

**AGENDA: 7:30 pm**

**UPDATED**

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call

Delegations:

- A. Fatema S re: motion related to anti-Palestinian racism (10 minutes)
- B. Jenna S re: motion related to anti-Palestinian racism (10 minutes)
- C. [Written Delegation received from Student](#)

4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes: November 20, 2023 \(Organizational Board and Board\)](#)
7. [Correspondence:](#)
  - A. [Union Local Leadership re: Living Wage](#)
  - B. [Letters in response to motion on December 4 agenda re: Anti-Palestinian Racism \(refer to separate package posted\)](#)

Reports from Trustee Special Committees:

8. [Program – October 24, 2023](#)
9. [Governance – November 13, 2023](#)

Reports from Legislated Committees:

10. [Parent Involvement Committee – November 14, 2023](#)
11. [Special Education Advisory Committee – October 25, 2023](#)

12. Report from Committee of the Whole (private) – December 4, 2023

13. [Written Notices of Motion](#)

- A. [Re: Anti-Palestinian Racism \(Student Trustee Lin/Trustee Dahab\)](#)
- B. [Re: Flamborough Centre/Mary Hopkins Temporary Accommodation Strategy \(Trustee Noble\)](#)

14. Adjournment

## Delegator Speech

We are here today to speak on a very important issue an issue that schools seem to do anything in their power to ignore. In our history classes we learn about genocides we learn about problems that other countries have caused yet when it comes to Palestine and Israel all the sudden everyone goes radio silent unless were only speaking on one side of the situation the white side. As a Palestinian student I feel it is extremely important to speak on this issue but even more important to educate your teachers. I have heard racist comment after racist comment since October the seventh and shockingly it has come from more teachers than students. From being told that what my family in Gaza is currently experiencing is not true because he didn't see it on the news to my country's flag being called the Hamas flag. Hearing these things from your educators shuts you down in a way nothing else possibly can these are the people who are supposed to lift you up, show you your full potential, and help you become the person you desire to be but clearly I can tell this is no longer a motive for teachers because instead of hearing good job and I'm so proud of you I'm hearing "Palestinians are terrorists". As a student who wants to become an educator it baffles my mind how someone can go through years of university thinking I want to change kids lives for the better just to completely turn on their original plan and rather than help kids spread lies to them and ruin their mental health. Students get punished for speaking on Palestine we are told it is a controversial topic and they don't want anyone to get offended yet when Israel is brought up all those rules seem to magically fade away teachers always speak on the 1200 Israelis that were killed on October the 7<sup>th</sup> and don't get me wrong any lives lost is terrible but what about the more then 20,000 people mostly being children that have been murdered? What about the thousands of Palestinians being displaced and forced out of there homes? What about the fact that Gaza is now know as the world's largest concentration camp/ open air prison? What about the people outside of Palestine that are getting killed and severely harassed because they are Palestinian and what about the fact that Israel has been doing this to Palestinians since 1948 if you're going to speak on this please do your research before you do. I am sick and tired of peoples behaviour the fact that me a [REDACTED] year old girl knows better than majority of these people I have to call my teachers not only on this conflict but on there rules of what they are allowed to speak on, how they are allowed to speak to students and how to treat students with basic human respect is insane all that money spent on your education wasted because you decided to racist speaking on racism a week ago my brother was sent to the principals office to as his teacher said be re-educated for speaking on where he's from just for his excuse of a principal to tell him Palestine does not deserve to be free and he can never speak on our country again mind you he is only [REDACTED] years old.

I see that educators are silencing people from a young age now so that they can't speak for what they believe in or stand up for themselves funny how that's the exact same thing teachers always tell us to do.

Well I am done being silenced these teachers say I should give them my respect yet never explain why I don't know you and you don't know me you might be a bad person up there and I wouldn't have a clue but the truth is respect needs to be earned I will no longer respect you if you treat me like the runt of the litter that nobody wants, if you throw racist comments at me , and if you have the audacity to tell me what my family is currently going through isn't really happening nobody will ever get my respect until these teachers treat me right which should not be that hard all you have to do is not be racist thank you for listening.

Submitted by: HWDSB Student

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**Trustees:** Kathy Archer (electronic), Becky Buck, Sabreina Dahab, Dawn Danko (electronic), Amanda Fehrman, Maria Felix Miller, Ray Mulholland, Graeme Noble, Paul Tut, Todd White, and Elizabeth Wong (electronic).  
**Student Trustees** Thomas Lin and Harry Wang.

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**1. Call to Order**

Sheryl Robinson Petrazzini, Director of HWDSB, called the meeting to order at 6:04 pm.

**2. Land Acknowledgment and O Canada**

**3. Meeting Roll Call**

**4. Approval of the Agenda**

**RESOLUTION #23-142:** Trustees Buck/Miller moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY**

**5. Election of the Chair**

**RESOLUTION #23-143:** Trustee Buck/Miller moved: That Heather Miller and Matthew Gerard be appointed as scrutineers.

**CARRIED UNANIMOUSLY**

The Director called for nominations for the Chair of the Board.

Trustee Tut nominated Trustee Miller.

The Director called three times for nominations and no further nominations were received.

**RESOLUTION #23-144:** Trustee Buck, seconded by Trustee Fehrman, **moved to close nominations.**

**CARRIED UNANIMOUSLY**

**RESOLUTION #23-145:** That Trustee Maria Felix Miller be appointed Chair of the Board.

**CARRIED**

Trustee Dahab did not participate in the vote.

Trustee Miller thanked Trustee Tut for nominating her and all trustees who supported her election and then took over as Chair.

**6. Election of the Vice-Chair**

The Chair called for nominations for the Vice-Chair of the Board.

Trustee Buck nominated Trustee Tut.

The Chair called three times for nominations and no further nominations were received.

**RESOLUTION #23-146:** Trustee Fehrman/Buck, **moved to close nominations.**

**CARRIED UNANIMOUSLY**

**RESOLUTION #23-147:** That Trustee Paul Tut be appointed Vice-Chair of the Board.

**CARRIED UNANIMOUSLY**

Trustee Tut thanked Trustee Buck for nominating him and all trustees who supported his election. He assumed the Vice-Chair position.

**7. Greetings from Pat Daly, Chair, Hamilton-Wentworth Catholic District School Board**

On behalf of Hamilton-Wentworth Catholic District School Board, Chair Pat Daly congratulated both Trustees Miller and Tut for their election as Chair and Vice-Chair of the Board and looks forward to working with them both.

He thanked past chair Danko for all her hard work integrity and dedication and expressed that she was a joy to work with so closely through Covid and many other complex transportation related needs.

He commended all trustees, senior staff, and the director for their dedication and sacrifice and associate director Gerard for his openness and transparency to find practical and effective solutions. He also commended and thanked Trustee Mulholland, for his many years of service and stated he has always looked up to Trustee Mulholland and he has been an outstanding mentor, who he admires, respects and is honoured to be his friend.

