

AGENDA: Immediately following Board Meeting

1. Call to Order
2. Meeting Roll Call
3. Approval of the Agenda
4. Declarations of Conflict of Interest

Reports from Staff:

5. [Renaming of Ryerson Elementary](#)
6. [Equity Action Plan](#)
7. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.

<http://www.hwdsb.on.ca/trustees/meetings/>



EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: Sue Dunlop, Interim Director of Education

DATE: June 6, 2022

PREPARED BY: Gerry Smith, Superintendent of Student Achievement

RE: Renaming of Ryerson Elementary School

Action Monitoring **Recommended Action:**

That the following consensus submission by the Naming Circle be considered as the new name for Ryerson Public School.

Recommended Name	Meaning
Kanétskare Elementary (Pronounced Ga-nét-sga-re)	By the Bay

Rationale/Benefits:

In the spirit of Truth and Reconciliation, the Naming Circle is putting forth the recommended name. All submissions and suggestions were reviewed according to the guiding principles outlined in this Indigenous-informed school naming process (see below).

The Naming Circle met on Wednesday, May 18th and Monday, May 30th to discuss and consider the public consultation report that included all suggested names that met the guiding principles. The Naming Circle engaged in deep discussion to build to a consensus decision. One name is submitted for consideration by Trustees.

Background:

Trustee Motion: June 7, 2021

RESOLUTION #21-115: Trustee Galindo, seconded by Trustee Bingham, moved: *That In the spirit of Truth and Reconciliation, that an Indigenous process that is both locally relevant and responsive be struck to rename Ryerson Elementary school, through ethical engagement and in consultation with local Indigenous communities and key beneficiaries and stakeholders.*

That staff initiate a review of all HWDSB schools named after individuals, in the spirit of Truth and Reconciliation, to ensure they reflect our board's mission, vision, values and the application of human rights, decolonization, anti-racism and anti-oppression principles.

Staff followed a two-step process to rename Ryerson Elementary School:

- 1) Develop process to rename the school through consultation (September to December 2021)
- 2) Follow the process to rename the school (January to June 2022)

The second half of the board motion will be completed in 2022-23. This will allow us to learn from the Ryerson renaming process and incorporate that learning into revisions of the HWDSB School Naming Policy. Once the policy review is completed, we will begin the review of all HWDSB school names.

Guiding Principles:

- *Commitment:* We commit to the Calls to Action from the Truth and Reconciliation Commission
- *Collaboration:* We work with Indigenous communities through active listening, transparency, respect, and humility. We must always work towards sustainable relationships.
- *Consultation:* We have an ethical duty to consult with Indigenous communities. Consultation happens continually: before, during and after processes and projects. Consultation requires relationships and trust.
- *Consensus:* We arrive at consensus by listening to the opinions and concerns of others - everyone works towards a suitable decision. Not everyone may be pleased with the outcome, but they accept it is the best decision for the community.
- *Names:* The Land Acknowledgement that HWDSB uses emphasizes the importance of the land we are on, its history, and the responsibility we share to care for it in perpetuity through the Dish with One Spoon wampum. We focus on the activity, significance and energy of a place (historical and current) through Indigenous worldviews to uncover potential names which might be in Indigenous languages.

Process:

1. Gather understanding of how the land has shaped human and natural activity where the school is located. Engage knowledge keepers to share potential names.
2. Share place knowledge and potential names with school communities (students, staff, school council), broader HWDSB communities (IEC, CC:ROSE, PIC) and external communities (Mississaugas of the Credit, Six Nations of the Grand). Gather feedback and additional names through a combination of written submissions and group consultations.
3. Bring together a Naming Circle with the following representation:
 - Ryerson student(s)
 - Ryerson staff Ryerson parent(s) (*parent means parent, guardian, caregiver)
 - Ryerson community member(s)
 - Indigenous Education Circle member(s)
 - Indigenous Elder consultation
 - School principal/vice-principal
 - Ward trustee
 - School superintendent
 - Others as needed
4. The Naming Circle reviews and vets the gathered names using the following questions:
 - a) Does the name reflect and honour the land?
 - b) Is the name free of colonialism, racism, oppression?
 - c) Is there broadly based support for the potential name? Add any other names that emerge through discussion.
5. The Naming Circle chooses one name for the school through a consensus model.
6. The Naming Circle recommends the chosen name to Board of Trustees.
7. Board of Trustees confirms the chosen school name through Board motion.
8. Celebration of the new name to involve all groups planned by principal/student/staff/communities.

