

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
6. [Confirmation of the Minutes: April 3, 2023](#)

Reports from Trustee Special Committees:

7. [Audit Committee – March 23, 2023](#)
8. [Human Resources Committee – March 28, 2023](#)
9. [Policy Committee – April 5, 2023](#)

Reports from Community Advisory Committees

10. [French As a Second Language Community Advisory Committee – March 29, 2023](#)
11. [Special Education Advisory Committee – March 29, 2023](#)

Reports from Staff:

12. [Multi Year Strategic Plan Verbal Update \(Strategic Directions\)](#)
13. Reports from Committee of the Whole (Private) – April 24, 2023

14. Oral Reports from Liaison Committees:

- A. City/School Board Liaison Committee
- B. Hamilton-Wentworth Council of Home & School Associations
- C. Hamilton Foundation for Student Success (HFSS)
- D. Ontario Public School Boards' Association (OPSBA)

15. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.
<http://www.hwdsb.on.ca/trustees/meetings/>

Trustees: Kathy Archer (electronically), Becky Buck, Sabreina Dahab, Dawn Danko, Amanda Fehrman, Maria Felix Miller, Ray Mulholland, Graeme Noble, Todd White and Elizabeth Wong. Student Trustee Gloria Li.

Regrets were received from: Trustee Paul Tut and Student Trustee Mahmoud.

1. Call to Order

Dawn Danko, Chair of the Board, called the meeting to order at 7:07 p.m.

2. Approval of the Agenda:

RESOLUTION #23-42: Trustees Fehrman/Noble moved: **That the Board agenda be approved and a recess be called to honour Ramadan Iftar at 7:47 p.m.**

CARRIED

Student Trustee Li voted in favour.

3. Delegations: The following delegations had an opportunity to share their views on suspension and expulsion of marginalized students and the challenges that families face.

- A. Eisham Karim
- B. Michelle Tom
- C. Monica Dutt

4. Correspondence: Letter from Class 5B at Cathy Wever Elementary School

RESOLUTION #23-43: Trustees Dahab/Miller moved: **That the Correspondence: Letter from Class 5B at Cathy Wever Elementary School be received and referred to staff for further consideration.**

CARRIED

Student Trustee Li voted in favour.

5. Declaration of Conflict of Interest – Chair Danko declared a conflict of interest for the CTW Report – item B.

6. Confirmation of the Minutes: March 27, 2023

The minutes of March 27, 2023 were confirmed.

RESOLUTION #23-44: Trustees White/Dahab moved: **that the meeting recess to honour Ramadan Iftar until 8:08 p.m.**

CARRIED

Student Trustee Li voted in favour.

The meeting resumed at 8:14 p.m. Trustee Mulholland did not return to the meeting.

Report from Trustee Special Committees

7. Policy Committee – March 1, 2023

RESOLUTION #23-45: Trustees Miller/White moved: **That the Policy Committee Report – March 1, 2023 be approved including:**

- The Equitable Employee Recruitment, Retention and Advancement Policy
- The Student Attendance & Arrival Check Policy

CARRIED

Student Trustee Li voted in favour.

8. Program Committee – March 20, 2023

RESOLUTION #23-46: Trustees Dahab/White moved: **that HWDSB staff present a redraft of the 2022/23 suspension and expulsion report disaggregated by grade, special education status, high priority schools, according to the 2016 reporting template, and HWDSB student census data alignment at the first Program Committee meeting in June 2023.**

Amendment

Trustee Buck/Danko moved that: HWDSB staff present a redraft of the 2022/23 suspension and expulsion report disaggregated by grade, special education status, high priority schools, according to the 2016 reporting template, and report back on timelines for sharing data disaggregated by HWDSB student census data at the first Program Committee meeting in June 2023.

RESOLUTION #23-47: Trustees Miller/Fehrman moved that: **the meeting be extended 30 minutes.**

CARRIED

Student Trustee Li voted in favour.

Trustee Buck withdrew the amended motion.

To the main motion:

CARRIED

Student Trustee Li voted in favour.

RESOLUTION #23-48: Trustees Graeme/Buck moved: **That the Program Committee Report – March 20, 2023 be received including:**

- **Positive Culture and Well-Being Report**
- **International Baccalaureate Update**
- **Student Learning and Achievement Report**

CARRIED

Student Trustee Li voted in favour.

Student Trustee Li left the meeting at 10:10 p.m.

9. Finance & Facilities Committee – March 30, 2023

RESOLUTION #23-49: Trustees White/Wong moved: **That the Finance & Facilities Committee Report – March 30, 2023 be approved including: That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2023-24 school-based staffing:**

Elementary Teachers	2,107.50
Secondary Teachers	940.99
Early Childhood Educators	283.00
Educational Assistants	661.00
Principals/Vice Principals	156.00
School Office Administration	194.00
School Custodial	346.75

CARRIED

The Chair moved to Trustee White at 10:14 p.m.

