

AGENDA: 6:00 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Confirmation of the Minutes: April 13 and 27, 2026

Reports from Trustee Special Committees:

7. Policy – April 22, 2026
8. Program – April 30, 2026
9. Governance – May 4, 2026
10. Finance & Facilities – May 5, 2026
11. Audit – May 12, 2026

Reports from Legislative Committees:

12. Parent Involvement Committee – April 14, 2026

Reports from Community Advisory Committees:

13. Faith Community Advisory Committee – April 28, 2026
14. French as a Second Language Community Advisory Committee – May 13, 2026

15. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207 (2)
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board. *R.S.O. 1990, c. E.2, s. 207 (2); 2021, c. 4, Sched. 11, s. 7 (1).*

Meeting Resumes in Public Session

16. Reports from
 - A. Standing Committee – April 27, 2026
 - B. Committee of the Whole (Private) – May 25, 2026
17. Motions: Motion to Amend Something Previously Adopted re: Resolution #26-54, Trustee Fehrman

18. Oral Reports from Liaison Committees:

- A. Hamilton-Wentworth Council of Home & School Associations
- B. Hamilton Foundation for Student Success
- C. Ontario Public School Boards' Association (OPSBA)

19. Oral Reports from:

- A. Student Trustees' and Shakowennakarátats
- B. Chief Executive Officer
- C. Chair of the Board

20. Adjournment

Trustees: Kathy Archer*, Becky Buck, Sabreina Dahab, Dawn Danko, Amanda Fehrman, Maria Felix Miller*, Graeme Noble, Paul Tut, Todd White, Elizabeth Wong^(R), Abby Zaitley. Student Trustees Sanad Bizanti, Evelyn Watson, and Shakowennakara:tats Daunte Hillen

*electronic participation, ^(R) regrets

1. Call to Order

Vice Chair Tut called the meeting to order at 6:04 p.m.

RESOLUTION #26-46: Trustees Fehrman/Buck moved that Trustee Wong be approved as absent for the April 13, 2026, Board Meeting.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

2. Approval of the Agenda

RESOLUTION #26-47: Trustees Zaitley/Dahab moved that the agenda be approved as amended.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

3. Confirmation of the Minutes

RESOLUTION #26-48: Trustees Buck/Fehrman moved that the Minutes from March 30, 2026, be confirmed.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

4. DELEGATION(S): Artificial Intelligence Policy

The Chair welcomed the delegates to the meeting and thanked them for bringing forward their perspectives as briefly outlined below – the meeting [recording](#) can be reviewed to listen to the delegates remarks.

- A. Katie Schuessler – Spoke about the role AI will play in the lives of her children. She shared concerns about cognitive development, inherent bias, its use for companionship, safety in privacy and data, and asked that HWDSB pause the rollout of these tools until student safety and well-being could be properly assessed.
- B. Chad Chabot – Spoke about the impact AI will have on our students. He shared his experiences with AI as a software professional and asked the Board to consider taking a more measured approach to AI usage within the classroom specifically around privacy and data, the impact on students and their ability to learn and be creative, and the impact AI tools could have for teaching staff and support staff.
- C. Dr. Chantal Mancini – Spoke about her experiences on the use of AI that she and her colleagues are confronted with in classrooms daily. She noted that AI is not just a tool, it is fundamentally reshaping the way humans relate to one another by its integration into the workplace, cultural production, social life, and education. She suggested that the Board consider a comprehensive AI

Policy, one based on in-depth discussions with families, educators, employee groups and community partners.

- D. Evan Ubene – Spoke about why the Board should consider developing an AI policy. He noted that AI in the classrooms can negatively affect students by reducing critical thinking, creativity, and cognitive engagement. He also raised concerns that widespread AI use supports an environmentally harmful industry, increasing energy and water consumption, which conflicts with education systems’ sustainability goals.

5. Correspondence: Special Education Advisory Committee re: Budget for 2026-2027

RESOLUTION #26-49: Trustees Danko/Buck moved that the correspondence from the Special Education Advisory Committee re: Budget for 2026-2027 be received and referred to the Finance & Facilities Committee for their review during budget discussions.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

6. Program Committee

RESOLUTION #26-50: Trustees Fehrman/Buck moved that the Program Committee report from March 26, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

7. Finance & Facilities Committee

RESOLUTION #26-51: Trustees Buck/Fehrman moved that the Finance & Facilities Committee report from March 31, 2026, be approved including the allocation of Proceeds of Disposition funds for Phases 1, 2, and 3, as outlined below.

Immediate Use of Proceeds – Phase 1

Immediate Use (submissions to the Ministry within the next 6 months)	\$34,500,000
Accessibility Projects	\$4,500,000
HVAC / Cooling Projects	\$10,000,000
Offset to Maintenance Operating Costs (one-time)	\$8,000,000
Previous Board commitments to support Program and equity of access	\$10,000,000
Renewal and Accessibility Contingency Value	\$2,000,000
Subtotal	\$34,500,000

Short-term Use of Proceeds – Phase 2

Short-term Use (submissions to the Ministry within the next 24-48 months)	\$25,000,000
Accessibility Projects	\$3,000,000
HVAC / Cooling Projects	\$10,000,000
Previous Board commitments to support Program and equity of access	\$10,000,000
Renewal and Accessibility Contingency Value	\$2,000,000
Subtotal	\$25,000,000

Long-term Use of Proceeds – Phase 3

Long-term Use (submissions to the Ministry within the next 48+ months)	\$17,836,701
Accessibility Projects	\$3,000,000
HVAC / Cooling Projects	\$10,000,000
Previous Board commitments to support Program and equity of access	\$3,000,000
Renewal and Accessibility Contingency Value	\$1,836,701
Subtotal	\$17,836,701

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

8. Student Trustees and Shakowennakara:tats 2026-2027

RESOLUTION #26-52: Trustees Noble/Dahab moved that Cristian Farrugia, Westmount Secondary (Student Trustee), Caitlyn Gong, Ancaster High (Student Trustee), and Charlise Hillen, Sherwood (Shakowennakara:tats) be confirmed to stand as Student Trustees and Shakowennakara:tats with HWDSB for the term of office from August 1, 2026, to July 31, 2027.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

9. Written Notice of Motion: Artificial Intelligence (AI) Policy (Trustee Zaitley)

Whereas the rapid advancement and integration of Artificial Intelligence (AI) technologies in educational settings present both significant opportunities and risks;

Whereas the current HWDSB policies, including the Modern Learning Policy, no longer fully address the unique implications, challenges, and risks associated with AI;

Whereas AI technologies carry environmental impacts, including high energy consumption and resource use, which must align with the Board's sustainability commitments in our Multi-Year Strategic Plan;

Whereas transparency with families and caregivers is essential in maintaining trust regarding how AI tools are used in classrooms;

Whereas the use of AI must uphold the dignity and well-being of all students, ensuring that technology supports rather than replaces human relationships;

Whereas AI systems present risks related to data security and how student data is collected, processed, and protected;

Whereas teaching critical thinking strategies is critical as AI technology has the potential to hallucinate (give incorrect information);

Whereas AI technologies have the potential to perpetuate or amplify systemic biases, raising concerns related to human rights and equity;

Whereas cost uncertainty regarding AI tools/platforms poses a fiscal uncertainty for the future of AI use.