In concluding his remarks P. Daly congratulated all trustees for the continuing work and service in collaboration with his Board to better serve the students and families of Hamilton-Wentworth.

Chair Miller thanked Chair Daly for his time and well wishes.

**8. Appointments to Board Mandated Committees**

**RESOLUTION #23-148:** Trustee Tut/Mulholland, moved: **That the appointments to the following Board Mandated Committees be approved.**

**A. Standing Committee**

All Trustees

**B. Suspensions Appeals & Expulsion Hearings**

All Trustees

**C. Trustee Code of Conduct Review**

First Alternate Trustee White & Second Alternate Trustee Noble

**D. Parent Involvement Committee**

Trustees Buck, Fehrman

**E. Supervised Alternate Learning Committee (SAL)**

Trustees Archer, Fehrman, Miller

**F. Special Education Advisory Committee (SEAC)**

Trustees Dahab and Danko (4-year term)

**G. Student Trustee Mentor**

Trustee Fehrman

**CARRIED UNANIMOUSLY**

**9. Appointments to Trustee Special Committees**

**RESOLUTION #23-149:** Trustee Fehrman/Tut, moved: **That the appointments to the following Trustee Special Committees be approved.**

**A. Audit Committee**

Trustees Danko, Tut, White (4-year term)

**B. Finance and Facilities**

Trustees Buck, Fehrman, Miller, Tut, White

**C. Governance**

Trustees Danko, Fehrman, Miller, Tut, White

**D. Human Resources**

Trustees Dahab, Danko, White, Wong

**E. Policy**

Trustees Archer, Buck, Dahab, Noble, White

**F. Program**

Trustees Archer, Dahab, Danko, Fehrman, Wong

**CARRIED UNANIMOUSLY**

**10. Election of Committee Chairs for Trustee Special Committees:**

**RESOLUTION #23-150:** Trustee Tut/Buck, moved: **That the appointments of the following Chairs for Special Committees be approved.**

**A. Finance and Facilities**

Trustee Tut nominated himself for Chair of Finance & Facilities.

The Chair called three times for nominations and no further nominations were received.

**B. Governance**

Trustee Danko nominated Trustee White for Chair of Governance.

The Chair called three times for nominations and no further nominations were received.

**C. Human Resources**

Trustee Danko nominated herself for Chair of Human Resources.

The Chair called three times for nominations and no further nominations were received.

**D. Policy**

Trustee Buck nominated Trustee White for Chair of Policy.

Trustee Noble nominated himself for Chair of Policy.

The Chair called three times for nominations and no further nominations were received.

Trustees voted by ballot and Trustee White was declared Chair of Policy.

**RESOLUTION #23-151:** Trustees Mulholland/White moved: **That the ballots be destroyed.**

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

In Favour (10): Trustees Archer, Buck, Danko, Fehrman, Miller, Mulholland, Noble, Tut, White and Wong

Opposed (1): Trustee Dahab

**E. Program**

Trustee Buck nominated Trustee Fehrman for Chair of Program.

The Chair called three times for nominations and no further nominations were received.

**CARRIED UNANIMOUSLY**

**11. Appointments to HWDSB Community Advisory Committees:**

**RESOLUTION #23-152:** Trustee Tut/White, moved: **That the appointments to the following HWDSB Community Advisory Committees be approved.**

**A. Faith Community**

Trustees Buck, White

**B. French as a Second Language**

Trustees Noble, White

**C. Human Rights and Equity**

Trustee Dahab

**D. Rural Schools**

Trustees Fehrman, Noble

**CARRIED UNANIMOUSLY**

**12. Appointments as Liaison/Representatives to Associate Agencies:**

**RESOLUTION #23-153:** Trustee Buck/Fehrman, moved: **That the appointments to the following Liaison/Representatives to Associate Agencies be approved.**

**A. City/School Board Liaison Committee**

Trustees Danko, Miller, Tut

**B. Hamilton-Wentworth Council of Home & School Associations**

Trustee Danko

**C. Hamilton Foundation for Student Success**

Trustee Archer

**D. Ontario Public School Boards Association (OPSBA)**

Trustees Buck as Director, Fehrman as Alternate

**CARRIED UNANIMOUSLY**

### **13. Directors Remarks**

Director Robinson Petrazzini congratulated Trustee Miller on her new role as Chair and Trustee Tut on his role as Vice-Chair. The Director also thanked Trustee Danko for her contribution and service over the past three years as Chair.

The Director offered her support and looks forward to collaborating with Trustees to best support students, families and the communities of HWDSB. The Director noted it is an exciting time at HWDSB – a time of change in support of charting a new course together as a Board with the powerful and dynamic multi-year strategic plan. There has been outstanding contribution from the community, and while there is an ongoing effort to embed our mission and vision, we are already seeing our new values of joy, dignity, compassion and trust across our system. On behalf of the Executive Council, Trustees were thanked for their service to the Hamilton community and to our families and our students at HWDSB.

### **14. Chair's Remarks**

Newly appointed Chair Miller thanked the Director for her kind and very thoughtful words. Chair Miller thanked the Director, senior staff, brand-new Associate Director Nunn, as well as associate Director Gerard and all staff on Executive Council for the support provided to trustees and the Chair and the Vice Chair every single day.

Chair Miller also thanked Trustee Danko as the outgoing Chair for her patience and guidance and openness with which she showed Trustee Miller when she was in the role of Vice-Chair and spoke to how Chair Danko led the board through an incredible amount of hardship through a global pandemic and the reopening of schools.

Chair Miller noted she is looking forward to supporting individual trustees so that they can be effective in their work to support their communities and be the best stewards of this board and organization. She is incredibly proud of what's been done this year with the multi-year strategic plan and the leadership that many trustees have undertaken in that work.

The meeting adjourned at 7:10 pm.

Reference: [Agenda](#) and [Recording](#)



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**Trustees:** Kathy Archer (electronic), Becky Buck, Sabreina Dahab, Dawn Danko (electronic), Amanda Fehrman, Maria Felix Miller, Ray Mulholland, Graeme Noble, Paul Tut, Todd White. **Student Trustees** Thomas Lin and Harry Wang

**Regrets:** Elizabeth Wong

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**1. Call to Order and Land Acknowledgment**

Maria Felix Miller, Chair of the Board, called the meeting to order at 7:22 p.m. and recited the land acknowledgement.

**2. Approval of the Agenda**

**RESOLUTION #23-154:** Trustees Fehrman/Buck moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

**3. Declaration of Conflict of Interest**

None.