Reports from:

10. Committee of the Whole (private) – April 3, 2023

RESOLUTION #23-50: Trustees Miller/Noble moved: **That the Committee of the Whole Report – April 3, 2023 be approved including:**

- a) **That the Special Governance Committee report from March 21, 2023, be approved.**

CARRIED

- b) **That the Finance and Facilities Committee report from March 30, 2023, be approved including: That the Associate Director of Support Services and Treasurer be authorized to engage Phase 2 of the Property Disposition Process and enter into agreements for the sale of Confederation Beach, vacant site, consisting of approximately 3.95 acres located at 65 Frances Ave., Stoney Creek, in the City of Hamilton; and, That the properties be sold at no less than fair market value as determined by the Board’s appraiser; and, That all documentation be completed in a form satisfactory to the Board’s Solicitor and in compliance with Ontario Regulation 444/98 and Property Disposition Policy No 3.12.**

CARRIED

Trustee Danko did not vote

Trustee Danko resumed the position of Chair at 10:20 p.m.

11. Oral Reports from:

A. Student Trustees’ Report

Chair Danko read the report on behalf of Student Trustees:

- The HWDSB student senates met on March 8th and 22nd. Discussion included student experiences with the current health curriculum. Responses were shared through the Ontario Secondary School Health Curriculum Survey, a project done by OSTA-AECO. The consensus was that there were inconsistencies amongst different schools and even classes. A more holistic approach should be taken encompassing all aspects of health including nutritional, sexual, mental, and physical health.
- OSTA-AECO has launched the Ontario Student Voice Awards, available to graduating students in Ontario, recognizing their achievements in sectors such as Entrepreneurial Initiative, Sports Leadership, and Student Voice. The deadline for students to apply is April 14th at 11:59 PM. Questions can be directed to Gloria Li through school email or gloria.li@studenttrustees.org. It would be greatly appreciated if trustees share this information with their student communities, and repost OSTA-AECO's post regarding the scholarship opportunity.

B. Director’s Report

The Director shared the following:

- Director Robinson Petrazzini highlighted the Holy Season celebrations that are taking place this month.
- The Showcase of the heARTS raised \$58,700.00 this year. It was a wonderful gala event and the Director shared her gratitude to students, staff, volunteers and the supporters of the HFSS Hamilton Foundation for Student Success.
- The Director visited one of our community partners empowered square and had the pleasure of meeting with the executive director, Leo Johnson.
- Director Robinson Petrazzini extended the following message to students: “This is the time of year when students reflect on their personal and academic goals that they set for themselves. It’s an opportunity to think about how well you have done towards achieving those goals and it’s time for

you to consider what you need to do and improve in order to finish strong. So, we want students to know that they can always access supports from their classroom educators or other members of the school team, whether that be mental health supports or academic supports. We are here for you and want to help set you up for success.”

C. Chair’s Report

The Chair shared the following message:

- “We are very excited to officially announce that HWDSB is set to develop new strategic directions and this is the way that we will identify future values, priorities and goals for our system. This is our moment where we can turn a page and start a new chapter. We will be engaging in a strategic planning process for the remainder of 2023 and are looking forward to hearing from our Community. This is the road map that guides staff to create the annual plans that impact our schools and identifies goals. In doing this work we are pleased to announce the consultants who are helping us with this project:
 - Ruth Silver, Founder & Principal at Groundswell.
 - Casey Hinton, from Saffy and Nadia Galati, Principal at Saffy
 - Josie Fung, Executive Director, I-Think and Mike Gallagher, I-Think”

The Chair turned the floor over to Trustee White, Chair of Governance to share the details of the upcoming Strategic Plan. The Consultants were introduced and had an opportunity to share their background and how they will be supporting the process. Communications Manager Shawn McKillop shared the 4 stages of how HWDSB is planning a new path forward.

RESOLUTION #23-51: Trustees White/Noble moved that: **the meeting be extended 15 minutes.**

CARRIED

The Chair closed the meeting with the following message:

- “As we welcome the beginning of spring, and more specifically April, we also welcome the celebration of many religious-based days of significance. To the students, staff, families, and community members gathering over this faith-filled season, all of us at HWDSB wish you well. It is truly special to see the wide range of events and festivities taking place. Whenever, wherever, and however you choose to honour your faith, we hope it brings you peace and comfort.”

The meeting adjourned at 10:36 p.m.

The recording of the Board meeting can be found here:

Part 1: [Board Meeting-20230403_190426-Meeting Recording.mp4 \(sharepoint.com\)](#)

Part 2: [Board Meeting-20230403_190426-Meeting Recording 1.mp4 \(sharepoint.com\)](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 24, 2023

From: Audit Committee

Date of Meeting: March 23, 2023

The committee held a hybrid meeting from 6:14pm to 6:29pm on March 23, 2023 with Trustee Paul Tut presiding.

Members participating were: Trustees Dawn Danko, Paul Tut and Todd White

External members participating were: Angela Zehr

Regrets received from: Divya Iyengar

MONITORING ITEMS

A. Regional Internal Audit Team (RIAT) Update

The RIAT Manager provided revised Regional Internal Audit Charter.

B. Update on School Board Sector Issues

2023-24 Provincial Budget was released on March 23, 2023. The Grant for Student Needs (GSN) and the Priorities and Partnership Fund (PPF) were not released at that time. Staff are awaiting the release of the complete technical papers to the Education Financial Information System (EFIS) in order to complete the 2023-24 Budget.

Respectfully submitted,
Paul Tut, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 3, 2023

From: Human Resource Committee

Date of Meeting: March 28, 2023

The committee held a hybrid meeting on March 28, 2023, from 6:04pm to 6:52pm with Trustee Elizabeth Wong presiding.

