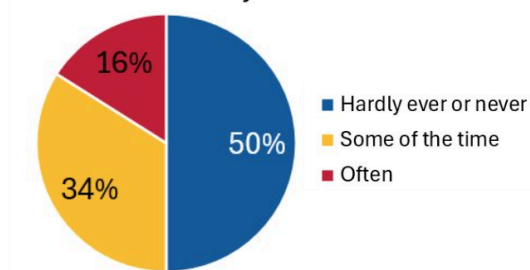


**Goal:****INCREASE ENGAGEMENT FOR EVERY STUDENT****School Climate**

How students feel about their school

**Connectedness**

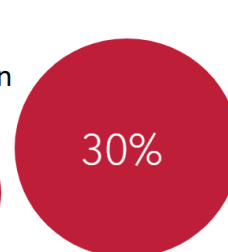
How often do you feel alone?



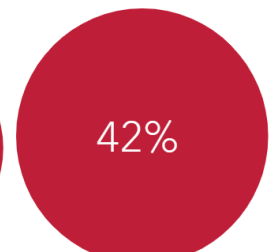
I feel alone often



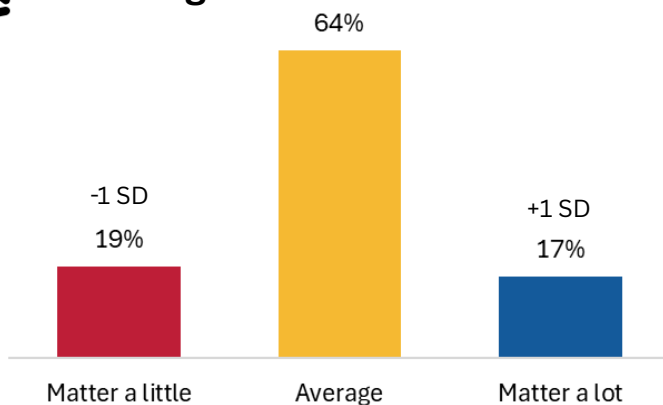
All students



Students with a disability



Gender diverse students

**Mattering**

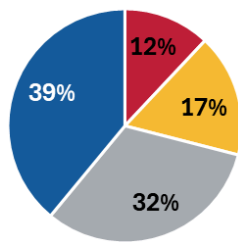
Correlations

	Belonging	Loneliness	Mattering
Loneliness	-.44		
Mattering	.50	-.53	
Learning environment	.56	-.25	.42



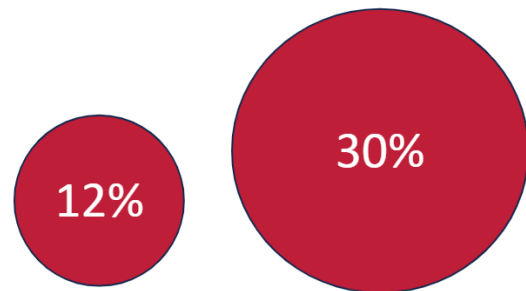
**Goal:****IMPROVE WELL-BEING FOR EVERY STUDENT****Sense of Belonging**

I feel like I belong at my school



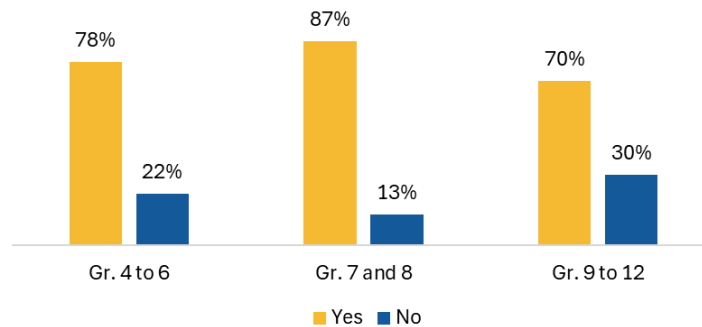
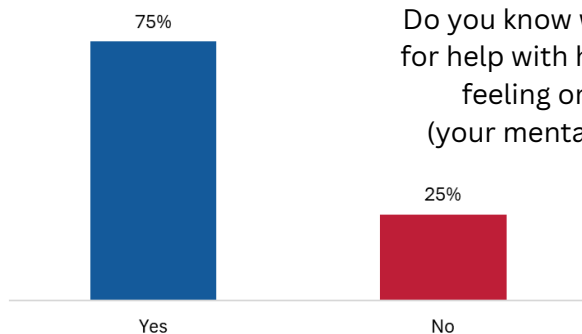
■ Not at all ■ A little ■ Sometimes ■ A lot

