

**AGENDA: approximately 7:30 pm (following Organizational Board) UPDATED**

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: October 30, 2023](#)
7. Correspondence received: (please refer to separate package attached)

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

Reports from Trustee Special Committees:

8. [Audit – November 7, 2023](#)
9. [Policy – November 1, 2023](#)

Reports from Staff:

10. [Community Advisory Committee – Membership Appointments](#)
11. Hamilton-Wentworth Student Transportation Services – update (no copy)
12. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2  
*(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian*

***Meeting Resumes in Public Session***

13. Report from Committee of the Whole (private) – November 20, 2023
14. Oral Reports from Liaison Committees:
  - A. City/School Board Liaison Committee
  - B. Hamilton-Wentworth Council of Home & School Associations
  - C. Hamilton Foundation for Student Success
  - D. Ontario Public School Boards' Association (OPSBA)
15. Oral Reports from:

- Student Trustees' Report - Local Activities & Ontario Student Trustees' Association (OSTA) Report
- Director's Report
- Chair's Report

16. Adjournment

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

Regrets: Trustee Paul Tut

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**1. Call to Order**

Dawn Danko, Chair of the Board, called the meeting to order at 6:58 p.m. and recited the land acknowledgement.

**2. Approval of the Agenda as Amended**

The agenda was amended to include Trustees returning to private session following reports from staff.

**RESOLUTION #23-132:** Trustees White/Archer moved: **That the agenda be approved as amended.**

**CARRIED**

Student Trustees Lin and Wang voted in favour.

**3. Declaration of Conflict of Interest**

None.

**4. Confirmation of the Minutes: October 16, 2023**

The minutes of October 16, 2023, were confirmed.

**5. Correspondence – Rainy River DSB re: Student Food Insecurity and Student Mental Health**

**RESOLUTION #23-133:** Trustees Fehrman/Wong moved: **That the correspondence from Rainy River DSB re: Student Food Insecurity and Student Mental Health be received and filed.**

**RESOLUTION #23-134:** Trustees Miller/Wong moved: **That the Chair of the Board send a letter in support of Rainy River DSB to address concerns of rising food insecurities in our local communities.**

**CARRIED**

Student Trustees Lin and Wang voted in favour.

**Report from Trustee Special Committees**

**6. Policy Committee – October 4, 2023**

**RESOLUTION #23-135:** Trustees Miller/Archer moved: **That the Policy Committee Report – October 4, 2023, be approved including the nutrition policy.**

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

**In Favour (9):** Trustees Archer, Buck, Dahab, Danko, Fehrman, Miller, Mulholland, White, Wong

Student Trustees Lin and Wang

**Opposed (1):** Trustee Noble

**7. Finance and Facility Committee – October 17, 2023**

**RESOLUTION #23-136:** Trustees White/Buck moved: **That the Finance and Facility Committee Report – October 16, 2023, be approved and that the Chair of the Board write a separate letter endorsing the staff letter and further emphasize the importance of the relationship and priority status of the municipality in this response to Ministry of Education’s Consultation on Regulatory Amendments to the Education Act.**

**CARRIED**

Student Trustees Lin and Wang voted in favour.

#### **8. Governance Committee – October 23, 2023**

**RESOLUTION #23-137:** Trustees White/Fehrman moved: **That the Governance Committee Report –October 23, 2023, be approved including that the First Nations, Metis an Inuit (FNMI) community advisory committee be dissolved, and that the Board of Trustees commit to the ongoing building of respectful, reciprocal relationships with Indigenous communities in the spirit of the Two Row wampum.**

**CARRIED**

Student Trustees Lin and Wang voted in favour.

#### **Report from Legislated Committees**

#### **9. Parent Involvement Committee – October 10, 2023**

**RESOLUTION #23-138:** Trustees Buck/Miller moved: **That the Parent Involvement Committee Report – October 10, 2023, be received.**

**CARRIED**

Student Trustees Lin and Wang voted in favour.

