

**AGENDA: Immediately following Initial Board**

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. [Governance – November 24, 2021](#)
7. [Program – November 23, 2021](#)

Reports from Legislated Committees:

8. [Special Education Advisory Committee – November 24, 2021](#)

Reports from Community Advisory Committees:

9. [Human Rights & Equity – November 18, 2021](#)
10. [French as a Second Language – November 24, 2021](#)

Reports from Staff:

11. [Trustee Vacancy](#)
12. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2  
*(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*

**Meeting Resumes in Public Session**

13. Report from Committee of the Whole (private) – December 6, 2021
14. [Written Notices of Motion: Trustee Johnstone re: Waiver of Education Development Charges for Indigenous-Led and City-Supported Affordable Rental Housing](#)
15. 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)
16. 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: December 6, 2021

From: Governance Committee

Date of Meeting: November 24, 2021

The committee held a meeting from 5:30 p.m. to 7:10 p.m. on November 24, 2021 at 20 Education Court, Hamilton, ON, virtually through MS Teams, with Trustee Paul Tut presiding.

Members present were: Trustees Alex Johnstone, Dawn Danko, Maria Felix Miller, Cam Galindo, and Paul Tut. Also attending were Trustees Becky Buck and Penny Deathe.

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**ACTION ITEMS:****A. Strategic Directions – referral motion from Board to Committee**

Trustees discussed the referral motion made by the Board on November 8<sup>th</sup>, requesting that the recommended action be discussed further in light of learning about the resignation of the Director on the same evening.

Committee Trustees discussed the recommended action presented to Board (on November 8) and acknowledged that there would be time constraints on their time as they engage in the process for hiring a Director, but also felt that the current Strategic Directions were strong, but feedback could be gathered as information on areas of focus.

Staff confirmed that the existing timelines would be applicable – the ThoughtExchange would be launched in February 2022, with a report returning to the Trustees (through Governance) in April.

On motion of Trustee Danko, the Governance Committee **recommends that staff launch a ThoughtExchange for staff and community to gather some data and perspectives to inform areas of focus and provide the report back to Trustees.**

**CARRIED.****B. Trustee Annual Plan and Self-Evaluation Framework**

In March 2021, the Governance Committee received a proposed framework for Self-Evaluation and creation of an Annual Plan specific to the Board of Trustees. The framework is comprised of Self-Reflection, Goal Setting, Action Planning, Assessment Planning and Annual Reporting.

On motion of Trustee Danko, the Governance Committees **recommends that the Annual Plan and Self-Evaluation Sub-committee work with staff to develop a self-assessment tool appropriate for the HWDSB Board of Trustees based on the TDSB and Governance Health Check tools.**

**CARRIED.**

On motion of Trustee Danko, the Governance Committee **recommends that the Board adopt the following goals to be completed between January and November 2022, without the use of external funds:**

- **Complete a reflection and board self-assessment**
- **Engage in professional development to support team dynamics and constituent interactions, including Emotion Coaching (scheduled), and potentially leadership training (The 4 Dimensions Inventory)**

**CARRIED.**

The remaining recommended goals listed within the report will return to a future Governance meeting for further discussion.

**MONITORING ITEMS:****C. Governance Review – Updates**

Staff provided an updated on the work that is being completed by Wentworth Strategy Group noting that that the Trustee Training Sessions have been scheduled for January to June 2022.

Staff also provided an update on the Governance Action plan. The updated plan can be accessed here:

<https://www.hwdsb.on.ca/wp-content/uploads/2021/11/HWDSB-Trustee-Governance-Mappingwebsite-Nov21.pdf>

Respectfully submitted,  
Paul Tut, Chair of the Committee

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: December 6, 2021

From: Program Committee

Date of Meeting: November 23, 2021

The committee held a meeting through MS TEAMS from 5:30 p.m. to 8:03 p.m. on November 23, 2021 with Trustee Becky Buck presiding.

Members virtually present were: Trustees Becky Buck (Chair), Penny Deathe and Maria Felix Miller. Regrets were received from Trustees Kathy Archer and Dawn Danko.

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**MONITORING ITEMS:****A. Parent/Guardian Special Education Survey: Communication – Individual Education Plan (IEP) & Identification Placement Review Committee (IPRC)**

Superintendent Blair updated the committee on the report noting that the survey was constructed in the Spring of 2019 and went out to parents in October 2019. There were 440 responses received in response to the survey.

