

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 29, 2024](#)
7. [Correspondence: E. Biro](#)

Reports from Trustee Special Committees:

8. [Program – April 25, 2024](#)
9. [Finance & Facilities – April 30, 2024](#)

Reports from Legislated Committees:

10. [Special Education Advisory Committee – April 30, 2024](#)

Reports from Community Advisory Committees:

11. [Faith Community Advisory Committee – April 17, 2024](#)

12. Trustee Special Committee: Governance – Membership – up to 2 additional members

13. Report from Committee of the Whole (Private) – May 13, 2024

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

15. Adjournment

Trustees: Kathy Archer (electronically), Sabriena Dahab, Dawn Danko (electronically), Amanda Fehrman, Maria Felix Miller, Paul Tut, Todd White and Elizabeth Wong (Electronically). Student Trustees Thomas Lin and Harry Wang.

Regrets: Trustees Becky Buck, Ray Mulholland and Graeme Noble

1. Call to Order and Land Acknowledgement

Maria Felix Miller, Chair of the Board called the meeting to order at 7:35 pm and recited the land acknowledgement.

2. Approval of the Agenda

RESOLUTION #24-55: Trustees White/Tut moved that the agenda be approved.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

3. Declarations of Conflict of Interest – None

4. Confirmation of the Minutes: April 8 and 16, 2024

RESOLUTION #24-56: Trustees Fehrman/Tut moved that the minutes from April 8, 2024 and April 16, 2024 be approved.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

5. Correspondence

RESOLUTION #24-57A: Trustees Fehrman/Tut moved that the correspondence from E. Biro be received and filed.

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

In Favour (7): Trustees Archer, Danko, Fehrman, Miller, Tut, White and Wong

Opposed (1): Trustee Dahab

Student Trustees Lin and Wang were opposed.

RESOLUTION #24-57B: Trustees Fehrman/Tut moved that the correspondence from A. Chatterton be received and filed.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

Reports from Trustee Special Committees:

6. Program – March 26, 2024

RESOLUTION # 24-58: Trustees Fehrman/Tut moved that the Program Committee report from March 26, 2024 be received.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour

7. Human Resources – April 3, 2024

RESOLUTION #24-59: Trustees Danko/Tut moved that the Human Resources Committee report from April 3, 2024 be received.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour

8. Audit – April 4, 2024

RESOLUTION #24-60: Trustees Tut/Fehrman moved that the Audit Committee report from April 4, 2024 be received.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

Trustee Danko was not present for the vote and left the meeting.

9. Special Governance – April 15, 2024

Resolution #24-61: Trustees White/Dahab moved that the Special Governance Committee report from April 15, 2024 be approved including that the Governance Committee serve as the committee responsible for conducting a performance appraisal of the Director of Education, as prescribed by O. Reg. 83/24 with the following exceptions:

- the Chair of the DPA Committee will be selected by the committee membership at the first meeting of the committee following the Organizational Board Meeting each year.
- the Board recognizes the decision-making authority given to the Committee and/or Committee Chair by O.Reg. 83/24 which supersedes the Board's regular approval processes.
- that the committee membership be no fewer than 3 and no more than 7 members of the Board of Trustees, where the Chair and Vice Chair are required members.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

10. Reports from Legislated Committees:

Special Education Advisory Committee – March 27, 2024

Resolution #24-62: Trustees Felix Miller/White moved that the Special Education Advisory Committee report from March 27, 2024 be received.

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour

11. Report from Committee of the Whole (Private) – April 29, 2024

RESOLUTION #24-63: Trustee Tut/Dahab moved that the following report from Committee of the Whole held earlier this evening be approved including:

- That the Human Resources Committee report from April 3, 2024 be received
- That the Audit Committee report from April 4, 2024 be received
- That the tentative Collective Agreement between the Ontario Secondary Teachers' Federation, District 21, representing the Teachers and Occasional Teachers (OSSTF T/OT) and Hamilton-Wentworth District School Board (HWDSB) for the term of September 1, 2022, to August 31, 2026, be approved and amended as per the School Boards Collective Bargaining Act
- That a report was received with legal counsel present