Members participating were: Trustees Maria Felix Miller, Todd White and Elizabeth Wong
Regrets from: Trustees Sabreina Dahab, and Graeme Noble.

MONITORING ITEMS:

A. Employee and Staffing Update: February 2023

Staff continue to provide updates regarding our staffing levels and response to supporting unfilled daily positions. Human Resource Services has recruited and onboarded 214 new employees for all employee groups since September 2022. Despite the Board’s ongoing recruitment efforts, staff are unable to fill all posted vacancies on a daily basis. In the month of February, the Board filled 74% of our recorded absences (84% of daily Teacher vacancies and 60% of our Education Worker vacancies). Staff will further report on our fill rates by employee group at the April Human Resource meeting.

Human Resource Services continues to recruit and hire for occasional positions to maintain healthy pools of staff to call upon for daily positions. The spring recruitment plan has commenced.

B. Employee Support Attendance Report: September 1, 2022 – February 28, 2023

For the first six months of the 2022-23 school year, September 1 to February 28, permanent Board employees on average utilized 9.38 personal illness days. Relative to September 1, 2021, to February 28, 2023, this is an increase of 1.26 days. Of this increase, 0.19 average days is attributed to an increase in medical and dental appointments in comparison to the prior school year. Attendance rate is a review of personal illness, medical appointments, and dental appointments pursuant to central sick leave collective agreement provisions.

Respectfully submitted,
Elizabeth Wong, Chair

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 24, 2023

From: Policy Committee

Date of Meeting: April 5, 2023

The committee held a meeting from 6:34 p.m. to 9:14 p.m. on April 5, 2023, with Trustee Miller presiding.

Members present were: Trustees Kathy Archer (Electronically), Sabreina Dahab, Maria Felix Miller and Todd White.

ACTION ITEMS:**A. Naming of Schools Policy – Post Consultation**

The Committee considered the Naming of Schools Policy. Staff shared the background for this policy noting a motion that was passed on June 7, 2021. The motion read:

Resolution #21-115: Trustee Galindo, seconded by Trustee Bingham, moved: That in the spirit of Truth and Reconciliation, that an Indigenous process that is both locally relevant and responsive be struck to rename Ryerson Elementary School, through ethical engagement and in consultation with local Indigenous communities and key beneficiaries and stakeholders. That staff initiate a review of all HWDSB schools named after individuals, in the spirit of Truth and Reconciliation, to ensure they reflect our Board's mission, vision, values and the application of human rights, decolonization, anti-racism and anti-oppression principles.

A review of steps included:

1. Develop a process to rename the school through consultation (September -December 2021).
2. Process to rename the school – Kanétskare (January to June 2022).
3. Begin review of Naming of Schools Policy (Spring 2022).
4. Consultation for revised policy (Fall 2022, Winter 2023).
5. Return to Policy Committee and then to Board.
6. Review of all the schools named after individuals with recommendations to Board (September 2023-June 2024).

Trustees requested that the following guiding principle be removed and asked that this principle be discussed in the consultation process:

- When schools, in whole or part, are named after individuals, the school name should allow students, staff and community to feel pride. The name honours their collective histories while expanding beyond traditional narratives.

Two Key themes arose:

1. Opposed to naming after individuals (317 responses)
2. In favour of naming after individuals (164 responses)

The revised policy includes:

- Learning from the naming process for Kanétskare Elementary School
- Updated language from Human Rights policy and inclusion of decolonization, anti-racism and anti-oppression principles.
- Names of individuals and their associated histories not be considered.

On motion of Trustee Dahab, the Policy Committee recommends that: **The Naming of Schools Policy be approved.**

The motion **CARRIED** on the following division of votes:

In Favour (3): Trustees Archer, Dahab and Miller

Opposed (1): Trustee White

B. Modern Learning Policy

The Committee considered the Modern Learning Policy. This policy is part of the 4-year policy review. A title change has been made as well as substantial changes and additions to the policy to reflect curriculum and technology updates. The title change better captures the overall role of our organization preparing graduates to be successful as they leave HWDSB to approach the post secondary destination of their choice.

On motion of Trustee Dahab, the Policy Committee recommends that: **The Modern Learning Policy be approved.**

CARRIED

C. Nutrition Policy

The Committee considered the Nutrition Policy. This policy is part of the 4-year policy review. Minor changes to the policy have been made including updated language throughout the policy. Trustees requested some minor revisions to the policy.

On motion of Trustee Archer, the Policy Committee recommends that: **The Nutrition Policy be approved as amended.**

CARRIED

MONITORING ITEMS:

D. Consent Items: updates to procedures under the Finance policies

This policy will be coming to the Policy Committee in the next school year. Staff answered questions that were raised.

E. Consent Items: updates to procedures under the Facilities policies.

This policy will be coming to the Policy Committee in the next school year. Staff answered questions that were raised. Trustee White indicated that he would like to see the procedure changes monthly in the new school year. Staff will report back to the Committee at the May 2023 meeting.

Respectfully submitted,
Maria Felix Miller, Chair of the Committee

The Policy package can be found at: <https://www.hwdsb.on.ca/wp-content/uploads/meetings/PC-Agenda-1680190880.pdf>



Naming of Schools

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools, or sections of the school, provides a unique opportunity to further develop an identity for the school, its students, its community, its staff, and the Board. School, or sections of school names represent HWDSB's mission, vision and values, and this policy is committed to the principles of equity and human rights, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM 119 and the recommendations by the Truth and Reconciliation Commission Calls to Action of Canada.