**Key Findings**

- General communications
  - Use a variety of methods to interact with school
  - Communicate most often with Classroom teachers, then LRT, then admin.
  - Rated the communication as fair to very good.
- IEP & IPRC
  - Most understood purpose
  - Most are aware if their child was formally identified as exceptional
  - Most understand how the IEP is used
  - Most attended the IPRC meetings

**Areas requiring development**

- Parents being invited to meetings to discuss development/revisions of IEP
- Encouraged to offer input into the IEP development. We want two-way communication and collaboration in IEP
- There were themed responses: more frequent communication and follow up; more engagement and participation; more face-face interaction; more explanation to explain jargon on IEP; more awareness about staff implementation of IEP
- RE: IPRC: more simplicity in process and outcomes; more opportunity to review information in advance; more flexibility in meeting times; more simplicity in language; more parental input; more student participation.

**Next steps with IEP:**

- Resources have been developed to improve communication, understanding and consistency regarding IEP/IPRC.

**B. Grade Nine De-Streaming Update**

Superintendent Torrens brought forward the report for the committee. De-streaming Grade Nine is a Ministry of Education initiative designed to remove systemic barriers to achievement for students identifying as Black, Indigenous, and racialized, students from low-income households, and students requiring special education support and services. The removal of these barriers will ensure that all students have an equal opportunity to succeed and reach their full potential. The de-streaming process began with Grade Nine Math (MTH1W) in 2021-22.

On Wednesday, November 10<sup>th</sup>, 2021, the Ministry of Education announced the full de-streaming of Grade Nine. Specifically, the Ministry provided the following direction for implementation beginning in September 2022:

1. A new de-streamed Science, Grade Nine course (SNC1W) will be issued in Spring 2022;
2. English (ENG1D), Issues in Canadian Geography (CGC1D) and French as a Second Language (FSF1D, FEF1D and FIF1D) courses will be offered using the current Academic curriculum and course codes) for the 2022-23 school year;
3. The Locally Developed Compulsory Credit course policy remains unchanged and school boards must ensure that enrollment is not to increase in Locally Developed Compulsory Credit courses because of de-streaming;
4. The remaining Grade Nine subjects will continue to be offered as “Open” as they were already de-streamed.

### Next Steps in Implementing De-Streaming

HWDSB continues to work towards the three goals for de-streaming. The work of cultural change within the organization continues through the anti-racism/anti-oppression learning for staff planned for the November 26th Professional Activity Day. Initial planning for de-streaming in 2022-23, based on the Ministry direction, will build on the practices used last year to prepare for De-streamed Grade Nine Math (MTH1W). The system-wide anti-racism/anti-oppression learning will provide a foundation for creating safe, accepting, and inclusive classrooms. Successful practices from MTH1W will be shared with secondary staff. Secondary department heads will play a leadership role in the professional development and creation of resources (e.g., scopes and sequences). Staff will update course selection documents to reflect the new curricula and student/parent information sessions will need to reflect the new courses. Continuing Education will continue to offer Grade Nine preparation programming.

### **C. Positive Culture & Well-Being Report**

Director Figueiredo noted that the Positive Culture and Well-Being report provides an update on the Positive Culture and Well-Being Strategic Direction Priority since the last report in February 2021.

The report includes:

- The review of the 2021-22 implementation of the HWDSB Annual Plan, Positive Culture and Well-Being
- Positive Culture and Well-Being COVID-19 Related Updates
  - Attendance and Social Work Referrals and Consults
- Positive Culture and Well-Being Student Attendance (appendix A within the report)

HWDSB is committed to improving the well-being of all students and staff and close the gap for those currently and historically underserved. More specifically, staff have identified a target of at least 80 per cent of students and staff who self-identify as Black, Indigenous, Racialized, Two Spirit and LGBTQIA+, and people requiring special education supports/services self-report feeling safe, supported, accepted and affirmed in their diverse and distinct identities. To meet this target, staff are undertaking strategies across three areas:

#### *1. Investing in People*

Provide differentiated professional learning on *culturally relevant and responsive pedagogy, Indigenous Cultural Safety and Learn.Disrupt.Rebuild @HWDSB* with a focus on relationships and conditions impacting learners who are current and historically underserved. Staff are on track in investing in people and a further update will be provided in the *Equity Action Plan Report* in June, 2022.

#### *2. Leveraging Effective Practices*

Equity is not sameness and in order to address current and historical gaps, *differentiated strategies* involving targeted and enhanced supports continue to be explored and introduced. Staff are on track in leveraging effective practices.