The school Naming Circle consisted of the following individuals:

Gerry Smith, Superintendent of Student Achievement, Family of Schools 4
Mark Hopkins, Principal, Ryerson Public School
Lisa King, HWDSB Indigenous Education Consultant
Megan Evans, Ryerson School Council, Member
Adele Stanfield, Ryerson School, Teacher
Fallon Noakes, Ryerson School, Student
Kris Noakes, Ryerson School, Parent
Deborah Keddy, Recreation Manager, Healthy and Safe Communities, City of Hamilton

The following people were invited but were unable to attend:

Caroline King, former Chief of the Mississaugas of the Credit
Rick Monture, Director of Indigenous Studies, McMaster University
Elizabeth Wong, Ward Trustee
Kristina Zito, HWDSB Social Worker

Tehahenteh, Knowledge Keeper, reviewed names that had been suggested to provide any corrections in Mohawk (Kanien'kéha), the meaning of the name and pronunciation. We thank him for sharing his precious knowledge and for working with HWDSB.

The summary of consultation findings that met criteria (Appendix A) is included with this report. The Ryerson student naming process (Appendix B) is included in this report.

The following name is presented for consideration:

- **Kanétskare Elementary** (Pronounced Ga-nét-sga-re)

The Naming Circle believes the name upholds the guiding principles and is a consensus selection.

Appendix A

Ryerson Renaming Public Consultation, 2022

Below are the suggested school names that are names that honour Indigenous culture or the geographic characteristics of the area (not names of a person).

Miigwech Elementary	Ojibwe: “thank you”
Attawandaron Elementary	Original Indigenous peoples inhabiting the north shore of Lake Erie from the Niagara Peninsula to the Detroit River, perhaps as far north as Toronto in the east and Goderich in the west
Macassa Elementary	First Indigenous people in this area? Or “beautiful waters”, the Indigenous name for Hamilton according to <i>Manson, Bill (2003). Footsteps in Time: Exploring Hamilton's heritage neighbourhoods. North Shore Publishing Inc. (cannot verify this reference)</i>
Brookside Elementary	Not a person
Canadian First Nations Memorial School	
Cherry Birch	Tree native to Hamilton area. Not a person.
Crescent Elementary	Crescent moon represents start of new month or growth
DOS Wampum Elementary	Dish with One Spoon Wampum
Dove(s) Elementary	Symbolize peace, divine truth, holy spirit, love, courtship
Escarpment Elementary	The school is located at the base of a significant geological site
Four Directions Education Complex	Represents all of the people on Mother Earth
Foxfield *	Terry Fox and his contributions to cancer research; the animal fox is a native animal to the land. Field- the focus on nature, open environment, fields are able to grow things which symbolizes growth in education.
Gentle Meadow Elementary	Non-violent imagery and description of what was there pre-colonization (not verified that it was a meadow)
Glacial Lake(s) Elementary	Connection to the land. Prominent geographical site
Harmony Elementary	A symbol of peace in contrast to the colonialist past
Head of the Lake Elementary	Historic name for some part of Hamilton area
Healing Circle Elementary	Values and sense of community of healing circle would benefit the community
Horizon Elementary	
Iroquois Heights Elementary	Pay homage to Iroquois Confederacy
Iroquois Trail Elementary	Current Bruce Trail used to be an Iroquois trail and it cuts through the school's community
Kanata Elementary School	In reference to the people who were here before settlers
Kastehraktátye Elementary	“along the cliffs” in Mohawk. In reference to the Niagara Escarpment which is near the school site. Honours the land.
Land Back Elementary	To make the history obvious and impossible to ignore
Lost Souls Elementary	As a reminder of those who were murdered
Macassa **	Means beautiful waters and the first indigenous people referred to