RESOLUTION #26-53: Trustees Zaitley/Dahab moved that HWDSB start the policy development process to investigate the feasibility of developing an AI Policy.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

The Board moved into private session for the discussion of items related to Section 207 (2) of the Education Act.

Trustee Miller and Student Trustee Watson left for the remainder of the meeting.

10. Report from Committee of the Whole (Private) – April 13, 2026

RESOLUTION #26-54: Trustees Noble/Zaitley moved that the Committee of the Whole report from April 13, 2026, be approved including:

- That the Finance & Facilities Committee report from March 31, 2026, be approved including:
 - Setting Full Day Child Care Program licence rates for 2026–2027 at \$9.86 per square foot, aligned with Ministry of Education benchmark funding and year-round occupancy, from 260 to 365 days.
 - Applying a flat daily space rate for Before and After School Programs for 2026–2027 of \$5 per standard classroom and \$8 per kindergarten classroom.

CARRIED

11. City/School Board Liaison Committee

Trustee White provided the following update:

- Discussion from last Thursday's meeting focused on the former tennis courts at the Dundas Valley property, including community ideas and City's interest in redevelopment.
- Agenda items were deferred to the next meeting: a stormwater report and a report on Brightside Park (north of Bernie Custis), due to city staff requiring additional time to complete reports

12. Hamilton-Wentworth Council of Home & School Associations

Trustee Noble provided the following update:

- March 2nd meeting included members and Associate Director Matt Gerard, featuring a presentation on budget priorities and consultation, with discussion on funding allocation, current funding examples, and accessible visual budget materials.
- The Hamilton-Wentworth Chapter proposed an invitation to Superintendent Gerry Smith to a future meeting to provide updates on the Safe, Compassionate, and Equitable Schools portfolio.

13. Ontario Public School Boards' Association (OPSBA)

Trustee Buck provided the following update:

- MPPs returned to Queen's Park following a constituency week and will sit for two weeks
- Bill C-15, including the National School Food Program Act, received Royal Assent and aims to provide nutritious school meals to an additional 400,000 children annually and help reduce costs for parents
- Registration is open for the 2026 OPSBA Annual Meeting in Ottawa June 4-6, 2026 – the theme is *Governing for the Public Good in an Era of Uncertainty*
- The government introduced Bill 101, Putting Student Achievement First Act, 2026; OPSBA delegates and Chairs are scheduled to meet online to discuss Bill

The meeting adjourned at 9:01 p.m.

Reference: [Agenda Package](#) and [Recording, Recording 2](#)

Trustees: Kathy Archer*, Becky Buck^(R), Sabreina Dahab, Dawn Danko*, Amanda Fehrman, Maria Felix Miller, Graeme Noble, Paul Tut, Todd White, Elizabeth Wong*, Abby Zaitley. Student Trustees Sanad Bizanti, Evelyn Watson, and Shakowennakara:tats Daunte Hillen.

*electronic participation, ^(R) regrets

1. Call to Order

Chair Miller called the meeting to order at 6:03 p.m.

RESOLUTION #26-55: Trustees Tut/Fehrman moved that Trustee Buck be approved as absent for the April 27, 2026, Board Meeting.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

2. Approval of the Agenda

RESOLUTION #26-56: Trustees Tut/Noble moved that the agenda be approved.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

3. Finance & Facilities Committee

RESOLUTION #26-57: Trustees Tut/Fehrman moved that the Finance & Facilities Committee report from April 14, 2026, be approved including the preliminary allocation of the following full-time equivalent non-school based staffing positions for the 2026-2027 school year

Elementary Teachers	166.00
Secondary Teachers	46.68
Professional & ParaProfessional	191.80
Library & Guidance	19.50
Coordinators & Consultants	49.50
Board Administration	123.50
Facilities	67.50
Transportation	7.00

And that these staffing levels represent a reduction of 44.08 FTE non-school based staff from 2025-26 revised estimates staffing levels.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

4. Special Education Advisory Committee

RESOLUTION #26-58: Trustees Danko/Tut moved that the Special Education Advisory Committee report from March 25, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

5. Appointment to Ontario Public School Boards' Association – Member Board Delegate and Alternate Delegate.

Trustee Fehrman self-nominated for the position of Member Board Delegate. No further nominations were received for either the Member Board Delegate or Alternate Delegate positions.

As there were no additional nominees, Trustee Fehrman was appointed by acclamation as the OPSBA Member Board Delegate for the current term.

The Board consented to moved into private session for the discussion of items related to Section 207 (2) of the Education Act.

6. Report from Committee of the Whole (Private) – April 27, 2026

RESOLUTION #26-59: Trustees Tut/Fehrman moved that the Committee of the Whole report from April 27, 2026, be approved including receipt of the Facilities Committee report from April 14, 2026.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.
Trustee Dahab was not in the room for this vote.

7. Student Trustees Report

Shakowennakara:tats Hillen provided the following update:

- Attended the Leading with Purpose Leadership Conference and co-facilitated a session focused on Indigenous Governance.
- Participated in the HWDSB Student Voice Summit as a member of CC:Rose, featuring workshops and interactive sessions centred on student well-being, achievement, and mental health.
- Participated as a panellist at an event hosted by the United Nations Association in Hamilton, addressing themes of solidarity, bridging differences, and alignment with the work of Trustees and educational leaders as community advocates.
- Attended a community celebration marking the 30th anniversary of the John C. Holland Award.

Student Trustee Bizanti and Watson provided the following update:

- Acknowledged the support of system leaders and Trustees in the successful delivery of the student-led leadership conference.
- Continued to collect student input regarding swimming programs, including consideration of swim teams as a potential permanent offering within HWDSB.
- Engaged with senior administration to share student perspectives on substance use and addiction within HWDSB.
- Noted the upcoming Ontario Student Trustees' Association (OSTA-AECO) Annual General Meeting, scheduled for May 21–24, 2026, in Toronto.