I feel like I belong at my school: Not at all



All students Gender diverse students

In the past year, was mental health discussed in any of your classes?

**Mental Health****Help Seeking**

Do you know where to go for help with how you are feeling or acting (your mental health)?

Secondary students are less likely to know where to go for help than Elementary students

Boys are less likely to know where to go for help than girls





## Program Committee

June 5, 2025

### Caring and Safe Schools Action Plan Update

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services  
Gerry Smith, Superintendent, Safe, Compassionate, and Equitable Schools, K-12  
Jason Rizza, System Principal, Caring and Safe Schools

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#### Recommendation:

That the Caring and Safe Schools Action Plan Update be received.

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#### Background:

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched in January 2024. The Strategic Directions of the MYSP helped to inform the creation of a new [Board Improvement Plan](#) (BIP) which specifically identifies five important goals for students. Two of the goals are: 1) increase engagement for every student and 2) improve well-being for every student. To further the work and our commitments, staff have developed a Caring and Safe Schools Action Plan, 2024-2027, with 17 deliverables. The purpose of this report is to update the Board on Motion #23-119 (Suspension and Expulsion cards) as well as the achievement of students in our Phoenix Program.

#### Status:

##### Update RE: Suspension and Expulsion Cards

In October 2023, the Board moved RESOLUTION #23-119: *That staff update the suspension and expulsion guides and then proceed with both guides being translated in the top 10 non-English languages.*

The opportunity for both students and families to understand both the suspension and expulsion process in a user-friendly manner is at the core of this Motion. The Safe and Caring Schools Department in consultation with both students and parents developed a simplified communication tool in the form of a cue card that provided families with information that



highlights both the suspension and expulsion process. These cards have been produced in 10 language options for schools as they work with families to navigate one or both areas and will be used in schools beginning this month.

A QR code provided on each card directs families to more information on our school website. Families are encouraged to work with the school Principal and/or Vice Principal to ensure their questions and concerns are addressed as they work through a potential suspension and or expulsion process. Copies of both the suspension and expulsion communication cards have been attached as appendices and will be visible and accessible for families in schools.

### **Update RE: Phoenix Program**

HWDSB offers the Phoenix Program for students who are on suspension for 6 to 20 days or who have been expelled from all HWDSB schools. Students in this program are able to continue their education with the help of the teaching and support staff. They are also given an opportunity to develop long-term positive attitudes and behaviours so that they can achieve success when they return to a school or program in our Board. The following provides an overview of the 2024-2025 Phoenix Program (September 3, 2024 – April 30, 2025) including the number of students participating, and their achievement levels.

From September 3 to April 30, 163 students accessed Phoenix Program supports while either on a long-term suspension (ranging from 6 days to 20 days), or as an expelled pupil.

- 109 students (75 secondary, 34 elementary) on long-term suspension accessed the Phoenix program.
- 54 students (50 secondary, 4 elementary) expelled from all schools attended Phoenix.
- 17 students (17 secondary, 0 elementary) expelled prior to June 30, 2024, started the 2024-25 school year in the Phoenix program on September 3.