	Hamilton as Beautiful Waters. Hamilton is surrounded by both lakes and waterfalls.
Makwendam	Same approach as Burlington's Ryerson school renaming
Maple Heights	
Mohawk Trail Elementary	Trail used by Indigenous peoples to get from the Grand River to the harbour and passed through this area
Naawi Gichigawi Gamig	Anishnaabemowin phrase for "Between the Great Lakes School." Treaty 3, (In which Hamilton sits) is called the Between the Lakes Purchase of 1792 from the Mississaugas (Anishnaabek). It's a place-based name which would be the first of its kind at HWDSB, honouring the Treaty land on which it resides.
Namwayut Elementary	Kwak'wala language (BC) "we are one"
Nanda-gikendan	Anishinaabe meaning "seeking knowledge"
New Hope Elementary	New hope, new direction
Peace Elementary	We should strive for peace
Reconciliation Elementary	Acknowledges and rights historical wrongs
Great White Pine Elementary	The late Chief Shingwauk's vision as interpreted by artist. See image on wall of Algoma University. The site of former residential school; now a national archive on history of residential schools documenting experiences of survivors.
[Lake of] Shining Waters Elementary	In Huron language, Ontari'io means lake of shining waters.
Sweetgrass Elementary	Or some other native plant
Truth and Reconciliation Elementary	Signifies ongoing obligation to make things right
Turtle Island Elementary	Shift from European settler to space inclusive for all
Tyendaga Elementary	It sounds good
Wampum Elementary	Historically significant; easy to spell and pronounce
White Pine Elementary *	"tree of peace" used historically to represent peace between nations/tribes. It's part of the natural world. The Indigenous buried their weapons as a sign of peace near the White Pine.

*Submission – Ryerson students

** Macassa (not an Indigenous name) explored in as an option in a verified Mohawk language formal

Appendix B

Student Renaming Process – Ryerson Public School

This process was facilitated by Lisa King, HWDSB Indigenous Education Consultant.

Ryerson Public School students followed a process of **Raising Up** ideas to build consensus in each class to submit one name for consideration. Process:

- Students were divided into 3 groups (Grade 6, 7 & 8). A virtual assembly was held for each group to put forward names along with the rationale for their choices.
- Outside on the playground, students physically moved to the name they supported. This process was repeated until consensus was reached to support one name. This *consensus-building/Raising Up* process produced the following 3 names to be considered for the new name for Ryerson School:
 - Foxfield - Terry Fox and all his contributions to cancer research, the animal fox is a native animal to the land, field- the focus on nature, open environment, the field can grow things which symbolizes growth in education.
 - White Pine - Symbolizes the tree of peace, represents unity and we want unity and inclusion in our school. It's part of the natural world. The indigenous buried their weapons as a sign of peace near the White Pine.
 - Macassa - Means beautiful waters and the first indigenous people referred to Hamilton as Beautiful Waters. Hamilton is surrounded by both lakes and waterfalls.



EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: Sue Dunlop, Interim-Director of Education

DATE: June 6, 2022

PREPARED BY: Paul Denomme, Superintendent of Student Achievement and Equity
Yohana Otite, Human Rights and Equity Officer
Michelle Rodney Bartalos, Principal of Equity
Sally Landon, Manager of Research & Analytics

RE: Equity Action Plan - Update

Action

Monitoring

Rationale

HWDSB is committed to the principles of equity through inclusive programs, curriculum, services, and operations with a mission to empower students to learn and grow to their full potential in a diverse world. In support of student achievement and well-being, and to build on HWDSB's existing commitment to equity, the HWDSB launched HWDSB Equity Action Plan 2018/19- 2021/22.

Background

This report provides an update on the Positive Culture and Well-Being Strategic Direction Priority since the last report in March 2022. This report serves as the primary report on this priority area with several related Monitoring Reports being shared throughout the year.

Positive Culture and Well-Being Reporting Schedule

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

Equity Action Plan

HWDSB's action plan is a living document that serves as a roadmap to consistently and intentionally identify and address inequitable practices with a goal of creating learning and working environments where all students and staff are safe, supported and accepted. This school year, we have continued to champion courageous conversations about equity, anti-oppression, and anti-racism in schools and within the workplace. It is critical that

the lived experiences of students and community, especially those that have been marginalized and experiencing inequitable educational outcomes, are centred.

We have continued implementing the Equity Action Plan focusing on addressing inequities and working towards closing gaps for those that have been historically and are currently underserved (students that self-identify as Black, Indigenous, racialized, Two Spirit and LGBTQIA+, and people requiring special education supports/services), by using anti-colonial, anti-racism and anti-oppression approaches and centering human rights. This report highlights some of the work that is being done and will continue into the 2022-2023 school year. The Equity Action Plan uses anti-racism and anti-oppression frameworks in recognizing and challenging socially and historically built-in inequalities that are ingrained in our systems and institution. The plan identifies four focus areas:

1. School and Classroom Practices
2. Governance, Leadership and Human Resource Practices
3. Positive Organizational Culture and Well-being
4. Data Collection, Integration and Reporting

Highlights and Updates

Priority Area 1: School and Classroom Practices

Goal: Removing Systemic barriers to ensure that school and classrooms practices reflect and respond to the diversity of students, staff, and community at large.