**4. Confirmation of the Minutes: October 30, 2023**

**RESOLUTION #23-155:** Trustees White/Tut moved: **That the minutes from October 30, 2023 be approved.**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

**5. Correspondence**

Correspondence received end of day November 17, 2023

- Concerns related anti-Palestinian and anti-Muslim hate
- Our Voice Matters – Letter to HWDSB
- Concerns related to anti-Semitism
- Letters related to Investigation

Trustee White inquired if there was a statement of reply to the correspondence received used by staff.

The Director responded with the following statement:

*HWDSB has no place for hate and that is why we have a comprehensive [human rights policy](#) that denounces discrimination. In our policy it asserts that everyone is treated with dignity and respect. Everyone is supported and accepted, and all learning spaces are welcoming, respectful, accessible and free from systemic discrimination, harassment and forms of oppression.*

*Through these communications, we have heard that there are students who have not felt safe or welcomed, or who have had incidents occur that have made them feel unsafe or unwelcome, and I deeply, deeply regret that and at the same time, there are many actions that we're taking as we went through the communication where there were specific incidents that appointed to individuals such as our students who were experiencing harm. We followed up at the school level and we followed up with those who had brought it forward to ask if the*

*incidents had been reported to the school level. We also brought that to the attention of the school for follow-up and we also followed up with those who sent us the communication.*

*It is never appropriate for any of our students to feel concern for their safety, for their overall well-being and we've taken some deliberate steps to help support and care for our students during this highly sensitive circumstance of conflict between Hamas and Israel.*

*We met with all principals and vice principals earlier this month to support them with strategies and approaches when assisting students through conflict and world traumatic events. We asked them to be mindful whether or not they are seeing explicit incidents in their schools, or students could be having feelings of not being safe or feeling unwelcome, feelings of stress and anxiety. We provided a guide, [How to Support Students during World Conflicts](#), to use as a reference when facilitating supportive conversations. This guide responds to hate, bias and prejudice. Not only is it a resource, but it's professional learning that many of our staff have gone through.*

*This past Friday we did another follow up session for our principals and vice principals to have them bring this information back about how to create welcoming environments where we're not necessarily solving the issues that students are bringing forward, but we're creating an environment that makes them comfortable to do so and acknowledging how they are feeling.*

*Besides those resources, we also have an app where students and families can report anonymously, and that's called HWDSB helps. And then finally, we have at HWDSB Human Rights Office that is always available as an outlet for families to report and anyone can reach out to the Human Rights Office at [humanrights@hwdsb.on.ca](mailto:humanrights@hwdsb.on.ca)*

*One thing I would like to acknowledge is that we know we've always known that schools are a microcosm of the larger society and world that we live in. When there is conflict and strife in society, it often shows up in our schools and as a board and system leaders, we're going to continue to ensure that HWDSB students are supported to feel safe and welcome, that there's a place for all voices and that students can show up as their authentic selves and have their human rights respected.*

*I want to remind all families that [when you have concerns](#), we ask that you:*

- First start at the school level - speak with the teacher about the concerns. They do understand that sometimes they're just not getting you the results that you would want.*
- We then ask you to speak with the principal if that doesn't work,*
- The Superintendent's Office and if that doesn't work,*
- The [Human Rights Office](#)*

*We continue to support our students to hear their voices, to hear from our communities and to do our best to make sure all students and families feel safe and supported. And we know that we have much work to do, and we are on our way to doing that work.*

**RESOLUTION #23-156:** Trustees White/Buck moved: **That the correspondence be received and filed.**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

**Report from Trustee Special Committees**

**6. Audit Committee – November 7, 2023**

**RESOLUTION #23-157:** Trustees Tut/White moved: **That the Audit Committee Report – November 7, 2023, be approved including that Trustee Tut be appointed as Audit Committee Chair.**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

## **7. Policy Committee –November 1, 2023**

**RESOLUTION #23-158:** Trustees White/Tut moved: **That the Policy Committee Report –November 1, 2023, be approved including Assessment, Evaluation and Reporting, Environment and Copyright/Fair Dealings policies.**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

## **Report from Staff**

### **8. Community Advisory Committee**

**RESOLUTION #23-159:** Trustees Fehrman/Buck moved: **That the Community Advisory Committee Memberships - Faith, French as a Second Language, Human Rights and Equity and Rural Schools be approved**

**CARRIED UNANIMOUSLY**

Student Trustees Lin and Wang voted in favour.

### **9. Hamilton-Wentworth Student Transportation Services**

Associate Director Gerard provided an update on the number of open routes, spare drivers, and trainees. Currently there are a total of 4 open routes, which is decreased from the previous update. Currently, there are 5 spare drivers, which is an increase, and 15 in training with school bus operators. Works continues in areas where prone to having some late buses and that includes Flamborough Centre and Ancaster Secondary. It was also noted that a great amount of work had been completed by not only HWSTS staff, but board staff to support students and families during the HSR strike that occurred from November 9th to 16th. Associate Director Gerard offered thanks to staff, bus drivers, and operators for their support and to families and students for their patience during the strike.

The Board moved into 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, this being done at 8:01 p.m.

Public session resumed at 10:02 p.m. Trustees Archer, Danko and Wong did not return and were not present during the in-camera session.

**RESOLUTION #23-160:** Trustees Buck/Fehrman moved: **That the meeting be extended by 30 meetings.**

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

**In Favour (7):** Trustees Archer, Dehab, Fehrman, Miller, Noble, Tut, White  
Student Trustees Lin and Wang

**Opposed (1):** Trustee Mulholland

## **Reports from:**

### **10. Committee of the Whole (private) – November 20, 2023**

**RESOLUTION #23-161:** Trustees Tut/Buck moved: **That the Audit Committee report from November 7, 2023, be approved including the 2022-23 Consolidated Financial Statements of the Hamilton-Wentworth District School Board for the Year Ended August 31, 2023.**

**CARRIED UNANIMOUSLY**

### **11. Oral Reports from Liaison Committees:**

- A. City/School Board Liaison Committee:** Trustee Miller reported on behalf of Trustee Danko that the committee has not met since the last update. They plan to set a new date for the new year.

**B. Hamilton-Wentworth Council of Home & School Associations:**

Trustee Miller reported on behalf of Trustee Danko – that the Hamilton-Wentworth Council of Home and School Associations met on November 16<sup>th</sup>, 2023. Concerns about potential boundary changes at Gatestone and Shannon Koostachin were shared, there was discussion about the use of school cash online and that it may be different at each school, and it was noted there are challenges with legacy outdoor classrooms or play structures that were funded by non-board sources as there has been requests for home and schools to fund the upkeep in some cases. The committee provided feedback to the Chair on School Year Calendar.

**C. Hamilton Foundation for Student Success:**

Trustee Buck reported on the October 11<sup>th</sup> meeting where the group was made aware of the student support grants which opened on October 1<sup>st</sup>, having received 61 applications valuing more than \$11,000, which was similar to last year. Payday Payout has increased from 2,000 to 2,500 staff participants and there is now a waiting list. Foundation staff participated in the new employee orientation fair to help new employees become familiar with the foundation and its role within the system. Finally, on November 2<sup>nd</sup>, I was joined by the Director and Trustee Fehrman at the donor appreciate event in celebration of our donors and the wonderful work we can do through their generous giving.