GUIDING PRINCIPLES:

Names for schools, in whole or part, chosen under this policy will consider the following principles:

- Reflect HWDSB's vision, mission, commitments, and community composition and be suitable for the whole district.
- Reflect values and principles outlined in HWDSB's Human Rights and Equity and Inclusion policies, including anti-racism, anti-oppression, anti-colonialism, and decolonization.
- Reflect the activity, significance, and energy of a place (historical and current). The Land Acknowledgement that HWDSB uses emphasizes the importance of the land we are on, its history, and the responsibility we share to care for it in perpetuity through the Dish with One Spoon wampum.
- Reflect local, provincial, or national diversities with consideration being given to Indigenous communities and local communities that are currently or historically underserved.
- Access and consider the current student body, school council and broader school community's voice to support the naming of school process.
- Work towards sustainable relationships with Indigenous communities through collaboration, listening, transparency, respect, and humility.
- Consult with Indigenous and equity deserving communities, before, during and after the process to build trusting relationships with them.
- Build consensus and listen to others while working towards a suitable decision as an essential element in the decision-making process.

INTENDED OUTCOMES:

- A name chosen for a school, in whole or in part, is expected to have community acceptance while being suitable for the whole district.
- The process of school naming, in whole or part, considers the relationship and history with the associated land of the school site.



Naming of Schools

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- School names that reflect legacies and histories connected to colonialism, slavery, racism and other systems of oppression and discrimination will not be considered.
- Names of individuals and their associated histories will not be considered. School names, in whole or part, will be inclusive of the larger community and its values and attributes.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Anti-racism: A proactive and consistent process of acknowledging racism; and of seeking to identify, challenge, disrupt and eliminate racism in all its forms (individual, institutional, systemic racism).

Anti-oppression: A proactive and consistent process of acknowledging different forms of oppression (colonialism, racism, ableism, classism, sexism, homophobia, biphobia, transphobia, classism, islamophobia, antisemitism, and other forms); and of seeking to identify, challenge, disrupt and eliminate oppressive ideologies, practices, and outcomes.

Board: Hamilton-Wentworth District School Board (HWDSB).

Closure of one or more schools and consolidation into an existing school: When the Board closes one or more schools because of an accommodation decision and moves the students into an already established school.

Closure of two or more schools and consolidation into a new build on an existing or new site: When the Board closes two or more schools because of an accommodation decision and builds a new school to accommodate all students from the closing schools.

Colonialism: The policy or practice of acquiring full or partial political control over another country, occupying it with 'unsettlers', and exploiting it economically. In Canada, this historically and currently means that Western European-derived ways of being, believing, knowing, and doing are implicitly or explicitly imposed as the standard or norm. Colonialism remains embedded in the legal, political and economic context of Eurocentric Canada today and in the lived experience of marginalized Indigenous peoples. For example, the Indian Act and the Canadian institutions known as Indian Residential "Schools", historic provincial child welfare misapplications, and non-Indigenous peoples' refusal to acknowledge the land and treaty rights of Indigenous people continues to contribute to this legacy.



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Consensus: We arrive at consensus by listening to the opinions and concerns of others - everyone works towards a suitable decision. Not everyone may be pleased with the outcome, but they accept it is the best decision for the community.

Decolonization: In Canada, decolonization is related to Indigenous people reclaiming and restoring their culture, land, language, laws, relationships, knowledge, and a reaffirmation of traditional governance. Decolonization is also associated with other relationships between groups of people within Canada and in other countries and contexts around the world and can be linked to broader principles of inclusion and equity. Canada's identity as an 'unsettler', colonial state complicates the task of decolonization, since the original colonizers are still here, and acts of colonization continue to the present.

District: The areas across the City of Hamilton where HWDSB schools are located.

Equity: A condition or state in which access to opportunities and resources are distributed fairly, justly, and equitably. Equity involves treating some people differently or giving them what they need so they may meet the same outcomes as others.

New build due to growth: A new school construction to alleviate accommodation pressures in growth areas.

Ontario Human Rights Code: A provincial law that gives everyone equal rights and opportunities, without discrimination, in devoted areas such as education, jobs, housing and services. The goal of the Code is to address and prevent discrimination and harassment. (Available at www.ohrc.on.ca)

Reconciliation: In Canada, the term was used by the federal government when it was required to establish the Truth and Reconciliation Commission as part of the Indian Residential Schools Settlement Agreement. It has come to describe attempts made by individuals and institutions to raise awareness about colonization and its ongoing effects on Indigenous peoples. Reconciliation also refers to efforts made to address the harms caused by various policies and programs of colonization. For some, the word represents an opportunity to reflect on the past, to heal and to make right. For others, however, current gestures of reconciliation are merely performative and lack meaningful action to address the harms done by colonization.

Replacement school built on an existing or new site: When the Board moves students from an existing school into a newly built school.

School in part: A section of a school which could involve areas such as, but not limited to, the library, auditorium, gymnasium, track, or theatre.

School in whole: The naming/renaming of the entire school.