Culturally Responsive and Relevant Pedagogy (CRRP)

CRRP is the use of cultural characteristics, experiences, and perspectives of all students as pathways for more effective instruction and assessment. There are three guiding principles of CRRP:

1. Holding of high expectations for everyone
2. Development of cultural competence
3. Development of critical cultural consciousness

Throughout the 2021-2022 school year CRRP continued to be implemented throughout the system. This was accomplished through the collaboration of the Program and Equity Departments. All Program staff had extensive training on the three principles of CRRP. Administrator learning sessions were held to provide system wide learning to all elementary and secondary administrators. The March 4th PA Day was dedicated to educator learning and planning for CRRP. Equity Consultants continued to collaborate with educators and administrators throughout the remainder of the school year on effective planning, instruction and assessment using the principles of CRRP. A Ministry funded CRRP project in three elementary schools was lead in collaboration with the Program and Equity Department. It focused on using *Learn.Disrupt.Rebuild* as a tool to embed CRRP within various aspects of assessment and instruction. Throughout the 2022-2023 school year CRRP will continue to be a focus of system learning.

Learn.Disrupt.Rebuild @ HWDSB: Creating a Community of Care

Prior to the return to school in September 2020, staff began work on a culturally responsive curriculum designed to support the safe physical, social and emotional re-entry of students to face-to-face learning. At the same time, the world was responding to the long-standing pandemic of racism, specifically Anti-Black Racism, with ongoing world and local events. HWDSB students were returning to school in a different world with a heightened call to

action- Black Lives Matter. Staff developed a curriculum resource and lesson plans to facilitate dialogue in classrooms where educators take a co-learning stance with their students. This resource named- [Learn.Disrupt.Rebuild@HWDSB: Building a Community of Care](#)- is intended to support staff as they address issues related to equity, mental health, human rights, anti-racism, and well-being within the context of human rights education, anti-racism education, anti-oppression education and Covid-19.

Throughout the 2021-2022 school year *Learn.Disrupt.Rebuild* continued to be used as a resource to support human rights, anti-racism, anti-oppression, and anti-colonial lessons for educators to use within their classrooms to create safe and inclusive spaces for all students. Collaboration has begun with local community partners to create relevant lessons to support age-appropriate learning regarding Islamophobia and Antisemitism. These lessons are currently being finalized and will be released to the system throughout the next school year. *Learn. Disrupt. Rebuild* will continue to be an evolving resource and staff will also begin to develop lessons to support educators in other areas (e.g., anti-Asian Racism, Transphobia).

Building Safe and Inclusive Spaces - On The Horizons Resource

On the Horizons Resource was developed to support the understanding and creation of safe and inclusive spaces within classrooms, schools, and workplaces within HWDSB. This resource was created through a collaborative effort from the Indigenous Cultural Safety Team, Equity Department, and Mental Health Department. The resource includes learning regarding:

- Cultural appropriation and cultural appreciation
- Cultural humility
- Internalized Oppression
- Identifying and repairing harm
- Power and privilege
- Allyship

Administrators were provided training on this resource through the 2021-2022 school year and school staff were introduced to the document through staff meetings and on November 17, 2021. This resource will continue to be a key support for schools in developing safe and inclusive environments using an anti-colonial, anti-racism, and anti-oppression framework.

Anti-Colonial, Anti-Racism and Anti-Oppression Training

Learning for the Executive Council, Administrators, System Leaders, and School Staff has been on-going throughout the 2021-2022 school year. Anti-Colonial, Anti-Racism and Anti-Oppression and Human Rights training has been embedded into professional development opportunities throughout the school year. Learning has occurred through:

- Identifying, removing barriers, and closing gaps for students that a currently and historically underserved through the updated School Annual Plan
- Culturally Relevant and Responsive Pedagogy learning
- Introduction of On the Horizons resource
- Implementation of the Responding to hate, bias, and prejudice resource and process for Executive Council, Administrators and School Staff

Equity Audit - School Resources

Throughout the 2021-2022 school year the School Resource working group met to collaborate on the creation of equity centered guidelines and tools to evaluate school-based resources for educators to review resources within libraries and classrooms. The following resources are currently in draft form:

- Resource Guidelines: Selecting Culturally Relevant & Responsive Resources for libraries; and
- Resource Selection Framework: Selecting Culturally Relevant & Responsive Resources for classrooms.

