

AGENDA: 6:45 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: October 7, 2024](#)
7. [Correspondence – J. Weresch re: Fundraising](#)

Reports from Trustee Special Committees:

8. [Policy – October 3, 2024](#)

Reports from Legislated Committees:

9. [Special Education Advisory Committee – September 25, 2024](#)

Reports from Community Advisory Committees:

10. [French as a Second Language – October 2, 2024](#)

Reports from Staff:

11. [Update on Resolution #23-165](#)

12. Oral Reports from:

- A. Student Trustees' and Shakowennakara:tats Report
- B. Director's Report
- C. Chair's Report

13. Adjournment

Trustees: Kathy Archer, Becky Buck, Sabreina Dahab, Dawn Danko, Amanda Fehrman, Maria Felix Miller, Graeme Noble*, Paul Tut, Todd White^(R), Elizabeth Wong*.

Student Trustees: Oluwafikunayomi (Fikun) Alabi and Victoria Li. **Shakowennakara:tats:** Daunte Hillen.

* electronic participation, ^(R) regrets

1. Call to Order

Chair Miller called the meeting to order at 6:56 p.m.

2. Approval of the Agenda

Trustees Archer/Tut moved that the agenda be approved.

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

3. Confirmation of the Minutes

RESOLUTION #24-125: Trustees Archer/Tut moved that the Minutes from September 23, 2024, be confirmed.

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

4. Audit – September 17, 2024

RESOLUTION #24-126: Trustees Danko/Tut moved that the Audit Committee report from September 17, 2024, be approved including that the Annual Report for the year ended August 31, 2024 be forwarded Trustees for information and submitted to the Ministry of Education.

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

5. Facilities & Finance – September 24, 2024

RESOLUTION #24-127: Trustees Tut/Danko moved that the Facilities & Finance report from September 24, 2024, be received.

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

6. New Nash Elementary School Update

Staff presented the report to update the Board on the actions taken since October 2023 while following the board's motion to pause the project. Staff have responded to the motion while working to ensure that the school is opened as intended for the school community as soon as possible.

Trustees Archer/Buck moved that Staff proceed with the competitive process for the new build in the Nash neighbourhood and continue to inform the school community on the progress of the new build through regular status updates on project milestones.

RESOLUTION #24-128: Shakowennakara:tats Hillen (supported by Trustee Dahab)/ Trustee Archer moved the following amendment to the motion (to be inserted after school community):

“...including families and students attending the school, the collective Indigenous student voice, knowledge Holders and Elders ...”

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

To the main motion, as amended

RESOLUTION #24-129: Trustees Archer/Buck moved that staff proceed with the competitive process for the new build in the Nash neighbourhood and continue to inform the school community, including families and students attending the school, the collective Indigenous student voice, knowledge Holders and Elders on the progress of the new build through regular status updates on project milestones.

The Motion **CARRIED** on the following division:

In Favour (7): Trustees Archer, Buck, Danko, Fehrman, Miller, Tut, Wong.

Student Trustees Alabi, Li and Shakowennakara:tats Hillen.

Opposed (1): Trustee Dahab.

Abstain (1): Trustee Noble.

7. Committee of the Whole (Private Session)

RESOLUTION #24-130: Trustees Tut/Danko moved that the Committee of the Whole (Private Session) Report from October 7, 2024 be approved including:

- That the Audit Committee report from September 17, 2024, be received
- That the Finance & Facilities Committee report from September 24, 2024, be received

CARRIED

Student Trustees Alabi, Li and Shakowennakara:tats Hillen voted in favour.

8. Hamilton – Wentworth Council of Home & School Associations

Trustee Danko provided an updated noting:

- Welcomed a new President, Stacey Smith and First Vice President Heather Lambert-Hillen
- Feedback and recommendations were provided regarding communication of the Religious Accommodation Procedure for families
- Feedback will be sought on the 2025-2026 School Year Calendar and the first day of school

9. Ontario Public School Boards' Association (OPSBA)

Trustee Buck provided an updated noting:

- Local Government Week is October 21 – 25th, 2024. The aim of this initiative is to increase youth and public awareness about the role the local government plays in our community.
- OPSBA and the Canadian School Boards Association (CSBA) met in Ottawa to discuss public education and identify opportunities to better serve students in Canada
- Students and teachers can explore the CRA's “Learn about your taxes” competition designed to boost students' tax literacy.