Naming of Schools

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ACTION REQUIRED:

A naming of schools process **shall** begin under the following circumstances:

- A new build due to growth.
- Closure of two or more schools and consolidation into a new build on an existing or new site.
- Board approved motion.

A naming of schools process **may** begin under the following circumstances only if the affected schools would like to proceed and with a Board motion:

- Closure of one or more schools and consolidation into an existing school.
- Replacement school built on an existing or new site.
- Naming a school in part.
- Feedback will be collected from the student body, employees, school councils, and Home and School Associations, where they may exist, of the affected schools.

Steps of a naming of school's process in whole or in part:

1. Initiation.
2. Consultation.
3. Establishment of a School Naming Committee.
4. Development of name recommendation(s).
5. Board of Trustees approval.

PROGRESS INDICATORS:

Intended Outcome	Assessment
A school name is chosen for a school, in whole or in part, is expected to have community acceptance while being suitable for the whole district.	Staff will collect feedback and survey data through the public consultation process, as well as through discussion with the School Naming Committee and Transition Committees if applicable.
The process of school naming, in whole or part, reflects HWDSB's commitment to equity, Human Rights, anti-colonialism, anti-racism and anti-oppression.	The school Naming Committee will ensure all HWDSB Policies and their guiding principles that are related to Human Rights, Equity, anti-racism, anti-oppression and anti-colonialism are foundational when selecting the school or school in part names.



Naming of Schools

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<p>The process of school naming, in whole or part, considers the relationship and history with the associated land of the school site.</p>	<p>The School Naming Committee will seek Indigenous knowledge about the significance and energy of a place (historical and current) where the school, in whole or in part, being named is located.</p>
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Modern Learning

Date Approved:XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to preparing its students for success in an ever-changing economy and society by creating modern learning environments, both physical and digital, where students acquire and develop transferable skills.

HWDSB believes all students and employees should have equitable access to learning opportunities and modern learning environments that are engaging, authentic, relevant, and connected to local and global issues. Through these opportunities students and educators will use transferable skills, such as critical thinking and problem-solving, to contribute to a more just society by examining and challenging systemic oppression and colonialism. Transferable skills also enable students to create innovative solutions to current and future social, economic, and environmental challenges.

HWDSB supports modern learning environments by provisioning digital devices to classrooms and students, and by promoting the ethical, competent and responsible use of digital tools, applications and platforms.

GUIDING PRINCIPLES:

HWDSB invests in:

- Creating modern learning environments (both physical and digital) that are learner-centered and affirm and honour students' identities, voice and lived experiences.
- Providing opportunities for students and educators to acquire and develop transferable skills (Critical Thinking and Problem-solving, Innovation, Creativity, and Entrepreneurship, Self-Directed Learning, Collaboration, Communication, Global Citizenship and Sustainability, and Digital Literacy) through a variety of teaching approaches (e.g., co-operative learning, direct instruction, experiential learning, inquiry, problem-based learning).
- Provisioning classrooms with digital devices, digital platforms, and other learning resources that create opportunities for students and educators to acquire and develop digital skills, including how to use artificial intelligence (AI).
- Developing literacy and numeracy skills that are fundamental to student success.

INTENDED OUTCOMES:

- Ensure all students have access to modern learning environments where they can acquire and develop transferable skills.
- Foster the development of transferable skills.
- Foster the development of the digital skills and literacy needed for the responsible and effective use of digital tools, applications, and platforms to enhance student and educator learning.



Modern Learning

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RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY: ☒

Artificial Intelligence: The development of computer systems, algorithms, or software that can perform tasks that typically require human intelligence. These tasks may include learning, reasoning, problem-solving, perception, language understanding, and decision-making. AI systems often use techniques like machine learning, deep learning, and natural language processing to process large amounts of data, identify patterns, and adapt to new information in order to achieve their goals. AI applications can be found in various fields, such as computer vision, robotics, medical diagnosis, finance, and virtual assistants, among others (created by the AI tool Chat GPT 4).

Authorship: The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

Blended Learning: A learning approach where digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online

Credibility: Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

Digital Citizenship: The ideal of positive citizenship applied to the digital world. Being a good digital citizen or demonstrating digital citizenship includes interacting with others in a respectful, safe, accepting, and inclusive way; conducting oneself according to the norms and expectations of the community; representing oneself in a positive manner; encouraging others to be responsible digital citizens.

Identity: The profiles you create and the contributions you make in online spaces. Also, how a person defines themselves based on their self-perception and lived experiences.

Ownership: Includes works that belong to the public domain and individuals holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can allow usage. However, when considering ownership of creative work, the Fair Use Doctrine tries to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.



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Fair Use Doctrine: A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

Privacy: The protection of personal, private, and confidential information.

Transferable Skills

- *Critical Thinking and Problem-solving:* Critical thinking and problem solving involve locating, processing, analyzing and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions and take effective action.
- *Innovation, Creativity and Entrepreneurship:* Innovation, creativity and entrepreneurship support the ability to turn ideas into action in order to meet the needs of a community. These skills include the capacity to develop concepts, ideas or products for the purpose of contributing innovative solutions to economic, social and environmental problems.
- *Self-Directed Learning:* Self-directed learning involves becoming aware of and managing one's own process of learning. It includes developing dispositions that support motivation, self-regulation, perseverance, adaptability and resilience.
- *Collaboration:* Collaboration involves the interplay of the cognitive (thinking and reasoning), interpersonal and intrapersonal competencies needed to work with others effectively and ethically.
- *Communication:* Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes.
- *Global Citizenship and Sustainability:* Global citizenship and sustainability involves understanding diverse world views and perspectives in order to effectively address the various political, environmental, social and economic issues that are central to living sustainably in today's interconnected and interdependent world.
- *Digital Literacy:* Digital literacy involves the ability to solve problems using technology in a safe, legal and ethically responsible manner.