These resources will be finalized and released to the system in the 2022-2023 school year.

MTH1W De-Streaming

2021-22 was the first year of the Ministry of Education's De-streaming initiative with a new Grade Nine Mathematics course (MTH1W) replacing applied (MFM1P) and academic (MPM1D) grade nine Mathematics courses. In support of this initiative, staff developed and implemented a plan that included the following:

- Providing a summer learning skill building program for 75 students entering grade nine in 2021-22
- Developing a "scope and sequence" that outlined a plan for teaching the course, with related resources
- Establishing learning teams at each school to engage in job-embedded professional learning regarding Culturally Responsive and Relevant Pedagogy, Universal Design for Learning, and Indigenous Cultural Safety
- Partnering with the Hamilton Community Foundation and Higher Education Quality Council of Ontario (HEQCO) to develop staff and student feedback tools to gather voice on the implementation of de-streaming and to act on feedback, as appropriate
- Holding a series of virtual parent information sessions to explain de-streaming and the supports in place for students

With the Ministry Education announcement of a new de-streamed grade nine program, in the fall of 2021, staff developed a plan based on the plan for MTH1W. This winter, administrators participated in two learning sessions to deepen their understanding of the de-streaming initiative and Culturally Responsive and Relevant Pedagogy and to prepare for leading the March 4th professional activity day that focused on de-streaming and CRRP. Building on this foundation, currently, a team is preparing a scope and sequence for the new de-streamed grade nine Science course (MTH1W). Continuing Education is collaborating with the Program Division on Summer programming for incoming grade nine students, and a professional learning plan is under development.

Graduation Coach Program

The *Graduation Coach for Black Students Program* operates in four secondary schools: Bernie Custis, Sherwood, Sir Allan McNab, and Westdale. The Ministry of Education funds two school coach positions. HWDSB funds the third school coach position. The Graduation Coaches serve as mentors and advisors to Black students in ways that are culturally responsive and affirm students' intersecting identities.

Although the shift between remote and in-person learning due to the pandemic has had a negative impact on student engagement, the Coaches have continued to interact with students and their families and carry full caseloads of up to 74 students. Currently, 98% of the students are on track to achieving their academic goals. (This data is based on results from 1st semester and passing 75% of course load or more).

Secondary Guidance Systems

Identifying and removing racist and other biases in the guidance system is a key component of implementing de-streaming and the new grade nine program. Simply providing new curricula is not sufficient. Instead, a purposeful shift that moves student and parent voice and aspirations to the forefront of the guidance process began in 2021-22. With the input of community partners, the course calendar and web-based resources outlining the course selection process, we re-developed to be more accessible in terms of language, format, and content. As part of this work, a new information night process began in 2021-22 with a series of system-lead virtual information nights that “chunked” the key information related to course selection and transitioning to grade nine. This way, students and parents had opportunities to reflect on a session, ask questions back at their schools, and then be prepared for the next session. By mid-January, each secondary school began their school-specific sessions, building on the information provided at the system level. The digital tools used for the virtual session have accessibility features that enable captioning and translation into key community languages.

Several operational changes were made to address the needs and expectations of all parents. Course selection sheets were re-developed to reflect the new grade nine program. Staff recommendation or signature is no longer required on the course option sheet. To signal high expectations for all students, course option sheets no longer had locally developed courses as an option. The expectation was that all students, with rare exceptions, would participate in the grade nine program. Selection of a locally developed course, which typically has a pathway to the workplace, needs “informed consent” from the family to ensure that there is an understanding of the pathway.

Priority Area 2: Governance, Leadership and Human Resource Practices

Goal: To create safe, inclusive, and engaging learning and work environment where 1: Staff make-up reflects student diversity; 2) Staff are knowledgeable, committed, and accountable to equity.