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

12. Written Notice of Motion re: HWDSB Nutrition Programs

Submitted by: Student Trustee Lin (supported by Trustee Dahab)

Whereas: Several organizations support students across our system with access to nutrition programs (such as breakfast, snack, lunch, and weekends) throughout the day in the City of Hamilton;

Whereas: We know that having access to a healthy nutritious meal before school directly correlates with better grades;

Whereas: Many students, especially in disenfranchised and underrepresented schools, often cannot access three meals throughout the day and need support from their schools to ensure that they are fed;

And whereas: There are challenges delivering nutrition programs (due to funding or individuals to oversee programming) currently being experienced by some schools across the system.

Therefore be it resolved that staff provide a report on the funding and partnerships of nutrition programs in HWDSB (such as breakfast, snack programs, and lunch programs).

Be it further resolved that staff provide a report on the history and evolution of any nutrition programs in HWDSB.

Be it further resolved that staff provide a report on which HWDSB schools currently have nutrition programs and how they are sustained (ex: volunteer run, parent council run, separate agency run).

RESOLUTION #24-64: Student Trustee Lin, supported by Trustees Dahab/Tut moved that the following be approved:

- That staff provide a report on the funding and partnerships of nutrition programs in HWDSB (such as breakfast, snack programs, and lunch programs).
- That staff provide a report on the history and evolution of any nutrition programs in HWDSB
- That staff provide a report on which HWDSB schools currently have nutrition programs and how they are sustained (ex: volunteer run, parent council run, separate agency run).

CARRIED UNANIMOUSLY

Student Trustees Lin and Wang voted in favour.

13. Oral Reports from:

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

Student Trustee Lin provided the following update:

- recognized and appreciated a grade 10 student who initiated the request to bring back the breakfast program and noted that Student Senate is working on videos, Instagram reels and various other social media channels to promote this initiative.
- Public Education Interest Group Town Hall – Student Trustee Lin (in his role as Secretary), accompanied by HWDSB incoming Student Trustees for 2024-25 and 30 students from across Ontario, worked in conjunction with the Two-Spirit and LGBTQA Advisory Group on implementing all gender bathrooms in each HWDSB school. They are currently working on a letter for Executive Council around student safety and concerns in schools.
- Inaugural Hamilton City Youth Town Hall - hosted a breakout room with Student Trustee H. Wang on Sustainable Housing and Transportation.

Student Trustee Wang provided the following update:

- recognized the work that has been done by the Elementary Senate related to the Healthy Nutrition Program.
- He also noted he had the privilege of being the Master of Ceremony for the Earth Day celebrations last week held at the Education Centre and enjoyed talking to different schools about their initiatives related to climate change.

B. [Director's Report](#)

Sheryl Robinson Petrazzini, Director shared the following:

- Each month, we have the opportunity to share important events that affect our students, families and communities across HWDSB and April has proved to be another fantastic month with outstanding examples of excellence across our system.
- Yesterday was to mark the National Day of Mourning and a message was shared as a reminder of the importance of workplace safety and our shared responsibility to protect workers from harm.
- Visited several schools this month and was able to witness students having conversations and engaging in activities that were focused on being kind and compassionate. She saw examples of joy in action in different ways also. Connections with students are incredibly important for spreading those values of: Joy, Dignity, Trust and Compassion.
- Prom project, a collaborative effort between HWDSB and Hamilton Foundation for Student Success was a fabulous success, and it was so wonderful to support students to thrive, see joy in milestone moments and being confident as their truest selves. It was supported by 150 volunteers and was held at Sir Winston Churchill. A special thanks to Amy Leeming-Cote of the Hamilton Foundation for Student Success for her leadership and thanks to those trustees who were able to attend that day.

C. Chair's Report

Trustee Miller shared the following:

- Trustees are participating in Take Your MPP to School Day taking place May 21-24 by connecting with local MPPs and coordinating school visits with their School Superintendents.
- Acknowledged that the Minister shared an update on Sunday regarding cell phones in our schools and vaping in our schools.
- Trustees were acknowledged and thanked for their participation in Prom Project and Earth Day last week.