#### **Reports from Staff**

#### **10. Living Wage Commitment – October 30, 2023**

Staff brought forward the report noting that collective bargaining in the sector has changed substantially with the introduction of the *School Board Collective Bargaining Act* in 2014. HWDSB no longer has the ability to autonomously determine the remuneration of its employees that collectively bargain in accordance with the *School Board Collective Bargaining Act*. Remuneration is an item bargained at the central bargaining table and school boards' interests are represented by the Ontario Public School Board Association and the Ontario Ministry of Education.

**RESOLUTION #23-139:** Wong/Buck moved: **That staff report back on our ability to maintain a living wage as per the Ontario Living Wage Network commitment when collective bargaining is completed for this cycle.**

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

**In Favour (9):** Trustees Archer, Buck, Dahab, Danko, Fehrman, Miller, Noble, White, Wong  
Student Trustees Lin and Wang

**Opposed (1):** Trustee Mulholand

The Board moved into Private session under section 207.2 B of the Education Act 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; (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2) this being done at 8:08 p.m.

Board public session resumed at 9:35 p.m. Trustees Dahab and Mulholand did not return to the meeting.

#### **Reports from:**

#### **11. Committee of the Whole (private) – October 30, 2023**

**RESOLUTION #23-141:** Trustees Miller/Archer moved: **That the Committee of the Whole Report – October 30, 2023 be received including that a personnel matter be approved.**

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

**In Favour (5):** Trustees Archer, Danko, Fehrman, Miller, Wong  
Student Trustees Lin and Wang

**Opposed (2):** Trustees Noble and White

Trustee Buck was not in the room for the vote.

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

The student trustees shared the following:

- Recently attended the OSTA Annual general meeting where they received guidance from outgoing trustees Mahmoud and Li. Student Trustee Wang will also be serving as the Vice chair for the student well being advocacy group.
- Student Trustee Lin has been appointed to the executive council of the Public Education Cabinet and will continue to collaborate with the Ontario Public School Boards Association (OPSBA) to bring attention to translation services within school boards across Ontario
- Student Trustees Lin and Wang helped kickstart the 4 student senate-led advisories
- Student Trustee Lin and Wang along with Director Robinson Petrazzini were MCs for the I-think Launch which engaged students from 25 schools about the boards new 5 year Strategic Plan
- Student Trustees Lin and Wang were also MCs for the HWDSB Eco Summit which saw over 150 students from 13 high schools collaborate on how to better protect our environment and the sustainability of our community.

## **13. Director's Report**

The Director shared the following:

- Recently attended the ACCPI event with Trustees and staff where 7 former students were honoured for their academic accomplishments.
- Director Robinson Petrazzini and Trustees visited Nora Henderson, Franklin Road and Huntington Park
- Attended with Student Trustees Lin and Wang the Eco Summit and I-think student launch event
- Director Robinson Petrazzini congratulated and thanked Associate Director Sue Dunlop on her retirement. Associate Director Dunlop began her career as a Teacher at Norwood Park in 1988 and was also the President of the Women's Teacher Association for a year before returning to the classroom. WH Ballard was her last teaching assignment, before taking on leadership roles as Vice Principal and Principal until 2013 when she became the Superintendent for a Family of Schools (FOS 4) and held various portfolio positions including Continuing Education, International Education, French Immersion, Healthy Schools, and her support for Indigenous Education.
- Director Robinson Petrazzini also acknowledged and thanked Board Chair Danko for her service during this past term. The Director noted that Chair Danko led with clarity and confidence during some difficult times.

## **14. Chair's Report**

The Chair shared the following:

- Chair Danko congratulated on behalf of all Trustees, Associate Director Dunlop on her retirement and thanked her for her leadership and support over the past several years.
- Chair Danko noted that it has been an honour for the past 3 years to serve as Chair of the Board of Trustees and thanked board members for their support.
- Chair Danko noted she was proud to support the system during Covid and its recovery, supporting and advocating for students and families, and providing support to a new director.
- Chair Danko is looking forward to reconnecting with her Ward 7 community as a new Chair will be elected in November during the initial board meeting.

