

AGENDA: 6:30 PM

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda
4. [Consent Items: updates to procedures under the Finance policies](#)
5. [Consent Items: updates to procedures under the Facilities policies](#)

Policy Review:

6. [Modern Learning \(Formerly 21st Century Learning\)](#)
7. [Nutrition](#)
8. [Naming of Schools – Post-Consultation](#)

9. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

Subject: Finance Procedures

Executive Council Member Responsible: Matthew Gerard
Associate Director, Support Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Finance Pillar policy.

The policies and procedures under this pillar include:

- 3.1 Advertising Expenditure**
- 3.2 Advocacy Expenditures**
- 3.4 Education Development Charges School Sites and Operating Budget**
 - School Sites and Operating Budget Procedure
- 3.5 Employee Expense**
 - Employee Expense Procedure
- 3.6 Fraud Prevention & Management**
 - Fraud Prevention & Management Procedure
- 3.7 Fundraising**
 - School Fundraising Procedure
 - School Generated Funds Procedure
- 3.8 Procurement**
 - Procurement Procedure
- 3.9 Student Fees**
 - Student Fees Procedure
- 3.10 Transportation**
 - Transportation Procedure
 - Personalized Transportation Procedure
- 3.11 Trustee Expense**
 - Trustee Expense Procedure
- 3.12 Trustee Honorarium**

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 Finance Pillar.

3.1 Advertising Expenditure (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

3.2 Advocacy Expenditures (policy review date: 2024)

Last reviewed in 2020

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

3.5 Employee Expense (policy review date: 2025)

Last reviewed in 2021

Procedure Name	Changes Made
Employee Expense Procedure	Updated annually to reflect the new mileage and meal rates for the 2022-23 school year.

3.6 Fraud Prevention & Management (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
Fraud Prevention & Management Procedure	NA

3.7 Fundraising (policy review date: 2023)**Last reviewed in 2019**

Procedure Name	Changes Made
School Fundraising Procedure	N/A
School Generated Funds Procedure	N/A

3.8 Procurement (policy review date: 2025)**Last reviewed in 2021**

Procedure Name	Changes Made
Procurement Procedure	Under review following policy approval Spring 2021

3.9 Student Fees (policy review date: 2019)**Last reviewed in 2015**

Procedure Name	Changes Made
Student Fees Procedure	N/A

3.10 Transportation (policy review date: 2023)**Last reviewed in 2019**

Procedure Name	Changes Made
Transportation Procedure	N/A
Personalized Transportation	New – developed in 2020

3.11 Trustee Expense (policy review date: 2026)**Last reviewed in 2022**

Procedure Name	Changes Made
Trustee Expense Procedure	Updated to reflect the new mileage and meal rates for the 2022-23 school year.

3.12 Trustee Honorarium (policy review date: 2022)**Last reviewed in 2018**

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

Subject: Facilities Procedures

Executive Council Member Responsible: Matthew Gerard
Associate Director, Support Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Facilities Pillar policy.

The policies and procedures under this pillar include:

2.1 Boundary Review

- Boundary Review Procedure

2.2 Inclement Weather and Board Cancellations

- Cancellation of School and Board Administrative Operations Procedure

2.3 Naming of Schools

- Naming of Schools Procedure

2.4 Property Disposition

- Property Disposition Procedure

2.5 Pupil Accommodation Review

- Pupil Accommodation Review Procedure

2.6 Use of Board Facilities

- Community Planning and Facility Partnerships
- Community Use of Schools 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 Facilities Pillar.

2.1 Boundary Review (policy review date: 2023)

Procedure Name	Changes Made
Boundary Review Procedure	What constitutes the make-up of the Boundary Review Advisory Panel and resource staff. Caveats surrounding the minimum amount of advisory panel meetings. The removal of Financial Impacts as something to be reviewed.

2.2 Inclement Weather and Board Cancellations (policy review date: 2023)

Procedure Name	Changes Made
Cancellation of School and Board Administrative Operations Procedure	N/A

2.3 Naming of Schools (policy review date: 2020)

Procedure Name	Changes Made
Naming of Schools Procedure	N/A

2.4 Property Disposition (policy review date: 2025)

Procedure Name	Changes Made
Property Disposition Procedure	None

2.5 Pupil Accommodation Review (policy review date: 2019)

currently under review with the Ministry, awaiting guidelines to be provided

Procedure Name	Changes Made
Pupil Accommodation Review Procedure	N/A

2.6 Use of Board Facilities (policy review date: 2021)

Procedure Name	Changes Made
Community Planning and Facility Partnerships Procedure	N/A
Community Use of Schools Procedure	N/A

Subject: Modern Learning Policy
(Formerly 21st Century Learning)

Executive Council Member Responsible: Bill Torrens
Superintendent of Program



BACKGROUND

The Modern Learning policy (formerly 21st Century Learning) has been reviewed by staff as part of the 4-year policy review. A title change has been made as well as substantial changes and additions to the policy to reflect curriculum and technology updates.