### **Expelled Pupils**

54 (50 Secondary, 4 Elementary) students expelled *from all schools* attended Phoenix from September 3 to April 30. Of the 54 secondary students who attended Phoenix:

- 30 (27 secondary, 3 elementary) were expelled from all schools from September 3 to April 30.
- 17 were expelled prior to the start of the 2024-25 school year.
- 7 (6 secondary, 1 elementary) were re-engaged early leaver who returned to the program having left prior to June 30, 2024.

After participation in Phoenix for an expulsion offence between September 3 and April 30:

- 9 students (7 secondary, 2 elementary) successfully completed the program and are no longer expelled pupils.



The destinations of the 9 students to successfully complete the program are as follows:

- 2 students (2 secondary, 0 elementary) returned to composite schools.
- 2 students (2 secondary, 0 elementary) transitioned into and attended Alternative Education.
- 2 students (0 secondary, 2 elementary) were promoted early to Grade 9 and enrolled in the Thrive Program at OP.
- 3 students (3 secondary, 0 elementary) progressed to another school board.

As of April 30, 2025:

- 11 students (10 secondary, 1 elementary) left prior to completing the program. These students are early-leavers and remain expelled pupils. Attempts to re-engage these students in the Phoenix program will continue throughout the 2024-25 school year or until the students turns 21 years of age.
- 1 student (0 secondary, 1 elementary) listed as early leavers, progressed to an Education Community Partnership Program.
- 34 students (33 secondary, 1 elementary) remain in the program as of May 1, 2025.

The total number of secondary credits earned by expelled students at the end of semester 1 was 45.

## **Financial Implications:**

The Caring and Safe Schools Action Plan 2024-2027 is funded through both Core Education Funding and Responsive Education Program (REP). The implementation of this plan, including the development and printing of new suspension and expulsion cards fall within the budget previously approved by the Board of Trustees in June 2024.

## **Strategic Directions:**

### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

### **Collaborating with Students, Families & Communities**



*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

**Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

**Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



## Appendix A

### A. Suspension Card (front and back)

Suspensions: A Guide for Families	Suspensions: A Guide for Families
<p>A suspension means that a student is prohibited from entering school premises and participating in any school-related activities, both on and off school grounds. A suspension can range from one day up to a maximum of 20 school days.</p> <p><b>What happens when your child is suspended:</b></p> <ul style="list-style-type: none"> <li>The school will contact you the day your child is suspended to provide details about the suspension.</li> <li>A suspension letter will be sent home, outlining the reason(s), duration and the supports available.</li> <li>A meeting with you, your child and the school will be arranged before the student's return to class.</li> </ul> <p><b>What to remember when speaking with your child:</b></p> <ul style="list-style-type: none"> <li>Listen to their account of what happened.</li> <li>Help your child to understand the reason for the suspension and discuss improvement goals.</li> <li>If necessary, develop a plan of action, which may include medical or community support.</li> </ul> <p><b>What to remember when speaking with the Principal:</b></p> <ul style="list-style-type: none"> <li>Be clear about the events that led to the suspension and talk openly about the consequences.</li> <li>Understand that your child is responsible for their actions.</li> <li>Be aware of what further supports are available for your child.</li> </ul> <p>Scan the QR code or visit <a href="https://hwdsb.info/suspensions">hwdsb.info/suspensions</a> for more information about Suspensions at HWDSB.</p> <p><b>HWDSB</b> BE YOU. BE EXCELLENT.</p>	<p><b>Suspension Appeal Process</b></p> <p>If you feel your child has been unfairly suspended, request a meeting with your school Superintendent. If you still disagree with the suspension after a meeting, you must send written notice of a request for an appeal to the Superintendent within 10 school days of the start of the suspension. The appeal will be heard within 15 school days of the Board receiving notice of appeal.</p> <p><b>Code of Conduct</b></p> <p>At HWDSB, we know safety is essential to good learning. While we strive to create positive and caring learning spaces, there are instances where serious or repeated inappropriate behaviours may lead to suspension.</p> <p>All members of school communities have responsibilities to uphold the HWDSB Code of Conduct. Violations of the Code of Conduct will be addressed through relevant policy and legislation, with the suspension process outlined in HWDSB policies and policy directives.</p> <p><b>Progressive Discipline</b></p> <p>HWDSB is dedicated to a progressive discipline approach, emphasizing positive student behaviour to build and sustain a positive school climate. When determining the length of a suspension, principals should consider any mitigating or other factors including:</p> <ul style="list-style-type: none"> <li>Whether the student can control their behaviour.</li> <li>Whether the student can understand the consequences of their behaviour.</li> <li>Whether the student's continuing presence in the school does or does not create an unacceptable risk to self or any other individual in the school.</li> </ul> <p>Scan the QR code or visit <a href="https://hwdsb.info/safeschools">hwdsb.info/safeschools</a> for more information about Safe Schools at HWDSB.</p> <p><b>HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD</b></p>