The meeting adjourned at 8:07 p.m.

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

October 28, 2024

Cover Page – Correspondence Item #7

Staff have not reviewed or verified the financial information contained in the attached correspondence.

The information provided is only what was available under the School Council or Home & School Categories in the SGF (School Generated Funds) system. Therefore, it may not include a full financial picture of the fundraising occurring at each school.

To the trustees of the Hamilton-Wentworth District School Board:

Hope this finds you well. I, as a parent to students at Queensdale Elementary and at Sir Allan MacNab Secondary Schools, am writing to you today about fundraising in general and changes to the Board's policies in particular.

I am aware that discussions about fundraising are difficult ones to have, but they are necessary so the inequality already present in the Board's schools is decreased as much as possible. I am aware, too, that the majority of trustees may share the same opinion of Ward 8's Trustee Buck, who wrote to me:

Thank you for your care and consideration about fundraising at HWDSB and your desire to ensure that our policies offer compassionate approaches for individual school communities. Efforts should be school to school, in my opinion, rather than mandated by the Board as I fear there would be unintended consequences that would actually lead to a smaller overall fundraising potential (13 Jan 2024, personal communication).

I am, frankly, worried about those unintended consequences but am hopeful that a discussion had by you as trustees would clarify what those consequences may be, how they could lead to a smaller fundraising potential, and, most of all, how those concerns can best be addressed by a Board committed to excellence and to inclusion. Despite the difficulty of these discussions, and the opinions of trustees, however, it is very hard to discuss, respectfully and rationally, without the facts in hand. Both the fundraising of Home and School Associations as well as school councils need to be addressed.

From 2014-24, excluding the 2020-1 school year, Ancaster Meadows Elementary's Home and School Association collected revenue to a grand total of \$318,991.41. Also, those living in households in the school's L9K postal code had, in 2020, a median after-tax income of \$110,000 (while those in the rest of the city had, at the same time, an income of \$75,700) and of the 4,970 households in that postal code, 2,750 of them reported after-tax income of \$100,000 or more. Finally, the P90/P10 ratio, which measures the difference in income between the ninetieth and tenth percentiles, for that postal code is 4.1: the top 90% have four times as much money as the bottom 10% (which is higher than the entire city's, at 3.8). In the same decade, excluding the 2021-2 school year, Earl Kitchener Elementary's Home and School Association collected \$70,332.87. Those living in E.K.'s L8P postal code had, in 2020, a median after-tax income of \$52,000; of the 13,560 households, 3,480 had an after-tax income of \$100,000 or more; and the P90/P10 ratio was 5.3. Between both schools, though, their Home and School Associations collected 67% of the total revenue collected in that time period.

As for school councils, in 2014, Waterdown's Guy Brown Elementary's school council had a revenue of \$11,060.66; Ancaster's Frank Panabaker North (Fessenden)'s collected \$9,352.05; and Ancaster's Gatestone Elementary collected \$8,112.00; collectively, the three schools' councils collected 47% of the school councils' reported revenue that year. The median after-tax income for Guy Brown's postal code was, in 2020, \$110,000 and, of the 8,900 households in that postal code, 4,990 reported after-tax income of \$100,000 or more; Frank Panabaker North's median income was \$115,000 and of the 8,975 households in the postal code 5,225 reported after tax income of \$100,000 or more; and Gatestone's median income was \$98,000 and of the 9,305 households there 4,570 reported after-tax income in excess of \$100,000. In the 2015-6 school year, Viscount Montgomery collected \$8,904.65,