Hamilton-Wentworth District School Board completed an Employment Equity Audit (Employment Systems Review) to examine Human Resource policies and practices related to hiring, advancement, and inclusion of employees from diverse backgrounds. In the fall of 2020, HWDSB acted upon the recommendations from this audit and created *Reflecting our Community: Employment Equity Audit Action Plan*. The Action Plan laid out the 70 recommendations into three phases to see through these recommendations and whereby revise policies and practices, set priorities, and develop resources to continue building a more diverse, inclusive, welcoming, and supportive learning and working environment for everyone. The Employment Equity Audit and corresponding Action Plan are a key part of the [HWDSB Equity Action Plan](#).

Human Resource Services staff in collaboration with system leaders have completed the majority of Phase 1 and Phase 2 recommendations within the Employment Equity Action Plan. Within the first and second phase, there are 65 recommendations. Staff have now started the third phase of recommendations this spring and this work will continue into the 2022-2023 school year. It is important to note that the HWDSB Employment Equity Action Plan is a living document and continues to be updated by the Employment Equity Audit Steering Committee and other feedback from staff and student voice. The Committee continues to identify the need for additional recommendations based on the timing of the original Audit. As such, we have reprioritized some recommendations and the timelines between the phases.

This past spring, in collaboration the Human Resource Services division received funding approval from the Assistant Deputy Minister, Equity, Ontario Ministry of Education, to hire an Equity Recruitment Officer to see through such specific commitments within our Employment Equity Action Plan. Our Equity Recruitment Officer will be instrumental within Human Resources as the Officer will work directly with our regional settlement organizations, community partners, Indigenous Cultural Safety Team, colleges, and universities to support our recruitment efforts for all employee groups and further create and implement a targeted recruitment program to hire Black, and racialized educators this spring. Further, the Officer will work closely with new immigrants to

Hamilton, in partnership with our settlement organizations to remove barriers to support internationally trained individuals to receive their certification and begin work in HWDSB.

Focus Recruitment: Black and Racialized Educators (Spring 2022)

In April 2019, HWDSB invited all staff to complete a voluntary, anonymous, and confidential staff census, We All Count: the HWDSB Staff Census, to gather data and understand the makeup of our workforce. Compared to the local labour market, responses suggest that HWDSB's workforce contained fewer racialized persons, at just 9 per cent of respondents. Women make up most of our workforce, we observed, but their representation decreases among senior leadership positions. Indigenous (2.1%), Black (1.5%) and racialized (9%) staff are underrepresented compared to the labor market availability.

In response to this data and aligned to the recommendations from the Employment Equity Audit, Human Resource Services implemented a [focused recruitment program](#) this spring to hire Black, and racialized educators. The intentional hiring of certified Black and racialized teachers will contribute to a learning environment that is authentic and meaningful to all students. Our HWDSB priority is to not just focus on hiring but measure outcomes through an employee's life cycle related to retention and advancement within the organization as well. We are intentional to offer additional focus recruitment/special programs to ensure a diverse workforce is represented within every role with the school board system.

Priority Area 3: Positive Organizational Culture and Well-being

Goal- Create a positive organizational culture and environment where all student and staff feel safe, supported, and accepted.

Human Rights Policy:

The human rights policy will serve as an anchor to related policies and further HWDSB's commitment to foster and maintain a culture of human rights that permeates in all HWDSB learning and work environments. As part of the policy development process, a Human Rights Policy Advisory has been established to support the work. The process has included:

- Development of a human right policy framework: This defines why the policy is needed and the considerations that needed to be in place including legal frameworks, Indigenous perspectives, historical contexts, and application of intersectional, anti-colonial, anti-oppressive, anti-racist frameworks.
- Community Engagement (Phase 1)- Before drafting the policy, students, staff, parents/ guardians/ caregivers, committee members and other stakeholders were engaged to gather their input and collaboratively develop the human rights policy. 632 students, staff and parents and guardians participated in the survey and 27 listening sessions were conducted (208 participants), including targeted sessions to hear from groups that often experience discrimination. This engagement focused on seeking input for consideration, engaging diverse voices, building relationships, sharing information, and identifying gaps in current policies/practices, and inform the development of the human rights policy and procedure.
- Draft Policy: The Human Rights Policy draft is developed considering the perspectives and experiences shared through the engagement sessions and using the legal and policy framework available. The draft Human Rights Policy can be viewed here ([html](#), [PDF](#)). The draft policy is approved by the Policy Committee to go for public consultation.
- Public Consultation (Phase 2): Currently, the Human Rights Draft policy is available to the public to provide feedback. Students, staff, parents, and the public can participate by filling out the anonymous survey,

sending written submissions and/or participating in virtual consultation sessions. (More information is available [here](#))

- Next steps: Based on feedback received, the Human Rights Policy will be updated and presented to Board of Trustees for approval in the Fall 2022.
- Associated Procedure: A human rights procedure will be developed to ensure effective implementation of the policy. The procedure will further define roles and responsibilities, accountability framework and include information about the human rights complaints process.
- Communication plan will be developed to ensure that all HWDSB members have the opportunity to learn about the policy, their roles, and responsibilities.