Meeting adjourned at 9:12 pm

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

May 7, 2024

HWDSB Board of Trustees,

I am submitting this letter to again ask the HWDSB to listen to its Jewish students, our children, share their personal stories of the how they have experienced antisemitism within their schools. While I am grateful to the HWDSB leadership, particularly Chair Miller, Director Robinson Petrazzini, Assoc. Director Nunn, and Superintendent Denomme for meeting with the parents of the Jewish community, time has still not been found to meet with our children and hear their experiences first-hand. Although, it is true that some of our children did attend the parents meeting, when asked whether our children should attend, the Director's office informed us that "At this time, the intention is to hear from the parents", so most of our children did not get to share their experiences.

Advising the Jewish families to meet board leadership without our children is very peculiar considering the importance placed on the "Student Voice". In fact, the HWDSB's prioritization of the Student Voice may be seen by the great effort of two trustees to work with Muslim and Palestinian students facing Islamophobia and anti-Palestinian racism, resulting in a motion presented to the board on Dec 4, 2023. During the presentation of the motion, students were able to share their experiences, in-person, on the record, within the HWDSB board meeting. The care that HWDSB gives to Student Voice may again be seen from the meeting the that the Director had with Muslim and Palestinian students in April to listen their issues, persisting since the Dec 4th motion, as described in the Director's report presented at the April 29th HWDSB board meeting.

Your Jewish students are suffering. Not only has Antisemitism been allowed to run unabated in your schools (which I have discussed in multiple past letters: Apr 8/24, Mar 25/24, Jan 29/24, Dec 18/23, and Nov 17/23), but the board and HWDSB leadership is refusing to meet with and listen to your Jewish students. This is especially galling considering the continued discussion of the importance of "Student Voice", which is prioritized when other student groups are in-need.

Jewish students do not even get to hear their issues spoken of independently from issues of other groups. During the discussion of the Dec 4th motion, Antisemitism (but not anti-Israeli racism) was tacked onto the Islamophobia and anti-Palestinian racism motion as if the experiences of the Jewish and Israeli students are the same as those faced by Muslim and Palestinian students. This is not the only time Antisemitism and Islamophobia within the HWDSB have been linked, only the most impactful. The Antisemitism being faced by Jewish students in the HWDSB is manifesting as student-to-student harassment and threats. From the descriptions of the delegates on Dec 4th, the Islamophobia and anti-Palestinian racism is predominately manifesting a product of how HWDSB staff are enforcing HWDSB policy and procedures. Although both are unacceptable, they are fundamentally different and should be addressed separately. Islamophobia and anti-Palestinian racism can be brought up without mentioning Antisemitism and anti-Israeli racism, and Antisemitism and anti-Israeli racism can be

brought up without mentioning Islamophobia and anti-Palestinian racism. Continuing to link Antisemitism with Islamophobia will ensure that the Antisemitism within the HWDSB will not be addressed.

On Jan 17th the HWDSB launched its new Multi-Year Strategic Plan (MYSP). The HWDSB's mission is *to ensure every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future*. This mission will be underpinned by *Trust* by *...build[ing] the trusted relationships, connections, and education system necessary for growth, change, and evolution*. How is this possible when the HWDSB refuses to listen to students' experiences from their own lips? As you well know, we are living in difficult times. The only way to maintain your integrity in difficult times is by living up your values, regardless of the difficulty. Stand by your values. Listen to our children.

Respectfully yours

Elliot Biro (Ward 2)



COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 13, 2024

From: Program Committee

Date of Meeting: Apr 25, 2024

The committee held a meeting from 6:00 p.m. to 6:50 p.m. on April 25, 2024, at 20 Education Court, Room EC-340D with Trustee Amanda Fehrman presiding.

Members present: Trustees Kathy Archer (electronically), Amanda Fehrman, Elizabeth Wong (electronically) and Sabreina Dahab. Regrets: Trustee Dawn Danko.