the most that year; however, Frank Panabaker North's \$7,519.09, Gatestone's \$6,807.60, and Guy Brown's \$5,947.47, totalling \$20,274.16, constituted 44% of the total school councils' revenue for 2015-6. In 2016-7, Norwood Park Elementary's school council collected the most revenue, \$3,726.55, followed by Huntington Park Elementary's, \$2,340.00, Guy Brown Elementary's, \$2,180.00, and then Gatestone Elementary's, \$1,899.85. The median after-tax income in 2020 for Norwood Park's L9A postal code was \$72,000 and the P90/P10 ratio was 3.3. In 2017-8, Guy Brown's collected the most that year, \$4,152.85, followed by Norwood Park's at \$3,411.05; together, those schools raised 64% of the total school councils' revenue that year. In 2018-9, Bellmoore Elementary, in Binbrook, raised \$8,302.27, 60% of the school councils' revenue for that year. Its LOR postal code's residents had a median income, in 2020, of \$95,000 after taxes and 56% of its, 16,225 of its 29,065, households reported an after-tax income of more than \$100,000; its P90/P10 ratio is 3.1. In 2019-20, Frank Panabaker South (formerly Ancaster Senior) raised \$2,255.26, 88% of the school councils' revenue that year. From 2020 until present day, very little school council revenue was reported.

These are startling facts and point toward some serious and structural inequities around fund-raising, how money is carried forward, and the role of home and school associations in that fund-raising. It's to be hoped that these concerns can be addressed by changes to the fund-raising policy. Currently, the fund-raising policy does state:

Schools with greater resources are encouraged to consider assisting other schools or the Hamilton Foundation for Student Success (HFSS) whenever possible and as deemed appropriate by the school community. Transfers between schools should be included as part of the Annual School Fundraising Plan. Not all schools have the same capacity to conduct fundraising activities.

It would be worth trustees' exploring how many schools have included transfers between schools as part of their annual school fund-raising plan or directed a portion, and what percentage that portion is, of their fund-raising to the HFSS. Perhaps the easiest way to address these structural inequities is to mandate that a percentage of each school's fund-raising, whether raised through school council or through its home and school association, must be directed to the HFSS for it to deliver to schools who do not have the same capacity to conduct fund-raising activities. If schools are going to raise funds, then the Board should ensure that all schools and, by extension, their students have access to the same amount of financial resources. The larger question is whether fund-raising should have to happen at all.

In 2018, *People for Education* released a report entitled 'The Fundraising Advantage'. As the report's abstract states:

The report raises concerns about the inequities created by fundraising, and points to research by Queen's University professor Rena Upitis, who says that enriched programs and environments in schools help students develop skills and competencies they might not get from classroom learning alone.

According to the report, the top 10% of fundraising elementary schools raised 37 times the amount raised by the bottom 10%, with some schools raising as much as \$123,000. Among secondary schools, the top 5% of fundraising schools raised as much as the bottom 81%

combined, with some schools reporting raising \$150,000 (<https://peopleforeducation.ca/our-work/the-fundraising-advantage/>; accessed 4 Oct 2024).

Moreover, fund-raising often raises more money for students than provincial funding through the Local Opportunities Grant did, yet there is clear evidence that inequities persist in how that fund-raising is allocated. This is the heart of my concern. I hope that a review of schools' annual fundraising plans, clear direction in the fund-raising policy that a large percentage of both school councils' and home and school associations' fund-raising be directed to the HFSS for distribution to schools that lack capacity to fund-raise, and, perhaps, the policy-directed inability of these associations to carry forward money can occur. Please level this playing field.

Respectfully,

Joshua Weresch
4 October 2024

COMMITTEE REPORT

Presented to: Board

Date of Meeting: October 28, 2024

From: Policy Committee

Date of Meeting: October 3, 2024

The committee held a hybrid meeting from 6:05 pm to 7:23 p.m. on October 3, 2024, at 20 Education Court, Room EC-340D with Trustee Todd White presiding.

Members present: Trustees Kathy Archer*, Becky Buck, Sabreina Dahab, Graeme Noble* and Todd White.

*electronic participation

The committee appointed Trustee Dahab as Committee Chair, until Trustee White arrived in-person.

ACTION ITEMS:

A. Advocacy Expenditures

The Advocacy Expenditures Policy has been reviewed as part of the policy review cycle with minor updates being made to language throughout the policy.

On the motion of Trustee Archer, the Policy Committee recommends that the **Advocacy Expenditures Policy be approved.**

CARRIED

B. Brand Identity

Staff shared that the Brand Identity Policy (formerly Visual Identity Policy) has been reviewed as part of the policy review cycle with minor updates being made to language throughout the policy.