(Adapted from Ministry of Education, [Program Planning - Transferable Skills](#))

ACTION REQUIRED:

- Develop and implement on-going professional learning for educators that enables them to develop their own transferable skills and to create student learning experiences that develop transferable skills.
- Communicate the Board's guidelines for responsible use of digital tools in digital environments to students, parents/guardians/caregivers annually.
- Maintain procedures for:
 - Identity, Credibility, and Positive Participation.
 - Ownership and Authorship (e.g., copyright and academic integrity).



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- Responsible Use.
- Selection, Vetting, and Review of Learning Resources and Applications.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure all students have access to modern learning environments where they can acquire and develop transferable skills.	Board wide standards for modern learning environments outlined in the HWDSB Modern Learning Strategy (Learning for Tomorrow) Digital device deployment
Foster the development of transferable skills.	Periodic review of student work across grades.
Foster the development of the digital skills needed for the responsible and effective use of digital tools, applications, and platforms to enhance student and educator learning.	Periodic review of student work across grades. eLearning enrollment and credit attainment

REFERENCES:

Government Documents

[Canadian Charter of Rights and Freedoms](#)

[Education Act](#)

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)

[Learning for All](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media](#)

[Ontario Curriculum](#)

[Ontario Human Rights Code](#)

[International Society for Technology in Education; NETS - the National Education Technology Standards](#)

[Policy and Program Memorandum 164: Requirements for Remote Learning](#)

[Policy and Program Memorandum 167: Online learning graduation requirement](#)

Other Resources:

HWDSB 21st Modern Learning Strategy: Learning for Tomorrow

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in the development of healthy school environments that support student learning and success by encouraging students, educators, and parents/guardians/caregivers to choose healthy food that reflect cultures and food traditions.

GUIDING PRINCIPLES:

- HWDSB schools foster healthy nutrition environments that support good mental health around food, without focussing on weight or dieting, support the wellness of students and staff in line with the current edition of Canada's Food Guide.
- Schools include healthy foods that reflect cultures and food traditions, meet religious accommodations and provide options for vegetarians and vegans.
- Schools with student nutrition programs follow the *Student Nutrition Program Nutrition Guidelines (2020)* developed by the Ministry of Children and Youth Services.
- All schools and educational programs follow provincial legislation relating to nutrition and any other pertinent legislation.
- Schools and educational programs take into consideration the following when food or beverages are sold or provided in schools:
 - Offer, when available and when possible, food and beverages that are produced in Ontario.
 - Be environmentally aware and reduce the amount of single use plastic.
 - Avoid offering food or beverages as a reward or an incentive for good behaviour, achievement or participation.
 - Include and celebrate cultures and food traditions.

INTENDED OUTCOMES:

- Schools promote healthy eating and safe food practices for planned events and classroom activities by following the nutrition standards in PPM 150.
- Schools will communicate the Ministry of Education policy (PPM 150), the HWDSB Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Food: Includes both foods and beverages.



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Food Service Provider: Private, for-profit company that contracts to sell food and/or beverages.

Fundraising: Any voluntary contribution, sale of goods or services, or event, which is organized and conducted to generate funds. Fundraising may occur within the school or outside of the school.

Healthy Eating: Eating the recommended types and amounts of food as per Canada's Food Guide, which includes choosing foods from the Sell Most and Sell Less categories, as defined below, more often.

Healthier Food Preparation: Cooking methods that require little or no added fat or sodium, such as baking, barbequing, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

Nutrition Standards for Foods: Food is divided into "Vegetables and Fruit," "Whole Grains," "Protein Foods," following Canada's Food Guide. There are also "Mixed Dishes" for products that contain more than one major ingredient (e.g., pizza, pasta, soup, salads, and sandwiches), and "Miscellaneous Items," for items that are to be used in limited amounts (e.g., condiments, sauces, dips, oils, and dressings) and for confectionary, which is not permitted for sale (e.g., candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

Nutrition Education: As outlined in the Ontario Curriculum (e.g., Health and Physical Education: Healthy Eating, Family Studies: Food and Nutrition).

School Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school or by a school or parent-administered group, including school councils.

Sell Most (> 80%): Products in this category are the healthiest options and have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up at least 80 percent of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Sell Less (< 20%): Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than foods and beverages in the "Sell Most" category. They must make up no more than 20 percent of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

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Not Permitted for Sale: Products in this category contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g., deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold in schools. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Student Nutrition Programs: A breakfast, early morning meal, snack or lunch program offered by the school for all students which are funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding. These programs attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff. Schools with student nutrition programs will follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children, Community and Social Services.

School Tuck Shops and Canteens: Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Special Event Days: A day designated by the principal of the school on which food and beverages sold in schools are exempt from the nutrition standards outlined in PPM 150 and this policy.