The meeting adjourned at 9:58 p.m.

Reference: Board Meeting Recording – [Part 1](#) and [Part 2](#)

8-1  
**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: November 20, 2023

From: Audit Committee

Date of Meeting: November 7, 2023

The committee held a hybrid meeting from 6:05pm to 6:13pm on November 7, 2023, with Trustee Paul Tut presiding.

Participating Members were Trustees Dawn Danko, Paul Tut and Todd White. External Members participating were Divya Iyengar and Angela Zehr.

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**ACTION ITEMS:**

**A. Election of the Chair**

On motion of Trustee Dawn Danko, **the Audit Committee appoints Trustee Paul Tut as Chair of the Audit Committee for 2023-24.**

**CARRIED**

**MONITORING ITEMS:**

**B. School Board Compliance Report for the 2022-23 Fiscal Year**

Staff presented the reported.

Respectfully submitted,  
Paul Tut, Chair of the Committee

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

## COMMITTEE REPORT

Presented to: Board  
2023

Date of Meeting: November 20,

From: Policy Committee

Date of Meeting: November 1, 2023

The committee held a meeting from 9:31 a.m. to 10:17 a.m. on November 1, 2023, at 20 Education Court, Room EC-340D with Trustee Miller presiding.

Members present: Trustees Kathy Archer (electronically), Sabreina Dahab, Maria Felix Miller.

Regrets: Trustee Todd White.

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Prior to the start of the meeting, Chair Miller noted for the committee that while Trustee White had sent regrets due to a prior commitment, he had provided his notes for the Chair to bring forward during the meeting discussion.

### ACTION ITEMS:

#### A. Assessment Evaluation and Reporting

Associate Director Nunn shared with the committee edits made to this policy, including updates to references of personalized student learning and teacher professional judgement with additional updates to terminology. Trustee White suggested some changes for readability and Trustee Miller proposed that the purpose statement be edited to provide clarity around the intended audience – such as staff.

On motion of Trustee Archer, the Policy Committee recommends that: **The Assessment, Evaluation and Reporting Policy be recommended for approval, as amended.**

**CARRIED**

#### B. Environment

Associate Director Nunn commented there had been significant changes to the policy to ensure that it aligns with the new multi year strategic plan with a focus on the commitment to honour the Anishinaabe and Haudenosaunee Confederacy Land and our local Indigenous communities. Staff noted that the Environmental Education and Management Committee would be re-initiated to promote environmental education programs and learning opportunities alongside our local Indigenous communities. Trustee Dahab suggested that staff include land-based learning approaches in the *Action Required* category, which was support through consensus.

There was discussion around the terminology used to describe climate change and staff noted that this language is consistent with Ministry documents.

On motion of Trustee Dahab, the Policy Committee recommends that: **The Environment Policy be recommended for approval.**

**CARRIED**

#### C. Copyright/Fair Dealing

Associate Director Nunn shared that the updates made to the policy were minimal and have been aligned to the policy development guide in terms of style. It was noted for the committee that the policy reference section includes the addition of the Fair Dealings Toolkit that helps teachers decide whether “fair dealing” permits classroom use of materials without first getting copyright permission.

On Motion of Trustee Archer, the Policy Committee recommends that: **The Copyright/Fair Dealing Policy be recommended for approval.**

**CARRIED**

### MONITORING ITEMS:

#### D. Policy Development Process – Issue Identification and Scoping Document

Staff reviewed the proposed updates to the next sections of the policy development process, focusing on issue identification and scoping document. The proposed update to the issue identification step includes and update in

language (from administration to Executive Council). The proposal from staff to the scoping document include clarification of what is to be included in the report written by staff that would then be presented to the Policy Committee. The committee requested that staff work with the Officer of Trustee Services to further clarify how changes to policies could be brought forward by community or legislative committees of the board and provide an update at the next policy committee meeting.