On the motion of Trustee Buck, the Policy Committee recommends that the **Brand Identity Policy be approved.**

CARRIED

MONITORING ITEMS:

C. Committee Workplan

Staff reviewed the committee workplan for the upcoming year.

D. Student Behaviour and Progressive Discipline Policy (discussion)

Staff shared a [presentation](#) with the committee and discussed the forthcoming review of the Student Behaviour and Progressive Discipline Policy. This policy review aligns to a Board motion whereby a review of the current Student Behaviour and Progressive Discipline Policy be initiated following the 2022-2023 Safe Schools report for suspensions and expulsions this past spring. Staff sought feedback from Trustees on the current policy ahead of the revised draft policy being shared with the committee in November. Staff shared the proposed consultation would begin later this fall through the winter of 2025, with a revised draft policy returning to the committee in April 2025.

Respectfully submitted,
Todd White, Chair of the Committee

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



Advocacy Expenditures

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 2

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes that school board communication with the government (local, provincial, and federal) is an important activity to identify, discuss, and find solutions to policy and financial issues.

GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board is committed to ensuring that expenditures on advocacy, whether through Board, School-Generated, or School Council funds:

- Focus on ongoing communications between school boards, education partners, and governments through established mechanisms and channels;
- Avoid basing communications on personal or partisan political agendas;
- Maximize resources for student success and achievement.

INTENDED OUTCOMES:

Expenditures in this area will comply with existing Board policies and regulations and may include membership fees to appropriate organizations.

The Board will work in partnership with all of its education partners and interested parties: locally, provincially, and federally, to ensure its voice is heard on education matters of importance to those within its boundaries, and in support of the provision of high-quality educational services.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Advocacy: The promotion of public awareness with a view to influencing decision makers and promoting changes to laws and other government policies to advance the mission, strategic priorities, and values of Hamilton-Wentworth District School Board.

School Council Funds: School Councils are established under the authority of the Education Act, Section 22 of Ontario Regulation 612/00 which provides for School Councils to engage in fundraising activities, but requires that the activities are conducted, and the funds are used, in accordance with policies established by the board. Section 24 requires that the School Council prepares and submits to the board an annual report on its activities, including fundraising activities.



Advocacy Expenditures

Date Approved: XXXX

Projected Review Date: XXXX

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School-Generated Funds: Funds that are received, raised, or collected in the name of the school or school activity. These funds are under the direction and control of the school Principal. Generally, this will mean all funds available to the school, other than funds provided by the approved budget of the Board.

ACTION REQUIRED:

Examples of suitable advocacy expenditures include:

- Membership dues and fees to appropriate organizations that meet the policy objectives above.

Examples of inappropriate advocacy expenditures include:

- Placing content intended to advocate for a particular position with report cards and annual reports;
- Using students as vehicles for Board or school advocacy to the public, education partners, and governments;
- Use of Board, School-Generated, or School Council Funds to attend events for specific political parties.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Expenditures in this area will comply with existing Board policies and regulations and may include membership fees to appropriate organizations.	Successful and sound business practices are employed to ensure all expenditures comply with Board policies and regulations.
The Board will work in partnership with all of its education partners and interested parties: locally, provincially, and federally, to ensure its voice is heard on education matters of importance to those within its boundaries, and in support of the provision of high-quality educational services.	Successful and sound business practices are employed that align with the educational goals of the Board and fair business principles.

REFERENCES:

Government Documents

Ministry of Education School Board Expenditures Guidelines (2006: B-15)



Brand Identity

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent brand identity across the Board that expresses its commitments, tone of voice and supporting visual identity in a clear and distinctive way elevating the strategic priorities of the Board.

GUIDING PRINCIPLES:

- A consistent and unified brand identity across schools, assets and service departments will strengthen HWDSB's visual image and public recognition.
- A clear and consistent brand identity assists students, staff, community members and the public in identifying programs, services and initiatives of HWDSB.
- All HWDSB collateral will be consistent with the Brand Identity Manual.
- School logos, colours and mascot will:
 - reflect HWDSB's mission, vision, values, and strategic priorities,
 - provide a sense of affiliation, belonging, and inspiration to students,
 - have community and district acceptance,
 - be inclusive, respectful, and reflect the districts commitment to Human Rights and Indigenous Wellness and Restorative Education.