ACTION REQUIRED:

General:

All schools in HWDSB comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act, School Food and Beverage Standards (PPM 150) and other pertinent legislation. This policy covers food and beverages sold to students during the school day, at school venues, at all programs including catered lunch programs and at school or board sponsored special events and at sports events.

This policy does not apply to food and beverages that are:

- Offered free in schools to students unless they have been purchased with school-generated funds.
- Brought from home or purchased off school premises.
- Available for purchase during field trips off school premises.
- Sold in schools for non-school purposes (e.g., sold by an outside organization that is using the gymnasium for a non-school-related event).
- Sold for fundraising activities that occur off school premises.
- Sold in staff rooms.

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in HWDSB Medical Health Supports Policy 5.5: Supporting Students with Prevalent Medical Conditions Procedure apply to all schools.

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Schools and Classrooms:

Schools must ensure that all school hospitality programs, tuck shops and canteens sell foods that comply with the standards outlined in PPM 150 and this policy.

School principals, vice-principals and board employees planning school or educational events, such as Meet the Teacher and Open House, will model good nutrition by selling foods that comply with the nutrition standards as outlined in PPM 150 and this policy unless the day has been designated a special event day.

Food and beverages purchased with school generated funds for distribution to students within the school comply with the nutrition standards in PPM 150 and this policy.

HWDSB recognizes that special event days take place periodically throughout the year. The principal of the school shall engage with school council and students, where appropriate, for the designation of special event days, if any, for the school. The maximum number of special event days in the school year for a school is ten (10). School principals will communicate the dates of special event days to the school community at the beginning of the school year. Although special-event days give greater flexibility with food and beverages, schools are encouraged to offer healthy options that meet the nutrition standards or non-food-related items.

Sporting events, such as tournaments or meets, sell food and beverages that comply with the nutrition standards of PPM 150 and this policy.

School and board employees will inform community partners, vendors, service providers and funders of the nutrition standards in PPM 150 and this policy.

Cafeterias:

Cafeterias in all schools will sell foods that comply with the nutrition standards in PPM 150 and this policy. Food and beverages must be prepared, served, and stored in accordance with Regulation 493/17, "Food Premises," under the Health Protection and Promotion Act. When negotiating food service contracts with food service providers for cafeterias or schools (e.g., catered lunch providers), HWDSB will use the Request for Proposal (RFP) process and will include the following:

- Use of locally grown and produced foods wherever possible.
- Use of whole foods.
- Schools include healthy foods that reflect cultures and food traditions, meet religious accommodations and provide options for vegetarians and vegans.



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- Posting of nutritional information of all foods sold or served.

In addition, the Procurement and Risk Services Department will provide a copy of this policy to food service providers and review it with them to ensure compliance.

Fundraising:

It is recommended that the sale of non-food items be selected for fundraising purposes. The sale of foods that do not comply with the nutrition standards as outlined in PPM 150 and this policy for fundraising purposes is not permitted in the school.

Communication and Education:

Schools will communicate the Ministry of Education policy (PPM 150), HWDSB's Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks, and school celebrations. Each school is encouraged to recognize, value and support parent/guardian/caregiver and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.

Schools may choose to develop additional guidelines in a School Nutrition Policy in consultation with their school council, and/or with a Home and School Association or other parent/guardian/caregiver organizations, if they exist.

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices should be considered for planned events and classroom activities.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Schools promote healthy eating and safe food practices for planned events and classroom activities.	Communication to parents will be measured through the annual Parent Voice survey.
Schools will communicate the Ministry of Education policy (PPM 150), the Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community.	A yearly audit of randomly selected schools, through review of school agenda and website.

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REFERENCES:

Government Documents

[Bill 8 – Healthy Food for Healthy Schools Act, 2009](#)

[Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010](#)

[Health Protection and Promotion Act., Regulation 493/17 Food Premises](#)

[Food and Beverage Policy Standards at Ontario Schools](#)

[Canada's Food Guide, 2019](#) and Resources

School Food and Beverage Policy Guides, 2022

[School Nutrition Program Nutrition Guidelines, 2020 – Ministry of Children, Community and Social Services](#)

Committee Report

Presented to: Board

Meeting date: April 24th, 2023

From: French as a Second Language Advisory Committee

Meeting date: March 29th, 2023

The committee held a meeting on Wednesday, March 29th, 2023, from 6:30 to 8:30 pm, chaired by Jason Arsenault

Members present were: Jason Arsenault, Jeremy Galea, Alyssa Shuker, Rachelle Chaisson, and Audrey Bieling. Also present were: Bill Torrens (Superintendent of Program), and Lisa Reynolds (FSL Special Assignment Teacher). Regrets: Shade Okafor, Becky Buck and Todd White(Trustees)

MONITORING ITEMS:

A. Advice Session: French As A Second Language Teacher Recruitment and Retention

Staff outlined efforts to recruit and retain teachers with French as a Second Language (FSL) qualification including: having on-going and open postings for positions, offering additional qualification courses to qualify more teachers, and recruiting at faculties of education. The committee provided advice regarding marketing the HWDSB community as a great place to work, using social media as recruiting tool, and ensuring leadership opportunities are available to FSL qualified teachers.

B. Advice Session: Grade One French Immersion Application Process

Staff presented an overview of the application process and projected enrollment for 2023-24, 630 students. The committee provided advice regarding promoting French Immersion in childcare spaces, enhancing the HWDSB webpage, and moving the application process forward into the fall.