#### *3. Refining Measures of Progress*

The *HWDSB We All Count*, student census was completed throughout spring 2021. Due to numerous factors the response rate was lower than anticipated. The census will be re-opened from November 29<sup>th</sup> to December 16<sup>th</sup> to provide an additional opportunity for students and/or parents/guardians/caregivers to participate within the census. As part of the commitment to transparency and accountability, staff continue to provide regular updates on the implementation of the *Safe Schools Action Plan*. Staff are on track in refining measures of progress.

Staff have identified that they are not on track to achieve the target of at least 80 per cent of students and staff who self-identify as Black, Indigenous, Racialized, Two Spirit and LGBTQIA+, and people requiring special education supports/services self-report feeling safe, supported, accepted and affirmed in their diverse and distinct identities by June, 2022 due to the pause on the MDI survey in 2019-20 school year. The new target date will be June, 2023 at which point we will have a 2021 mid-point MDI survey to measure our system progress and a final MDI survey in the spring of 2023. (Note: This is contingent upon a continued return to normal schooling experiences)

Respectfully submitted,  
Becky Buck, Chair of the Committee

## Committee Report

Presented to: Board

Meeting Date: December 6, 2021

From: Special Education Advisory Committee (SEAC)

Meeting date: November 24, 2021

The Committee held a meeting on Wednesday, November 24, 2021 beginning at 6:04 pm ending at 7:15 pm, with Chair Judy Colantino presiding.

Members present were Cecile Santos-Ayrault, Association of Bright Children of Ontario, Julie Armstrong, Learning Disabilities Association of Halton-Hamilton, Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, Lita Barrie, VOICE for Hearing Impaired Children, Lorraine Sayles, Children's Aid Society of Hamilton, Lynn Vanderbrug, Lynwood Charlton Centre, Mark Courtepatte, FASD Parent & Caregiver Support Group, SEAC Vice-Chair, Susi Owen, CNIB Hamilton and Niagara, Tracy Sherriff, Community Living Hamilton

Regrets: Alex Johnstone, Trustee Wards 11 & 12, Michelle Campbell, Autism Ontario (Central West Chapter), Penny Deathe, Trustee, Ward 15

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### ACTION ITEM

#### A. Association for Bright Children of Ontario – Nomination for Alternate Representative

On the motion of Mark Courtepatte, seconded by Susi Owen, SEAC recommends that Melanie Roberts, Alternate Rep for the Association for Bright Children of Ontario, be approved.

CARRIED

### INFORMATION ITEMS

#### B. Parent/Guardian Special Education Survey: Communication-IEP and IPRC

Peggy Blair, Superintendent of Specialized Services provided an overview of the survey:

- The survey was a result of a motion from Board in 2019 to explore and report back to Trustees, opportunities to enhance two-way communication with parents/guardians/caregivers of students with special education needs in order to improve service and programming
- Communication regarding the survey was shared with the parents/guardians in October 2019 with phone calls and letters translated into HWDSB's top-five most widely spoken non-English languages
- Survey was on the two main pillars of Special Education: Individual Education Plan (IEP) and Identification, Placement and Review Committee (IPRC)
- Based on the results of the survey, resources have been developed to improve communication, understanding and consistency of practices regarding the IEP and IPRC for the parent/guardian community

#### Joint SEAC meeting with Hamilton-Wentworth Catholic District School Board

- Suggested topics/speakers; Shelley Moore, Stuart Shanker, ADHD and Development of Executive Function Skills

### C. MEMBERS' UPDATE

#### Local Association Representatives

Cecile Santos-Ayrault, Association for Bright Children of Ontario

- Presented an overview of ABC and SEAC at parent information night for gifted students

Mark Courtepatte, FASD Parent & Caregiver Support Group

- Applied for and received funding from Family Support Group Funding
- Collaborating with the Halton Chapter to develop education seminar for 2022

Judy Colantino, Down Syndrome Association of Hamilton

- Our virtual walk in September raised over \$112,000

Julie Armstrong, Learning Disabilities of Halton-Hamilton

- Virtual Annual Solutions for Learning Conference March 4-5

<https://www.ldahh.ca/sf111/>

### SUPERINTENDENT'S UPDATE

Peggy Blair, Superintendent of Specialized Services

- Data on the number of IEPs and number of students identified as exceptional was presented
- Special Incidence Portion files do not need to be submitted again this year
- Director of Education, Manny Figueiredo will be retiring from HWDSB at the end of February 2022

Respectfully submitted by Judy Colantino, Chair of SEAC

## Committee Report

Presented to: Board

Meeting date: December 6, 2021

From: Human Rights & Equity Community Advisory Committee

Meeting date: November 18, 2021

The committee held a meeting on November 18, 2021, from 4:00 – 6:00 p.m. via MS Teams with Co-Chair Neha Gupta presiding.