8. Director's Report

The Director provided the [monthly report](#) with a focus on Special Education. The update highlighted the alignment of special education practices with the Board Improvement Plan goals of literacy, numeracy, well-being, engagement, and future readiness, emphasizing inclusive, strengths-based approaches, early identification, and meaningful transitions for students. The Director noted ongoing progress through evidence-based literacy and numeracy strategies, trauma-informed and inclusive practices, and increased student voice and engagement, supported by strong home-school collaboration. Recent system highlights included the success of a community Special Education Family Carnival, continued investment in facility projects to support growing communities, and the upcoming launch of refreshed Board and school

websites to enhance accessibility and communication. Key upcoming dates were also shared, including Principal's Appreciation Day on May 1 and Education Week, with the theme "Be Excellent, Be Future Ready."

9. Chair's Report

The Chair expressed appreciation to the Student Trustees for leading the recent student leadership conference and acknowledged Trustee participation in the event. The Chair also acknowledged recent provincial announcements related to trustee governance, noting ongoing uncertainty and the Board's continued commitment to transparency, accountability, equity, human rights, and Indigenous education while maintaining focus on system priorities. In closing, the Chair recognized the service of employees celebrating milestone anniversaries, acknowledged long-standing contributions by senior leadership, and thanked Trustees, staff, and student leaders for their continued dedication to public education.

The meeting adjourned at 7:38 p.m.

Reference: [Agenda Package](#), [Recording](#), [Recording 2](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 22, 2026

From: Policy Committee

Date of Meeting: May 11, 2026

The committee held a hybrid meeting on April 22, 2026, at 7:00 pm with Trustee Sabreina Dahab presiding.

Members: Trustees Sabreina Dahab, Maria Felix Miller*, Graeme Noble*, Elizabeth Wong^(R), and Abby Zaitley^(R).
Also in attendance: Trustee Todd White.

* electronic participation, ^(R)regrets

ACTION ITEM(S):

A. Integrated Accessibility Standards

The Integrated Accessibility Standards Policy has been reviewed as part of the policy review cycle with revisions to language that align with current practices. Staff noted that the policy is heavily grounded in legislation, particularly the Accessibility for Ontarians with Disabilities Act (AODA) and related regulations. The revisions include updated language to reflect legislative changes, evolving accessibility standards, and person-first, inclusive terminology.

On the motion from Trustee Miller, the Policy Committee **recommends that the Integrated Accessibility Standards Policy be recommended for approval.**

CARRIED

MONITORING ITEM(S):

B. Procurement

The Procurement Policy has been reviewed as part of the policy review cycle, noting that the policy required updates to reflect changes in public-sector expectations and legislative direction. Staff outlined that the proposed revisions modernize the policy by explicitly embedding commitments to human rights, equity, reconciliation, accessibility, sustainability, and supplier diversity.

Following discussions related to areas of the policy, such as human rights and equity considerations, lowest bid versus best value and community-based suppliers and barriers, the committee requested that further refinements be made to the Action Required section to better balance aspirational commitments with operational realities.

Respectfully submitted,
Sabreina Dahab, Chair of the Committee

Reference: [Committee Package](#), [Recording](#), [Presentation](#)

PURPOSE:

The purpose of this policy is to support the creation of inclusive and accessible environments by identifying, removing, and preventing barriers for persons with disabilities. The policy outlines HWDSB's commitment to meeting the requirements of the *Accessibility for Ontarians with Disabilities Act, 2005 and Integrated Accessibility Standard Regulation (Regulation 191/11)*, while promoting the school board's values: compassion, dignity, trust, and joy.

This policy works alongside *Policy 1.1 Barrier-Free Physical Learning Environments for Students* and the *Ontario Human Rights Code*.

GUIDING PRINCIPLES:

HWDSB is committed to:

- Complying with the *Accessibility for Ontarians with Disabilities Act, 2005 and Ontario Regulation 191/11, the Integrated Accessibility Standards Regulation*, specifically:
 - Information and Communication Standards
 - Employment Standards
 - Transportation Standards
 - Design of Public Spaces Standards
 - Customer Service Standard
- Providing an environment that promotes independence, dignity, integration, equal opportunity and respect for students, parents/guardians/caregivers, the public and staff.
- Making all appropriate and reasonable efforts to create policies, practices and procedures consistent with the principles of independence, dignity, integration and equity of opportunity.
- Recognizing the importance of upholding the rights and educational wellness of Indigenous students, families and community. This includes acknowledging the unique histories, cultures, and experiences of Indigenous communities when addressing accessibility.
- Recognizing and understanding that barriers to equity and inclusion are often intensified by intersecting identities such as race, gender, socio-economic status, sexual orientation, and other dimensions of diversity.

INTENDED OUTCOMES:

HWDSB will:

- Establish and maintain accessibility policies, develop a multi-year accessibility plan, provide accessibility training to employees and volunteers, and consider accessibility when procuring goods, services or facilities as required under Ontario Regulation 191/11.

- Endeavor to meet the accessibility needs of people with disabilities in a timely manner, through the *Accessibility for Ontarians With Disabilities Act (2005)*, in the service areas of customer service (i.e. support for students), information and communication, employment, physical environment, and student transportation.
- Provide equitable opportunities for access to services and physical spaces.
- Ensure that the policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public in accessible formats.
- Work collaboratively across the organization to implement the actions contained in this policy.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Accommodation: is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

Barriers: According to the Ontario Human Rights Commission (OHRC), a barrier is not the disability itself, but rather any external obstacle that prevents a person with a disability from fully participating in society.

Barriers may be:

- Physical – such as inaccessible buildings or spaces.
- Attitudinal – including stereotypes, stigma, or discriminatory attitudes.
- Systemic – embedded in policies, procedures, or practices.
- Technological – such as digital platforms that are not accessible.
- Communication – including formats or methods that are not inclusive of all abilities.

Duty to Accommodate: A legal obligation under the Ontario Human Rights Code requiring organizations to identify and remove barriers and make necessary adjustments to policies, practices, and physical environments so that individuals protected under the Code, such as people with disabilities, can participate equally and fully.

Integrated Accessibility Standard Regulation: An Ontario regulation under the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* that brings together multiple accessibility standards into one unified regulation. It sets out requirements that public and private organizations, including school boards, must follow to identify, remove, and prevent barriers for people with disabilities.

Intersectionality: Recognized as the understanding that each person simultaneously exists within multiple

and overlapping identities.