Respectfully submitted,  
Maria Felix Miller, Chair of the Committee

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



# Assessment, Evaluation and Reporting

Date Approved: XXXX

Projected Review Date: XXXX

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## PURPOSE:

This policy reflects that commitment as it relates to the assessment, evaluation, and reporting of student learning. Hamilton-Wentworth District School Board (HWDSB) is committed to Human Rights and the United National Declaration on the Rights of indigenous Peoples (UNDRIP). HWDSB recognizes the importance of assessment, evaluation and reporting in improving the learning and achievement of every student. This policy will guide the work of staff in their professional judgement to plan, assess, evaluate, and report student learning.

## GUIDING PRINCIPLES:

Assessment, evaluation and reporting practices:

- Are applied in a fair, transparent, and equitable manner that is free of bias or discrimination.
- Are based on high expectations for learning and achievement for every student, regardless of their identity or learning needs.
- Relate to the curriculum expectations for the subject, using the methods outlined in the Ministry of Education policy for assessment, evaluation, and reporting, and in specific curriculum documents.
- Are personalized to the learning needs, learning profiles, and lived experiences of students.
- Communicate criteria to students and parent/guardian/caregiver at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- Are ongoing, varied in nature, and collected over time to provide multiple opportunities for students to demonstrate the full range of their learning.
- Provide ongoing descriptive feedback by educators to stated learning goals and success criteria that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Develop students' self-assessment skills so they can assess their own learning, set specific goals, and plan next steps.

## INTENDED OUTCOMES:

- The assessment, evaluation and reporting of student learning in HWDSB schools reflects the guiding principles outlined in this policy and adheres to ministry policy.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

# Assessment, Evaluation and Reporting

Date Approved: XXXX

Projected Review Date: XXXX

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## TERMINOLOGY:

*Assessment as Learning:* The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Adapted from Growing Success (2009).

*Assessment for Learning:* The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

*Descriptive Feedback:* Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students' achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

*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.

*Evaluation:* The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

*Learning Goals:* Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction, (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

*Peer Assessment:* Assessment of a student's work or learning processes by classmates.

*Professional Judgment:* Judgment informed by knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria for success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that includes ongoing reflection and self-correction.

*Reporting:* The process of providing students and parent/guardian/caregivers with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.



# Assessment, Evaluation and Reporting

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*Success Criteria:* Standards or specific descriptions of successful attainment of learning goals developed by teachers based on curriculum documents. Success criteria are discussed and agreed upon with students and are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like,” and allow the teacher and student to gather information about the quality of student learning.

## ACTION REQUIRED:

Maintain procedures that support the guiding principles of this policy and any related Ministry policy.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
The assessment, evaluation, and reporting of student learning reflects the guiding principles outlined in this policy and adhere to ministry policy.	Principal/Vice-Principal observations of educator practices.  Student and Parent surveys.

## REFERENCES:

### Government Documents

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

[Ontario Curriculum Policy Documents](#)

[Learning for All 2013](#)

[Learners: ESL and ELD Supports and Services](#)

[PPM No.155 – Diagnostic Assessment in Support of Student Learning](#)



# Environment

Date Approved: XXXXX

Projected Review Date: XXXXX

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## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to promoting and supporting environmental education, environmental action and care of the environment. HWDSB acknowledges that humans have an impact on the environment that, in part, contributes to climate change. The HWDSB also acknowledges it resides on the ancestral lands of the Anishinaabe and Haudenosaunee Confederacy and that its use of the land must be responsible, respectful and sustainable. The Board further commits to implement environmentally responsible practices. HWDSB uses an understanding of environmental impact to inform decision-making.