RECOMMENDATION(S)

That the Modern Learning policy be recommended for approval.



Modern Learning

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to preparing its students for success in an ever-changing economy and society by creating modern learning environments, both physical and digital, where students acquire and develop transferable skills.

HWDSB believes all students and employees should have equitable access to learning opportunities and modern learning environments that are engaging, authentic, relevant, and connected to local and global issues. Through these opportunities students and educators will use transferable skills, such as critical thinking and problem-solving, to contribute to a more just society by examining and challenging systemic oppression and colonialism. Transferable skills also enable students to create innovative solutions to current and future social, economic, and environmental challenges.

HWDSB supports modern learning environments by provisioning digital devices to classrooms and students, and by promoting the ethical, competent and responsible use of digital tools, applications and platforms.

GUIDING PRINCIPLES:

HWDSB invests in:

- Creating modern learning environments (both physical and digital) that are learner-centered and affirm and honour students' identities, voice and lived experiences.
- Providing opportunities for students and educators to acquire and develop transferable skills (Critical Thinking and Problem-solving, Innovation, Creativity, and Entrepreneurship, Self-Directed Learning, Collaboration, Communication, Global Citizenship and Sustainability, and Digital Literacy) through a variety of teaching approaches (e.g., co-operative learning, direct instruction, experiential learning, inquiry, problem-based learning).
- Provisioning classrooms with digital devices, digital platforms, and other learning resources that create opportunities for students and educators to acquire and develop digital skills, including how to use artificial intelligence (AI).
- Developing literacy and numeracy skills that are fundamental to student success.

INTENDED OUTCOMES:

- Ensure all students have access to modern learning environments where they can acquire and develop transferable skills.
- Foster the development of transferable skills.
- Foster the development of the digital skills and literacy needed for the responsible and effective use of digital tools, applications, and platforms to enhance student and educator learning.



Modern Learning

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RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Artificial Intelligence: The development of computer systems, algorithms, or software that can perform tasks that typically require human intelligence. These tasks may include learning, reasoning, problem-solving, perception, language understanding, and decision-making. AI systems often use techniques like machine learning, deep learning, and natural language processing to process large amounts of data, identify patterns, and adapt to new information in order to achieve their goals. AI applications can be found in various fields, such as computer vision, robotics, medical diagnosis, finance, and virtual assistants, among others (created by the AI tool Chat GPT 4).

Authorship: The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

Blended Learning: A learning approach where digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online

Credibility: Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

Digital Citizenship: The ideal of positive citizenship applied to the digital world. Being a good digital citizen or demonstrating digital citizenship includes interacting with others in a respectful, safe, accepting, and inclusive way; conducting oneself according to the norms and expectations of the community; representing oneself in a positive manner; encouraging others to be responsible digital citizens.

Identity: The profiles you create and the contributions you make in online spaces. Also, how a person defines themselves based on their self-perception and lived experiences.

Ownership: Includes works that belong to the public domain and individuals holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can allow usage. However, when



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considering ownership of creative work, the Fair Use Doctrine tries to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

Fair Use Doctrine: A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

Privacy: The protection of personal, private, and confidential information.

Transferable Skills

- *Critical Thinking and Problem-solving:* Critical thinking and problem solving involve locating, processing, analysing and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions and take effective action.
- *Innovation, Creativity and Entrepreneurship:* Innovation, creativity and entrepreneurship support the ability to turn ideas into action in order to meet the needs of a community. These skills include the capacity to develop concepts, ideas or products for the purpose of contributing innovative solutions to economic, social and environmental problems.
- *Self-Directed Learning:* Self-directed learning involves becoming aware of and managing one's own process of learning. It includes developing dispositions that support motivation, self-regulation, perseverance, adaptability and resilience.
- *Collaboration:* Collaboration involves the interplay of the cognitive (thinking and reasoning), interpersonal and intrapersonal competencies needed to work with others effectively and ethically.
- *Communication:* Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes.
- *Global Citizenship and Sustainability:* Global citizenship and sustainability involves understanding diverse world views and perspectives in order to effectively address the various political, environmental, social and economic issues that are central to living sustainably in today's interconnected and interdependent world.
- *Digital Literacy:* Digital literacy involves the ability to solve problems using technology in a safe, legal and ethically responsible manner.