Multi-Year Accessibility Plan: A written plan required under the *Accessibility for Ontarians with Disabilities Act, 2005* and *Ontario Regulation 191/11 (Integrated Accessibility Standards Regulation)* that outlines the Board’s strategy to identify, remove, and prevent barriers to accessibility. The plan is developed in consultation with persons with disabilities, is updated annually, and progress is reported publicly through an annual accessibility report available in accessible formats.

ACTION REQUIRED:

- Use appropriate and reasonable efforts to ensure that all of the Board’s policies, procedures and practices are consistent with the requirements of the *Accessibility for Ontarians With Disabilities Act, 2005*.
- Maintain procedures that foster independence, dignity, and respect for students, parents/guardians/caregivers, the public, and staff.
- Provide applicable training related to this policy and as required under the *Accessibility for Ontarians with Disabilities Act, 2005*, *Ontario Regulation 191/11*, and the *Ontario Human Rights Code* as it relates to persons with disabilities for all employees, volunteers and other persons who provide goods, services or facilities on behalf of HWDSB.
- Publicly share progress on accessibility through the HWDSB Annual Accessibility Report on the Multi-Year Accessibility Plan.
- Review policy effectiveness through inclusive consultation as part of the Policy review process

PROGRESS INDICATORS:

Intended Outcomes	Assessment
Establish and maintain accessibility policies, develop a multi-year accessibility plan, provide accessibility training to employees and volunteers, and consider accessibility when procuring goods, services or facilities.	As a part of the HWDSB Multi-Year Accessibility Plan, staff will assess progress against these deliverables on an annual basis.
Endeavor to meet the accessibility needs of people with disabilities in a timely manner, through the Accessibility for Ontarians With Disabilities Act (2005), in the service areas of customer service (i.e. support for students), information and communication, employment, physical environment, and student transportation.	<ul style="list-style-type: none"> • Student Voice Surveys • Parent and Family Voice Surveys • Special Education Advisory Committee (SEAC) • Student and Staff Affinity Groups • Student Advisory Circles • Staff Advisory Groups

Integrated Accessibility Standards

Policy No: 1.4

<p>Provide equitable opportunities for access to services and physical spaces.</p>	<p>As a part of the HWDSB Multi-Year Accessibility Plan, staff will assess progress against these deliverables on an annual basis:</p> <ul style="list-style-type: none"> • Student Voice Surveys • Parent and Family Voice Surveys • Special Education Advisory Committee (SEAC) • Student and Staff Affinity Groups • Student Advisory Circles • Staff Advisory Groups
<p>Ensure that the policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public in accessible formats.</p>	<p>As a part of the HWDSB Multi-Year Accessibility Plan, staff will assess progress against these deliverables on an annual basis:</p> <ul style="list-style-type: none"> • Student Voice Surveys • Parent and Family Voice Surveys • Special Education Advisory Committee (SEAC) • Student and Staff Affinity Groups • Student Advisory Circles • Staff Advisory Groups
<p>Work collaboratively across the organization to implement the actions contained in this policy.</p>	<p>As a part of the HWDSB Multi-Year Accessibility Plan, staff will assess progress against these deliverables within the HWDSB Multi-Year Accessibility Plan on an annual basis.</p>

REFERENCES:

Government Documents:

Accessibility for Ontarians with Disabilities Act, 2005 (AODA) Integrated Accessibility Standard, Ontario Regulation 191/11 Ontario Human Rights Code

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 11, 2026

From: Program Committee

Date of Meeting: April 30, 2026

The committee held a hybrid meeting on April 30, 2026, at 7:00 pm with Trustee Fehrman presiding.

Members: Trustees Kathy Archer*, Becky Buck*, Sabreina Dahab^(R), Amanda Fehrman, and Abby Zaitley. Also in attendance: Todd White*

* electronic participation, ^(R) regrets

MONITORING ITEM(S):

A. HWDSB Multi-Year Strategic Plan Progress Report (Student Well-Being, Student Engagement)

Staff presented a monitoring update on the progress that has been made in relation to the following two goals of the Board Improvement Plan, 2025-2026:

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

Staff reported on actions taken since the October 2025 update, collective system learning to date, and identified next steps for each goal based on current student achievement and well-being indicators during the 2025-2026 school year.

Staff highlighted engagement strategies including expanded student affinity spaces, professional learning to support student voice , and strengthened collaboration with community partners.

Staff identified next steps, including continued promotion of the student mental health toolkit through student leadership, Student Advisory Councils and affinity groups, as well as the development of student-created visual materials to reinforce help-seeking and awareness of available mental health supports.

Staff will provide a detailed report in October 2026 on all five goals of the Board Improvement Plan including the steps we have taken this current school year, what we have learned from these steps and identify continued next steps to action our commitments in the Board Improvement Plan, 2025-2026.

On the motion of Trustee Zaitley, the Program Committee received the HWDSB Multi-Year Strategic Plan Progress Report

B. Student Nutrition Strategy Update

Staff provided the Program Committee with an update on the ongoing implementation a motion passed on June 24, 2024, that “HWDSB envision to have nutrition programs to all schools” (RESOLUTION #24-107).

Staff reported continued growth in Student Nutrition Programs across HWDSB schools as of April 2026. HWDSB remains committed to further implementing, enhancing, and advancing the Student Nutrition Program to ensure its continued growth, sustainability, and positive outcomes for students across the district. Staff shared 12 new student nutrition programs have started since the last Board report last spring.

Through the collaboration with Tastebuds, the Ministry of Education, and HWDSB school administrators, the Student Nutrition Coordinator continues to lead of number of advancements and accomplishments, including the development and implementation of a Student Nutrition Toolkit.

The Committee requested an appendix identifying all HWDSB schools and their current stage within the Student Nutrition readiness framework, to support transparency and year-over-year monitoring.

On the motion of Trustee Zaitley, the Program Committee received the Student Nutrition Strategy Report.

C. Ministry Student Achievement Plan, 2025-2026

As part of Bill 98, *Better Schools and Student Outcomes Act (2023)*, school boards are required to complete a Ministry of Education Student Achievement Plan template and publicly report on progress twice annually.

Staff reported the completion of the Ministry Student Achievement Plan Template and confirmed that it has been submitted and will be posted on the board website in accordance with Ministry timelines.

Staff reported alignment between the Ministry Student Achievement Plan, the Board Improvement Plan, and the Multi-Year Strategic Plan, and outlined system-level progress indicators related to literacy, numeracy, student well-being, and pathway planning. Staff identified community consultation through existing advisory structures as a next step, with a further Ministry update to be submitted later in the school year.