INTENDED OUTCOMES:

- Assist students, parents, staff, community members, and other interested parties in identifying programs, services, and initiatives of the Board.
- Promote a positive image of HWDSB, while strengthening the Board's public-facing image and brand recognition.

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals and Vice-principals
Communications and Community Engagement



Brand Identity

Date Approved: XXXX

Projected Review Date: XXXX

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TERMINOLOGY:

Brand Identity - Unique characteristics that influence a brand's personality, appearance, and behavior. A brand's identity encompasses personality, voice, and visual identity.

Brand Recognition – The extent to which relevant audiences are able to identify a brand by its logo and other attributes.

Visual Identity: Concrete symbols such as a name, logo, slogan, and design scheme that are used to present an organization.

ACTION REQUIRED:

HWDSB Identity:

The Communications and Community Engagement department will establish and maintain a Brand Identity Manual that includes proper usage of:

- Logos
- Taglines
- Typography
- Colours
- School Logos

The Communications and Community Engagement department will make available and maintain resource materials, including computer file formats, on *myHWDSB* for staff.

School Logos/Colours/Mascots:

A respectful school logo, colours, and mascot serves as the foundation that gives a sense of school pride to students, parents and staff. Consistent use of the school's logo, colours, and mascot enhances the community's recognition of the school, and visually highlight school values. The consistency of HWDSB's logo and tagline use between all schools and departments within HWDSB also reinforces the relationship between the Board and its schools.

Schools wishing to change their logo, colours, or mascot must follow the procedures outlined within the Brand Identity Manual.



Brand Identity

Date Approved: XXXX

Projected Review Date: XXXX

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Assist students, parents, caregivers, guardians, staff, community members, and other interested parties in identifying programs, services, and initiatives of the Board.	The effectiveness of the HWDSB's brand identity will be evaluated by the Communications and Community Engagement department.
Promote a positive image of HWDSB, while strengthening the Board's public-facing image and brand recognition.	HWDSB brand continues to elevate the vision, mission, and values of the Board with impactful and identifiable brand components. The impact will be evaluated by the Communications and Community Engagement department.

Committee Report

Presented to: Board

Meeting Date: Monday, October 28, 2024

From: Special Education Advisory Committee (SEAC)

Meeting Date: Wednesday, September 25, 2024

The Committee held a meeting on Wednesday, September 25, 2024, in room 308 at the Education Centre, beginning at 5:33 pm, ending at 7:14 pm, with Chair Judy Colantino presiding.

Present

Cecile Santos-Ayrault, The Association for Bright Children of Ontario (alternate), 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, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair, Lynn Vanderbrug, Lynwood Charlton Centre, Mark Courtepatte, FASD Parent & Caregiver Support Group, Melanie Roberts, The Association for Bright Children of Ontario, Sarah Pennington, Community Living Hamilton, Susi Owen, CNIB Hamilton and Niagara, Tracy Sherriff, Community Living Hamilton

Regrets

Maria Felix Miller, HWDSB Chair, Trustee Ward 3, Nancy Silva Khan, Autism Ontario (Central West Chapter)

MONITORING ITEMS:

A. Special Education, Inclusion & Equity Department Structure (formerly Specialized Services)

Sharon Stephanian, Superintendent of Special Education, Inclusion & Equity presented an overview of the new department structure:

- Name change from Specialized Services to Special Education, Inclusion & Equity: *Special Education* – to reflect language that parents are familiar with and consistent with Ministry language: *Inclusion* – it's what we are all about, most inclusive and least restrictive: *Equity* – is everyone's work.
- Family of Schools Model where each (FOS) is supported by a multi-disciplinary team of professionals. Some provide service to the (FOS) and others to all schools.
- This model blends the previous Autism & Neurodevelopmental Services and Behaviour Analytic Services into one team, allowing system staff to focus and support more intensely across a smaller number of schools.
- The multi-disciplinary team (MDT) of professionals support all students who access special education supports and services, reducing waitlists and referrals. Collaboration is essential for improved student outcomes.
- This approach allows clearer pathways for support, prevents duplication of services and provides more intensive responses.

