

AGENDA: 6:30 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

Reports from Trustee Special Committees:

6. [Policy – May 26, 2021](#)
7. [Audit – May 27, 2021](#)

Reports from Legislated Committees:

8. [Special Education Advisory Committee – May 26, 2021](#)
9. Report from Committee of the Whole (private) – June 7, 2021
10. [Written Notices of Motion C. Galindo re: Renaming Ryerson Elementary School and Initiating a review of all HWDSB schools named after individuals](#)
11. Oral Reports from Liaison Committees:
 - A. City/School Board Liaison Committee
 - B. Hamilton-Wentworth Home & School Association
 - C. Hamilton Foundation for Student Success (HWDSB Foundation)
 - D. Ontario Public School Boards' Association (OPSBA)

12. Adjournment and Move to Standing Committee

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

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

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 7, 2021

From: Policy Committee

Date of Meeting: May 26, 2021

The committee held a meeting from 5:32 p.m. to 6:52 p.m. on May 26, 2021 with Trustee Miller presiding.

Members present were: Trustees Becky Buck, Cam Galindo and Maria Felix Miller.

ACTION ITEMS:

A. Occupational Health and Safety Policy

The Committee considered the Occupational Health and Safety Policy. This Policy is up for its annual review. Staff have reviewed this policy and minor changes have been made including changes to “workplace” definition to include examples.

On motion of Trustee Buck, the Policy Committee **RECOMMENDS that the Occupational Health and Safety Policy be approved.**

CARRIED UNANIMOUSLY

B. Workplace Violence and Harassment Prevention Policy

The Committee considered the Workplace Violence and Harassment Prevention Policy. This policy was up for its annual review. Minor changes were made to the term “workplace” to include examples. Language has been updated to align with the Ontario Human Rights Code following the Workplace Harassment definition and minor updates to clarify the role of staff in the Action Required section to align with HWDSBs Employment Equity Audit. Staff have been working with Turner Consultants as well as the Central Joint Health and Safety Committee. A complaint process has been developed.

On motion of Trustee Buck, the Policy Committee **RECOMMENDS that the Workplace Violence and Harassment Prevention Policy be approved.**

CARRIED UNANIMOUSLY

C. Human Rights Scoping Report

The Committee considered the Human Rights Scoping Report. The HWDSB Board of Trustees approved the development of the pillar Human Rights Policy for HWDSB. 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. The Human Rights Policy Development Plan was shared with Trustees. Staff will be developing a policy framework for all policies moving forward.

On motion of Trustee Buck, the Policy Committee **RECOMMENDS that the Human Rights Scoping Report be approved.**

CARRIED UNANIMOUSLY

D. Anti-Black Racism Scoping Report

The Committee considered the Anti-Black Racism Scoping Report. This policy will support HWDSB in addressing the urgent needs of our students. It was noted that when barriers are removed with one group it supports the identifying of systemic barriers with other marginalized students. Staff outlined the content of the Policy as well as the process. Staff recommends the development of the Anti-Black Racism Policy in consultation with Black students, educators, staff, community organizations, community members and allies. Staff recommends the development of this policy in parallel to the process for developing the Human Rights Policy.

On motion of Trustee Galindo, the Policy Committee **RECOMMENDS that the Anti-Black Racism Scoping Report be approved.**

CARRIED UNANIMOUSLY

Respectfully submitted,
Maria Felix Miller, Chair of the Committee



Occupational Health and Safety

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB), is committed to providing and maintaining a safe and healthy work environment for all workers and occupants of HWDSB sites.

GUIDING PRINCIPLES:

- Promote and encourage a safe and healthy work environment, in accordance with industry standards and in compliance with legislative requirements.
- Endeavour to eliminate any foreseeable hazards that may result in personal injury/illness, property damage and incidents.
- Value workers by respecting their concerns and responding to their needs.
- Commit to health and safety being an integral part of the Board's operations.