(Adapted from Ministry of Education, [Program Planning - Transferable Skills](#))

ACTION REQUIRED:

- Develop and implement on-going professional learning for educators that enables them to develop their own transferable skills and to create student learning experiences that develop transferable skills.
- Communicate the Board's guidelines for responsible use of digital tools in digital environments to students, parents/guardians/caregivers annually.
- Maintain procedures for:



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- Identity, Credibility, and Positive Participation.
- Ownership and Authorship (e.g., copyright and academic integrity).
- Responsible Use.
- Selection of Learning Resources.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure all students have access to modern learning environments where they can acquire and develop transferable skills.	Board wide standards for modern learning environments outlined in the HWDSB Modern Learning Strategy (Learning for Tomorrow) Digital device deployment
Foster the development of transferable skills.	Periodic review of student work across grades.
Foster the development of the digital skills needed for the responsible and effective use of digital tools, applications, and platforms to enhance student and educator learning.	Periodic review of student work across grades. eLearning enrollment and credit attainment

REFERENCES:

Government Documents

[Canadian Charter of Rights and Freedoms](#)

[Education Act](#)

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

[Learning for All](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media](#)

[Ontario Curriculum](#)

[Ontario Human Rights Code](#)

[International Society for Technology in Education; NETS - the National Education Technology Standards](#)

[Policy and Program Memorandum 164: Requirements for Remote Learning](#)

[Policy and Program Memorandum 167: Online learning graduation requirement](#)

Other Resources:

HWDSB 21st Modern Learning Strategy: Learning for Tomorrow



HWDSB Modern Learning Strategy

Vision

HWDSB graduates acquire the transferable skills and digital skills needed to successfully pursue a post-secondary pathway (apprenticeship, college, community, university, or the workplace) and find success in an ever-changing economy and society.

Goal

Learning for Tomorrow provides guidance on the development of modern learning environments where educators support students to develop transferable skills and digital skills. The strategy complements and enhances existing HWDSB strategic directions and strategies (e.g., The Early Reading Strategy, The Math Strategy, and Graduation Strategy).

Learning for Tomorrow is influenced by the [International Society for Technology \(ISTE\) 2016 Standards for Students](#), which is currently the gold standard for “learning, teaching, and leading in the digital age”ⁱ. The standards are updated approximately every ten years and are based on extensive research and consultation.

According to the ISTE:

At their core, the ISTE Standards are about pedagogy, not tools. Which is to say, they emphasize the ways that technology amplifies and even transforms learning and teaching. The field of education now realizes the insufficiency of throwing digital tools into classrooms without further support and expecting valid changes in teaching and, more importantly, improved student outcomes.ⁱⁱ

The [Transferable Skills](#) outlined by the Ministry of Education are a second influence for Learning for Tomorrow. As noted by the Ministry, the seven transferable skills outlined below are “applicable to all curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught.”ⁱⁱⁱ

Implementation

Students will begin to develop transferable skills and digital skills from the first day of kindergarten through to secondary school graduation. To accomplish this, educators will provide students with developmentally appropriate learning experiences in virtual and physical environments from kindergarten to grade 12 that intentionally foster transferable skills and digital skills. Learning for Tomorrow will be embedded in the framework of the Ontario Curriculum, with learning experiences reframed to better incorporate the development of transferable skills and digital skills.

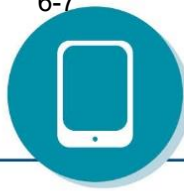
Core Components

Learning for Tomorrow consists of three core components: 1) Transferable skills,^{iv} 2) Digital skills,^v and 3) Modern learning environments.^{vi}

Transferable Skills^{vii}

Students will acquire the competencies outlined in the *HWDSB 21st Century Learning Policy*:

- **Critical Thinking and Problem-solving:** Critical thinking and problem solving involve locating, processing, analysing, and interpreting relevant and reliable information to address complex issues and problems, make informed judgements and decisions, and take effective action.
- **Innovation, Creativity, and Entrepreneurship:** Innovation, creativity, and entrepreneurship support the ability to turn ideas into action in order to meet the needs of a community. These skills include the capacity to develop concepts, ideas, or products for the purpose of contributing innovative solutions to economic, social, and environmental problems.
- **Self-Directed Learning:** Self-directed learning involves becoming aware of and managing one’s own process of learning. It includes developing dispositions that support motivation, self-regulation, perseverance, adaptability, and resilience.