On the Motion of Trustee Zaitley, the Program Committee received the Ministry Student Achievement Plan, 2025-2026.

Respectfully submitted,
Amanda Fehrman, Chair of the Committee

Reference: [Agenda](#), [Recording](#), [Appendices](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 25, 2026

From: Governance Committee

Date of Meeting: May 4, 2026

The committee held a hybrid meeting on May 4, 2026, at 6:03 pm.

Members: Trustees Becky Buck, Dawn Danko^(*), Amanda Fehrman, Maria Felix Miller^(R), Paul Tut* and Todd White. Also in attendance: Trustee Abby Zaitley.

*electronic participation, ^(R)regrets

ACTION ITEMS(S):

A. Director Performance Appraisal Committee – Annual Confirmation

The Committee reviewed the annual requirement under *Ontario Regulation 83/24* to establish a committee responsible for the performance appraisal of the Director of Education. The Committee discussed continuity, governance alignment, and timing relative to committee cycles. Members agreed that existing practices provide sufficient continuity through the required committee membership of the Chair and Vice-Chair, and that the current model is functioning effectively.

On the motion of Trustee White, the Governance Committee **recommends that the Governance Committee conduct the annual performance appraisal of the Director of Education.**

Carried.

B. Board Meeting Dates for 2026-2027 School Year

The Committee considered two scheduling models for Board meetings:

- Option A: Two meetings per month (status quo), with the first meeting designated as tentative and subject to cancellation if not required.
- Option B: One meeting per month on a three-week rotation.

Discussion focused on predictability, Trustee workload, public transparency, agenda management, and support for newly elected Trustees. Members weighed the advantages of flexibility against the challenges of adding meetings on short notice.

The Committee supported clearly marking tentative meetings in public postings to improve transparency.

On the motion of Trustee Fehrman, the Governance Committee **recommends that the Board Meeting schedule for 2026-2027 be approved.**

2026	2027
September 14 (<i>Tentative</i>) September 28	January 11 (<i>Tentative</i>) January 25
October 5 (<i>Tentative</i>) October 19	February 1 (<i>Tentative</i>) February 22
November 9 (<i>last meeting of the 2022-2026 term</i>) November 16 (<i>Inaugural Board</i>) November 30	March 8 (<i>Tentative</i>) March 22
December 7 (<i>Tentative</i>) December 14	April 5 (<i>Tentative</i>) April 26
	May 10 (<i>Tentative</i>) May 31
	June 7 (<i>Tentative</i>) June 14 June 28 (<i>Tentative</i>)

Carried.

C. Trustee Professional Development Sessions 2026-2027

The Committee reviewed the proposed Trustee professional development plan, informed by the Board self-assessment. Key focus areas include relationship building, role clarity, effective collaboration, conflict navigation, committee expectations, and public and internal communications. The Committee expressed strong support for the overall structure, sequencing, and alignment with the Board of Trustees Self-Assessment and noted that the proposed *Year 1: Trustee Onboarding and Governance Foundations* (Appendix A) framework provides an appropriate foundation for an incoming Board of Trustees.

The Committee requested that staff consider the following to strengthen the Trustee Professional Development Plan:

- Identifying early, targeted onboarding for new Trustees
- Clarify language around shared governance expectations
- Move media/social media and public communications guidance earlier
- Embed relationship-building opportunities early in the term
- Emphasize practical governance applications
- Explicitly address the community engagement role of Trustees

**these considerations have been added to the Plan in bold text.*

On the motion of Trustee Fehrman, the Governance Committee **recommends that the Trustee Professional Development Sessions 2026-2027 be approved.**

Carried.

D. Trustee Code of Conduct – Procedure (Update to Reporting section)

The Committee reviewed required updates to the Trustee Code of Conduct procedure following changes to Ontario regulation concerning Integrity Commissioner processes. Discussion centred on balancing transparency, legal compliance, and reputational protection when reporting on complaints. The Committee reviewed and refined a proposed public reporting template, addressing structure, terminology, privacy redactions, and consistency with sector practice.

Key points of consensus included:

- Removal of the standalone “Trustee” column in the public reporting table.
- Clear identification of findings only where a breach is established.
- Use of consistent terminology (e.g., “dismissed”) where no breach is found.
- Publication of Integrity Commissioner reports only where appropriate, with privacy-based redactions as required by law.
- Clear explanation within the procedure of when reports are posted versus withheld to minimize undue harm.

After detailed consideration, the Committee agreed on an amended reporting approach that meets regulatory requirements while providing clarity and consistency.

On the motion of Trustee Danko, the Governance Committee **recommends that the proposed update to the Reporting section of the Trustee Code of Conduct Procedure be approved, as amended.**

5.2.3 The following table is intended to illustrate the type of information that may be posted on the Board's website, following receipt of an Integrity Commissioner's final report, and updated in the case of an Appeal Panel Findings.

Report No.	Date Complaint Referred	IC Finding	Report*	Appeal Panel Finding
IC Report 123-456	Month, Date, Year	Breach found – no sanctions (list name of the Trustee - Respondent) *** Breach Found with sanctions (listed) (list name of the Trustee - Respondent)	View Report	
IC Report 789-012	Month, Date, Year	Dismissed (Report not posted) *** IC Refusal to Commence Investigation		

*Where an alleged breach of the Board's Code or a determination regarding the breach involves any matters described in clauses 207(2) (a) to (e) of the Education Act;

- no report will be posted; or
- applicable content shall be redacted.

The motion **Carried** on the following division:

In Favour (4): Trustees Buck, Danko, Fehrman and Tut

Opposed (1): Trustee White

Respectfully submitted,
Trustee Buck, Chair of the Committee

Reference: [Committee Package](#), [Recording](#)

Year 1: Trustee Onboarding and Governance Foundations

Effective Trustee onboarding prioritizes role clarity, relationship-building, shared understanding of core governance concepts, **and early orientation to Board structures, committee mandates, and governance processes, particularly for newly elected Trustees.**

In addition to the sessions outlined below, staff may provide early onboarding supports for new Trustees at the start of the term to address immediate orientation needs.

Professional learning for the Board of Trustees will be delivered through a combination of external governance resources and HWDSB-facilitated sessions. This blended approach supports consistency, relationship-building, and practical application, while remaining responsive to trustee needs, available resources, and staff capacity.

1. Effective Collaboration on a Board

Focus

The session supports a newly installed School Board of Trustees in establishing governance practices, shared **governance** expectations, and productive working relationships in alignment with the Education Act and Ministry of Education governance expectations.