**D. Ontario Public School Boards' Association (OPSBA)**

Trustee Buck reported there was a regional joint meeting held on November 4<sup>th</sup> in Kitchener Waterloo where discussion took place on board priorities and OPSBA advocacy on behalf of boards. OPSBA Leaders Academy is hosting a third lunch-time webinar on November 22, with Marion Thompson Howell on delegations. OPSBA Advocacy Day at Queens Park is taking place November 27<sup>th</sup>, where Trustee Buck will be in attendance with some Trustee colleagues from OPSBA. Lastly it was noted that the OPSBA Public Education Symposium is taking place in January with registration opportunities coming soon.

**12. Oral Reports from:**

**A. Student Trustees' – Local Activities & Ontario Student Trustees' Association (OSTA) Report**

The student trustees shared the following:

- Student Senate met the second week of November and had leaders from Youth for Climate Justice speak to both Elementary and Secondary Senates about the importance of preserving climate. Senators also brainstormed possible ways they could help fight climate change.
- In April there will be a joint meeting with the Ontario Student Trustees Association (OSTA) and both the Public and Catholic boards to form a new vision document that will serve as the organizations guide to advocacy and the areas of focus in our liaison with the Ministry of Education. Two areas being proposed are Mental Health and Well-being and Artificial Intelligence.
- Student Trustee Lin met with Principals, Teachers and Students at Ancaster High and Ancaster Meadow to discuss student usage of Artificial Intelligence (AI). Teachers at Ancaster High have formed a teacher AI community and Student Trustee Lin is serving as the student representative. His hope is to collaborate with board staff to find similar resources and responses for AI and students.

**B. Director's Report**

The Director shared the following:

- The Director participated in a school visit to Winona where she and the school administrators had the opportunity to walk into classrooms, and feel the energy and eagerness of students

willing to take part in engaging activities. She also got to meet with a group of 25-30 student leaders who shared with her the activities that they planned for the school which would be both learning activities and just plain fun activities.

- Grey Cup Festival - Community Race to the Cup, the Director was joined by members of Exec Council, Trustee Fehrman and members of the Communication and Community Engagement team. The Race to the Cup is a 5 Lesson Grey Cup Festival themed educational program that is supported by the Hamilton Ticats. Thanks to our Learning Services dept for putting the lessons together which are grounded in human rights and also inspire students to engage in sports, teams and physical literacy.
- The Director attended the Hamilton Foundation for Student Success Donor Appreciation Event with Amy Leeming Cote and Trustee Buck. They are grateful for all the generous donations that are received in support of many different initiatives for students across the board.
- The Director also attended the Liberty for Youth, 19<sup>th</sup> Gala "The power of a changed life". This is a significant community service where students ages 12 – 25 are mentored and supported to help change their lives. It was incredible to hear the testimonials from Hamiltonians that have changed their lives through their mentors and this program.
- The Director was grateful to the Community Engagement team led by Amber Aquin, who recently provided professional learning for Trustees on different ways that they can engage in their communities.
- In addition, over the past two weeks the board also had Climate Action Days, student led activities at secondary schools, grade 7/8 information nights, vaping information nights and partnerships with public health.

### **C. Chair's Report**

The Chair shared the following:

- Chair Miller was thrilled to see her ward come alive with the Grey Cup activities at Tim Hortons Field which is in the heart of Ward 3.
- She is excited to be the new Chair and is looking forward to celebrating with staff on their retirements as an Emcee at the annual Retirement Dinner next Monday.
- She thanked Amber Aquin for the fantastic engagement learning session on November 15, and thanked Trustee Officer Heather Miller for supporting the learning session and also the work that Trustees do every day, stating how incredibly valuable and appreciated she is.
- Chair Miller thanked outgoing Chair Danko and shared that she is very excited to work with vice-chair Tut and have his support this coming year and thanked the Board of Trustees who have signed up to do this work, who are advocates in their community, who are connecting on the issues that matter and who are participating in our democracy and elected process, in order to guide HWDSB to be the best organization that we can be.

The meeting adjourned at 10:30 p.m.

Reference: [Agenda Package](#) and Recordings: [Part 1](#) and [Part 2](#)

HWDSB Trustees and Executive Council,

Solidarity is a key feature of Unionism. It identifies the concern, and the willingness to provide support, for the conditions of all workers, not only those within a shared bargaining unit. What happens to one, happens to all.

As such, the affiliated Locals of the HWDSB are writing to the Trustees and Executive Council in support of the members of the board's OCTU Local.

Previously, the HWDSB proudly announced their promise and commitment, in the form of an official motion, to be a Living Wage employer. Trustees declared that the HWDSB would ensure that all of their employees would meet and/or exceed wage levels identified to mark the distinction between poverty and a Living Wage in Hamilton-Wentworth.

The board was celebrated for their progressive labour practices and acknowledged by the Unions as making a significant step towards the mitigation of the effects of poverty. The board was ensuring that, at the very least, it was not contributing to that scourge on society.

All HWDSB workers, and their own children, would arrive at their schools with dignity and respect.

Recently, the HWDSB put aside their commitment to fight poverty within the HWDSB. A portion of the HWDSB "family" are being left behind. This is unacceptable to the Board's Labour partners.

We are in tough economic times. The provincial government is not a collaborative partner in support of education funding. Regardless, a commitment only counts if it is kept in difficult situations. A promise that is easily broken was never really a promise. A Living Wage is needed now more than ever.

The leadership of the Board is asked to reconsider their decision to allow poverty within an institution strategically directed to address inequities and to improve the community. The leadership of the Union Locals is prepared to work with the Board to find and enact solutions.

**'The true measure of any society can be found in how it treats its most vulnerable members'**

- Ghandi



HAMILTON-WENTWORTH DECE LOCAL



8-1  
**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: December 4, 2023

From: Program Committee

Date of Meeting: October 24, 2023

The committee held a meeting from 6:06 p.m. to 7:27 p.m. on October 24, 2023, at 20 Education Court, Room EC-340D with Trustee Graeme Noble presiding.

Members present were: Trustees Kathy Archer (electronically), Becky Buck (electronically), Amanda Fehrman, Graeme Noble and Todd White (electronically).

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## **MONITORING ITEM:**

### **A. Math Achievement Action Plan**

Staff shared a brief overview of the Math Achievement Action Plan as informed by the Ministry's Math Achievement Action Plan (2023) which is designed to support student achievement and results in mathematics across the province in Grades 3, 6, and 9. The HWDSB Math Achievement Plan includes the use of proven evidence-informed strategies and approaches to address the needs identified in schools and focuses on the following three priority actions.