Anti-Black Racism Policy:

This policy underlines HWDSB's commitment to understanding and addressing historical and current impacts of systemic anti-Black racism and discrimination that results in inequities experienced by Black students, staff, and other members of the HWDSB community. As part of the policy development process, an Anti-Black Racism Policy Advisory has been established to support the work. The process for the Anti-Black Racism Policy developed was similar to the Human Rights Policy development. The process included:

- Development of an anti-Black racism policy framework
- Community Engagement (Phase 1)- students, staff, parents/guardians, and community partners participated in the survey and targeted listening sessions to hear from groups that often experience anti-Black racism.
- Draft Policy: The Anti-Black Racism Policy draft is developed considering the perspectives and experiences shared through the engagement sessions and using the legal and policy framework available. The draft Anti-Black Racism Policy can be viewed here ([html](#), [PDF](#)). The draft policy is approved by the Policy Committee to go for public consultation.
- Public Consultation (Phase 2): Currently, the Anti-Black Racism Draft policy is available to the public to provide feedback. Students, staff, parents, and the general public can participate by filling out the anonymous survey, sending written submissions and/or participating in an in-person consultation session (More information is available [here](#))
- Next steps: Based on feedback received, the Anti-Black Racism Policy will be updated and presented to Board of Trustees for approval in the Fall 2022
- Associated Strategy: an anti-Black racism strategy will be developed to ensure effective implementation of the policy. The strategy will further define roles and responsibilities, goals, professional development, and community partnerships.
- Communication plan will be developed to ensure that all HWDSB members can learn about the policy, their roles, and responsibilities.

Human Rights Office:

The Human Rights Office (HRO) at HWDSB has started its work starting in September 2020. The Office exists to build and maintain a culture of respect for human rights in HWDSB and to address matters specific to the *Ontario Human Rights Code*, using three strategies:(a) Reviewing policies, procedures and practices using a human rights-based approach and providing advisory support on human rights and equity matters; (b) Building capacity and creating awareness among HWDSB stakeholders on human rights, and their roles and responsibilities, and (c) Resolving human rights issues through an internal procedure focused on fair, transparent and independent processes focused on early resolution and culturally responsive restorative justice.

In this reporting period, the HRO has focused on increasing awareness about human rights through the human rights policy development process which provided opportunity to engage with students, staff and families and community members. The HRO has also developed human rights introduction training which will be available to staff in the Fall. The HRO has collaborated with Human Resources, Equity and Safe Schools departments to embed human rights in learning in different areas.

A Human Rights Early Resolution Supervisor is added to the team to support the plan in developing a safe and inclusive human rights complaints reporting and resolution structure. This school year, the focus has been on developing the human rights policy and procedure. An interim process is in place and communicated. Students, families, staff, and other community members who may have human rights concerns can reach out the Human Rights Office. Concerns can be brought forward through email or by filling out the intake form. During this reporting period, the HRO investigated a total of 13 complaints while providing other advisory based supports to staff, families, school administration, superintendents, and managers.

The HRO also have participated in reviewing policies and programs to ensure that discriminatory practices are identified and addressed. Some examples are human rights inquiry on HWDSB's snow removal procedure, focus elementary school programs, dress code guidelines, and vaccine mandate policy.

Gender Expression and Gender Identity Procedure:

Under a revision of *HWDSB Policy 5.4 - Equity and Inclusion*, HWDSB is developing a Gender Identity and Gender Expression Procedure. The procedure outlines roles and responsibilities of the Board, staff, and school communities in promoting and safeguarding the well-being of all Transgender and/or gender non-binary students and staff. Student and staff voice was collected to inform this work. The procedure outlines the areas of accommodation for students and staff in the following areas.