Key Governance Learning Areas

- Understand the statutory role and authority
- Share clear expectations for **effective trustee practice**, conduct and decision-making
- **Establish a shared understanding of how Trustees work together respectfully, collaboratively, and inclusively**
- Be positioned to govern effectively as part of a Board of Trustees

Delivery

The session would be led by a skilled, neutral facilitator with expertise in Ontario school board governance to ensure balanced participation, a safe environment for dialogue, while laying a strong foundation for effective collaboration throughout the Board's term. **The session will intentionally include structured opportunities for relationship-building and connection among Trustees to support trust and cohesion early in the term.**

2. Governance Basics (First 90 Days)

Focus

Core governance knowledge that supports effective trustee participation and shared understanding of roles, responsibilities, and meeting practices during the early phase of the Board's term. **This session may be complemented by early onboarding supports for newly elected Trustees focused on local Board structures, committee mandates, and key governance documents.**

Key Governance Learning Areas

- Role of the Board and Trustees in relation to the Director of Education and staff
- Trustee authority and decision-making as a collective body
- Code of Conduct, conflict of interest, and privacy obligations
- Parliamentary procedure and effective use of motions
- **Practical application of parliamentary procedure in Board and committee meetings**
- **Understanding debate, amendments, voting, and the role of the Chair in practice**

Delivery

Foundational governance learning will be supported through OPSBA modules, *if available*, complemented by HWDSB-facilitated sessions focused on local policies, meeting culture, and governance expectations within the district context.

3. Equity, Human Rights & Indigenous Commitments

Focus

Governance-level principles that inform Board decision-making and accountability, with particular attention to human rights obligations, equity responsibilities, and Indigenous commitments within a public education context. **Learning will emphasize the Board's governance-level accountability for these commitments, distinct from operational implementation responsibilities.**

Key Governance Learning Areas

- Human rights and equity as core governance responsibilities
- Indigenous Education, including Two-Row / parallel relationship principles
- Board accountability for inclusive, anti-racist, and anti-oppressive decision-making
- Understanding how equity commitments are reflected in the MYP, Board policy and governance practice

Delivery

Foundational learning will be supported through OPSBA and/or OESC Equity and Human Rights modules, *if available*, complemented by HWDSB-facilitated sessions focused on connecting governance principles to local commitments, expectations, and decision-making responsibilities.

4. Board–Director & Executive Council Relationship

Focus

Understanding the governance relationship between the Board of Trustees, the Director of Education, and Executive Council, with emphasis on accountability, role clarity, and effective governance-level oversight.

Key Governance Learning Areas

- Distinctions between governance responsibilities and operational management in practice
- Board accountability for Director (CEO/CEdO) oversight, support, and evaluation
- The role of Executive Council in supporting system leadership and implementation

- Building and maintaining professional relationships grounded in trust, transparency, and good-faith engagement
- Understanding how effective governance relies on respectful dialogue and constructive tension

Delivery

Foundational learning will be supported through OPSBA governance modules, *if available*, complemented by HWDSB-facilitated discussions focused on local governance structures, expectations, and practical application of Board–Director accountability within the district context. **Discussion will reinforce respectful dialogue, appropriate challenge, and constructive tension as core elements of effective governance oversight.**

5. Fiduciary & Policy Oversight

Focus

Trustee responsibilities related to financial stewardship, risk oversight, and policy governance, with emphasis on accountability, strategic leadership, and informed decision-making at the Board level.

Key Governance Learning Areas

- Budget oversight and fiduciary responsibilities of the Board
- Financial stewardship, risk management, and audit oversight
- The role of policy in setting strategic direction and monitoring outcomes
- Understanding how governance-level questions **differ from operational management inquiries**

Delivery

Foundational learning will be supported through OPSBA governance and finance-related modules, *if available*, complemented by HWDSB-facilitated sessions focused on local financial structures, policy frameworks, and effective governance-level oversight practices.

6. Public Representation & Communication (Introduced Early; Deepened Later in Year 1)

Focus

Trustee responsibilities related to public engagement, communication, and representation, with emphasis on balancing individual trustee roles with collective Board accountability and decision-making.

Key Governance Learning Areas

- Community representation and advocacy within a governance role
- Distinguishing individual trustee perspectives from collective Board decisions
- Media and social media considerations for trustees, **including early -term expectations for newly elected Trustees**
- **Understanding appropriate community engagement, ward meetings, and school council participation within a governance role**
- **Clarifying the distinction between individual trustee engagement and collective Board accountability**
- Upholding collective accountability and Board decisions in public forums
- Understanding reputational risk and public trust in a governance context

Delivery

Foundational learning will be supported through OPSBA governance and communications-related modules, *if available*, complemented by HWDSB-facilitated sessions focused on local context, communication protocols, and risk considerations relevant to public-facing trustee responsibilities. **Foundational guidance on media, social media, and public communication expectations may be introduced earlier in the Board's term, with more in-depth learning occurring later in Year 1.**

Learning Beyond Year 1

While this plan prioritizes foundational governance learning for the first year of the Board's term, additional professional learning will be identified and scheduled in subsequent years. Future sessions will be shaped by annual Board of Trustees' self-assessment survey results, emerging governance needs, and system priorities, allowing trustee learning to remain flexible, responsive, and aligned with effective governance over the full term. **Professional learning priorities and sequencing may also be adjusted based on the composition and experience of the incoming Board of Trustees.**

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 25 2026

From: Finance and Facilities Committee

Date of Meeting: May 5, 2026

The committee held a hybrid meeting on May 5, 2026, at 6:00pm with Trustee Paul Tut presiding.

Members present: Trustees Becky Buck*, Amanda Fehrman, Maria Felix Miller*, Paul Tut and Abby Zaitley. Also in attendance: Trustees Kathy Archer *, Sabreina Dahab and Todd White.

*Electronic participation, ^(R) Regrets

MONITORING ITEM(S):

A. Core Education Model Overview

Staff presented a report reviewing how funding is provided to the Board, using the 2025-2026 Core Education Funding as a model. As of the meeting date, the Core Education Funding for 2026-2027 school year has not been released. The Ministry of Education has not communicated a release date.

Respectfully submitted,
Paul Tut, Chair of the Committee

Resource: [Agenda Package](#) and [Recording](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 25, 2026

From: Audit Committee

Date of Meeting: May 12, 2026

The committee held a hybrid meeting on May 12, 2026, at 6:00pm with Trustee Todd White presiding.