## GUIDING PRINCIPLES:

- Builds a shared responsibility for care of the environment as a Treaty Partner among the HWDSB Community alongside our local Indigenous communities.
- Supports learning about environmental education, environmental action, care of the environment, and climate change.
- Fosters an understanding of the importance of the land to the local Indigenous communities through learning experiences such as land-based learning.
- Provides access to free fresh water during the school day and at school events, where HWDSB Community is encouraged to bring their own refillable water bottle.
- Respects and cares for the environment to meet the needs of the present and future generations.
- Achieves a high standard of institutional accountability by implementing best management practices to prevent or reduce environmental impacts.

## INTENDED OUTCOMES:

- Educators foster student knowledge and awareness of environmental and climate related issues and how to care for the environment.
- Learning Services staff support educators in providing students with learning opportunities about the environment, care for the environment, climate change, land-based learning and the importance of the land to the local Indigenous communities.
- HWDSB ensures accessible and sustainable practices (including capital projects), uses land responsibly and respectfully, and reduces the environmental footprint of the Board.



# Environment

Date Approved: XXXXX

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## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Climate Change:* Climate change is a long-term shift in weather conditions identified by changes in temperature, precipitation, winds, and other indicators. Climate change can involve both changes in average conditions and changes in variability, including, for example, extreme events. Retrieved from [www.canada.ca/en/environment-climate-change/services/climate\\_change/causes.html](http://www.canada.ca/en/environment-climate-change/services/climate_change/causes.html)

*Environmental footprint:* Measures of the impact that human activities have on the environment.

*Environmental Education:* Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of the:

- Earth's physical and biological systems.
- Interdependency of our social and economic systems on these natural systems.
- Scientific and human dimensions of environmental issues.
- Positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

*Environment Education and Management Committee:* an internal, multi-departmental steering committee supporting the on-going implementation of the policy.

*Environmental Stewardship:* Environmental stewardship or sustainability is meeting the needs of the present without compromising the ability of future generations to meet their needs.

*HWDSB Community:* Students, staff, parents, guardians, caregivers, trustees, community advisory committee members, school council members, permit holders, vendors, service providers, contractors, volunteers, visitors and all other persons who are invited to access, provide services or attend Board and school events. It also includes any person or organization who enters into an agreement with HWDSB or uses Board property.

*Indigenous Educational Wellness:* We untangle education from trauma and understand that education can now be part of total wellness and that Indigenous Knowledges will be celebrated.

*Land-Based Learning:* Learning that “brings together layered concepts like the importance of language and the geography of stories, cosmologies and world views, land protections and rights, relationality and accountability, a connection to reconciliation, and much more.” Retrieved from: [Land as teacher: understanding Indigenous land-based education \(ccunesco.ca\)](http://landasateacher.org/understanding-Indigenous-land-based-education-ccunesco.ca)



# Environment

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## ACTION REQUIRED:

- Support effective environmental education programs and learning opportunities that:
  - Highlights land-based learning and the importance of the land to the local Indigenous communities.
  - Identify and address sustainability and the underlying causes of environmental stresses which are rooted in personal and social values and in organizational structures.
  - Promote changes in personal, behavioural and organizational practices that will minimize our ecological footprint.
  - Foster greater community engagement.
- Engage students in environmental education programs and learning opportunities that expand students' knowledge of the environment, enhance their critical thinking and problem-solving skills and increase their community awareness and the likelihood of initiating proactive involvement.
- Maintain an Environmental Education and Management Committee.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Educators foster student knowledge and awareness of environmental and climate related issues and how to care for the environment.	The Environmental Education and Management Committee's annual report summarizes examples of student work and projects related to environmental education.
Learning Services staff support educators in providing students with learning opportunities about the environment, care for the environment, climate change, land-based learning and the importance of the land to the local Indigenous communities.	The Environmental Education and Management Committee's annual report summarizes examples of learning opportunities related to environmental education and land-based learning.
Ensure accessible and sustainable practices (including capital projects), uses land responsibly and respectfully, and reduce the environmental footprint of the Board.	The Environmental Education and Management Committee's annual report provides evidence of environmental stewardship. The Facilities Master Plan provides information about all Board facilities.