- Addressing students and management of student records
- Access to washrooms and/or changerooms
- Sports and other segregated activities
- Curriculum and gender-neutral inclusive language

The procedure, outlines specific steps that the Board and schools must take to provide reasonable accommodations that are essential to ensure that gender diverse students and staff feel safe, supported, and accepted. Staff will be trained on this procedure throughout the 2022-2023 school year.

Student Voice Groups:

Student voice groups have been established to gather student voice on their experiences within the HWDSB in relation to their lived experiences. These student groups aim to access student voice to support Board decision-making with the goal of making HWDSB schools safer and more inclusive of racialized and Two Spirit and LGBTQIA+ students, staff, and community members.

This year the Student Voice Advisory Committees were fully implemented. Students in grades 7- 12 who identify as racialized were invited to participate in the Inclusion and Equity for Students of Colour Committee (IESCC). Participating students had the opportunity to share lived experiences, discuss ways to address challenges celebrate successes, learn about the assorted opportunities available to get involved in HWDSB initiatives and lend student voice to the development of the Anti-Black Racism and Human Rights Draft Policies. Students were keen about discussing the need for and importance of student and staff education and training, the need for racialized staff representation and the need for representation in classroom learning materials. The group is currently working on a proposal advocating for racialized/identity affirming safe spaces/affinity groups in all HWDSB schools.

Students in grades 7- 12 who identify as Two Spirit and LGBTQIA+ were invited to participate in a Student Voice Advisory Committee. This committee provided students with an opportunity to share lived experiences, address challenges, connect with students from different schools, celebrate successes and provide insight on system policies, programs, and practices to improve outcomes for all students.

Meetings for both groups occurred bi-monthly after school hours, via MS Teams, and were facilitated by HWDSB staff from the Equity and Social Work Departments. Year-end celebrations are being organized, and the plan is to have in-person meetings in following years.

Priority Area 4. Data Collection, Integration and Reporting

Goal: Collect and analyze data to address barriers/inequities.

We All Count: HWDSB Student Census

To gain a clearer understanding of who HWDSB students are and to identify inequities, disproportionalities and disparities in educational opportunities and outcomes, HWDSB has conducted its first ever student census. HWDSB has received funding for this project from the Ministry of Education. The student census collects identity-based data, and the purpose is:

- To better understand the needs of students through disaggregated data by breaking down student data into smaller groups based on characteristics (race, gender, and others).
- To identify and monitor potential systemic inequalities in programs, outcomes in student achievement and well-being by linking identity-based data with data about education outcomes, program participation, resource allocation, suspension, and expulsion, etc.)
- To inform local decision making in a way that meets identified student needs, improve service delivery, and reduce inequalities in outcomes.

A census, by definition, is “complete data” meaning that there is information collected from everyone in the population as opposed to a survey which collects data from a sample and then generalizes to the population. Our student census dataset is not complete as participation rates hover around 55% with the Kindergarten to grade 4 forms remaining open on the Parent Portal to continue collecting over time. Because of the low participation rate, the information below can only be said to represent 55% of the student population (20% K-4, 68% elementary, 59% secondary) and cannot be generalized to the entire student population. Further, each question has a rate of non-response so what you are seeing is not necessarily data representing 55% of students.

Research and Analytics has completed the initial data analysis and are currently working with the Communications department on developing the census report to share with the greater community in June. Those consulted regarding the creation of the We All Count Student Census will have a second opportunity to provide feedback on the next steps on how data will be aggregated and used.

Middle Years Development Instrument (MDI)

MDI measures school climate and student well-being to meet our Ministry requirement to survey students every two years on school climate. The MDI is an evidence-based measure containing 5 subscales:

- Social and emotional development
- Connectedness to peers and adults at school, at home, and in the neighbourhood

- School experiences
- Physical health
- Well-being and constructive use of time after school

First administered in 2018 in grades 4 to 8, along with the secondary school climate survey, the MDI was due to be administered again in spring of 2020 but postponed because of school closures during the first COVID-19 lockdown. Since then, staff have worked with University of British Columbia, who licenses the MDI, to make minor modifications, thus making it applicable for secondary students as well. Going forward, we will use one measure of school climate and student well-being across both panels.

Grade	Participation
4	70%
5	73%
6	74%
7	75%
8	75%
9	65%
10	59%
11	49%
12	34%
Board	64%

By division, participation is 72% for Junior (grades 4-6), 75% for Intermediate (grades 7-8), and 51% for Secondary. Data is in the process of being cleaned and coded; analyses will take place over the summer.