- Curriculum Fidelity: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement
- Math Content Knowledge for Teaching: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching
- Knowing Your Student: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive

#### Math Priority Schools

46 HWDSB schools (43 Elementary and 3 secondary) have been identified by the Ministry of Education as priority schools for mathematics. To support students with their learning and to increase teacher capacity, 24 Math Facilitators have been assigned to these math priority schools to work directly with students as well as to collaborate and support classroom teachers. Staff clarified that this is different than the HWDSB identified high priority schools (not just for Math).

Staff gave an overview of the Math Achievement Action Plan 2023-24 including expected outcomes, priority actions, and performance indicators. Staff also highlighted how we will include use of technology.

At the trustees' request, staff will provide a mid-year check-in report to this committee in March 2024. The annual report will be presented in the Fall of 2024.

The Program Committee received the report.

### **B. Student Learning and Achievement Report**

This is the final annual plan for the 2016-23 HWDSB Strategic Directions. In terms of student achievement, the plan outline expectations for improving graduation outcomes and reading achievement, particularly for students currently and historically underserved.

The report provides:

- Details on the execution and results of the 2022-23 Board Annual Plan, goals, targets and strategies for student learning and achievement.
- An update on the 2022-23 Education Quality Accountability Office (EQAO) results.
- Consideration for future Board Annual Plans based on the new Multi-year Strategic Plan (MYSP).

Trustees Buck and White left meeting.

**Graduation Goal:** Improving the graduation outcome for all students and closing the gap for those currently and historically underserved.

**Target:** At least 80 percent of students within each cohort making progress towards graduation/graduating.

**Strategies:**

- Investing in People: Provide differentiated professional learning on culturally responsive and relevant pedagogy, blended learning and personalized learning with a particular focus on engaging currently and historically underserved students.

- Strategy: Leveraging Effective Practices: Implement instructional, assessment, and engagement practices focused on improving the outcomes for all students in grades seven to twelve.
- Strategy: Refining Measures of Progress: Develop and implement the tools required to monitor the progress students make towards graduation on a regular basis, from grade seven onwards at the classroom, school and system levels.

Activities included:

- Implemented instructional practices and programming that respond to student interests and learning needs.
- Professional learning for principals, vice-principals and teachers to raise awareness of how to create inclusive and supportive learning environments.
- Staff developed two self-directed HUB courses: Inclusive Classroom Practices Kindergarten to Grade Twelve and Planning for Success: Universal Design for Learning as a resource for all educators.
- A Grade 9 Lead Teacher was added to each secondary school to support implementation of the de-streamed Grade 9 Program.
- Principals, vice-principals and educators continued to remove streaming practices and barriers in course selection to keep the greatest number of opportunities for students.
- Pathways Programs engaged students and contributed to their success in attaining credits and graduating.
- Executive Council monitors this goal through observational data gathered by principals, vice-principals and superintendents during school and classroom visits, and through Executive Council Quarterly Reviews.

Results:

In 2022-23, we measured each cohort's progress towards graduation using credit accumulation data. The following data represents the current students and those students who have already graduated:

80% of the 2022-23 cohort (this year's Grade 10 students) are on track to graduate.

67% of the 2021-22 cohort (this year's Grade 11 students) are on track to graduate.

68% of the 2020-21 cohort (this year's Grade 12 students) are on track to graduate.

76% of the 2019-20 cohort (this year's Grade 12+ students) have already graduated.

HWDSB projects that 82% of the 2017-18 cohort will graduate within 5 years and, because 83% of the cohort have earned 30 credits, we expect 83% of the 2018-19 cohort will graduate.

**Reading Goal:** Improving the reading achievement of all students and closing the gap for those currently and historically underserved.

Target: At least 75 percent of students within each cohort on track as an effective reader.

Strategies:

- Investing in People: Provide differentiated professional learning on comprehensive literacy instruction, assessment, and interventions with a particular focus on engaging currently and historically underserved students.
- Leveraging Effective Practices: Implement effective reading instruction and assessment practices from kindergarten to grade six.
- Refining Measures of Progress: Develop and implement the tools required to regularly monitor the progress students make towards becoming proficient readers from kindergarten to grade six at the classroom, school and system levels.

Activities Included:

- Staff worked to address the recommendations in the Ontario Human Rights Commission's Right to Read report.
- Principals, vice-principals and teachers participated in professional development about these strategies throughout the year.
- Staff began to implement reading strategies such as systematic and direct instruction in phonics as highlighted in the Right to Read report to close achievement gaps related to COVID-19 especially Kindergarten to Grade 3.
- Staff offered tutoring programs to students in Grades 1 to 6 to improve reading skills.
- Executive Council monitors this goal through observational data gathered by principals, vice-principals and superintendents during school and classroom visits, and through Executive Council Quarterly Reviews.

Results:

Staff monitored this goal through student achievement in the Reading strand of the Language curriculum on the June Report Card. A "B" in the Reading strand of Language represents being an "effective reader".

75 percent of HWDSB students within each cohort on track as an effective reader in Grades 3 through 6.



2022-23 Education Quality Accountability Office (EQAO) Results

Staff is pleased to note that the percentage of first-time eligible students who were successful on the Ontario Secondary School Literacy Test (OSSLT) rose to 77%, which reduced the gap with the province.

Staff is analyzing the 2022-23 results for Grade 3, 6 and 9 which showed that fewer students achieved the provincial standard (Level 3) than the province.

Another trend in overall data relates to students achieving at Levels 2 or 4. In Grades 3, 6 and 9, more HWDSB students attain Level 2 than in the province, and fewer HWDSB student achieve above the standard at Level 4.

With the on-going impact of the pandemic in mind, staff are taking action to improve student learning and achievement in 2023-24.

Future Annual Plan Goals

The Multi-Year Strategic Plan (MYSP), will drive the new Board Annual Plan. While all the new Strategic Directions inform student learning and achievement, the Direction “Providing Equitable Quality Education” describes how “We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future readiness.” The opportunity ahead is to formalize this commitment into a plan that will improve student learning and achievement for every student, every day, and in every learning space.

The Program Committee received the Student Learning & Achievement Plan Report (2022-2023).

**C. Middle Years Development Index (MDI)**

As requested at the last Program Committee Meeting, a further discussion took place regarding Middle Years Development Index (MDI). Superintendent Paul Denomme, Sally Landon and David Hoy were available to answer trustees’ questions.

The intent of the MDI is long-term over 10 years of data collection. Patterns shift over time and the pandemic is a huge variable. This index directly links with the student census. Moving forward we need to ensure HWDSB and Ministry requirement surveys are not asking students the same questions. We do not want to create survey fatigue.

Respectfully submitted,  
Graeme Noble, Chair of the Committee

Reference: [Committee package](#) and [meeting recording](#).