# Environment

Date Approved: XXXXX

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## REFERENCES:

### Government Documents

[Acting Today, Shaping Tomorrow \(gov.on.ca\)](http://gov.on.ca) September 2009.

[Environmental Education: Scope and Sequence of Expectations \(Elementary\). 2017.](#)

[Environmental Education: Scope and Sequence of Expectations\(Secondary\). 2017.](#)

Energy Efficiency Act: General – O. Reg. 38/06

Environmental Protection Act

Waste Management Act



# Copyright / Fair Dealing

Date Approved: XXXX

Projected Review Date: XXXX

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## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) ensures that it will comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium.

## GUIDING PRINCIPLES:

- HWDSB respects the rights of copyright owners and shall not knowingly copy, sell, distribute or use any print or electronic materials, without the express permission of the copyright owner, or in accordance with appropriate policies and/or licence agreements.
- All use of copyright-protected work shall follow the *Canada Copyright Act* and its Regulations, the *Copyright Modernization Act*, the *Fair Dealing Guidelines*, relevant policies of HWDSB and all institutional licensing agreements.

## INTENDED OUTCOMES:

- All staff and students are made aware of HWDSB's obligations in accordance with the Copyright Modernization Act on an annual basis.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Consumables:* Consumables are materials intended for one-time use, including workbooks and exercise books in which a student records answers. Copying consumables is prohibited.

*Copyright:* The Copyright Act generally defines 'copyright' as, "the sole right to produce or reproduce a work or any substantial part thereof in any material form, to perform the work or any substantial part thereof in public, or, if the work is unpublished, to publish the work or any substantial part thereof." Copyright relates to the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communication signals.

*Copyright Infringement:* Violation of copyright through unauthorized copying or use of work or other subject matter under copyright.

*Copyright Modernization Act:* An amendment to the Federal Copyright Act, which:

- Updates the rights and protections of copyright owners to better address the challenges and opportunities of the Internet, so as to be in line with international standards.



# Copyright / Fair Dealing

Date Approved: XXXX

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- Clarifies Internet service providers' liability and make the enabling of online copyright infringement itself an infringement of copyright. Permits businesses, educators and libraries to make greater use of copyright material in digital form.
- Allows educators and students to make greater use of copyright material.
- Permits certain uses of copyright material by consumers.
- Gives photographers the same rights as other creators; and
- Ensures that it remains technologically neutral.

*Fair Dealing Guidelines:* The fair dealing provision in the *Copyright Act* permits the use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties.

*Reproducibles:* A reproducible is not intended for one-time use but is sold or provided with the rights holder's authorization to reproduce it for educational use.

## ACTION REQUIRED:

- HWDSB will communicate the Fair Dealing Guidelines to all school locations on an annual basis to ensure that all staff understand the obligations of the Board in accordance with the Copyright Modernization Act.
- Principals and managers will make staff and students aware of the Fair Dealing Guidelines and the prohibition of copying consumables.
- The Fair Dealing Guidelines and consumables poster will be posted near every photocopier, scanner, print station and/or other device used to reproduce any copyright-protected material.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
All staff and students are made aware of HWDSB's obligations in accordance with the <i>Copyright Modernization Act</i> on an annual basis.	The presence of appropriate signage in schools and departments.

## REFERENCES:

### Government Documents

Bill C-11: Copyright Modernization Act

Supreme Court of Canada Judgment – Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright), 2012, SCC 37

Fair Dealing Guidelines - Council of Ministers of Education Canada (CMEC) Copyright Consortium

PPM 157: Use of Copyright-Protected Works for Education

[Fair Dealing Decision Toolkit](#)



## EXECUTIVE REPORT TO BOARD

**TO:** BOARD

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** November 20, 2023

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

**RE:** Community Advisory Committee Memberships 2023-24

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Action

Monitoring

**Recommended Action:**

That the membership for the following Community Advisory Committees be approved:

- Faith
- French as a Second Language
- Human Rights and Equity
- Rural Schools

**Background:**

The Trustee Policy Manual outlines that “the establishment and membership of a community advisory committee shall be considered by the Board each year between September 1 and November 30.”