INTENDED OUTCOMES:

- Establish incident reduction goals.
- Implement strategies to reduce workplace injuries.
- Support the Internal Responsibility System by completing workplace inspections and eliminating hazards.

RESPONSIBILITY:

Director of Education- Annual review- per the *Occupational Health & Safety Act, S. 25(2)(j)*

Members of Executive Council

Central Joint Health and Safety Committee (annual review)

All Workers

TERMINOLOGY:

Central Joint Health and Safety Committee: A single Joint Health and Safety Committee established to cover multiple workplaces where the committees' structure has received approval by order of the Minister of Labour.

Internal Responsibility System: Refers to the underlying philosophy of occupational health and safety, based on the foundation that everyone in the workplace, including the employer, supervisors and workers are collectively responsible for creating and maintaining a safe and healthy workplace.



Occupational Health and Safety

Date Approved: XXXX

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Supervisor: The person who has charge of a workplace or authority over a worker. In the case of school sites, the supervisor shall be the principal or, in the principal's absence, the vice-principal or another designate.

Worker: Any of the following:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, private career college or other post-secondary institution.
- Such other persons as may be prescribed (by the Occupational Health and Safety Act) who perform work or supply services to an employer for no monetary compensation.

Workplace: Any land, premises, location or thing at, upon, in or near which a worker works.

Examples include, but are not limited to:

- Schools, Board offices, properties and facilities, as well as vehicles used in the course of completing work and traveling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.

ACTION REQUIRED:

Every worker must protect their own health and safety by working in compliance with the law and with safe work practices and procedures established by the employer. Workers will receive information, training and competent supervision in their specific work tasks to protect their health and safety.

The Central Joint Health and Safety Committee shall assist in identifying situations that may be a source of danger or hazard to workers and make recommendations to the board on matters of occupational health and safety.



Occupational Health and Safety

Date Approved: XXXX

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Establish incident reduction goals.	A comparison, year over year, of notifiable accidents, explosion, fire or incident of workplace violence where a person is killed or critically injured, disabled from performing their usual work or requires medical attention.
Implement strategies to reduce workplace injuries.	Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories.
Support the Internal Responsibility System by completing workplace inspections and eliminating hazards.	The successful completion of monthly and annual workplace inspections.

REFERENCES:

Government Documents

Education Act

Occupational Health and Safety Act

HWDSB Policies

Accommodation of Staff

Inclement Weather and Board Cancellations

Medical Health Supports

Recruitment and Selection

Use of Board Facilities

Workplace Violence and Harassment Prevention



Workplace Violence and Harassment Prevention

Date Approved:

Projected Review Date:

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in the prevention of workplace violence and harassment while promoting a safe workplace in which all people respect one another and work together to achieve common goals.

GUIDING PRINCIPLES:

- Value workers by respecting their concerns and responding to their needs.
- Foster the development of trustful and respectful relationships in an environment free from discrimination, harassment and workplace violence.
- Fulfill our obligations under the Occupational Health and Safety Act, Employment Standards Act and Ontario Human Rights Code.

INTENDED OUTCOMES:

- Establish incident reduction goals.
- Implement strategies to reduce workplace violence and harassment.
- Raise awareness of all workers' direct responsibility to ensure a violence and harassment free working and learning environment.

RESPONSIBILITY:

Director of Education – Annual review – per the *Occupational Health and Safety Act, S.32*
Members of Executive Council

TERMINOLOGY:

Worker: Can be defined as

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university private Career College or other post-secondary institution.



Workplace Violence and Harassment Prevention

Date Approved:

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- Such other persons as may be prescribed (by the Occupational Health and Safety Act) who perform work or supply services to an employer for no monetary compensation.

Workplace: Any land, premises, location or thing at, upon, in or near which a worker works. This would include any virtual or digital environments.