Members present were: Neha Gupta, Sharon Gordon, Nancy Silva Khan, Temidayo Olowoyeye, Jordan Carrier, Maise Raymond Brown, Lyndon George, Tianna Follwell, Deborah Simon, Jessica Bowen, Tarek Ajak, Layla El-Dakhokhni and Trustee Maria Felix Miller.

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### INFORMATION ITEMS:

#### A. Co-Chairs nomination and appointment

Neha Gupta was nominated Co-Chair by Deborah Simon, seconded by Tianna Follwell. Temidayo Olowoyeye nominated herself Co-Chair and was seconded by Layla El-Dakhokhni.

The committee introduced themselves to each other and welcomed new members (Lyndon George, Nancy Silva Khan and Temidayo Olowoyeye). Terms of Reference were shared and discussed. Term limits were identified by committee members.

Committee members asked for two agenda items to come forward in the next HREA meeting – (1) Update on HWDSB's strategy on De-streaming and (2) Update on Black Graduation Coach Program.

#### B. Wentworth Strategy Group

An email will be shared with committee to allow all members to give input to Neha and Gachi to present to Wentworth Strategy Group regarding their consultant role reviewing governance at HWDSB.

#### C. Trustee Update

Trustee Miller, informed the committee that the Human Rights Policy currently being developed for HWDSB is pillar policy that procedure will flow from. Trustees approved the scoping documents re: Human Rights and Anti-Black Racism. Trustees are also looking at developing a whistleblower policy for those in our system. Trustee Miller also provided update on the interim dress code guidelines introduced to the system.

Respectfully submitted by  
Neha Gupta, Co-Chair

## Committee Report

Presented to: Board

Meeting date: December 6th, 2021

From: French as a Second Language Advisory Committee

Meeting date: November 24th, 2021

The committee held a meeting on Wednesday, November 24th via TEAMS from 6:30 to 8:30 pm, chaired by Jeremy Galea.

Members present were: Olufisayo Bolarinwa, Jeremy Galea, Kate Kim, Matthew Minardi, Rachelle Chaisson, Leila Haddad, Amy Lewis, Mackensey Bacon, and Shade Okafo. Regrets: Kim Norgate

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### MONITORING ITEMS:

#### A. French as a Second Language (FSL) Student Voice

HWDSB Students, Tavin Chong, Asma Ismail, and Kaylee Zhang joined the committee to share their experiences as HWDSB FSL students through these three questions:

- What motivated you to continue your French studies in High School?
- How do you hope learning a second language will benefit you in your future?
- What do you think are the advantages of learning French as a Second Language?

The committee appreciated hearing from the students and desire a future session.

#### B. HWDSB Three-year FSL Plan and *Diplôme d'études en langue française (DELF)*

Staff presented the draft Three-year FSL Plan for 2021-22 to 2023-24 and the DELF process for the committee's feedback and advice.

The three goals of the plan are to:

- 1) Increase student confidence, proficiency, and achievement in FSL;
- 2) Increase the percentage of students studying FSL until graduation;
- 3) Increase student, educator, parent and community engagement in FSL.

Staff are planning on running The DELF in the spring of 2022 with the support of the Ontario DELF Centre.

The committee was interested in learning more about French Immersion Transportation, Enrollment and Retention data, and strategies to encourage students to continue French after Grade Nine.

#### C. Community Updates

Canadian Parents for French provided an update on regarding their programming for students with more information at <http://cpfhamilton.ca/>. The organization is looking for new members and volunteers.

#### D. Staff and Trustee Report

Staff provided an update on:

- 1) The Grade One French Immersion Application Process opening on November 29<sup>th</sup>;
- 2) An invitation to participate in the Human Rights Policy engagement event on December 9, from 6pm to 7:30pm. An invitation email was shared.
- 3) The recent Ministry announcements regarding de-streaming and secondary structures

Trustee Buck provided an update on Director's Figueiredo's departure, vaccination, and the secondary model.

Respectfully submitted,  
Jeremy Galea and Kimberly Norgate, Co-Chairs





## EXECUTIVE REPORT TO BOARD

**TO:** BOARD

**FROM:** Manny Figueiredo, Director of Education

**DATE:** December 6, 2021

**PREPARED BY:** Heather Miller, Officer of Trustee Services

**RE:** Trustee Vacancy, Wards 1 & 2

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Action  Monitoring

### Recommended Action:

That the Trustee vacancy in Wards 1 & 2 be filled by either:

#### Option 1: Municipal By-Election

- a) That the City of Hamilton be authorized to initiate a by-election under the Municipal Elections Act to fill the public school board trustee vacancy in accordance with Section 221(2), Optional Election, of the Education Act.
- b) That staff be authorized to promptly notify the Clerk of the City of Hamilton of the Board's decision as outlined in Section 221(3) of the Education Act.

