

HWDSB

Policy Committee
Wednesday, May 25, 2022
Virtual Meeting

AGENDA: 5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. [Consent item: updates to procedures under the Community and Community Engagement policies](#)

Policy Review:

Facilities

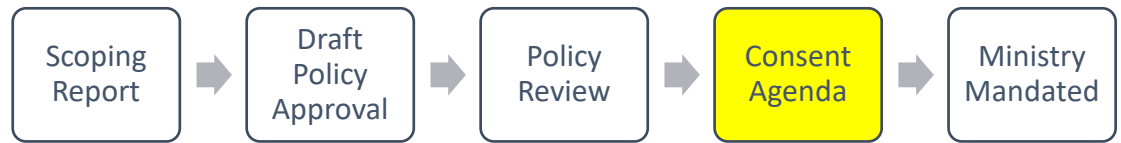
4. [Naming of Schools](#)

5. Adjournment

curiosity • creativity • possibility

Subject: Communication and Community Engagement Procedures

Executive Council Member Responsible: Sue Dunlop
Associate Director, Learning Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Communications and Community Engagement Pillar policy.

The policies and procedures under this pillar include:

1.1 Barrier-Free Learning Environments

- Barrier-Free Learning Environments Procedure

1.2 Community Engagement

- Establishing Working Relationships with Third-Party Professionals/Paraprofessionals Procedure
- Flag Display Procedure

1.3 Copyright Fair Dealing

- Fair Dealings Procedure

1.4 Integrated Accessibility Standards

- Accessibility in Employment Procedure
- Accessibility Plans Procedure
- Accessibility Standards for Information and Communication Procedure
- Accessibility Standards for Student Transportation Procedure
- Monitoring and Feedback on Accessible Customer Service Procedure
- Notification of Disruption of Service Procedure
- Use of Assistive Devices by the General Public Procedure
- Use of Service Animals by the General Public Procedure
- Use of a Support Person by the General Public Procedure

1.5 Parent Engagement

1.6 Privacy and Information Management

- Canada's Anti-Spam Legislation Procedure
- Privacy Procedure
- Privacy Breach Procedure

1.7 Visual Identity

- Visual Identity Manual

1.8 Volunteer

- Volunteer Procedure

Consent Agenda: A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Communication and Community Engagement Pillar.

1.1 Barrier-Free Learning Environments (policy review date: 2020)

Last reviewed in 2016 *under review with the Government – waiting on Framework to be provided to Boards

Procedure Name	Changes Made
Barrier-Free Learning Environments Procedure	None

1.2 Community Engagement (policy review date: 2018)

Last reviewed in 2018

Procedure Name	Changes Made
Establishing Working Relationships with Third-Party Professionals/Paraprofessionals Procedure	None
Flag Display Procedure	None

1.3 Copyright Fair Dealing (policy review date: 2021)

Last reviewed in 2017

Procedure Name	Changes Made
Fair Dealings Procedure	None

1.4 Integrated Accessibility Standards (policy review date: 2021)

Last reviewed in 2017 *under review with the Government – waiting on Framework to be provided to Boards

Procedure Name	Changes Made
Accessibility in Employment Procedure	None
Accessibility Plans Procedure	None
Accessibility Standards for Information and Communication Procedure	None
Accessibility Standards for Student Transportation Procedure	None
Monitoring and Feedback on Accessible Customer Service Procedure	None
Notification of Disruption of Service Procedure	None
Use of Assistive Devices by the General Public Procedure	None
Use of Service Animals by the General Public Procedure	None
Use of a Support Person by the General Public Procedure	None

1.5 Parent Engagement (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
No procedure exists for this policy	None

1.6 Privacy and Information Management (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
Canada's Anti-Spam Legislation Procedure	None
Privacy Procedure	None
Privacy Breach Procedure	None

1.7 Visual Identity (policy review date: 2021)

Last reviewed in 2017

Procedure Name	Changes Made
Visual Identity Manual	None

1.8 Volunteer (Policy review date: 2023)

Last reviewed in 2019

Procedure Name	Changes Made
Volunteer Procedure	None

Subject:

Naming of Schools

Executive Council Member Responsible:

Sue Dunlop
Associate Director, Learning Services



BACKGROUND

Staff have reviewed the Naming of Schools policy and made significant changes to the entire policy that align with recommendations in the Equity Action Plan, Board motion #21-115 and as outlined in the guiding principles to rename Ryerson Elementary School. Staff are recommending that the policy be consulted on in the fall of 2022 and return to the policy committee during the 2022-233 school year for final review and approval.