### B. Expulsion Card (front and back)

Expulsions: A Guide for Families	Expulsions: A Guide for Families
<p>An expulsion is a response to a serious infraction of the Code of Conduct or other Board/school policies. When a <u>Principal</u> believes a student has engaged in a <u>serious misbehaviour</u>, a suspension will occur while a thorough investigation takes place. Based on the outcome, a student could be expelled from their school or all HWDSB schools.</p> <p><b>What happens before an Expulsion Hearing:</b></p> <ul style="list-style-type: none"> <li>You and your child will attend an Expulsion Hearing before the Board of Trustees' Discipline Committee within 20 school days of the initial suspension.</li> <li>Written notice will be provided to parents within 24 hours of the decision of a hearing, including a summary of the investigation, recommended expulsion type and more.</li> <li>The investigation involves conversations with you, your child, witnesses and staff.</li> </ul> <p><b>What happens during an Expulsion Hearing:</b></p> <ul style="list-style-type: none"> <li>The Discipline Committee hears evidence and recommendations about the incident.</li> <li>During the hearing, you and your child can speak to Trustees about what happened, submit written statements and answer questions.</li> <li>The Expulsion Hearing is confidential and not open to the public.</li> </ul> <p><b>What happens after an Expulsion Hearing:</b></p> <ul style="list-style-type: none"> <li>If expelled from all HWDSB schools, readmission is possible based on successful completion of the Gateway Program or meeting specific criteria.</li> <li>The Safe Schools Principal will determine if the re-entry criteria have been met.</li> </ul> <p>Scan the QR code or visit <a href="https://hwdsb.info/expulsions">hwdsb.info/expulsions</a> for more information about Expulsions at HWDSB.</p> <p><b>HWDSB</b> BE YOU. BE EXCELLENT.</p>	<p><b>Expulsion Appeal Process</b></p> <p>Parents have the right to appeal the Board's expulsion decision. Parents must write to the Child and Family Services Review Board (CFSRB) within 30 days of the Discipline Committee's decision. The CFSRB will set up a hearing for your child within 30 days of receiving the appeal notice, with the CFSRB decision being final.</p> <p><b>Code of Conduct</b></p> <p>At HWDSB, we know safety is essential to good learning. While we strive to create positive and caring learning spaces, there are instances where serious or repeated inappropriate behaviours may lead to expulsion.</p> <p>All members of the school community have a responsibility to uphold the HWDSB Code of Conduct. Violations of the Code of Conduct will be addressed through relevant policy and legislation, with the expulsion process outlined in HWDSB policies and policy directives.</p> <p><b>Progressive Discipline</b></p> <p>HWDSB is dedicated to a progressive discipline approach, emphasizing positive student behaviour to build and sustain a positive school climate. When considering an expulsion, principals should consider any mitigating or other factors including:</p> <ul style="list-style-type: none"> <li>Whether the student can control their <u>behaviour</u>.</li> <li>Whether the student can understand the consequences of their <u>behaviour</u>.</li> <li>Whether the student's continuing presence in the school does or does not create an unacceptable risk to self or any other individual in the school.</li> </ul> <p>Scan the QR code or visit <a href="https://hwdsb.info/safeschools">hwdsb.info/safeschools</a> for more information about Safe Schools at HWDSB.</p> <p><b>HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD</b></p>





