

AGENDA: 6:00 pm

****REVISED****

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: March 30, 2026](#)

DELEGATIONS:

- Katie Schuessler re: AI in Schools
- Chad Chabot re: Student and Teacher AI Use Policy
- Chantal Mancini re: HWDSB Policy on Generative AI
- Evan Ubene re: Artificial Intelligence Policy

7. [Correspondence – Special Education Advisory Committee re: Budget for 2026-2027](#)

Reports from Trustee Special Committees:

8. [Program – March 26, 2026](#)
9. [Finance & Facilities – March 31, 2026](#)

Reports from Staff:

10. [Student Trustees and Shakowennakará:tats 2026-2027](#)
11. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207 (2)
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board. *R.S.O. 1990, c. E.2, s. 207 (2); 2021, c. 4, Sched. 11, s. 7 (1).*

Meeting Resumes in Public Session

12. Report from Committee of the Whole (Private) – April 13, 2026
13. [Written Notices of Motion – Artificial Intelligence \(AI\) Policy, Trustee Zaitley](#)

14. Oral Reports from Liaison Committees:

- A. City/School Board Liaison Committee
- B. Hamilton-Wentworth Council of Home & School Associations
- C. Ontario Public School Boards' Association (OPSBA)

15. Adjournment

Trustees: Kathy Archer*, Becky Buck, Sabreina Dahab, Dawn Danko^(R), Amanda Fehrman, Maria Felix Miller, Graeme Noble, Paul Tut, Todd White, Elizabeth Wong*, Abby Zaitley. Student Trustees Sanad Bizanti^(R), Evelyn Watson and Shakowennakara:tats Daunte Hillen

*electronic participation, ^(R) regrets

1. Call to Order

Chair Miller called the meeting to order at 6:05 p.m.

RESOLUTION #26-33: Trustees Tut/Fehrman moved that Trustee Danko be approved as absent for the March 30, 2026, Board Meeting.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

2. Approval of the Agenda

RESOLUTION #26-34: Trustees Dahab/Buck moved that the agenda be approved as amended (change in order of items).

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

3. Confirmation of the Minutes

RESOLUTION #26-35: Trustees Tut/Zaitley moved that the Minutes from March 9, 2026, be confirmed.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

4. Correspondence: Township of Rideau Lakes re: School Board Trustees in Ontario

RESOLUTION #26-36: Trustees Tut/Zaitley moved that the correspondence from Township of Rideau Lakes regarding School Board Trustees in Ontario be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

5. Governance Committee

RESOLUTION #26-37: Trustees Buck/Tut moved that the Governance Committee report from March 2, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

6. Policy Committee

RESOLUTION #26-38: Trustees Dahab/White moved that the Policy Committee report from March 3, 2026, be approved including the Indigenous Education Policy and the Educational Excursions Policy.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

7. Audit Committee

RESOLUTION #26-39: Trustees White/Noble moved that the Audit Committee report from March 10, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

8. Parent Involvement Committee

RESOLUTION #26-40: Trustees Fehrman/Zaitley moved that the Parent Involvement Committee report from March 10, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

9. Special Education Advisory Committee

RESOLUTION #26-41: Trustees Miller/Buck moved that the Special Education Advisory Committee report from February 25, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

10. French as a Second Language Advisory Committee

RESOLUTION #26-42: Trustees Noble/Buck moved that the French as a Second Language Advisory Committee report from February 26, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

11. Human Rights & Equity Advisory Committee

RESOLUTION #26-43: Trustees Dahab/Noble moved that the Human Rights & Equity Advisory Committee report from February 26, 2026, be received.

CARRIED

Student Trustee Watson and Shakowennakara:tats Hillen voted in favour.

12. Student Trustees Report

Student Trustee Watson provided the following update:

- Student Senate continued preparations for April 17 Leadership Conference
- Schools recognized Pi Day with math-focused activities and celebrated World Down Syndrome Day through Crazy Sock Day and inclusive, student-led events.
- Students supported Prom Project Hamilton throughout March through donation drives, volunteering, and awareness campaigns, culminating in the March 28 event at Sir Winston Churchill Secondary School.

Shakowennakara:tats Hillen provided the following update:

- Expressed gratitude for witnessing a historic moment with the approval of the Indigenous Education Policy.
- CC:Rose held a meeting said good-bye to Christina Zito upon completion of her term; her significant contributions and legacy were acknowledged, and Kayla Stewart was welcomed into her role.
- Student Senate participated in advocacy efforts at Queen's Park, including speaking at a rally hosted by the Ontario Autism Coalition on the importance of funding public education and the role of trustees in supporting democracy.

- Facilitated a workshop titled “Youth and Democracy” as part of the YWCA Hamilton’s Reaching Together for Power Campaign School.
- Noted that March 31 marks National Indigenous Languages Day, recognizing that Indigenous languages are living expressions of culture, identity, history, and ways of understanding the world.

The Board moved into private session for the discussion of items related to Section 207 (2) of the Education Act.

Student Trustee Watson left for the remainder of the meeting.