- *Collaboration*: Collaboration involves the interplay of the cognitive (thinking and reasoning), interpersonal, and intrapersonal competencies needed to work with others effectively and ethically.
- *Communication*: Communication involves receiving and expressing meaning (e.g., through reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes.
- *Global Citizenship and Sustainability*: Global citizenship and sustainability involves understanding diverse world views and perspectives in order to effectively address the various political, environmental, social, and economic issues that are central to living sustainably in today's interconnected and interdependent world.
- *Digital Literacy*: Digital literacy involves the ability to solve problems using technology in a safe, legal, and ethically responsible manner.

Digital Skills (ISTE Technology Scope)^{viii}

Students will have opportunities to acquire the following digital skills:

- **Basic Operations and Concepts.** Example: Turn on/off a computer.
- **Logins/File Management.** Example: Use login credentials
- **Personal Data Management.** Example: Protect accounts by logging out
- **Online Safety.** Example: Understand how to practice safe Internet searches.
- **Digital Identity.** Example: Build a positive digital footprint.
- **Keyboarding.** Example: Learn to use special characters as needed.
- **Painting and Drawing Programs.** Example: Use basic design principles
- **Communication and Collaboration Tools.** Example: Utilize collaborative workspaces and documents.
- **Word Processing.** Example: Create, format, edit, and print a document.
- **Problem solving and Computational Thinking.** Example: Use a block-based visual programming interface to build a game, tell a story, or solve a problem.
- **Spreadsheets and Databases.** Example: Create spreadsheets to manage data.
- **Multimedia and Presentation Tools.** Example: Create a series of slides and organize them to present research.
- **Internet Searching and Online Databases.** Example: Locate the URL of a website and make a distinction between the suffixes .org, .ca, .EDU, .net, and international domains.
- **Acceptable Use, Copyright, and Plagiarism.** Example: Transfer the information learned from online sources into your own words.
- **Organizational and Project Tools.** Example: Use a calendar, task manager, or other tools to organize one's self as well as manage projects.

Modern Learning Environment

Students will acquire competencies and skills in learning environments that are:

- **Blended**: where learning can be in person, on-line, or a blend of the two;
- **Modern**: where schools are equipped with a variety of developmentally appropriate learning tools and resources, including digital devices;
- **Experiential**: where students learn from experiences (e.g., excursions, experiments, and cooperative education placements);
- **Local and Global**: where learning occurs both in and out of the classroom and in and out of the school; and, considers local and global issues and problems;
- **Personalized**: where student interests, identities, and abilities are valued and considered in the classroom;
- **Success Oriented**: where the process (assessment) rather than the product of learning (evaluation) is the focus;
- **Intentional**: where transferable skills are explicitly taught, named and noticed when being developed or demonstrated.



Endnotes

- ⁱ International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology. Page xii
- ⁱⁱ Ibid, page 3
- ⁱⁱⁱ Retrieved from <https://www.dcp.edu.gov.on.ca/en/program-planning/transferable-skills/introduction>
- ^{iv} ³ Adapted from Ministry of Education, Program Planning at <https://www.dcp.edu.gov.on.ca/en/program-planning/transferable-skills/introduction>.
- ^v ⁴ A skill “is seen as the ability to perform tasks and solve problems” (Cedefop, 2014).
- ^{vi} ⁵ Learning environments are the experiences, spaces, and tools available to students through their educators.
- ^{vii} transferable skills: Foundation Document for Discussion, (2006) retrieved from http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf
- ^{viii} International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology.

References

1. Cedefop (2014). Terminology of European education and training policy (Second Edition) – A selection of 130 key terms. Luxembourg: Publications Office. Retrieved from: www.cedefop.europa.eu/EN/Files/4117_en.pdf.
2. International Society for Technology. Essential Conditions. Retrieved from <https://www.iste.org/standards/essential-conditions>
3. International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology.
4. International Society for Technology (2016). Redefining learning in a technology driven world: A report to support adoption of the ISTE standards for students.
5. Ontario Ministry of Education, adapted from Ministry of Education, Program Planning at <https://www.dcp.edu.gov.on.ca/en/program-planning/transferable-skills/introduction>.

Subject: Nutrition Policy

Executive Council Member Responsible: Gerry Smith
Superintendent of Student Achievement



BACKGROUND

The Nutrition policy has been reviewed by staff as part of the 4-year policy review. Minor changes to the policy have been made including updated language throughout the policy.

RECOMMENDATION(S)

That the Nutrition Policy be recommended for approval.



Nutrition

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in the development of healthy school environments that support student learning and success by encouraging students, educators, and parents/guardians/caregivers to make nutritious food and beverage choices.