## PROGRAM COMMITTEE REPORT

June 5, 2025

### Elementary Program Strategy, Secondary Program Strategy & Elementary French Immersion Location Strategy and Application Process

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services,  
Michelle Lemaire, Superintendent of Program, Equity and Innovation  
Brian Goodram, Principal, Westdale Secondary School

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#### Recommendation:

The update on the review of the Elementary Program Strategy, Secondary Program Strategy and review of the Elementary French Immersion Location Strategy and Application Process be received.

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#### Background:

On June 10, 2024, the Board of Trustees passed the following Motion:

*The Elementary Program Strategy, including the French Immersion Location Strategy and Application Process, and the Secondary Program Strategy be reviewed over the next year to ensure alignment with the Multi-Year Strategic Plan (MYSPP), that both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.*

Together, the consultant and staff will ensure that human rights and equity, anti-colonialism, anti-racism, anti-oppression are considered throughout the review. Staff is committed to including community throughout the review and will provide updates on the review process to the Board of Trustees throughout the process. The review is expected to take at least one year.

#### Status:

Through a procurement process, staff secured Malatest Consulting to conduct the review. The review encompasses the Program Strategy Review Scope ([Appendix A](#)) as approved by the Program Committee on October 21, 2024. The consulting firm has developed a detailed workplan for this project divided into four phases:



Phase	Focus	Timeline	Status
Phase 1	Project Planning and Scoping	November 2024– January 2025	Complete
Phase 2	Primary Data Collection	February – May 2025	In Progress
Phase 3	Analysis	September – October 2025	
Phase 4	Report of Findings and Recommendations	November 2025	

Staff are currently in the second of four phases, and we are on track to deliver the findings of this review by the end of November 2025. Staff will provide a further update on the process of the review in the fall to Program Committee in addition to timely updates from the Director and via our board website.

### **Financial Implications:**

In the 2024-2025 budget development process, Trustees approved \$150,000 in one-time funding to support the Program Strategy review. Currently, the program review remains, in all material respects, within the approved budget.

### **Strategic Directions:**

#### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

#### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

#### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

#### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

#### **Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



## Monitoring Report: Actions, Outcomes, and Next Steps

### What have we done?

The HWDSB Program Strategy Review (PSR) Team consists of Michelle Lemaire (Superintendent of Program, Equity, and Innovation), Sally Landon (Manager, Research and Analytics Department), Allison Reynolds (Senior Manager, Communications and Community Engagement), Beth Woof (Coordinating Principal, HWDSB Strategy Review Team), and Brian Goodram (Principal, Westdale Secondary School). The team has continued to work with independent third-party consultant, R. A. Malatest & Associates to review and revise components of the Program Strategy Review to ensure alignment with HWDSB's values, strategic directions, and the intended goals of the review. Communication of the program review has been provided to interested parties and initial data gathering, through focus groups, surveys, and individual interviews, has commenced.