## COMMITTEE REPORT

Presented to: Board

Date of Meeting: December 4, 2023

From: Governance Committee

Date of Meeting: November 13, 2023

The committee held a meeting from 6:05 p.m. to 9:50 p.m. on November 13, 2023, at 20 Education Court, Hamilton, ON, in person and through MS Teams, with Trustee Todd White presiding.

Members present were: Trustees Amanda Fehrman (electronically), Dawn Danko, Becky Buck, Maria Felix Miller (electronically) and Todd White.

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### ACTION ITEM:

#### A. Board of Trustee Self-Review

Committee Chair White noted for the committee that this item was on the agenda for the committee to review and discuss the questions to be included in the self-review survey. The purpose of the survey is to help set priorities for the Board of Trustees for the following year. The survey responses would reflect the board-perspective and will ask Trustees to reflect on what they know, (i.e., the traditional roles and responsibilities of the Board of Trustees) and inspires them to think about how they will evolve practices to reflect tenets of the Multi-Year Strategic Plan. The survey will utilize a maturity model for evaluation and allow the same model to be used year over year to track progress. The survey will take place throughout December and the Governance Committee will receive the results in the new year.

Attached to this report is the Board of Trustee Self-Evaluation.

On the motion of Trustee Dawn Danko, the Governance Committee **RECOMMENDS** that the **Board of Trustee Self-Evaluation** be approved.

**CARRIED.**

### MONITORING ITEMS:

#### B. Operational Goals to align with the Multi-Year Strategic Plan

The Director presented the [Board Improvement Plan 2023-2024](#) to the committee, reviewing the Multi-Year Strategic Plan Vision, Mission and Values as well as the Strategic Directions. It was noted that the strategic directions are the objectives and the vehicle through which we will achieve our mission, and by actioning the strategic direction, the conditions will be created that allow students to thrive and succeed. The Board Improvement Plan is where initiatives being employed, create the learning environment required for every student to “experience a sense of belonging and engage in dynamic learning to reach their potential and build their own future.”

The Director noted the following Goals and Indicators that will be used to bring forward *progress reports* to Trustees.

1. Improve literacy achievement for every student
  - % L34 EQAO Reading and Writing in grades 3 and 6
  - % FTE passing OSSLT
2. Improve numeracy achievement for every student
  - % L34 EQAO Math in grades 3, 6 and 9
3. Improve preparedness for the future for every student
  - % students graduating within 5 years
  - % students on track to graduate with 16 credits by end of Gr. 10
  - % students participating in job skills programs (SHSM, Dual Credits, OYAP)
  - % students enrolled in Gr. 12 Math or Gr. 11 or 12 Science
  - % students who feel prepared for the next step in their learning

4. Increase engagement for every student
  - % students attending school 90% of the time
  - % students suspended at least once
5. Improve well-being for every student
  - % students aware of available mental health supports and services
  - % students feel like they belong in their school

The reporting structure includes a *progress report* on Goals 1, 2 and 3 Literacy, Numeracy, Future Preparedness in March, a *progress report* on Goals 4 and % Engagement and Well-Being in May and a *summary report* on Goals 1-5, Indicators for the previous school year in October.

### **C. Trustee Policy Manual – Feedback**

Trustees requested an opportunity to provide feedback prior to the end of last school year on the trustee policy manual. The committee reviewed the feedback that was provided along with the proposed revisions and provided additional revisions/clarifications for consideration. The committee was not able to complete their discussion on this item and had requested it come back to a meeting in December (to be scheduled). Once all of the feedback has been reviewed by the committee, a revised manual will come forward in the new year to the committee highlighting (through tracked changes) the proposed changes for final consideration.

Respectfully submitted,  
Todd White, Chair of the Committee

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

## Board of Trustees Self-Evaluation – Fall 2023

Self-evaluation is an effective way to assess strengths and areas for improvement. Using a maturity model (i.e., a continuum of “we haven't even started this” to “we have this in place and are doing it consistently”) instead of a Likert scale (e.g., strongly disagree, disagree, agree, strongly agree) is deliberate because it is aspirational and non-judgmental. It fosters growth by asking where we’re at on this journey and where we need to go. This self-evaluation asks Trustees to reflect on what we know, i.e., the traditional roles and responsibilities of the Board of Trustees, but also inspires us to think about how we will evolve practices to reflect tenets of the Multi-Year Strategic Plan. The same model can be used year over year to track progress.

Trustees are asked to track progress for each item using the maturity model scale and to assess the progress of the Board of Trustees as an entity, not as individuals. This is not a personal assessment. It is our assessment overall, as a group, as a unit, as a board.

Scale:

<b>PRE-IMPLEMENTATION:</b>	we have nothing in place to address this, we may need to know more, we may be gathering information, we may be planning
<b>EARLY IMPLEMENTATION:</b>	this happens ad hoc, we're still learning
<b>BUILDING CAPACITY:</b>	this happens but not always consistently, we are learning more, practicing, supporting, shifting practice
<b>SUSTAINING CAPACITY:</b>	we are where we need to be. Practice/knowledge is consistent and ongoing

Mission and Strategic Planning	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
Trustees are knowledgeable about the culture, history and values of the district.				
The Board of Trustees has ensured there is a strategic planning process in place and that Trustees appropriately take part in that process.				
The Board of Trustees has ensured that HWDSB strategic plans are responsive to community needs.				
The Board of Trustees has adopted and monitors implementation of HWDSB's strategic plan.				

Policy & Governance Role	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
The Board of Trustees clearly understands its policy role and differentiates its role from those of the Director and staff.				
The Board of Trustees clearly delegates the administration of the district to the Director.				
Trustees refrain from attempting to manage staff work.				
HWDSB's Policies are up-to-date and comprehensive.				
The Trustees Governance "Policy Manual" is up-to-date and comprehensive				
The Board of Trustees relies on policies in making decisions to guide the work of the district.				
The Board's Human Resources policies provide for fair and equitable treatment of staff.				
The Board of Trustees protects and promotes Human Rights and ensures Equity while focused on student achievement and well-being.				

Relationships	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
The Board of Trustees has built a positive relationship with the Director.				
The Board of Trustees has set and clearly communicates clear expectations for the Director's performance.				
The Board of Trustees annually evaluates the Director's performance.				
The Board of Trustees has built effective relationships with Executive Council				
The Board of Trustees has built effective relationships with labour unions				
The Board of Trustees actively promotes respectful representation of HWDSB in the media and community				
The Board of Trustees acts as an advocate on behalf of the entire community to respond to community needs and concerns.				
The Board of Trustees understands the Two-Row relationship framework and the idea of working in parallel or alongside.				
The Board of Trustees considers Indigenous families in the context of beneficiaries of knowledge and knowledge production and takes steps to ensure Indigenous voices inform reporting practices.				
Trustees are active in the community.				
The Board of Trustees ensures that Trustees practice regular, deliberate efforts to seek out student and community voice from throughout the system (e.g., attending a student performance, engaging with student/parent groups, touring a school)				
The Board of Trustees advocates on behalf of the district to the Ministry of Education, municipal, provincial and federal politicians to ensure they understand local issues and needs.				
The Board of Trustees actively supports the district's Foundation as HWDSB's Charity of Choice.				
The Board of Trustees has ensured that information about the roles and responsibilities of Trustees is easily understood, widely communicated and accessible.				
The Board of Trustees is knowledgeable on tools available to use to engage with community.				