GUIDING PRINCIPLES:

- HWDSB schools foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of Canada's Food Guide.
- Schools with student nutrition programs follow the *Student Nutrition Program Nutrition Guidelines (2020)* developed by the Ministry of Children and Youth Services.
- All schools and educational programs follow provincial legislation relating to nutrition and any other pertinent legislation.
- Schools and educational programs take into consideration the following when food or beverages are sold or provided in schools:
 - Offer, when available and when possible, food and beverages that are produced in Ontario.
 - Be environmentally aware and reduce the amount of single use plastic.
 - Avoid offering food or beverages as a reward or an incentive for good behaviour, achievement, or participation.

INTENDED OUTCOMES:

- Schools promote healthy eating and safe food practices for planned events and classroom activities by following the nutrition standards in PPM 150.
- Schools will communicate the Ministry of Education policy (PPM 150), the HWDSB Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Food: Includes both foods and beverages.



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Food Service Provider: Private, for-profit company that contracts to sell food and/or beverages.

Fundraising: Any voluntary contribution, sale of goods or services, or event, which is organized and conducted to generate funds. Fundraising may occur within the school or outside of the school.

Healthy Eating: Eating the recommended types and amounts of food as per Canada's Food Guide, which includes choosing foods from the Sell Most and Sell Less categories, as defined below, more often.

Healthier Food Preparation: Cooking methods that require little or no added fat or sodium, such as baking, barbequing, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

Nutrition Standards for Foods: Food is divided into "Vegetables and Fruit," "Whole Grains," and "Protein Foods", following Canada's Food Guide. There are also "Mixed Dishes" for products that contain more than one major ingredient (e.g., pizza, pasta, soup, salads, and sandwiches), and "Miscellaneous Items," for items that are to be used in limited amounts (e.g., condiments, sauces, dips, oils, and dressings) and for confectionary, which is not permitted for sale (e.g., candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

Nutrition Education: As outlined in the Ontario Curriculum (e.g., Health and Physical Education: Healthy Eating, Family Studies: Food and Nutrition)

School Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school or by a school or parent-administered group, including school councils.

Sell Most (> 80%): Products in this category are the healthiest options and have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up at least 80 percent of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Sell Less (< 20%): Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than foods and beverages in the "Sell Most" category. They must make up no more than 20 percent of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).



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Not Permitted for Sale: Products in this category contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g., deep-fried, and other fried foods, confectionery). Food and beverages in this category may not be sold in schools. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Student Nutrition Programs: A breakfast, early morning meal, snack or lunch program offered by the school for all students which are funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding. These programs attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff. Schools with student nutrition programs will follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children, Community and Social Services.

School Tuck Shops and Canteens: Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Special Event Days: A day designated by the principal of the school on which food and beverages sold in schools are exempt from the nutrition standards outlined in PPM 150 and this policy.

ACTION REQUIRED:

General:

All schools in HWDSB comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act, School Food and Beverage Standards (PPM 150) and other pertinent legislation. This policy covers food and beverages sold to students during the school day, at school venues, at all programs including catered lunch programs and at school or board sponsored special events and at sports events.

This policy does not apply to food and beverages that are:

- Offered in schools to students at no cost unless they have been purchased with school-generated funds.
- Brought from home or purchased off school premises.
- Available for purchase during field trips off school premises.
- Sold in schools for non—school purposes (e.g., sold by an outside organization that is using the gymnasium for a non-school-related event).
- Sold for fundraising activities that occur off school premises.
- Sold in staff rooms.

Notwithstanding the above, the guidelines for food sold, served, and brought to school as detailed in HWDSB Medical Health Supports Policy 5.5: Supporting Students with Prevalent Medical Conditions Procedure apply to all schools.

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Schools and Classrooms:

Schools must ensure that all school hospitality programs, tuck shops and canteens sell foods that comply with the standards outlined in PPM 150 and this policy.

School principals, vice-principals and board employees planning school or educational events, such as Meet the Teacher and Open House, will model good nutrition by selling foods that comply with the nutrition standards as outlined in PPM 150 and this policy unless the day has been designated a special event day.

Food and beverages purchased with school generated funds for distribution to students within the school comply with the nutrition standards in PPM 150 and this policy.

HWDSB recognizes that special event days take place periodically throughout the year. The principal of the school shall engage with school council and students, where appropriate, for the designation of special event days, if any, for the school. The maximum number of special event days in the school year for a school is ten (10). School principals will communicate the dates of special event days to the school community at the beginning of the school year. Although special-event days give greater flexibility with food and beverages, schools are encouraged to offer healthy options that meet the nutrition standards or non-food-related items.