Examples include, but are not limited to:

- Schools, Board offices, properties, and facilities, as well as vehicles used in the course of completing work and traveling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.
- Under the Ontario Human Rights Code, protection from workplace harassment and workplace sexual harassment also applies where workers are traveling to and from work-related activities.

This policy also applies to telephone, email, social media, or other communications related to work.

Workplace Violence: As per the *Occupational Health and Safety Act*, workplace violence is defined as:

- a) The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- b) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.
- c) A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace that could cause physical injury to a worker.

Workplace Harassment: Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.

The Ontario Human Rights Code also protects employees from harassment in employment by the employer, agent of the employer or by another employee because of the following prohibited grounds: Race, Colour, Ancestry, Creed (religion), Place of Origin, Ethnic Origin, Citizenship, Gender Identity, Gender Expressions, Sex (including pregnancy and breastfeeding), Sexual Orientation, Age, Marital Status, Family Status, Disability, and Record of Offences (in employment only). It is important to note that there is potential for more than one protected ground to intersect, where an employee is protected under multiple identified grounds simultaneously. Further, the Ontario Human Rights Code protects employees from discrimination because of association, relationship, or dealings with another person identified by a protected ground.

Workplace Sexual Harassment: Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome. This



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could also include making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

The Ontario Human Rights Code offers protection for workers against harassment because of sex or sexual solicitation by a person in a position to confer benefits. Every person who is an employee has a right to freedom from harassment in the workplace because of sex, sexual orientation, gender identity or gender expression by their employer or agent of the employer or by another employee.

Every person has a right to be free from a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

ACTION REQUIRED:

Staff will implement and maintain procedures to operationalize this policy under the requirements prescribed in the *Ontario Human Rights Code* and *Occupational Health and Safety Act*.

Staff will ensure:

- A complaint process is developed and all complaints of workplace discrimination and harassment are appropriately investigated.
- The policy is posted in all HWDSB workplaces on the Health and Safety Bulletin Board.
- All workers receive information and instruction upon hire, annually and as needed about this policy and discrimination, harassment and violence in the workplace.
- Workers are not to be penalized or disciplined for in good faith reporting an incident or for participating in an investigation involving workplace violence or harassment
- Workers are aware of additional assistance through the Central Joint Health and Safety Committee (JHSC), the Human Rights Legal Support Centre or the board's Employee Assistance Program (EAP).
- Senior leaders and management will create a respectful workplace, model behaviours that are expected of all workers, and address issues that they become aware of, regardless of whether a complaint is made by the worker.
- Management will investigate and act on all complaints or incidents they become aware of which involve of workplace harassment or violence in a fair, respectful and timely manner, following HWDSB's establish process. Staff will ensure managers are held accountable for responding to and resolving complaints of harassment.
- Annually, a report will be compiled for the Leadership Team on the number, types, trends and systemic issues of complaints.



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- Staff will provide for the monitoring and evaluation of the application of the policy, such as the collection and analysis of employee comments, and feedback from investigators and managers to inform the monitoring and review of this policy.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Establish incident reduction goals	A comparison, year over year, of notifiable incidents of workplace violence where a person is killed or critically injured, disabled from performing their usual work or requires medical attention.
Implement strategies to reduce workplace harassment and violence.	Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories and complaint summary report.
Raise awareness of all workers' direct responsibility to ensure a violence and harassment free working and learning environment.	Measured through feedback from online workplace violence and harassment training.

REFERENCES:

Government Documents

Human Rights Code

Occupational Health and Safety Act, Section 32.0.1

Employment Standards Act

HWDSB Policies

Code of Conduct

Occupational Health and Safety

Student Behaviour and Discipline

Subject: Human Rights

Executive Council Member Responsible: Manny Figueiredo
Director of Education



POLICY DEVELOPMENT: Human Rights Policy

What is it about?