*\*Community Advisory Committee membership lists attached\**

**Faith Community Advisory Committee  
2023-2024**

<b>Faith Affiliation</b>	<b>Parent/Guardian/Caregiver/Community Leader</b>	<b>Term Expiry</b>
Bahá'í	Geoffrey Cameron	June 30 2024
Buddhist	Vacant	
Christian	Jess Mason	June 30, 2024
Hindu/Jain	Pooja Mathuria	June 30 2024
Jewish	Rachel Loewith Rochweg	June 30 2024
Muslim	Ilda Caerio-Azzam	June 30 2024
Sikh	Sukhdeep Dhillion	June 30 2024
Indigenous Philosophy	Nick Sahami	June 30 2024
Community Membership at Large	Mahendra Deonarian	June 30 2024
Student Membership	Asha Abdisalam	June 30 2024
Student Membership	Noah Strickland	June 30 2024

**French As a Second Language Community Advisory Committee  
2023-24**

<b>Name</b>		<b>Term Ending</b>
Catherine Roberts	Secondary Parent, French Immersion	June 30th, 2025
Ellen Syracopoulos	Elementary Parent, French Immersion	June 30th, 2025
Alissa Shuker	Secondary Parent, Core French	June 30th, 2024
Jason Arsenault	Elementary Parent, French Immersion	June 30th, 2024
Ahmad Al Sardi	Elementary Parent, Core French	June 30th, 2025
Kristina McGill	Elementary Parent, French Immersion	June 30th, 2024
Faridat Audu	Elementary Parent, French Immersion	June 30th, 2025
Nancy Chiah Abboud	Elementary Parent Core French	June 30th, 2025
Jeremy Galea	Canadian Parents for French	June 30th, 2024
Christopher Ezrin	Elementary Parent, French Immersion	June 30th, 2025
Douglas Mpoyo	Elementary Parent, Core French	June 30th, 2025
Alexis Copp	Student Representatives	June 30th, 2024
Robert Fraser	Student Representatives	June 30th, 2024

**HWDSB Human Rights & Equity (HRE) Advisory Committee  
2023-2024**

<b>Name</b>	<b>Organization/Affiliation</b>	<b>Term Ending</b>
Tehreem Zafar	YWCA Hamilton	June 30, 2024
Gachi Issa	Hamilton Community Legal Clinic	June 30, 2024
Tarek Al-Ajak	Pathways to Education	June 30, 2024
Nicole Mossop	Parent	June 30, 2025
Jorja Hagins	Student (Sherwood Secondary)	June 30, 2025
Mesum Ali	Student (Orchard Park)	June 30, 2025
Ryver Campanella	Student (Glendale)	June 30, 2025
Mackenna Andrus	Student (Waterdown)	June 30, 2025
Vacant	Parent/partner organization	June 30, 2025
Haniyyah Ali	Parent, Mount Albion ES	June 30, 2024
Jordan Fudge	Parent, Queen Mary ES	June 30, 2024
Kylie Fraser	Parent, Winona ES	June 30, 2024

**Rural Schools Community Advisory Committee  
2023 -2024**

<b>School</b>	<b>School Council Chair / Co-Chair</b>	<b>Term Expiry</b>
Balaclava	Jacky Small	June 30, 2024
Bellmoore	Raman Rakkar	June 30, 2024
Flamborough Centre	Leah Young	June 30, 2024
Greensville	Katherine Hamstra	June 30, 2024
Michaëlle Jean	Paul Hatala	June 30, 2024
Millgrove	Laura Zonta Lindsay Dale	June 30, 2024
Mount Hope	Heidi Oglesby	June 30, 2024
Rockton	Tanya Brouwer	June 30, 2024
Tapleystown	Chanda Goldsworthy	June 30, 2024