Also in attendance: Trustee Todd White.

MONITORING ITEMS:

A. HWDSB We Help: Mental Health and Addiction Strategy

On July 28, 2023, the Ministry of Education released PPM 169 – Student Mental Health. The Policy/Program Memorandum (PPM) had eleven (11) requirements for all school boards to complete include:

1. Three-year Mental Health and Addiction Strategy
2. Joint Local Planning
3. Multi-Tiered System of Support
4. Consistent Use of Evidence-Informed Brief Intervention
5. Suicide Prevention, Intervention and Postvention Protocols
6. Virtual Care Delivery
7. Enhanced Educator and Staff Mental Health Literacy
8. Mandatory Mental Health Literacy for Students
9. Family Mental Health Literacy and Awareness
10. Social Emotional Learning
11. Mental Health Absences

The HWDSB We Help: Mental Health and Addiction Strategy is a comprehensive three (3) year strategy that organizes and guides the multi-tiered approach to support every student to feel safe and secure in their classroom and school communities. This structure helps to establish priorities, clarify roles, and ensure service coordination and quality. The Multi-Tiered System of Supports structure includes mental health promotion, early identification, prevention and early prevention, and service pathways/clinical support for more intensive mental health needs. By understanding the uniqueness of each student, we are best able to plan relevant mental health supports and services.

To achieve this goal, we want to create school environments where every student experiences a profound sense of belonging, school connectedness and that they matter.

- Tier One support is universally offered across all HWDSB communities and includes the key role that educators play in creating inclusive, caring and safer classrooms to support students to know themselves, and the world around them.
- Tier Two support includes School Based Mental Health Professionals (SMH), typically Social Work Services within HWDSB where students with mild to moderate mental health concerns can access brief, evidence-informed interventions within their schools.
- Tier Three support is available to assist students in accessing community services, agencies and hospitals where the need requires more intensive or urgent mental health services.

B. Committee Work Plan

Staff provided an update of the committee workplan for the remainder of the school year which includes:

- May 23, 2024 meeting
 - Monitoring Report of Multi-Year Strategic Plan Achievement Goals;
 - Secondary Pathways report
 - Program Review – Elementary & Secondary
- June 6, 2024
 - Safe Schools Report (including Student Suspension and Expulsion date, 2022-2023)

Respectfully submitted,
Amanda Fehrman, Chair of the Committee

Reference: [Committee package](#) and [Meeting Recording](#).

COMMITTEE REPORT

Presented to: Board

Date of Meeting: May 13, 2024

From: Finance and Facilities Committee

Date of Meeting: April 30, 2024

The committee held a hybrid meeting from 6:03pm to 8:23pm on April 30, 2024, with Trustee Paul Tut presiding as Chair.

Members participating were: Trustees Becky Buck, Maria Felix Miller, Paul Tut and Todd White
 Regrets from: Trustee Amanda Fehrman

ACTION ITEMS**A. Long-Term Facilities Plan Guiding Principles Update**

Staff presented the Long-Term Facilities Plan (LTFP) Guiding Principles. LTFP Guiding Principles were created to ensure the Board provides equitable, affordable, and sustainable learning facilities. The Guiding Principles act as a decision-making framework for determining the viability of our schools. The Guiding Principles were updated to support and promote the goals of the Multi-Year Strategic Plan, Board Improvement Plan, Human Rights Policy, Multi-Year Accessibility Plan, Indigenous Education Circle Strategic Action Plan and other HWDSB Policies and Plans. The LTFMP can be found in [Appendix A](#) to this report.

On the motion of Becky Buck, the Finance and Facilities Committee RECOMMENDS: **that the Board approve the Long-Term Facilities Plan Guiding Principles as amended.**

Guiding Principle #1

Support quality and accessible learning, working, and teaching environments by maximizing opportunities to invest in new and improved sustainable school facilities.

Guiding Principle #2

Maximize student accommodation within permanent purpose-built learning spaces. Ensure schools are constructed to meet the sustainable long-term accommodation needs of a neighbourhood (optimal utilization rates of school facilities are in the range of 90%-110%) while recognizing the use of temporary accommodations are required to accommodate peak neighbourhood enrolment.