Or

#### Option 2: Appointment Process

- a) That the public school trustee vacancy in Wards 1 & 2 be filled using an appointment process, in accordance with Section 221(1)(a), Vacancies, of the Education Act.
- b) That the appointment process shall be completed within 90 days of the position becoming vacant (February 27, 2022)

### Background:

All vacancies on the board are required to be filled, under the Education Act, unless the vacancy is within one month of the next Municipal Election [s. 224(a)]. The Board of Trustees will have 90 days to decide how to fill the vacancy whether it be by appointment or by holding a by-election.

#### Filling a Vacancy: By-Election

A resolution can be passed by the board to fill a vacancy by by-election which is held in accordance with the *Municipal Elections Act, 1996*.

Once the board has decided to hold a by-election, the municipal clerk is in charge of conducting the by-election. The board is not responsible for determining the dates for nominations or election date. The clerk will set the

nomination day within 60 days after the resolution is passed by the board for a by-election and the voting day will take place 45 days after nomination day.

According to the *Municipal Elections Act*, subsection 7 (2), municipalities bear the cost of a regular election, but local boards bear the costs of by-elections. Staff would need to confirm with the City Of Hamilton for current costs, however, in 2019 the estimated cost for the by-election for Ward 3 was approximately \$100,000.

As outlined in Section 65 of the *Municipal Elections Act*, the clerk shall conduct the by-election in a similar manner as the regular election.

#### Filling a Vacancy: Appointment.

The Board may pass a resolution to fill the vacancy by appointment within 90 days of the position becoming vacant (by February 27, 2022). The person being appointed must be eligible to serve on the Board and be willing to accept the appointment. The legislation does not set out any criteria and it is up to the Board to determine how they will decide whom to appoint.

The Board may decide to:

- Appoint the candidate who came in second in the last election  
[2018 Municipal Election Results, City of Hamilton, Ward 3](#)
- Offer the appointment to a member of the community
- Invite any interested persons to apply for the position

#### Interim Support for Trustee-related Matters

If a parent or member of the community wishes to discuss a concern with a trustee, they may reach out to the Chair of the Board, until a new local trustee is in place.

#### Resources:

Education Act: Part VII: Board Members – Qualifications, Resignations and Vacancies (Section 221)

<https://www.ontario.ca/laws/statute/90e02#BK208>

Municipal Elections Act: By-Elections (Section 65)

<https://www.ontario.ca/laws/statute/96m32#BK90>

Notice of Motion: Waiver of Education Development Charges for Indigenous-Led and City-Supported Affordable Rental Housing

Submitted by: Trustee Johnstone

Board: December 6, 2021

Whereas local Hamilton governments, including HWDSB, are currently facing two critical calls to action on the Truth and Reconciliation Commission of Canada and a severe affordable housing crisis.

Whereas both calls to action directly affect HWDSB students, staff and their families and thus student achievement and well-being.

Whereas in OPSBA's Submission on Ontario's Poverty Reduction Strategy they highlighted that, "the Education Act stipulates that trustees and school boards are responsible for student well-being as well as student achievement. Indeed the two are inextricably linked. In embracing that responsibility, school boards are strong advocates for conditions that alleviate poverty. This would, in turn, support student success. Poverty directly impacts a child's readiness to learn and access to a full education experience contributes to a level playing field for all children."

Whereas the City of Toronto has a HousingTO Action Plan 2020-2030. In October 2021, the City of Toronto approached the TCDSB staff with respect to a request to waive EDCs in support of this initiative and offer consistency with the financial relief approved and provided by Council.

Whereas on November 18, 2021, TCDSB received a report from staff (<https://tcdsbpublishing.escribemeetings.com/filestream.ashx?DocumentId=24159>) with the recommendation "That the Board of Trustees approve the waiver of Education Development Charges for the five Indigenous-led and City of Toronto-supported affordable rental housing projects identified in this report."

**Be It Resolved that:**

HWDSB staff engage the City of Hamilton and bring forward a report to explore and for trustees to consider a waiver of Education Development Charges for Indigenous-led and City of Hamilton-supported affordable rental housing projects on a project-by-project basis.