- Throughout the process, the PSR Team has continued to centre the Human Rights Impact Assessment (HRIA) Tool in its work with Malatest to guide planning and revisions of the review.
- The PSR Team has prioritized HWDSB guiding resources (e.g., [Human Rights and Equity Action Plan](#)) in working meetings with Malatest to ensure accessibility of the review for all students, families, and staff, with an anti-racist and anti-oppressive lens.
- There has been ongoing consultation with the Human Rights and Equity Department, Welcome Centre, and data from past surveys and tools (e.g., Student Census) has been reviewed to allow staff and Malatest to identify need and provide translated versions of the survey tool in ten languages: Arabic, Somali, Urdu, Spanish, Vietnamese, Punjabi, Mandarin, Farsi, Pashto, and French. To provide equity of access, additional translation services will be made available to families upon request of the school Principal or through the Program Strategy Review email address: [BuildingFutures@hwdsb.on.ca](mailto:BuildingFutures@hwdsb.on.ca). Translated survey versions will be made available to all families upon the launch of the survey.
- Communication of the Program Strategy Review and timelines was made to school leaders on Wednesday April 9<sup>th</sup> at Principal/Vice-Principal (PVP) Learning and to Union Leaders on Thursday April 10<sup>th</sup>.
- The Director of Education communicated details of the Program Strategy Review to all staff and families via email on Monday April 14<sup>th</sup>.
- To provide ongoing opportunities for families to ask questions and provide feedback during the review process, an email address, [BuildingFutures@hwdsb.on.ca](mailto:BuildingFutures@hwdsb.on.ca), was established and communicated to the HWDSB community in mid-April. The PSR Team continues to monitor and respond to emails and implement suggestions, where appropriate, to improve the review process and follow up communication.
- Two pre-survey focus groups, a French Immersion Parent group consisting of parents from the French as a Second Language Advisory Council (FASLAC), and a group of elementary and secondary students from Student Senate, including Student Trustees, were facilitated by Malatest on Wednesday April 30<sup>th</sup>. The initial findings from the pre-survey focus groups informed further development of the survey tools and to identify key themes to look for throughout the review process.



- Testing of survey tools for functionality and alignment with HWDSB values, was conducted by the PSR Team between May 1<sup>st</sup> and May 5<sup>th</sup>.
- A soft launch of the staff survey was conducted the week of May 5<sup>th</sup> among staff selected from a variety of school settings and programs.
- The survey was launched to staff and the community on May 12<sup>th</sup>, including the translated surveys, and will remain open until June 6<sup>th</sup>. Community organizations, Trustees, and Union Leaders will access the survey through the staff platform.
- A conversation between the Indigenous Education Circle and the Program Strategy Review team occurred on May 13<sup>th</sup> to reflect on the NYA:WEH Secondary Program, its evolution, and what HWDSB can do to better understand and respond to the needs of Indigenous students, families, and communities.
- At the May 15<sup>th</sup> Staff Meeting for elementary and secondary schools, 30 minutes were allocated to staff to complete the survey. For school based, non-teaching staff, school Principals will continue to work with staff to provide time during the workday to complete the survey. Supervisors of non-school staff (e.g., PSSP) will work with staff to provide time to complete the survey at a mutually agreed upon time.
- During the month of May and into June, individual interviews with key HWDSB staff will continue to be conducted by Malatest (e.g., Director, Executive Council, Senior Managers, PVPs) and some members of the larger HWDSB community (parents/guardians).
- During May, Focus Groups commenced with parents/guardians, student groups, community partners, PVPs, education staff, and union leaders. The purpose of the focus groups is to facilitate qualitative data collection from small groups representing a variety of key interested parties.

### **What have we learned?**

Throughout this process, the PSR Team has centered HWDSB's Values and Pillars of the MYSP. At times, this has required the PSR Team to pause, reflect, consult, and modify review plans with Malatest to ensure alignment and to center HWDSB students, families, and staff. Specifically, we have learned:

- The importance of proactive communication and consultation with interested parties (e.g., Student Trustees, PVPs, Union Leaders, Indigenous Education Circle) prior to larger communication to value their leadership and to partner together in the successful rollout of this review.
- The necessity in providing an opportunity for all interested parties to share their voice throughout the review process, through inclusive processes and structures (e.g., Building Futures email page, readily translated surveys that were released in unison with the English version).
- Valuable information from pre-survey focus groups to ensure that survey tools are accessible to all (e.g., wording within the survey) and capture key questions that will inform the evaluation of the program strategies.