Sporting events, such as tournaments or meets, sell food and beverages that comply with the nutrition standards of PPM 150 and this policy.

School and board employees will inform community partners, vendors, service providers and funders of the nutrition standards in PPM 150 and this policy.

Cafeterias:

Cafeterias in all schools will sell foods that comply with the nutrition standards in PPM 150 and this policy. Food and beverages must be prepared, served, and stored in accordance with Regulation 493/17, "Food Premises," under the Health Protection and Promotion Act. When negotiating food service contracts with food service providers for cafeterias or schools (e.g., catered lunch providers), HWDSB will use the Request for Proposal (RFP) process and will include the following:

- Use of locally grown and produced foods wherever possible.
- Use of whole foods.
- Healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis.



Nutrition

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- Posting of nutritional information of all foods sold or served.

In addition, the Procurement and Risk Services Department will provide a copy of this policy to food service providers and review it with them to ensure compliance.

Fundraising:

It is recommended that the sale of non-food items be selected for fundraising purposes. The sale of foods that do not comply with the nutrition standards as outlined in PPM 150 and this policy for fundraising purposes is not permitted in the school.

Communication and Education:

Schools will communicate the Ministry of Education policy (PPM 150), HWDSB's Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks, and school celebrations. Each school is encouraged to recognize, value and support parent/guardian/caregiver and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.

Schools may choose to develop additional guidelines in a School Nutrition Policy in consultation with their school council, and/or with a Home and School Association or other parent/guardian/caregiver organizations, if they exist.

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices should be considered for planned events and classroom activities.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Schools promote healthy eating and safe food practices for planned events and classroom activities.	Communication to parents will be measured through the annual Parent Voice survey.
Schools will communicate the Ministry of Education policy (PPM 150), the Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community.	A yearly audit of randomly selected schools, through review of school agenda and website.

Nutrition

Date Approved: XXXX

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REFERENCES:

Government Documents

[Bill 8 – Healthy Food for Healthy Schools Act, 2009](#)

[Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010](#)

[Health Protection and Promotion Act., Regulation 493/17 Food Premises](#)

[Food and Beverage Policy Standards at Ontario Schools](#)

[Canada's Food Guide, 2019](#) and Resources

School Food and Beverage Policy Guides, 2022

[School Nutrition Program Nutrition Guidelines, 2020 – Ministry of Children, Community and Social Services](#)

Subject:

Naming of Schools Policy

Executive Council Member Responsible:

Paul Denomme
Superintendent of Equity & Well Being



BACKGROUND

The Naming of Schools policy has completed consultation. Staff have reviewed the feedback provided and updated the policy (please refer to the policy consultation findings and feedback reports attached).

RECOMMENDATION(S)

That the Naming of Schools policy be recommended for approval.

Naming of Schools

Date Approved: XXXX

Projected Review Date: XXXX

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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 principles:

- Reflect HWDSB's vision, mission, commitments, and community composition and be suitable for the whole district.
- Reflect values and principles outlined in HWDSB's Human Rights and Equity and Inclusion policies, including anti-racism, anti-oppression, anti-colonialism, and decolonization.
- 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.
- Reflect local, provincial, or national diversities with consideration being given to Indigenous communities and local communities that are currently or historically underserved.
- Access and consider the current student body, school council and broader school community's voice to support the naming of school process.
- Work towards sustainable relationships with Indigenous communities through collaboration, listening, transparency, respect, and humility.
- Consult with Indigenous and equity deserving communities, before, during and after the process to build trusting relationships with them.
- Build consensus and listen to others while working towards a suitable decision as an essential element in the decision-making process.

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.

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- School names that reflect legacies and histories connected to colonialism, slavery, racism and other systems of oppression and discrimination will not be considered.
- Names of individuals and their associated histories will not be considered. School names, in whole or part, will be inclusive of the larger community and its values and attributes.

RESPONSIBILITY:

Director of Education
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 (HWDSB).

Closure of one or more schools and consolidation into an existing school: When the Board closes one or more schools because of an accommodation decision and moves 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: When the Board closes two or more schools because of an accommodation decision and builds a new school to accommodate all students from the closing schools.

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.



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Consensus: 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.

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: When the Board moves students from an existing school into a newly built school.

School in part: 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: The 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.

A naming of schools process **may** begin under the following circumstances only if the affected schools would like to proceed and with a Board motion:

- 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 will be collected from the student body, employees, school councils, and Home and School Associations, where they may exist, of the affected schools.