B. SEAC Meeting Structure Overview

Judy Colantino, Chair of SEAC

- Going forward, the SEAC meeting time will end at 7:30 pm instead of 7:00 pm.
- To be held in person at the HWDSB Education Centre, with a hybrid option for those who are unable to attend.

C. MEMBERS' UPDATE

Dawn Danko, Trustee Ward 7

- Trustees accepted the resignation of Ward 4 Trustee Ray Mulholland at the first Board meeting in September. He was a trustee for 52 years and we are grateful for his service. Trustees approved a by-election to find a ward 4 trustee for the remaining time in the term.

- Recently we had a capital project approved - an expansion at Janet Lee.

Julie Armstrong, Centre for Diverse Learners

- [Programs](#) for 24-25 begin September 30th

Tracy Sherriff, Community Living Hamilton

- Moving from primary to alternate representative

Mark Courtepatte, FASD Parent & Caregiver Support Group

- Retiring from Committee – new representative to be announced

Sharon Stephanian, Superintendent of Special Education, Inclusion & Equity

- Staff will be presenting at the Council for Exceptional Children Conference and two staff members will be receiving an award.

Respectfully submitted by
Judy Colantino, SEAC Chair

Committee Report

Presented to: Board

Meeting date: October 28, 2024

From: French As a Second Language Community Advisory
Committee

Meeting date: October 2, 2024

The committee met on Wednesday, October 2nd, 2024, from 6:00 to 7:30 p.m., chaired by Aaron Thompson.

Members present: Teagan Peters, Nicole Zhou, Jeremy Galea, Kylie Seely, Sabrina Varghese, Shawn Harvey, Aaron Thompson, Vicky Mutumba, Catherine Roberts. Trustee Graeme Noble.

Regrets: Julie Sadonja, and Trustee Todd White.

MONITORING ITEMS:

A. Review of Mandate and Terms of Reference for Advisory Committees.

Staff reviewed the Board of Trustees Governance document in relation to the mandate and operations of a community advisory committee.

B. Membership and Chair

The committee chose Aaron Thompson and Jeremy Galea to be the co-chairs for 2024-25. Ten members and their terms of office were confirmed for the committee.

C. HWDSB 3-Year FSL Plan Update

Staff provided a high-level overview of the FSL 3 Year plan (2021-2024) that will be reviewed this fall. Included in this 3-Year plan are actions that staff took to increase student confidence, proficiency, and achievement in FSL; and to increase the percentage of students studying FSL until graduation; to increase student, educator, parent and community engagement in FSL.

D. Updates

- a) Trustee Graeme Noble provided an update that included information on the new Multi-Year Strategic Plan.
- b) Canadian Parents for French provided an update on how to become a member and information about French language after-school programming.
- c) Staff shared information on the upcoming Grade One French Immersion Information Night and that FI teachers are involved in PD training to share results of student assessments.
- d) Future meeting dates and locations: January 15 (virtual) and May 14 (in person).

Respectfully submitted,
Aaron Thompson, Co-Chair



BOARD REPORT

October 28, 2024

Update on RESOLUTION #23-165

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Paul Denomme, Superintendent of Equity & Student Achievement,
 Matthew Gerard, Associate Director, Business Services,
 Jamie Nunn, Associate Director, School Improvement, Learning Services,
 Yohana Otite, Human Rights & Equity Advisor,
 Gerry Smith, Superintendent of Safe, Compassionate and Equitable Schools

Recommendation:

That the update on RESOLUTION #23-165 be received.

Background:

RESOLUTION #23-165 was passed on December 4th, 2023, as a Notice of Motion requiring:

- that school staff be provided with training on Islamophobia, antisemitism, and Anti-Palestinian Racism, with a focus on how this racism informs disciplinary actions;
- clarification be provided 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.
- clarification be provided on the 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.”