Guiding Principle #3

Minimize transitions and impacts on students when implementing accommodation strategies.

Guiding Principle #4

Provide innovative facility design which maximize students' access to equitable, quality and collaborative educational learning spaces to support the elementary and secondary program strategies.

Guiding Principle #5

Promote active and sustainable forms of transportation through planning, boundary creation and school site design.

Guiding Principle #6

Improve accessibility within our built environments as per the Multi-Year Accessibility Plan; providing environments that build independence, dignity, respect for students, families, the community, and staff and maximizes participation. Apply inclusive design principles by emphasizing dignity, inclusion, accessibility,

barrier-free environments and meaningful participation of individuals and groups with diverse identities and varying levels of ability.

Guiding Principle #7

Support the shared use of facilities by promoting opportunity of access for students and the broader community.

Guiding Principle #8

Support collaboration through meaningful student, family, and community engagement.

Guiding Principle #9

Elementary

- a. **School Capacity** – optimal school capacity would be 450 to 650 students, which creates two to three classes for each grade.
- b. **School Grade / Organization** – Kindergarten to Grade 8 facilities.
- c. **School Site Size** – Optimal elementary school site includes play fields, parking lot and building. For new site acquisition, optimal size approximately 6-8 acres and for existing schools, site size is based on local neighbourhood characteristics.
- d. **In dual track schools, enrolment between French Immersion and English track should ensure that the balance supports ideal program delivery. i.e. There should be balance of French and English program enrolments to foster a successful learning experience for every student based upon HWDS's elementary program strategy.**

Secondary

- a. **School Capacity** – Optimal school capacity would be 1,000 to 1,400 students.
- b. **School Site Size** – Optional secondary school site includes a sports field, parking lot and building. For new site acquisition, optimal size is approximately 13-16 acres for the existing schools, site size based on local neighbourhood characteristics.

NOTE: The principles are intended to be guides. Local parameters may influence the thresholds above (in #9).

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

In Favour (3): Trustees Buck, Miller and Tut.

Opposed (1): Trustee White

MONITORING ITEMS

B. Education Development Charges Update

HWDSB has had an Education Development Charges (EDC) By-law in place since 2013. EDC's are a primary source of funding site acquisition needs for a school board experiencing growth within its jurisdiction. The current By-Law is set to expire on July 5, 2024. HWDSB and HWCD SB have jointly begun the process of EDC By-law renewal. EDC Background Study, Policy Review Reports and draft EDC By-law completed have been posted to the Board's website. Public Meetings have been scheduled.

On the motion of Maria Felix Miller, the Finance and Facilities Committee requested that staff investigate and report back on the financial impact of the following three scenarios:

1. Complete EDC exemption for affordable housing partners;
2. Differential rate of City of Hamilton defined low, medium and high-density housing options;
3. Differential rate on only two categories, affordable housing, and remaining residential projects.

Staff will prepare the report for the next Finance & Facilities meeting on May 9, 2024.

C. 2024-2025 Budget Update

Staff provided an overview of the Core Education Funding (Core Ed), formerly known as the Grants for Student Needs (GSN), Building, Expanding and Renewing Schools (BERS), formerly known as Capital, and Responsive Education Programs (REP), formerly known as Priorities and Partnership Funding (PPF) representing school board funding portion and Funding for External Partners (FEP), representing third party funding portion.