**What are our next steps?**

During the summer months, Malatest will review data gathered and prepare for follow up consultation and sharing with the HWDSB community:

- From the months of June through August, Malatest will collate, review, and analyze data gathered from the survey, focus groups, and individual interviews.
- In September, additional focus groups will be initiated by Malatest to capture feedback from other interested parties (e.g., Trustees, community organizations). Additional focus groups, identified through survey findings, focus group and/or individual interviews, will be conducted to further probe survey feedback and identified trends. In the survey structure, participants will have the opportunity to express interest to participate in follow-up focus group sessions.
- In mid-September, Malatest will conduct a validation session to present findings to the HWDSB community.
- In early October, through the HWDSB Engage platform, parents/guardians will have an opportunity to share additional feedback pertaining to the program review. Questions will be developed by Malatest based on feedback and trends identified through the initial review tools.
- Survey findings will be provided by Malatest to the Program Committee and Board in November.



## Appendix A:

### Scope of the HWDSB Program Strategy Review

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**Board Approved Motion: June 10, 2024**

*That the current Elementary Program Strategy including Elementary French Immersion and Secondary Program Strategy be reviewed over the next year to ensure alignment with the Multi-Year Strategic Plan (MYSP), ensure both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.*

#### **Scope of the Program Strategy Review:**

- [HWDSB Secondary Program Strategy](#) (June 10, 2013)
- [HWDSB Elementary Program Strategy](#) (November 10, 2016)
- [Elementary French Immersion](#) (November 10, 2016)
  - French Immersion Application Process
  - French Immersion Location Strategy



## **Secondary Program Strategy (June 10, 2013)**

- **Background Study:** Creating Secondary Education of the Future
- **Vision:**
  - All secondary schools will be great schools
  - Students will have choice
  - Equity of access, opportunity and outcome across our system (Tier 3 programs)
- **Variety of Program Offerings:**
  - Students work towards their goal, at their local schools. These choices include the five pathways.
  - Student voice is captured before option sheet distribution.
- **Tiered program offerings to address student needs**
  - Tier 1 Schools – All Students
  - Tier 2 Schools – Some Students
    - Tier 2 programs and interventions are offered in some schools if there is enough student interest within a school. Student interest will be captured through the option sheet process. These are programs that do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.
  - Tier 3 Schools – Few Students
    - Programs and interventions requiring specialized facilities, equipment or funding enhancement. Strategically located in a few school sites. Transportation provided according to Board policy.
      - Programs: Arts & Culture: Digital Media, ArtSmart, Aviation/Aerospace, Construction, Cosmetology, ESL/ELD (4 schools), French Immersion (2 schools), Horticulture, Hospitality/Tourism (Food Services), Information/Communication Tech, International Baccalaureate (IB) (3 schools; now 2), Manufacturing, Ontario Public Service Program, Performing Arts (auditioned program) (1 school), Transportation
      - Westmount Secondary School (no transportation provided).
- **Targeted Interventions:** All schools will offer targeted interventions to meet the needs of students who require them. The interventions will include programs and/or supports to students who are struggling academically, socially and emotionally. (for example, Literacy intervention programs Empower High School, Wilson Reading Program, Numeracy intervention programs Jump Math (with other strategies), In-school alternative education, credit recovery, self-directed/self-paced, specific Co-op and/or experiential learning Workplace placements, job shadowing)



## **Elementary Program Strategy (November 10, 2016) (Follow-Up Motion June 13, 2022)**

- **Strategy comprises of three specific areas:**
  - **Specialized Programming**
    - We will provide focus programs for all elementary students.
    - The Viability Criteria for Maintaining Optional Programs:
      - Program maintains the original intent /mandate of the program
      - Sufficient student enrolment to assign a teacher
      - Ontario Curriculum is embedded in the delivery model
      - Feasibility of maintaining on-going operating costs, including fees to external organizations
      - Continuation of exemplary program delivery and sustainability
    - The following focus programs will be maintained and reviewed every two years to determine the continued interest and viability of the programs, according to the criteria listed above:
 