Fiduciary Role	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
The Board of Trustees has assured that the budget reflects priorities in HWDSB's Multi-Year Strategic Plan and Board Improvement Plan.				
Trustees understand the budget process.				
Trustees are effective stewards of district resources.				
Board policies have assured effective fiscal management and internal controls.				
The Board of Trustees regularly receives and reviews reports on the financial status of the organization.				
The Board of Trustees has ensured a whistleblower mechanism is in place as part of controls and risk management.				

Board of Trustees Leadership	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
Trustees understand their roles and responsibilities.				
Members of the Board of Trustees elevate the diverse voices in our communities.				
Members share, trust and respect for each other.				
All Trustees participate in active discussion and decision-making.				
Communication among Trustees is effective, i.e., promotes understanding, cooperation, and transfer of information				
The Board of Trustees expresses its authority only as a unit.				
Trustees understand they have no legal authority outside board meetings.				
The Board of Trustees utilizes a human rights and equity lens in decision-making.				

Effective Committee and Board Meetings	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
Board meetings are accessible to the public and information about how to participate is deliberately shared to reach a wide, diverse audience.				
Board meetings and learning opportunities are sufficient to explore key issues.				
Agenda items provide enough information to enable informed decision-making.				
Trustees ensure that confidential and personal information is secured and stored according to district policies and privacy legislation.				
The Board of Trustees has identified colonial characteristics or practices and is working towards dismantling those that pose as barriers.				
Committee structures are well-defined, and each committee has a terms of reference.				
The Board of Trustees has ensured that board meeting agendas and reports are manageable, thus ensuring Trustees can come to meetings prepared.				
The Board of Trustees makes room at the table so divergent views can be heard.				

Board of Trustees Professional Learning	PRE-IMPLEMENTATION	EARLY IMPLEMENTATION	BUILDING CAPACITY	SUSTAINING CAPACITY
Trustees are knowledgeable about the district's programs and services.				
There is ongoing, regular learning in place to ensure Trustees are on a journey to learn regarding equity, human rights, and Indigenous Education, in alignment with the new Multi-Year Strategic Plan and in accordance with the commitment to complete ARAO training annually.				



**Open-ended questions:**

1. What are the Board of Trustees' greatest strengths?
2. What are the Board of Trustees' greatest opportunities for improvement?
3. As a member of the Board, I have concerns about \_\_\_\_\_
4. I think the Board of Trustees would benefit from learning on these topics \_\_\_\_\_
5. What additional resources & supports does the Board of Trustees need to understand roles and responsibilities as members of Trustee special committees, advisory committees, legislative committees, etc.?
6. Please describe how the board functions as a cohesive unit. Is it functioning as a unit as well as it should? Why or why not?

## Committee Report

Presented to: Board

Meeting date: December 4, 2023

From: Parent Involvement Committee

Meeting date: November 14, 2023

The committee held a PIC meeting on November 14, 2023, from 6:34 pm. to 8:24 p.m. with Chair Mike Palma presiding.

**Members Present:** Jennifer Csele, Alissa Fairley, Leah Ferleyko, Cheryl Hue, Mohamed Khamis, Heather Lambert Hillen, Amanda Lloyd, Tim Louks, Katrusia Marunchak, Alyse Nishimura, Mike Palma, Heidi Oglesby, Christine Sandor, Alissa Shuker, Cindy Stranak. Trustee Amanda Fehrman

**Regrets:** Cindy Bourassa, Shelley Clemence, Kristina Collier, Chantell Crawford, Channah Fonseca Becar, Adriana Harris, Emma Haslam Topping, Christine Joseph Davies, Lorraine Lowry, Nikita Mahood, Laura Mulder, Mehar Nandra, Megan Ryan, Christine Schewee, Omer Ahmed Sheikh, Cindy Stewart. Trustees Elizabeth Wong and Becky Buck.

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### MONITORING ITEMS:

#### A. Old Business

##### Parent's Reaching Out Grant Applications

Superintendent Goodacre shared the 2023-24 PRO Grant application and memo with the committee who reviewed and shared feedback.

#### B. New Business

##### Fundraising

Superintendent Goodacre shared there is a Fundraising Policy Review currently open to the public at EngageHWDSB. The committee shared feedback related to the lack of engagement on EngageHWDSB.

##### Hamilton Foundation for Student Success

Amy Leeming Cote shared the HFSS Annual Plan Highlights including upcoming events to raise funds for student support.

##### Speaker's Guidelines

Superintendent Goodacre shared an update on guidelines for Presenters and Speakers in schools, Principal responsibility and shared the emphasis is on creating an environment for safety.

##### January PIC Meeting

January meeting proposed to be an in-person school council networking night based on feedback from the School Council startup session. School Council Chairs will be invited. PIC members will facilitate and discuss topics of interest to School Council Chairs. Volunteers will be needed.

#### C. Trustees Report

Trustee Amanda Fehrman provided an update on the Grey Cup Community Race to the Cup. Board of Trustees assignments will be decided in December.

#### D. Reports from other Committees

French as a Second Language Advisory Committee – Superintendent Bill Torrens has been seconded to the Ministry as Director of Virtual and Digital Learning Resources. Michelle Lemaire is the new Superintendent of Program. Discussion at the meeting was about alignment with the Board, focus on the overall three-year plan, and reviewing the grade 1 process, diversity, academic support, and DELF.

Hamilton-Wentworth Council of Home & School – Heather Lambert Hillen shared that financial verifications and membership have been loaded. HWCCHS is attending the next PIC meeting. Thanked Chair Danko for being the Trustee liaison over the past school year.

Rural Schools Community Advisory Committee – No report at this time.

Respectfully submitted,  
Mike Palma, Chair

## Committee Report

Presented to: Board

Meeting Date: December 4, 2023

From: Special Education Advisory Committee (SEAC)

Meeting Date: October 25, 2023

The Committee held a meeting on Wednesday, October 25, 2023, in room 308 at the Education Centre, beginning at 5:36 pm ending at 7:11 pm, with Chair Judy Colantino presiding.