Respectfully submitted,
Paul Tut, Chair of the Committee

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

Long-Term Facilities Plan Guiding Principles

To ensure that Hamilton-Wentworth District School Board (HWDSB) provides equitable, affordable and sustainable learning facilities, the following Long-Term Facilities Plan (LTFP) Guiding Principles have been created. The Guiding Principles are the framework that Facility Services follow when completing capital project submissions, boundary reviews, pupil accommodation reviews, capital projects and long-term capital planning. The following Guiding Principles support and promote the goals of the [Multi-Year Strategic Plan](#), [Board Improvement Plan](#), [Human Rights Policy](#), [Multi-year Accessibility Plan](#), [Indigenous Education Circle Strategic Action Plan](#) and other [HWDSB Policies](#) and Plans. All recommendations within the Long-Term Facilities Plan are intended to:

1. Support quality and accessible learning, working, and teaching environments by maximizing opportunities to invest in new and improved sustainable school facilities.
2. Maximize student accommodation within permanent purpose-built learning spaces. Ensure schools are constructed to meet the sustainable long-term accommodation needs of a neighbourhood (optimal utilization rates of school facilities are in the range of 90%-110%) while recognizing the use of temporary accommodations are required to accommodate peak neighborhood enrolment.
3. Minimize transitions and impacts on students when implementing accommodation strategies.
4. Provide innovative facility design which maximize students' access to equitable, quality and collaborative educational learning spaces to support the elementary and secondary program strategies.
5. Promote active and sustainable forms of transportation through planning, boundary creation and school site design while adhering to the Hamilton-Wentworth Student Transportation policy on maximum travel time one way on a bus.
6. Improve accessibility within our built environments as per the Multi-Year Accessibility Plan; providing environments that build independence, dignity, respect for students, families, the community, and staff and maximizes participation. Apply inclusive design principles by emphasizing dignity, inclusion, accessibility, barrier-free environments and meaningful participation of individuals and groups with diverse identities and varying levels of ability.
7. Support the shared use of facilities by promoting opportunity of access for students and the broader community.
8. Support collaboration through meaningful student, family and community engagement.

Long-Term Facilities Plan Guiding Principles

9. Specific principles related to elementary and secondary panels:

Elementary

- a. School Capacity – optimal school capacity would be 450 to 650 students, which creates two to three classes for each grade.
- b. School Grade/Organization – Kindergarten to Grade 8 facilities.
- c. School Site Size – optimal elementary school site includes play fields, parking lot and building. For new site acquisition, optimal size approximately 6-8 acres and for existing schools, site size is based on local neighbourhood characteristics.
- d. In dual track schools, enrolment between French Immersion and English track should ensure that the balance supports ideal program delivery. i.e. There should be balance of French and English program enrolments to foster a successful learning experience for every student based upon HWDSB's elementary program strategy.

Secondary

- a. School Capacity – optimal school capacity would be 1,000 to 1,400 students.
- b. School Site Size – optimal secondary school site includes a sports field, parking lot and building. For new site acquisition, optimal size is approximately 13-16 acres and for existing schools, site size is based on local neighbourhood characteristics.

*NOTE: The principles are intended to be guides to inform our work. Local parameters may influence the thresholds above (in #9).

Committee Report

Presented to: Board

Meeting Date: May 13, 2024

From: Special Education Advisory Committee (SEAC)

Meeting Date: April 30, 2024

The Committee held a meeting on Tuesday, April 30, 2024, in room 308 at the Education Centre, beginning at 5:48 pm ending at 7:07 pm, with Chair Judy Colantino presiding.

Present: Dawn Danko, 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, Susi Owen, CNIB Hamilton and Niagara, Lynn Vanderbrug, Lynwood Charlton Centre, Tracy Sherriff, Community Living Hamilton.

Regrets: Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair, Maria Felix Miller, HWDSB Chair, Trustee Ward 3, Mark Courtepatte, FASD Parent & Caregiver Support Group, Melanie Roberts, The Association for Bright Children of Ontario, Nancy Silva Khan, Autism Ontario (Central West Chapter)

INFORMATION ITEMS:

A. Roundtable discussion: What should Special Education Programming/Classes Look Like in HWDSB

The Committee broke into small groups and discussed the following questions:

1. "We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for **future-readiness.**" *How do we define or what are the measures of future readiness for students with identified exceptionalities?*
2. "We will build reciprocal relationships and partnerships to enhance access and engagement for students, families and communities." *How can we best work alongside students, families, and communities in a meaningful way?*

The feedback will be collated to be reviewed by the Committee at a future meeting.