Status:

Staff Training on Islamophobia, Antisemitism, and Anti-Palestinian Racism

Islamophobia and Anti-Palestinian Racism Training

KR Consulting was acquired through a competitive procurement process to develop the learning content and provide the staff training on Islamophobia and Anti-Palestinian Racism. KR Consulting developed a video-based learning module, a facilitator guide and supporting

resources. The learning goals focus on understanding, recognizing and challenging Islamophobia and anti-Muslim racism and anti-Palestinian racism, including understanding the impacts on students, staff and the community and strategies on how to challenge and respond and support students and staff impacted.

Staff have initiated the following training plan for the following groups:

- Executive Council- April 16, 2024
- Executive Council and System Principals Facilitators' Learning: October 3, 2024
- Principal and Vice-Principal Learning- October 9, 2024
- All school-based staff: November 1, 2024

Antisemitism Training

Facing Histories and Ourselves Canada was acquired through a competitive procurement process to develop the learning content and provide staff training on antisemitism. *Facing Histories and Ourselves* has begun developing a video-based learning module, a facilitator guide and supporting resources. The learning goals focus on understanding, recognizing and challenging antisemitism, including understanding the impacts on students, staff and the community and strategies on how to challenge, respond and support students and staff impacted.

Staff have initiated the following training plan:

- Executive Council- May 21, 2024
- Executive Council and System Principals' Facilitator Learning: November-December 2024 (Date TBD)
- Principals' and Vice-Principals' Learning: January 2025 (Date TBD)
- All school-based staff: February 28, 2025

Student Dress Guidelines

As a follow up from the April 8 Board Meeting, ([item#11 – Update on Dress Guidelines](#)), the updated Student Dress Guidelines were released to the HWDSB community on August 26, 2024. The implementation included information within the [Welcome to the 2024-2025 School Year](#) message to students and families, as well as an update on the [HWDSB website](#). Individual schools introduced the Student Dress Guidelines throughout the first few weeks of school through a variety of means including school assemblies, newsletters, announcements, or classroom visits. All schools were provided with the [Student Dress Guidelines](#) poster ([Appendix A](#)) to display within each school. Staff will continue to monitor the implementation of these guidelines and provide supports to schools as needed.

Fundraising Policy

The Board Fundraising policy was updated and reviewed at the Policy Committee on May 1, 2024 and received approval at [Board](#) on May 27, 2024. Awareness and understanding of the policy and its application was promoted through both a memorandum and during in-person meetings with Principals and Vice-Principals on October 9, 2024.

Financial Implications:

To deliver the training, staff have procured, through a competitive process, the service of consultants to deliver the training to approximately 4,000 school-based staff through a “train the trainer” model. The total incremental cost of both trainings is approximately \$125,000.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Appendix A - HWDSB Student Dress Guidelines Poster

STYLE YOUR CREATIVITY!

HWDSB STUDENT DRESS GUIDELINES

Headwear	Tops	Bottoms
<p>Can Wear:</p> <ul style="list-style-type: none"> • Bandanas • Durags • Hats • Head scarves • Religious/creed-based headwear 	<p>Can Show:</p> <ul style="list-style-type: none"> • Arms • Bellies • Chest • Shoulders • Straps 	<p>Can Show:</p> <ul style="list-style-type: none"> • Hips • Legs • Straps • Thighs • Waistband
<p>Examples Include: Burqas, ballcaps, fezzes, hijabs, hoodies, keffiyehs, kippahs/yarmulkes, niqabs, tuques, turbans, etc.</p>	<p>Examples Include: Crop tops, midriff-bearing shirts, strap tops, t-shirts, tube tops, vests, etc.</p>	<p>Examples Include: Dresses, fitted pants, jeans (including ripped), leggings, pants, shorts, skirts, sweatpants, etc.</p>

Cannot Show:
Fully covered face (Religious/creed-based headwear excluded), underwear as outerwear, butts, groin, nipples.

Cannot Promote:

- Drugs/alcohol
- Hate/Discrimination
- Illegal activity
- Pornography
- Profanity
- Violence

Note: Additional health and safety exceptions may apply.

To learn more about Student Dress Guidelines visit:
hwdsb.info/student-dress



HWDSB
BE YOU. BE EXCELLENT.