RECOMMENDATION(S)

That the Naming of Schools Policy be approved for consultation.



Naming of Schools

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PURPOSE:

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

GUIDING PRINCIPLES:

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

- Reflect HWDSB's vision, mission, commitments and community composition and be suitable for the whole district.
- Reflect values and principles outlined in HWDSB's Equity and Inclusion Policy, including anti-racism, anti-oppression and anti-colonialism.
- Reflect the activity, significance and energy of a place (historical and current) . The Land Acknowledgement that HWDSB uses emphasizes the importance of the land we are on, its history, and the responsibility we share to care for it in perpetuity through the Dish with One Spoon wampum. Preference will be given to names that reflect the land and its significance.
- Reflect local, provincial, or national diversities with consideration being given to Indigenous communities and local communities that are currently or historically underserved
- When schools, in whole or part, are named after individuals, the school name should allow students, staff and community to feel pride. The name honours their collective histories while expanding beyond traditional narratives.
- A way to access current student body, school council and community voice.
- Collaboration with Indigenous communities through active listening, transparency, respect, and humility. We must always work towards sustainable relationships.
- Consultation with Indigenous, racialized, and Black communities. Consultation happens continually: before, during and after processes and projects. Consultation requires relationships and trust.



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

INTENDED OUTCOMES:

A name chosen for a school, in whole or in part, is expected to have community acceptance while being suitable for the whole district.

The process of school naming, in whole or part, considers the relationship and history with the associated land of the school site.

School names that reflect legacies and histories connected to colonialism, slavery, racism and other systems of oppression and discrimination will not be considered.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

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

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

Board: Hamilton Wentworth District School Board or HWDSB

Closure of one or more schools and consolidation into an existing school: Refers to closing one or more schools because of an accommodation decision and moving the students into an already established school.

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

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

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

Equity: A condition or state in which access to opportunities and resources are distributed fairly, justly, and equitably. Equity involves treating some people differently or giving them what they need so they may meet the same outcomes as others. *New build due to growth:* A new school construction to alleviate accommodation pressures in growth areas.

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

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

Replacement school built on an existing or new site: Refers to moving students from an existing school into a newly built school.

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

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



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ACTION REQUIRED:

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

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

The Naming of Schools process **may** begin under the following circumstances:

- Closure of one or more schools and consolidation into an existing school
- Replacement school built on an existing or new site
- Naming a school in part
- Feedback is to be collected from the student body, staff, School Councils, and Home and School Associations, where they may exist, of the affected schools. In these circumstances the process will only be initiated upon the approval of the Board of Trustees.

Naming of school's process in whole or in part:

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

PROGRESS INDICATORS:

Intended Outcome	Assessment
<ul style="list-style-type: none"> • A name chosen for a school, in whole or in part, is expected to have community acceptance while being suitable for the whole district. 	<ul style="list-style-type: none"> • Staff will collect feedback and survey data through the public consultation process, as well as through discussion with the School Naming Committee and Transition Committees if applicable.
<ul style="list-style-type: none"> • The process of school naming, in whole or part, considers the relationship and history with the associated land of the school site. 	<ul style="list-style-type: none"> • The school Naming Committee will ensure all HWDSB Policies and their guiding principles that are related to Human Rights, Equity, anti-racism, and anti-oppression, and anti-colonialism are foundational when selecting the school or school in part names.



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<ul style="list-style-type: none"> • School names that reflect legacies and histories connected to colonialism, slavery, racism and other systems of oppression and discrimination will not be considered. 	<ul style="list-style-type: none"> • The School Naming Committee will seek Indigenous knowledge activity on the significance and energy of a place (historical and current) where the school, in whole or in part, being named is located.
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