

# Program Committee

February 19, 2025



# Program Committee Workplan

Program Committee Meeting Date	Program Committee Reports
February 19, 2025	<ul style="list-style-type: none"><li>• Program Strategy and French Immersion Review Update</li><li>• Safe Schools Action Plan, 2024-2027</li><li>• Suspension and expulsion data, 2023-2024</li></ul>
March 20, 2025	<ul style="list-style-type: none"><li>• MYSP Monitoring Report, Goal 1, 2, 3</li><li>• Human Rights and Equity Action Plan Monitoring Report</li></ul>
April 22, 2025	<ul style="list-style-type: none"><li>• Indigenous Education Monitoring Report</li><li>• Nutrition Monitoring Report</li></ul>

# Program Strategy & French Immersion Review (Update)

February 19, 2025



# 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 (MYSP), that both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.

# Status

- 4-phase approach
- Variety of primary data collection methods (surveys, focus groups, etc.)

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



# Safe Schools Action Plan 2021-2023, Caring and Safe Schools Action Plan 2024-2027

February 19, 2025



# Background

- On November 12, 2019, the Hamilton-Wentworth District School Board (HWDSB) appointed an independent and specialized team with diverse backgrounds and significant experience in children's health and well-being, child psychology and research, and an understanding of school board operations, to lead the work of the Safe Schools: Bullying Prevention & Intervention Review Panel.
- The Panel's purpose was to gather qualitative and quantitative community feedback, summarize research and create recommendations for HWDSB, the Hamilton community and government to address bullying. The Panel's comprehensive report (*Building Healthy Relationships and an Inclusive, Caring Learning Environment*) was shared with Trustees on January 25, 2021.

# Safe Schools Action Plan, 2021-2023

- HWDSB implemented a two-year *Safe Schools Action Plan, 2021-2023* that served as a roadmap to guide the Board's work to deliver upon the Review Panel's recommendations.
- In total, there were **104 recommendations**. Staff can confirm that 101 of 104 **(97%)** of the recommendations are complete or ongoing.



# Caring and Safe Schools Action Plan 2024-2027

The goals of the Caring and Safe Schools Action Plan, 2024-2027 plan are:

- We will foster positive, inclusive environments where student identity, voice, and relationships are prioritized, ensuring every student feels valued and empowered to succeed.
- We commit to maintaining a safe and secure environment for students, families, and caregivers with transparent communication and collaborative approaches to addressing safety concerns.
- We will amplify student and family voices in decision-making, creating inclusive structures that reflect the needs and experiences of the entire school community.

# Caring and Safe Schools Action Plan 2024-2027

## Five (5) key priority areas:

1. Creating the Conditions for Learning
2. Identity Affirming Curriculum and Teaching Practices and Learning Environments
3. Responding to Student Need
4. Secure Schools Awareness and Response
5. Accountability and Transparency

# System Alignment:



**HWDSB**  
BE YOU. BE EXCELLENT.

# 2023-2024 Student Suspension and Expulsion Data

February 19, 2025





# MYSP 2023-2026 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.





# 2023-2024 Suspension Data:

- Total suspension incidents decreased compared to the 2022-2023 school year.
- HWDSB recorded a 4.4% suspension rate for registered students.
- A continued trend of fewer suspensions than investigations in both elementary and secondary panels.
- Increase in suspensions among students with exceptionalities, particularly those with learning disabilities, Autism, and mild intellectual disabilities.
- Grade-specific trends:
  - Increase: Grade 8 & Grade 12
  - Decrease: Grade 7 & Grade 9

# 2023-2024 Expulsion Data:

- 364 investigations resulted in 38 expulsions board-wide, an increase from 2022-2023.
- 5-year trend shows a decline: 54 expulsions in 2019-2020 vs. 38 in 2023-2024.
- Decrease attributed to progressive discipline practices and supportive interventions.
- Despite progress, we need to continue to strengthen preventative structure/resources, restorative practices, and student engagement strategies.

# Addressing Disproportionality:

- HWDSB Research and Analytics Department developing accurate disproportionality data collection methods, including the use of a multi-year data cycle to provide a robust dataset to inform student support strategies and associated impacts
- 2021-22 Disproportionality Data Report highlighted that students self-identifying as having a disability, Boy/Male, Bisexual, First Nations, Black, Middle Eastern, and Arabic-speaking were suspended at higher rates than the average.
- Continued focus on policy and procedure reviews, including Student Behaviour and Bias-Free Progressive Discipline and Code of Conduct policies. Such policy revisions ensure an anti-racist, anti-oppressive, trauma-informed approach to supporting students.

# The Steps We are Taking

- Ongoing Anti-Racism and Anti-Oppression Training,
- Collaboration with Special Education,
- Model and encourage educators to embed culturally responsive and relevant pedagogy (CRRP),
- Support school principals and vice-principals in the application of human rights, anti-racism and anti-oppression principles,
- Expand our partnership with the YMCA and its Alternative Suspension Program to now support all schools (grade 6-9).