Steps of a naming of school's process in whole or in part:

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

PROGRESS INDICATORS:

Intended Outcome	Assessment
A school name is chosen for a school, in whole or in part, is expected to have community acceptance while being suitable for the whole district.	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.
The process of school naming, in whole or part, reflects HWDSB's commitment to equity, Human Rights, anti-colonialism, anti-racism and anti-oppression.	The school Naming Committee will ensure all HWDSB Policies and their guiding principles that are related to Human Rights, Equity, anti-racism, anti-oppression and anti-colonialism are foundational when selecting the school or school in part names.



Naming of Schools

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

The School Naming Committee will seek Indigenous knowledge about the significance and energy of a place (historical and current) where the school, in whole or in part, being named is located.

Policy Consultation Feedback and Response Chart

POLICY: Naming of Schools

Feedback was gathered through: Engage HWDSB, survey, student group consultation.

Categories	Comment/ Feedback	Response
Purpose	The consultation feedback supported the purpose outlined within the draft policy.	The purpose outlined within the policy communicates the overall purpose of Naming of Schools. No change was made to the purpose in response to the consultation.
Guiding Principles	The consultation feedback demonstrated support for the proposed guiding principles.	No change was made to the guiding principles in response to the consultation.
Intended Outcomes	<p>Significant feedback was given in regard to this section. Specifically, <i>naming schools after individuals</i>, as requested by the Policy Committee.</p> <p><i>Opposed to naming schools after individuals:</i></p> <ul style="list-style-type: none"> - 64% of online responses were opposed to naming schools after individuals. - Difficulty arises when current values do not align with an individual's legacy. - Naming after individuals is subjective and <i>problematic</i>. - Causes confusion and division when schools need to be renamed. <p><i>Support for naming schools after individuals:</i></p> <ul style="list-style-type: none"> - 30% of online responses support naming schools after individuals. - Important way to honour individuals. - Naming after individuals can inspire students. - Naming after individuals honours history. <p>Note: In-person student consultation reflected the online survey themes. Students had varied opinions on naming schools after individuals.</p>	Naming schools is a passionate topic and can be divisive as evidenced by the polarity of opinions in participant comments received during the consultation. Given the feedback from the consultation and the history of harm that has been caused from individual histories/actions, and the potential for future harm the revised policy continues to reflect not naming schools after individuals and their associated histories.

Terminology	No feedback was given on terminology within the policy.	No action was taken.
Action Required	Feedback indicated that schools should be named after geographical features, landmarks, inspiring words, or names. Student groups identified the importance of student voice within the naming of schools process.	These considerations will be included and outlined within the procedure.
Progress Indicators	Student groups identified the importance of using an anti-racist and anti-oppressive approach when naming schools.	This is included in the revised policy. The procedure will reflect this feedback.
Overall Readability/understandability	No direct feedback was given regarding this area.	No action was taken.
Items for the procedure	NA	As outlined above.
Other	NA	NA

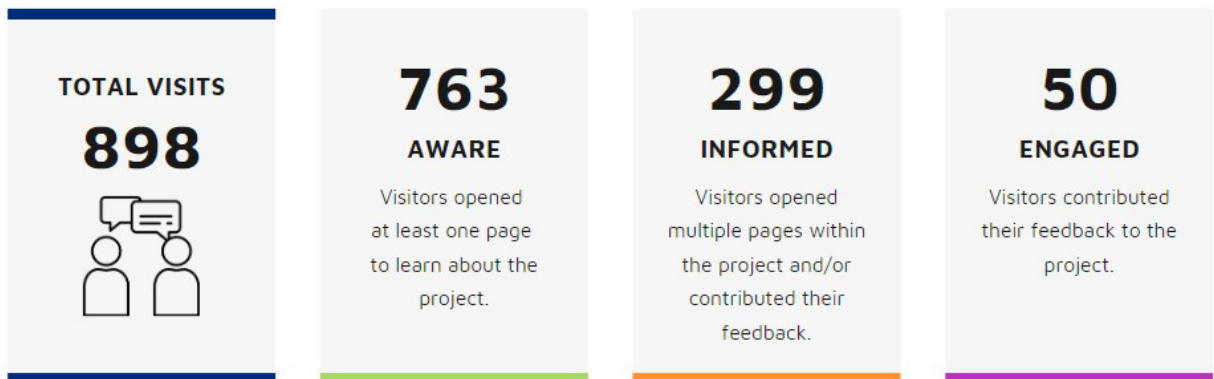
Commented [S1]: This seems to be where most of our feedback comes from on surveys. Perhaps it needs its own row instead of falling under "other"?