### **Present**

Dawn Danko, HWDSB Chair, Trustee Ward 7, 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, Melanie Roberts, The Association for Bright Children of Ontario, Nancy Silva Khan, Autism Ontario (Central West Chapter), Sarah Pennington, Community Living Hamilton (Alternate), Susi Owen, CNIB Hamilton and Niagara

### **Regrets**

Jessica Malcew, VOICE for Hearing Impaired Children, Mark Courtepatte, FASD Parent & Caregiver Support Group, Sabreina Dahab, Trustee Ward 2, Tracy Sherriff, Community Living Hamilton

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### **INFORMATION ITEMS:**

#### **A. Enhancing HWDSB Experiences for Students with Autism**

Carina Gratton, Manager, Autism & Neurodevelopmental Services, Max Adler, Autism Advisor/Peer Support Worker

Max presented an overview of his role, some of which includes working alongside Occupational Therapists, assisting in facilitating after-school programs, utilizing lived experiences to develop classroom checklists, raising awareness of the needs of neurodiverse students, as well as developing resources for educators to use to support students with Autism.

#### **B. Project SEARCH**

HWDSB received the 2021-2022 Excellent Employment Outcome Award from Project SEARCH International Headquarters.

#### **C. Members' Update**

##### **Trustees Update: Dawn Danko, HWDSB Chair, Trustee Ward 7**

- The [Multi Year Strategic Plan 2023-2028](#) has been approved by Trustees. HWDSB is working with iThink to involve students/staff at 25 schools in a Challenge kit project. The goal of the HWDSB Challenge kit is to connect the new strategic directions with meaningful action and student voice.
- Trustees approved a two-year process for Fall 2023 School Year Calendar Holiday Consultation Framework.
- [Fundraising Policy](#) is out for consultation. We invite you to share your thoughts on a policy that directs fundraising activities within the Board.
- Applied for two capital subsidies: new school in Waterdown and addition to Mount Hope
- Due to its' closeness to the landfill, the new school on Nash is on pause, while additional investigation is in progress

### **Local Association Updates**

#### **Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair**

- Some of the initiatives that kids in the [robotics program](#) have been involved in: designed an accessible table to use for groups, first accessible team competing with the Catholic Board, built/flew drones – December 9<sup>th</sup> is a provincial competition, 175 kids joined the program since COVID.

#### **Julie Armstrong, Centre for Diverse Learners**

- We're hosting a virtual workshop on [Teen Mental Health](#) on November 15<sup>th</sup> with Jill Dennison from Canadian Mental Health Association of Hamilton.

#### **Sharon Stephanian, Superintendent of Specialized Services**

- Consent to Release Adult Student Personal Information to Parents(s)/Guardian(s) form. The intent of this form is to enable the school/board to provide copies of documentation and enable information to be verbally released to the listed person(s). Access to personal information for students age 18 or older is available only to the student and to authorized school personnel unless a *Consent to Release Adult Student Personal Information to Parent(s)/Guardian(s)* form is signed. The form is in final stages of review before being implemented in schools.
- Received Ministry funding for various initiatives
  - Professional Assessments
  - Removing Barriers for Students with Disabilities
  - Reading Intervention Supports
- Currently in bargaining discussions with PSSP (Professional Student Services Personal) labour partner.
- Access to Technology Committee was formed to review technology available for educational assistants.
- Thursday, November 16<sup>th</sup> is Educational Assistant Appreciation Day – we appreciate the hard work year-round, however this day is dedicated to acknowledging educational assistants specifically.
- Council for Exceptional Children Yes I Can Awards will be held Thursday, May 16<sup>th</sup> at Michelangelo's.

Respectfully submitted by  
Judy Colantino, SEAC Chair

### **Notice of Motion re: Anti-Palestinian Racism**

Submitted by Student Trustee Thomas Lin/Trustee Sabreina Dahab  
December 4, 2023

**Whereas:** Students are citing increased levels of anti-Palestinian racism in schools, including but not limited to the threat of suspensions or other disciplinary action for saying “Free Palestine”, and are being asked to remove their Keffiyeh, a symbol of Palestinian culture,

**Whereas:** Students across HWDSB are citing increased levels of Islamophobia, including but not limited to being called “terrorists” in their schools for wearing a keffiyeh,

**Whereas:** Approximately 600 students at 5 HWDSB have walked-out of High Schools demanding a cease-fire and an end to the occupation in Palestine (Saltfleet, Ancaster, Glendale, Henderson, Westmount),

**Whereas:** Students across HWDSB have cited that student initiatives such as fundraisers, spirit days, and walkouts for Palestine, have been shut down and clubs have been threatened with being disbanded for such initiatives,

**Whereas** all students, including Palestinian students, deserve to be safe in their school without experiencing anti-Palestinian racism or Islamophobia,

**Therefore be it further resolved that HWDSB** provide training to all school staff on Islamophobia and anti-Palestinian racism, with the training to include a focus on how this racism informs disciplinary actions.

**Be it further resolved that HWDSB** provide clarification to all school staff on the updated dress code guidelines, which protects students from discrimination against cultural dress or headwear requirements, including the keffiyeh, to support religious/creed accommodations.

**Be it further resolved that HWDSB** provide clarification to all school staff on our current fundraising policy which states that “fundraising may be used to support humanitarian or charitable causes that can increase student understanding, empathy and activism in helping to address local, national and international issues”.

**Be it further resolved that HWDSB** staff provide a report back to the Board of Trustees on all of the above actions.

**Notice of Motion re: Flamborough Centre/Mary Hopkins  
Temporary Accommodation Strategy**

Submitted by: Trustee Graeme Noble  
December 4, 2023

**Whereas** the conditions of Mary Hopkins Elementary School and Flamborough Centre Elementary School, the only two schools currently under consideration for the accommodation strategy, are experiencing critical-level or emerging enrollments issues related to available facilities and infrastructure; and

**Whereas** five schools in the area, including Mary Hopkins, Flamborough Centre, BalACLava, Guy B. Brown, and Allan A. Greenleaf are viable options for consideration within the current accommodation strategy given their location, the communities impacted, transportation considerations, and the resources available at different sites;

**Whereas** the intent of this accommodation strategy seeks to improve the learning conditions of schools in Waterdown and Flamborough experiencing significant challenges related to their high enrollment pressures on a temporary basis until receipt of funding from the Ministry of Education and the subsequent construction of a new school in East Waterdown; and

**Whereas** the current proposal for a temporary accommodation strategy does not allow for the inclusion of the primary requests from impacted communities without adding a full year of delays to the implementation of a strategy; and

**Whereas** the urgent needs for solutions that consider community voice, infrastructural support, and ultimately the impact on student learning and success requires that we find a pathway forward that will be timely and, at minimum, include all possible opportunities that would achieve the best outcomes for as many students as possible;

**Be it resolved that** [Resolution #23-63](#) be amended to include the five area elementary schools of Mary Hopkins, Flamborough Centre, BalACLava, Guy B. Brown, and Allan A. Greenleaf that allows for implementation beginning in September of 2024.