Staff committed to provide addition information to the May meeting regarding the Right to Read and eLearning offerings.

C. Updates

- a) Canadian Parents for French (CPF) provided an update on its after-school programming, which can be found at: <https://on.cpf.ca/en/l-virtual-programs/> or <https://www.facebook.com/CPFHamilton/>.
- b) Staff provided an update on DELF, the FSL SHSM at Waterdown, and the *Concours d'art oratoire* (communications festival)

Next Meeting: Wednesday, May 31st 6:30 to 8:30 in person

Respectfully submitted,
Jason Arsenault, Chair

Committee Report

Presented to: Board

Meeting Date: April 24, 2023

From: Special Education Advisory Committee (SEAC)

Meeting Date: March 29, 2023

The Committee held a meeting on Wednesday, March 29, 2023, via MS Teams, beginning at 5:32 pm ending at 7:28 pm, with Chair Judy Colantino presiding.

Present

Angie Butt, Inclusion Action in Ontario, Dawn Danko, HWDSB Chair, Trustee, Ward 7, Jessica Malcew, VOICE for Hearing Impaired Children, Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Julie Armstrong, Centre for Diverse Learners, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair, Lynn Vanderbrug, Lynwood Charlton Centre, Mark Courtepatte, FASD Parent & Caregiver Support Group, Melanie Roberts, The Association for Bright Children of Ontario, Nancy Silva Khan, Autism Ontario (Central West Chapter), Sabreina Dahab, Trustee, Ward 2, Sarah Johnson, Community Living Hamilton (Alternate), Susi Owen, CNIB Hamilton and Niagara, Samantha Sweet, Centre for Diverse Learners (Alternate), Cecile Santos-Ayrault, The Association for Bright Children of Ontario (Alternate)

Regrets

Tracy Sherriff, Community Living Hamilton

INFORMATION ITEMS

PPM 166: Feedback on Responding to Incidents of Anti-Sex Trafficking

Paul Denomme, Superintendent of Student Achievement, Equity & Safe Schools

Deborah Tomlinson-Veit, System Social Worker for Gender Based Violence

- In response to Policy/Program Memorandum 166 Keeping Students Safe, HWDSB has drafted a Response Protocol, and sought internal feedback on the HWDSB Anti-Sex Trafficking Protocol
- Currently in the process of seeking community organization feedback, and co-creating training and resource materials with community partners
- We will collaborate with the Ministry of Education, as well as anti-human trafficking partners to develop a performance measurement framework to monitor the effectiveness of training

Facilities Management Update

David Anderson, Senior Manager, Facilities Management, Nadeen Shehaiber, Manager, Capital Projects

- An overview of five year elementary and secondary school benchmark projects was provided, which include renovations to gymnasiums, washrooms and change rooms, cafeterias, corridors and main entrances. All projects will incorporate barrier free and accessibility standards, where possible
- We ensure all new capital projects are barrier free and meet accessibility standards
- Accommodation requests to address specific student needs are implemented as we receive them

MEMBERS' UPDATE

a) Trustees Update

Dawn Danko, HWDSB Chair, Trustee, Ward 7

- Two new [student trustees](#) have been elected for the 23-24 school year: Harry Wang from Westmount and Thomas Lin from Ancaster High
- We are currently in the process of developing [calendars](#) for the 2023-24 school year. We are seeking input from parents/guardians, students, staff, and community members on key dates included in the draft calendars, by April 14th

- We are working through [budget](#) priorities and are hopeful that Grants for Student Needs (GSNs) will be released by the Ministry in April
- Sent a [letter](#) to the Ministry to advocate for COVID funds

b) Local Association Update

Julie Armstrong, Centre for Diverse Learners

- We have free programs available for students, covered by the Hamilton Community Foundation
- We are also offering a program funded by RBC on next steps after high school, which is usually up to about 8 students
- Visit [Centre for Diverse Learners](#) for information and registration

Nancy Silva Khan, Autism Ontario (Central West Chapter)

- April is Autism Awareness Month
- Autism Ontario is opening up their scholarship programs on Saturday, April 1st and it will be open until April 30th. There are three different scholarship opportunities: one is for a student who is autistic, one is for a student who has a sibling who is autistic, and one is for a student who has a parent on the spectrum. All the scholarships are for \$500.00 amounts
- We also have a toolkit available for elementary and secondary schools where the students can fundraise for Autism Ontario. There is a prize for the school that raises the most funds

c) Superintendent's Update

Peggy Blair, Superintendent of Specialized Services

- We continue to roll out Lexia™ licenses in elementary, most recent licenses went to students in grade five. We are hosting sessions for parents who are interested in learning about Lexia™ and having their children learn Lexia at home
- On April 18th Developmental Services Ontario is offering a virtual [information session](#) for students transitioning from youth to adult services
- On May 29th (elementary) and May 30th (secondary) we are hosting Access Athletics (formerly Special Olympics). It's reworking Special Olympics so there are different skill level of activities, which will provide an opportunity for our athletes to set goals, develop skills and enhance physical development
- Information has been shared with secondary schools on a [scholarship opportunity](#) from Alliance for Equality of Blind Canadians (AEBC)

Respectfully submitted by Judy Colantino, SEAC Chair