The HWDSB Board of Trustees approved the development of a pillar human rights policy for HWDSB to help everyone understand their human rights, roles and responsibilities in HWDSB learning and working spaces, which include: schools, workspaces, school and work events, and virtual spaces that are extensions of the learning and working environment. 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, so that:

- Everyone is treated with dignity and respect
- Everyone is supported and accepted
- Everyone is free from discrimination and harassment
- HWDSB learning and work spaces are welcoming, respectful, accessible and free from systemic discrimination, harassment and different forms of oppression.

Why does HWDSB need a human right policy?

Under the Ontario Human Rights Code and the Education Act, HWDSB is responsible for ensuring that learning and work environments are safe, inclusive and free from discrimination, bias, harassment and all forms of oppression.

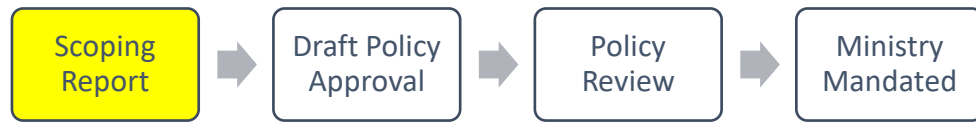
HWDSB currently has a number of policies and related procedures that include elements of human rights tenants such as the Equity and Inclusion Policy 5.4, the Workplace Violence and Harassment Prevention Policy 4.9, and the Accommodation of Staff Policy 4.1.

These policies, however, do not specifically address human rights concerns and do not define a clear and consistent human rights complaints process in a manner that is accessible, consistent and clear to everyone.

An overarching HWDSB Human Rights policy and associated procedures will support all members of the HWDSB community in understanding their human rights, their roles and responsibilities as well as establish a process for a clear, fair, consistent and effective mechanism to receiving and resolve complaints of code-based discrimination and harassment.

Human Rights Policy Development Plan		
Action Item	Resources	Timeline
Establish an internal working group		Spring 2021
Develop a policy framework by reviewing provincial, federal and international human rights legislations, with a distinct consideration to Indigenous human rights, including UNDRIP and the Truth and Reconciliation Report.		Spring 2021
Discussion with internal working group, Executive Council, HWDSB Indigenous Team, Equity Team, HR team, Advisory Committees and others to get input on the framework and develop a consultation plan.		Spring 2021
Finalize policy framework and consultation plan		Summer 2021
Consultation (pre-draft) <ul style="list-style-type: none"> - Before drafting the policy, consult with trustees, staff, unions, students, parents, advisory committees and community members. - Consultation method includes survey, thought exchange, focus group discussions, written/audio submissions etc. 	Community Engagement Expertise	Fall 2021
Draft Policy to be reviewed by a human rights policy advisor	Policy Advisor*	Fall 2021
Draft policy to be presented to HWDSB Policy Committee with recommendation for public consultation		Fall 2021
Policy Public Consultation		Winter 2022
Revise Draft Policy <ul style="list-style-type: none"> - Revise draft policy based on feedback from public consultation - Draft Policy to be reviewed by a human rights policy advisor and legal counsel 	Policy advisor Legal counsel	Winter 2022
Finalized policy to be presented to HWDSB Policy Committee with recommendation for approval		Spring 2022
Board approval of policy Associated procedures to be developed		Spring 2022
<i>*Note: The Director and the Human Rights and Equity Officer will conduct needs assessment and seek external policy advice at different stage of the policy development as required.</i>		

Subject:	Anti-Black Racism Policy
Executive Council Member Responsible:	Manny Figueiredo, Director of Education
Does an Act or Regulation require HWDSB to develop the proposed policy?	No



ISSUE

At the December 3, 2019 meeting, the HWDSB Human Rights and Equity (HRE) Community Advisory Committee discussed the need for Anti-racism and Anti-oppression approaches to address inequities in education and recommended that HWDSB to develop an Anti-Black Racism Policy to identify and address the distinct and unique systemic barriers that Black students, families and staff face in the education system. The Board of Trustees approved the recommendation on December 19, 2019 under Resolution #19-164.