Naming of Schools Policy Review 2023

Background

As part of its regular review of policies, members of HWDSB's community were asked to comment on the Naming of Schools Policy as some substantial edits had been proposed to the guiding principles and intended outcomes sections in the policy. One of the proposed changes in the intended outcomes was to cease naming schools after people and, instead, select names reflecting the community's values, attributes as well as considering the relationship and history of the land associated with the school site. Input was collected through the Engage HWDSB platform along with a brief survey. The survey collected 496 responses, while the Engage site was visited 898 times. The Engage platform characterizes visitors by the level of engagement:



Engage HWDSB

The project page on the Engage platform provided the original policy along with the drafted revisions and the rationale for those revisions. The following questions were asked:

1. Do you think we should continue naming schools after people in the future? Why or why not?
2. What else should we be thinking about when choosing a school name?
3. In general, what feedback do you have on the policy revisions?

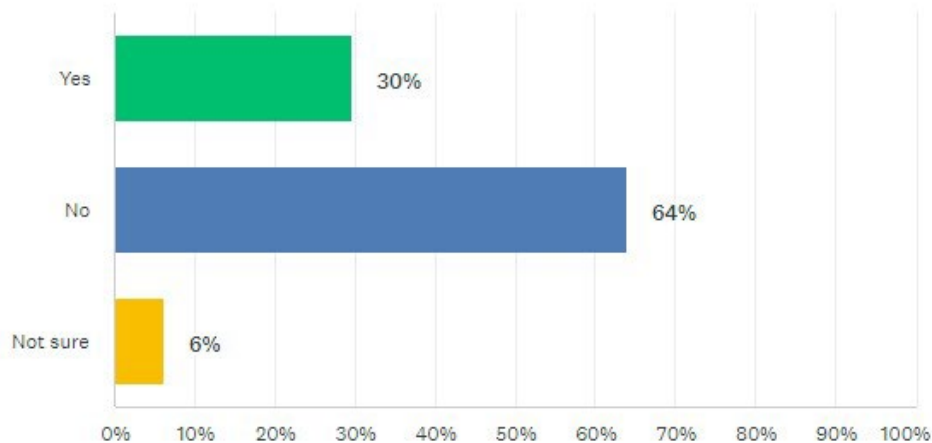
Survey

The following question was asked:

1. Our School Naming policy has come up for review. We are proposing a change and want to know your thoughts. Should we continue naming new schools after people?
 - Yes
 - No
 - Not sure
 Why or why not?

Survey Responses

- Yes: 147
- No: 317
- Not sure: 31



Engage and Survey Themes

The Engage site and the survey yielded similar participant responses that are mostly summarized under 2 key themes:

1. The analysis of participant responses from those **opposed** to naming schools after people can be summarized as follows:
 - The most common reason given for opposing naming schools after people refers to the difficulties that arise when current values do not align with an individual's legacy. Cultural values change and negative legacies can emerge over time.
 - Some objections to naming schools after people included calling for the renaming of other HWDSB schools.
 - Numerous participants highlighted that determining which individuals, and what those individuals should be honoured for, is subjective and problematic.

APPENDIX A: Consultation Data Summary

- Participants opposed to naming schools after individuals also cited the cost of renaming schools in terms of finances, time, and the confusion and division caused by the process.
 - Instead of naming schools after people, many participants suggested names be chosen based on the school's location or community.
2. The analysis of participant responses from those **in favour** of naming schools after people can be summarized as follows:
- The most common response was that naming schools after people is an important way to honour individuals.
 - Similarly, numerous participants commented that naming schools after individuals is a way to inspire students.
 - Participants commented on the importance of remembering and honouring history through school naming.
 - Numerous participants suggested that schools should be named after people but called for more diversity and representation in the selection process – particularly including women and those who are Black, racialized or Indigenous.
 - Participants also suggested that selected individuals have a connection to the community, or to Canada more broadly.
 - Numerous participants highlighted the need for careful research and a thorough vetting and review process.
 - Some participants commented that present ethical standards should not be applied to individuals in the past.

Many participants put forth ideas for alternatives to naming schools after people, including:

- Naming schools after trees or plants.
- Naming schools after geographical features or landmarks.
- Naming schools based on location, after neighbourhoods or streets.
- Using Indigenous words as names.
- Using inspiring words as names.
- Numbering schools.

Multiple participants commented that school names should be easy to pronounce.

Summary

Naming schools is a passionate topic and can be divisive as evidenced by the polarity of opinions in participant comments received during the consultation. Both supporters of and opposers to naming schools after people provided rationale; however, the number of those opposed to naming schools after people was double that of participants who wanted to continue the practice. Participants provided alternative ideas for how schools could be named going forward along with the stipulation that we make them easy to pronounce. There was no feedback related to other proposed changes to the policy.