B. MEMBERS' UPDATE

Dawn Danko, Trustee Ward 7

- New student trustees have been elected for the fall
- Have local agreement with OSSTF secondary
- Notice of motion to Board was made regarding nutrition programs at schools; staff will report to the Board before end of the year on the motion
- New Ministry directive regarding vaping and cell phone usage in classrooms. More clarity is expected regarding the goal to reduce cell phone usage and vaping, and any funding for vaping detectors, etc.

Jessica Malcew, VOICE for Hearing Impaired Children

- May is Speech and Language Awareness Month – [information](#) shared on HWDSB social media and system wide

Lynn Vanderbrug, Lynwood Charlton Centre

- May 6-12 is [Children's Mental Health Week](#), there are variety of activities throughout the city being planned

Sharon Stephanian, Superintendent of Specialized Services

- Ministry released the Grants for Student Needs funding and have revamped process and language; now called Core Education Funding. More details will be provided at the May meeting
- Twenty students with intellectual disabilities and will visit Mohawk College Pathways Program for 8 weeks, to meet staff and students and to learn about programs and engage in program activities
- Community Pathways to Transition Event had over 300 families attend to learn more about community supports available to families of children with disabilities
- Received funding for Summer Employment Opportunity for 4 camp counsellors to support Specialized Services Summer Camp Programs
- Kimblery Chute and Max Adler are creating a Student Affinity Group for young people identified with a disability, for both elementary and secondary – students determine agenda and connect on topics of interest
- Access Athletics to take place in June: June 3rd elementary, June 4th secondary – both events at Nora Henderson Secondary School
- Will have an update in June from Facilities regarding new builds etc.,

- We are in the process of reviewing the AODA Plan and Promoting Safety Through Student Behaviour Management Procedure

Respectfully submitted by
Judy Colantino, SEAC Chair

Committee Report

Presented to: Board

Meeting date: May 13, 2024

From: Faith Community Advisory
Committee

Meeting date: April 17, 2024

The committee held a hybrid meeting on April 17th, 2024, from 5:00-6:30 pm with Chair Geoff Cameron presiding.

Members present: Asha Abdisalam, Geoff Cameron, Charles Chiarelli, Ilda Caerio-Azzam, Mahendra Deonarian, Sukhdeep Dhillon, Lauraline Gardner, Rachel Loewith Rochweg, Pooja Mathuria, Nick Sahami.

Trustees Becky Buck and Todd White.

Regrets: Noah Strickland

MONITORING ITEMS:

A. Welcome New Committee Members

Committee welcomed two new members: Charles Chiarelli (Buddhist Faith) and HWDSB student, Lauraline Gardner (Christian).

B. Religious and Creed Days of Observances Draft Document

Members completed a final review of the Religious and Creed Days of Observances Draft Document.

Superintendent Paul Denomme explained the draft document and its purpose. Members were asked to share any final changes by the end of the week.

C. Discussion – Learning and Advising

Committee members engaged in a discussion around learning and providing advice to the Board and centered on three areas: Accommodation, Affirmative approach to building understanding, Responding to bullying based on religion or creed.

D. Trustee Update

Trustee White shared that the Equity and Inclusion Policy has been approved by the Board which sets the stage for the Equity Action Plan that is being updated. The Board Improvement Plan addressing literacy, math and future preparedness has also been updated.

Trustee Buck shared good news updates around the federal government's one-billion-dollar food program announcement at Chedoke elementary school. Ontario Ministry of Education announced funding for two new elementary schools in HWDSB. Hamilton Foundation for Student Success's Prom Project was recently held to assist approximately 1000 students with their prom attire.

E. Staff Update

Superintendent Paul Denomme shared that students have been working closely with staff to update the Student Dress Guidelines. A monitoring report was shared with Trustees outlining the process taken to update the Student Dress Guidelines. Staff are working on an implementation plan to present to staff in May. The three year Mental Health Strategy is in the completion stages and will be going to the Program Committee as part of the Ministry of Education's PPM mandate.

Respectfully submitted by,
Geoff Cameron, Committee Chair