Members: Trustees Dawn Danko ^(R), Paul Tut ^(*) and Todd White. External Members: Angela Zehr* and John Larotta^(R)

* Electronic participation, ^(R) Regrets

MONITORING ITEMS

A. Non-Structural Deficit Details – 2025-2026 Budget Update

The Committee received an update on the Board’s projected financial position for the 2025–2026 fiscal year, including a forecasted non-structural deficit. The committee discussion focused on key factors influencing the projection, including enrolment trends, revenue assumptions, and cost pressures in operational areas.

The Committee was advised that staff are actively monitoring the financial outlook and have engaged budget holders across the organization to identify mitigation strategies. Budget holders have been asked to focus on prudent expenditure management, review of current and anticipated vacancies to assess timing and operational requirements for filling positions and identify opportunities for cost savings while maintaining core services.

The Committee will continue to receive updates as part of ongoing financial oversight, recognizing that projections may change as new information becomes available.

Respectfully submitted,
Todd White, Chair of the Meeting

Reference: [Committee Package](#) and [Recording](#)

Committee Report

Presented to: Board

Meeting date: May 25, 2026

From: Parent Involvement Committee

Meeting date: April 14, 2026

The committee held a PIC meeting on April 14, 2026, from 6:36 p.m. to 8:37 p.m. with Amanda Lloyd presiding.

Members Present: Adriana Baker, Kristina Collier, Kailey Crowther, Andrea Hamilton-Coulson, Mohamed Khamis, Heather Lambert-Hillen, Amanda Levesque, Amanda Lloyd, Tim Louks, Amanda Neale-Robinson, Heidi Oglesby, Mike Palma, Michele Quinn, Christine Sandor, Danielle Schwalm, Emma Simpson, Cindy Stranak, Leigh Ann Sutherland, and Terry-Ann Virtue. Trustees Kathy Archer, Amanda Fehrman and Abby Zaitley.

Regrets: Matthew Adams, Mani Bhandari, Kruti Desai, Cheryl Hue, Sue-Anne MacQuarrie, Meghana Oza, Vanessa Ozer, Leora Sas Van Der Linden, Meagan Shanahan, Damian Kalu Ude and Lisa Veloce.

MONITORING ITEMS:

A. Presentations

Overview of Special Education, Inclusion and Equity Department

Sharon Stephanian- Superintendent of Special Education, Inclusion and Equity and Julie Anderson- System Principal - Special Education, Inclusion and Equity – Provided an overview of Special Education, Inclusion and Equity Department. The presentation highlighted the wide range of students supported, from Kindergarten to age 21, including those with IEPs, behaviour and safety plans, complex medical needs, and those accessing specialized services. Supports are delivered through collaborative, multidisciplinary teams and are guided by dignity, equity, inclusion, alignment with the HWDSB Multi-Year Strategic Plan, and student and parent voice. In addition, an overview was provided on Kindergarten entry and transition support, including early identification and collaboration with partners. Additional supports were highlighted across elementary and secondary levels, with information available to families through schools, the HWDSB website, the Special Education Department, SEAC, and Board representatives.

The New Website Launch

Allison Reynolds- Senior Manager, Communications & Community Engagement, and Carly Holmstead-Calder, Communications Officer, provided an overview of the new website launch. An overview and preview of the new HWDSB website were provided. Developed in collaboration with a Canadian vendor and informed by feedback from parents, staff, administrators, and trustees, the new platform delivers a more accessible, organized, and modern user experience. The website introduces a cohesive and consistent structure across all schools and departments, enhanced mobile functionality, improved search, and language features. Training is being provided to school administrators, with the software launching at the end of the month and a full public launch planned for late April.

B. Business Arising from the Minutes

The Chair shared the following updates:

- Updates were provided on the formation of the Bylaw Review Subcommittee and the Membership Committee. Members interested in participating were encouraged to come forward, and reapplication requirements were reiterated to ensure eligibility and avoid conflicts of interest. Applications remain open

until the end of May, with the Membership Committee reviewing submissions and prioritizing balanced ward representation.

C. Trustees Report

Trustee Fehrman and Trustee Zaitley shared information related to student leadership and key system initiatives. Student Trustees for the 2026–2027 school year were announced, and Prom Project was highlighted as a successful initiative supporting approximately 500 students. Updates were also provided on Bill 101, Putting Students' Achievement First, with families encouraged to review the proposed legislation. In addition, the Board has begun scoping work toward an artificial intelligence policy. The update concluded with highlights from the HWDSB Student Leadership Summit, which brought together students from across the Board to strengthen leadership, collaboration, and student voice.

D. Representative Committee Report

Hamilton-Wentworth Council of Home & School Associations:

Heather Lambert-Hillen shared that the next meeting was confirmed for April 16, 2026, where the committee members will be discussing upcoming resolutions in support of system and community-identified changes, with further discussions taking place at the OFHSA Annual General Meeting on May 3, 2026. HWCHSA continues to advocate in support of school nutrition programs following recent federal announcements, and acknowledged the new HWDSB website, where the association would be appropriately represented.

Respectfully submitted,
Amanda Lloyd, Chair

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Committee Report

Presented to: Board

Meeting date: May 25, 2026

From: Faith Community Advisory
Committee

Meeting date: April 28, 2026

The committee held a meeting on April 28, 2026, from 6:07 - 7:23 pm with Co-Chair Nick Sahami presiding.

Members: Ala Mohamed, Sukhi Dhillon, Nick Sahami, Mahendra Deonarian, Nabiha Nadeem and Lauraline Gardner attended in person. Pooja Mathuria, Rabbi Miriam Wajnberg attended virtually. Trustee Sabreina Dahab attended virtually.

Regrets: Geoffrey Cameron, Meaghan Dummer and Co-Chair Charles Chiarelli.

MONITORING ITEMS:

A. Committee Member Term Discussion

Staff shared a summary of the Terms for the individual Committee Members and advised that Members would be contacted in June regarding their status for the 2026 2027 school year.

B. Religious and Creed Observances and Days of Significance - Update

Members were thanked for providing their feedback with regards to the Religious and Creed Observances and Days of Significance and advised the Equity Team will be reviewing the submissions made and that their work would provide recommendations to the Board for the 2026/2027 school year. Work is expected to be completed by the end of May.

C. School Board Updates

Staff presented pertinent information to support Committee members' understanding of Suspensions in response to outreach received from members. Staff shared Policy information, Ministry definitions and highlighted the process Principals follow when considering suspensions for students.

Curriculum updates referenced included: New Kindergarten Curriculum; Black Canadian History for Grades 7, 8 and 10; Grade 10 Career Studies and Mental Health literacy; Grades 9-10 Business Studies and Grade 9-10 Technological Education.