Staff reviewed existing policies and updated the HWDSB equity action plan to include the development of the Anti-Black racism Policy. This scoping report is developed in consultation with the Human Rights and Equity Community Advisory committee.

BACKGROUND

The impact and consequences of historical and ongoing marginalization have created systemic barriers that prevent students from fully participating in the education system. This is especially true for Black students who are disproportionately impacted by systemic Anti-Black racism and inequitable outcomes. Data shows that Black students are less likely to graduate, over-represented in applied courses and special education, more likely to be racially profiled and face harsher disciplinary measures, less likely to learn about their histories in school in a culturally responsive way, and less likely to see themselves represented in their K-12 school career. Black students and staff also experience prejudice, stereotyping and discrimination in their schools and work environment.

The need to specifically address anti-Black racism at HWDSB has become clearer following the Black Lives Matter movement, what we hear from HWDSB Black students and staff, from research and reviews done in Ontario school boards exposing Anti-Black Racism in the education system.

The Ontario Anti-Racism Act 2017 defines Anti-Black racism as follows:

*“Anti-Black Racism is prejudice in attitudes and beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is **deeply entrenched** in Canadian institutions, policies and practices, to the extent that anti-Black racism is either **functionally normalized** or **rendered invisible** to the larger society. Anti-Black racism manifests in the current educational marginalization of African Canadians, which includes unequal opportunities, disproportionately low academic achievement, lessened experiences of well-being, and overrepresentation in the disciplinary and Special Education data.”ⁱ*

Why does HWDSB need a specific Anti-Black Racism Policy now?

Education is a human right on its own and a vehicle to realizing other human rights. The education system has an obligation to respond and address inequitable outcomes students are experiencing as a result of systemic Anti-Black racism because it has a compounded effect on their future and ability to enjoy quality of life. The OHRC recommendations to the education system to address Ant-Black racism provides an intersectional analysis of socio-economic and racial inequities that are interconnected:

“Canada’s 2016 Census data indicates a larger proportion of Black people aged 25 to 34 in Ontario have no educational certificate, diploma or degree compared to the non-racialized population. The gap is even larger for third generation Black people in this age group. A smaller proportion of Black people aged 25 to 34 have studied in the fields of science, technology, engineering and math (STEM), and in education and teaching compared to the non-racialized population. Black people in this age group also have lower labour force participation rates, a lower median employment income and higher unemployment rates compared to the non-racialized population. These outcomes correlate with discrimination that Black people face in education.”ⁱⁱ

An Anti-Black racism focused policy will enable HWDSB to identify and address the urgent issues that Black students face in a more targeted way, but in a way that will also benefit all students. This approach of targeted universalismⁱⁱⁱ targets the removal of systemic barriers experienced by the most disadvantaged communities in ways that contribute to the universal goal of achieving educational equity for all students.

POLICY CONSIDERATIONS

To improve outcomes for Black Students and create a welcoming and supportive environment, the Anti-Black racism policy should consider the following:

Content

- Focusing on removing systemic barriers that are the root causes of anti-Black racial inequities at all levels in the HWDSB education system
- Using Targeted Universalism approach, which means when we remove barriers and address Anti-Black racism in a targeted way, all other marginalized groups will benefit from the changes and progress made.
- Creating and implementing strategies and programs to proactively identify, track and address Anti-Black racism at the system, school and individual levels.
- Intersectionality- recognition that Black students and staff may face multiple intersecting forms of discrimination based on other code grounds such as age, gender identity, sexual orientation, language, religion, ethnicity, and immigration status and others.
- Recognize the distinctiveness and diversity of Canadian Black Communities
- Promotion of Anti-Black racism education in the curriculum
- Sustainable change, including resource allocation to implement the policies and support staff professional learning focusing on Anti-Black racism
- Building on existing programs and creating new special programs that support Blacks students in a targeted way.
- Targeted recruitment strategy to hire Black educators and other staff
- Consistent race-based data collection to identify gaps and measure progress.
- Engagement with Black students and communities to develop stronger relationships in support of student achievement and well-being
- Strengthen inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources
- Endorsing the United Nations Decade for People of African Descent- Recognition, Justice and Development.
- Trustee governance training and staff training on anti-Black racism
- Establish accountability through public annual reporting