▪ Hockey Program	Tapleytown
▪ Mandarin (Language Transition Program)	Cootes Paradise
▪ Sage	Strathcona
▪ Sagequest	Kanétskare
▪ Sports Academy; Basketball	R.A. Riddell
  - **Instrumental Music**
    - Ensure instrumental music programming is offered at the grade 7 and 8 level in all elementary schools, as outlined in the HWDSB Arts Strategy. This will include the provision of band instruments, appropriate facilities and qualified staff to deliver the program and will allow the equity of access for all intermediate students so that they can make an informed choice for music programming at the secondary level.
  - **Interventions in special education**
    - Every school will have shared spaces designated to support student needs, such as:
    - Assessment and Intervention space (System Staff and Community Partners)
    - Student Success space (For alternative programming, calming spaces, quiet setting)
    - Sensory space
    - Fitness space (Gross Motor Development)
    - Calming space (Specialized locations only as determined by the Superintendent of Specialized Services)



## **Elementary French Immersion: (November 10, 2016)**

- **Vision:** All students communicating and interacting with growing confidence in French.
- Program begins in Grade 1. HWDSB also offers Core French beginning in Grade 4.
- **Core Priorities:** HWDSB's FSL programming is guided by the three core priorities set out in [\*A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 1-12:\*](#)
  - Increase student confidence, proficiency and achievement in FSL
  - Increase the percentage of students studying FSL until graduation
  - Increase student, educator, parent, and community engagement in FSL
- French Immersion requires that French must be the language of instruction for a minimum of 50 per cent of the total instructional time and provide a minimum of 3,800 hours of French instruction by the end of grade 8. At HWDSB, we strive to offer more than the minimum requirement each year from grades 1 to 6. In grades 7 and 8, 50 to 60 per cent of the program is taught in French.
- Currently 18 elementary schools offer French Immersion programming, Grade 1 – 8. 8 elementary schools are associate schools for Sherwood Secondary School and 10 elementary schools are associate schools for Westdale Secondary School.
- Transportation to a French Immersion program is offered according to [HWDSB's Transportation Policy](#).
- The French Immersion Application Process is in accordance with a Board approved report (November 10, 2016) which specifically outlines:
  - **Timelines for the Application Process**
    - The system application process for grade 1 students entering French Immersion would be promoted each year with specific dates attached to the applications. Where there are accommodation pressures, all FI boundaries and school locations will be displayed on the application form. The schools that do not have accommodation pressures will have a notation on the application form that grade 1 students living within the FI catchment for these schools will be automatically accepted into the program at the FI catchment school. Parents will still need to complete the application form. For all other Grade 1 FI applications for schools with accommodation pressures, program locations will be offered by Mid-December.
  - **Late Applications:**
    - If the application deadline is missed, then placement at the FI catchment school will only be offered, if space is available. Transportation will be provided according to the transportation policy. If there is no space in the FI catchment school, the placement will be offered in another school with FI programming, and no transportation will be provided.
  - **Admissions beyond Grade 1 Entry:**
    - Students presently in HWDSB or moving to HWDSB from another board may be offered a French Immersion program location for grades other than the grade 1 entry after a review of student records or confirmation of an equivalent background in French, as determined by Program staff from French as a Second Language. The staff application review committee will also review late these admissions to determine student placement. Students who are deemed ready will be offered a placement in their FI catchment school if space permits. Transportation will be provided according to the transportation policy. If there is no space in the FI catchment school, the placement will



be offered in another school with FI programming, and no transportation will be provided.

- **Criteria for Grade 1 French Immersion Program Placement Offerings:**
  - Availability of the program closest to the student's home address, based on the French Immersion boundary:
    - Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in FI,
    - space permitting and providing they remain in FI.
    - Balance of English and FI enrolment in dual track schools (50-60% in English or French)
    - Year over year impact as pupils progress through grades 1-8