Updates were shared regarding the new schools currently being built in Waterdown and Upper Stoney Creek and Future Preparedness programs including OYAP and High School Headstart were highlighted. Information was also shared regarding the Summer 2026 offerings from Continuing Education

D. Annual Hamilton Community Prayer Breakfast

Members were reminded about the upcoming 48th annual Hamilton Community Prayer Breakfast.

E. Trustee Update

Trustee Dahab referenced Bill 101 and advised members that committee meetings are public so they can follow discussions around potential changes impacting HWDSB. She advised that staff are currently reviewing the Program Strategy Review using the Guiding Principles, and that HWDSB is waiting for the Core Education Funding from the Ministry. Trustee Dahab highlighted the Student Leadership Summit that involved high school students and shared that 2 new Student Trustees and Shakowennakara:tats have been elected.

Respectfully submitted by,
Charles Chiarelli and Nick Sahami, Co-Chairs

Committee Report

Presented to: Board

Meeting date: May 25, 2026

From: French as a Second Language Advisory Committee

Meeting date: May 13, 2026

The committee held a meeting on Wednesday, May 13, 2026, from 6:00 to 7:00 pm, chaired by Jeremy Galea

Members present were: Lauren Amedo, Keya Dudhwala, Avery Downton, Jeremy Galea, Shawn Harvey, Katharine Muis, Aaron Thompson. Regrets: Trustee Graeme Noble

MONITORING ITEMS:

A. HWDSB French Educator Professional Learning and Student Achievement

HWDSB continues to prioritize educator capacity building in French as a Second Language (FSL) through targeted professional development. Educators participated in provincial learning opportunities focusing on oral proficiency, inclusive practices for multilingual learners, and innovative pedagogies aligned with the CEFR and action-oriented approaches. Board staff also demonstrated leadership provincially, facilitating Ministry-funded sessions to strengthen literacy instruction and assessment in French Immersion. Ongoing professional learning is planned for Fall 2026.

Student achievement and engagement remain strong, as evidenced by significant participation in DELF certification across multiple proficiency levels, and continued involvement in experiential learning opportunities such as HWDSB Speaks – Le Concours d'art oratoire. These initiatives support students in developing confidence, oral communication skills, and real-world application of French language learning.

B. French Language Programming and System Direction in HWDSB

The committee received an overview of FSL programming aligned with the Ministry of Education vision, emphasizing student confidence in communication and preparation for active citizenship in a bilingual context. HWDSB continues to offer both Core French and French Immersion pathways, differentiated by instructional intensity but unified in their goal of French proficiency, culminating in Grade 12 DELF certification opportunities.

An update was provided on the recent review of the French Immersion Location Strategy and Application Process. While consultant recommendations have been shared and guiding principles established and supported by Trustees, no program changes will be implemented for the 2026–2027 school year.

Staff will report back to the Program Committee as work progresses. The French as a Second Language Advisory Committee continues to serve as an important stakeholder voice in this process.

Student Voice and Experience

The committee heard directly from two committee members who are HWDSB secondary students enrolled in both Core French and French Immersion. Students expressed strong engagement with French language learning and highlighted a desire for increased experiential and conversational opportunities to further enhance proficiency and confidence.

C. Community Update

HWDSB continues to benefit from strong partnerships with Canadian Parents for French (CPF) and Hamilton Public Library. Upcoming initiatives include a French author event, additional FSL programming opportunities for students, and family engagement events. CPF is also seeking to expand volunteer involvement to support continued collaboration between schools and the community.

Respectfully submitted,
Jeremy Galea, Chair

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 25, 2026

From: Standing Committee

Date of Meeting: April 27, 2026

The committee met on April 27, 2026, at 7:47 pm with Trustee Tut presiding.

Members: Trustees Kathy Archer*, Becky Buck^(R), Sabreina Dahab, Dawn Danko*, Amanda Fehrman, Maria Felix Miller, Graeme Noble, Paul Tut, Todd White, Elizabeth Wong*, Abby Zaitley.

Student Trustees: Sanad Bizanti, and Evelyn Watson. Shakowennakara:tats: Daunte Hillen.

* electronic participation, ^(R)regrets

1. Call to Order

Vice Chair Tut called the meeting to order at 7:47 pm.

2. Approval of Agenda

On the motion of Trustee Miller, the Standing Committee **RECOMMENDS** that the agenda be approved.

CONSENT

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen also in consent.

3. HWSTS Transportation Annual Report

The Standing Committee received a presentation from staff on the HWSTS Annual Report for the 2024–2025 school year. The report outlined system performance, operational scale, key initiatives, and priorities for the upcoming year.

Key Highlights:

- HWSTS continues to operate as a joint consortium delivering transportation services to both public and Catholic boards
- In 2024–2025:
 - 29,072 students transported across 170 schools
 - 475 routes and approximately 1,995 daily runs
 - Approx. 39,000 km travelled daily
 - Operating budget of approximately \$31.4 million
- Key initiatives included:
 - Implementation of route planning tools
 - Launch of a bus tracking pilot
 - Ongoing student safety programming
- Priorities for 2025–2026:
 - Expansion of real-time tracking technology
 - Transition to digital incident reporting
 - Continued safety initiatives and increased planning capacity

Trustees also discussed ongoing technology initiatives, including the expansion of the bus tracking pilot and transition to digital reporting. Student Trustees highlighted challenges related to transit access, long commute times, and capacity constraints, emphasizing the importance of incorporating student voice into planning.

On the motion of Trustee Miller, the Standing Committee **RECOMMENDS** the **HWSTS Transportation Annual Report** be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

Respectfully submitted,
Trustee Tut, Chair of the Committee

Motion to Amend a Motion Previously Adopted

Amendment to Resolution #26-54

Submitted by Trustee Fehrman

That Resolution #26-54, adopted April 13, 2026, be amended by replacing the first bullet with the following:

- Request that staff explore an incremental, percentage increase to the current Full Day Child Care Program licence rates for 2026–2027, reflecting a pro-rated adjustment, from a 365-day to a 260-day annual basis and that staff report back to the Board, with input from the Finance & Facilities Committee, for final approval.

And that all remaining provisions of Resolution #26-54 remain unchanged.

Original Motion

RESOLUTION #26-54: from April 13, 2026, be approved including:

- Setting Full Day Child Care Program licence rates for 2026–2027 at \$9.86 per square foot, aligned with Ministry of Education benchmark funding and year-round occupancy, from 260 to 365 days.
- Applying a flat daily space rate for Before and After School Programs for 2026–2027 of \$5 per standard classroom and \$8 per kindergarten classroom.