Process

- Black students, staff, families and Black-led and Black-focused community organizations will take a critical role in the co-creation of the policy content.
- Learning from other school boards best practices, experiences and programs to confront Anti-Black racism
- Leveraging existing race-based data and research in other school Boards to examine discipline measures and develop alternative student supports
- The policy should consider accountability measures to ensure successful implementation

RECOMMENDATION(S)

Staff recommends the development of the Anti-Black Racism Policy in consultation with Black students, educators, staff, community organizations, community members and allies.

Staff recommends the development of this policy in parallel to the process for developing the Human Rights Policy. Though the two are connected, the Anti-Black Racism policy needs to be a stand-alone policy to address and allow for the development of targeted approaches and strategies to address the current and urgent issues that Black students face in the education system now.

ⁱ Anti-Racism Act 2017

ⁱⁱ OHRC submission regarding the Government consultation on the education system of Ontario

ⁱⁱⁱ Toronto Action Plan to Confront Anti-Black Racism

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 7, 2021

From: Audit Committee

Date of Meeting: May 27, 2021

The committee held a virtual meeting from 5:34 p.m. to 5:47 p.m. on May 27, 2021 with Trustee Dawn Danko presiding.

Members participating were: Trustee Christine Bingham, Trustee Paul Tut and Trustee Dawn Danko.
External members participating were: John Laratta and Divya Iyengar.

MONITORING ITEMS:**A. Update on School Board Sector Issues**

Remote Learning – Student are currently participating in remote learning. HWDSB is waiting further direction from the Ministry and Public Health about returning to in-person learning.

2021-22 Budget Process – HWDSB received funding information from the Ministry on May 4, 2021. Staff have been working on providing a balanced budget. The final budget will go to Board on June 14, 2021. Trustees provided the recommendation to use 1% of operating revenue, approximately \$6 million dollars, from reserves to reduce elementary class sizes for 2021-22 school year.

B. Regional Internal Audit Team Update

Jenny Baker, Regional Internal Audit Manager, presented the report and provided the Annual Independence Assertion in compliance with S1110 of the International Standards for the Professional Practice of Internal Auditing.

C. Other Business

Staff proposed the following Audit Committee meeting dates for 2021-2022

- Thursday September 23, 2021 – 5:30-7:30pm
- Thursday November 11, 2021 – 5:30-7:30pm
- Thursday March 24, 2022 – 5:30-7:30pm
- Thursday May 26, 2022 – 5:30-7:30pm

The committee requested alternatives for November 11, 2021 be identified and considered at the next meeting.

Respectfully submitted,
Dawn Danko, Chair

Committee Report

Presented to: Board

Meeting Date: June 7, 2021

From: Special Education Advisory Committee (SEAC)

Meeting date: May 26 2021

The Committee held a meeting on Wednesday, May 26, 2021 beginning at 7:02 pm ending at 6:34 pm, with Vice-Chair Mark Courtepatte presiding.

Members present were Alex Johnstone, Trustee Wards 11 & 12, Cecile Santos-Ayrault, Association for Bright Children of Ontario, Judy Colantino, SEAC Chair, Down Syndrome Association of Hamilton, Lindsay Bray, McMaster Children's Hospital, Developmental Pediatrics and Rehabilitation Portfolio, Lita Barrie, VOICE for Hearing Impaired Children, Lynn Vanderbrug, Lynwood Charlton Centre, Mark Courtepatte, Vice Chair, FASD Parent & Caregiver Support Group, Michelle Campbell, Autism Ontario (Central West Chapter), Susi Owen, CNIB Hamilton and Niagara, Tracy Sherriff, Community Living Hamilton Jessica Malcew, VOICE for Hearing Impaired Children (Alternate)

Regrets: Penny Deathe, Trustee Ward 15, Lorraine Sayles, Children's Aid Society of Hamilton, Maureen Pangan, Learning Disabilities Association of Halton-Hamilton

INFORMATION ITEMS:

A. 2021-2022 Budget Update

Denise Dawson, Senior Manager, Business Services provided an overview of the budget, which will be presented to the Board in June after Finance and Facilities meeting next week

B. Special Education Plan updates

Peggy Blair, Superintendent of Specialized Services provided updates to the sections on Staff Development and Provincial Schools, as well as the addition of information on Behaviour Analytic Services Department

C. Learning Disabilities Association of Halton-Hamilton – Change in representatives for September 2021

On the motion of Michelle Campbell, seconded by Mark Courtepatte, the Committee recommends that the change to Learning Disabilities Association of Halton-Hamilton membership for September be approved. CARRIED.

D. MEMBERS' UPDATE

Trustees

Alex Johnstone, Trustee Wards 11 & 12

- During the summer, the Ministry of Education will provide information regarding September start up
- We're hiring a third party to review terms of Trustee Governance
- Parents have until June 1st to select the learning model for next school year

Local Association Representatives

Mark Courtepatte, Vice Chair, FASD Parent & Caregiver Support

- Attended Haldimand FASD network meeting, which included their Chief of Police and learned about OPVTA Ontario Police Video Training Alliance. OPVTA was formed in 1996, with over 27,000 police officers, representing over 85 agencies in Ontario and beyond <https://opvta.com/> - shared the training video with the Hamilton Police rep on the network. The plan is to develop short FASD training videos and present them to OPVTA
- The John Howard Society (JHS) produced a brochure in 2010 which indicated a number of statistics on FASD. One of the stats was that 60% of people with FASD over 12 years old will have been charged with, or convicted of a crime <http://www.johnhoward.on.ca/wp-content/uploads/2014/09/facts-26-fasd-and-the-criminal-justice-system-december-2010.pdf> – John Howard Society is looking into updated the brochure

E. SUPERINTENDENT'S UPDATE

Peggy Blair, Superintendent of Specialized Services

A brief overview of various summer learning sessions was provided

Respectfully submitted by
Judy Colantino, Chair of SEAC

Notice of Motion Re: Renaming Ryerson Elementary School and Initiating a review of all HWDSB schools named after individuals

Submitted by: Trustee Cam Galindo
June 7, 2021 Board Meeting

Whereas: Ryerson Elementary School is named after Egerton Ryerson, architect of the residential school system in Canada.

Whereas: The bodies of 215 children were discovered at a Kamloops Indian Residential School, confirming what many Indigenous people already knew.

Whereas: The policy that ripped Indigenous children from their families and placed them in residential schools amounted to “cultural genocide” as described by the Truth and Reconciliation Commission in 2015.

Whereas: We are still on a path to truth and reconciliation and must continue our work on Indigenous Education so that all Indigenous students and staff feel that they belong, and their identities are valued, recognized, and affirmed in our schools.

Whereas: The naming of a school should reflect HWDSB’s mission, vision, values, commitments, and community composition; provide inspiration to students; have community acceptance; be appropriate for the whole district; have local community, district, provincial, Canadian, or international significance; and, where appropriate and possible, address underrepresented groups (as outlined in the Naming of Schools Procedure Policy 2.3).

Be it Resolved: That, in consultation with the HWDSB Indigenous team and community, a renaming committee be struck for Ryerson Elementary School;

Further, be it Resolved: That staff initiate a review of all HWDSB schools named after individuals to ensure they reflect our board’s mission, vision, values and the application of human rights, decolonization, anti-racism and anti-oppression principles.