13. Standing Committee

RESOLUTION #26-44: Trustees Tut/Fehrman moved that the Standing Committee report from March 9, 2026, be approved including:

- That pursuant to O. Reg 412/00, the Board does not designate any municipality within the Board’s area of jurisdiction as a low population Municipality.
- And that pursuant to O. Reg 412/00, and based on the completed Trustee Determination and Distribution calculations, the Board confirm a total of 11 Trustees for the 2026 HWDSB Election, and approve the following geographic distribution:

<i>Area</i>	<i>Trustees</i>
Ward 1	1.0
Ward 2	1.0
Ward 3	1.0
Ward 4	1.0
Wards 5 & 10	1.0
Wards 6 & 9	1.0
Ward 7	1.0
Wards 8 & 14	1.0
Wards 11 & 12	1.0
Ward 13	1.0
Ward 15	1.0

CARRIED

Shakowennakara:tats Hillen voted in favour.
Trustee White was not in the room for this vote

14. Report from Committee of the Whole (Private) – March 30, 2026

RESOLUTION #26-45: Trustees Tut/Buck moved that the Committee of the Whole report from March 30, 2026, be approved including:

- That the Audit Committee report from March 10, 2026, be received.
- That the Finance & Facilities Committee report from March 24, 2026, be approved including the preliminary allocation of the following full-time equivalent positions for the purpose of 2026-27 school-based staffing.

Elementary Teachers	2,085.00
Secondary Teachers	892.81
Early Childhood Educators	250.00
Educational Assistants	686.00

Communication Disorder Assistants	9.00
Child & Youth Care Practitioners	58.00
Principals/Vice Principals	159.00
School Office Administration	199.50
School Custodial	349.00

And noting that these staffing levels represent a reduction of 124.34 FTE school-based staff from the 2025-26 revised estimates staffing levels.

CARRIED

Trustee White was not in the room for this vote

15. Director's Report

The Director provided her [monthly report](#) to the Board. She noted that March 31, 2026, marks National Indigenous Languages Day and highlighted the importance of Indigenous languages in relation to culture, identity, and reconciliation. The Director outlined system goals supporting student achievement, engagement, and well-being, including experiential learning, pathway development, literacy, nutrition, extracurricular programming, and community partnerships. Recognition was given to Raquelle McIntosh, recipient of the 2026 Music Counts Teacher of the Year Award, for her contributions to music education at Adelaide Hoodless Elementary School.

16. Chair's Report

Chair Maria Felix Miller acknowledged staff for their work during March Break and highlighted recent community engagement activities. Recognition was given to Raquelle McIntosh for being named Music Counts Teacher of the Year. The Chair also noted the successful delivery of the Prom Project in partnership with staff and community volunteers.

The meeting adjourned at 7:50 p.m.

Reference: [Agenda Package](#), [Recording](#), [Recording 2](#)

HWDSB SEAC

SEAC's Key Values:

Accountability
Communication
Honesty
Positive Climate
Respect

March 25, 2026

Dear Chair and Trustees of the Hamilton-Wentworth District School Board

On behalf of the HWDSB Special Education Advisory Committee (SEAC), we are writing in support of the continued prioritization of special education within the 2026–2027 budget planning process.

Following the recent (February 25, 2026) SEAC presentation on the upcoming budget framework, members passed a motion to affirm the critical importance of sustained, and where possible enhanced, investment in special education staffing, programming, and in-school supports.

The Importance of In-School Resources

SEAC has consistently heard from families, educators, and system leaders that in-school resources are foundational to student well-being, safety, inclusion, and achievement. We wish to acknowledge and commend the Board for the meaningful increases in Educational Assistants (EAs) and Child and Youth Care Practitioners (CYCPs) in recent years. These staff members are not ancillary supports, they are essential professionals who:

- Enable students with special education needs to safely access learning environments
- Support achievement, regulation, mental health, and social-emotional development
- Reduce barriers to inclusion and dignity in classrooms and shared spaces
- Strengthen school-wide capacity to respond to increasingly complex student needs as part of the Multidisciplinary Trio Team

The presence of consistent, skilled adult support in schools has a measurable impact on learning conditions. SEAC strongly believes that maintaining and expanding these roles is critical to sustaining safe, inclusive, and effective learning environments across HWDSB.

Life-Changing Programs that Reflect System Values

SEAC has been privileged to learn about several programs that exemplify what is possible when special education is treated as a core priority rather than a competing pressure. These initiatives are not simply “supports”; they are life-changing pathways for students and families:

- Project SEARCH/Transition Work Experience/Intensive Transition Work Experience, which creates meaningful transitions to employment and adulthood for students with disabilities, promoting independence, dignity, and long-term community inclusion
- AIM Programs, which responds flexibly to diverse learning profiles and allow students to experience success where traditional structures may not serve them
- EA Onboarding and Professional Learning, which strengthens staff capacity system-wide and ensures that students receive consistent and skilled support
- Kindergarten Universal Skills programming, which recognizes that early, preventative intervention benefits all learners and reduces the intensity of later needs

HWDSB SEAC

SEAC's Key Values:

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These programs reflect a commitment to skill-building, equity, and long-term outcomes, aligning closely with what families tell us their children need to thrive, not just this year, but across their educational journeys and into adulthood.

Alignment with Mission, Vision, Values, and Strategic Directions

Continued investment in special education directly advances the Board's stated commitments:

- **Mission:** Supporting every student to reach their full potential cannot occur without adequate resources for students who require differentiated, specialized, and responsive supports.
- **Vision:** Inclusive, welcoming schools that reflect the strengths of all learners depend on sufficient staffing and programs that honour diverse needs.
- **Values:** Equity, inclusion, caring relationships, and student voice are realized not only in words, but through staffing decisions and sustained program funding.
- **Strategic Directions:** Investments in mental health, well-being, evidence-based practice, and inclusive learning environments are strengthened through robust special education supports embedded in schools.

A Forward-Looking Investment

SEAC recognizes the fiscal realities facing school boards and appreciates the complexity of budget decision-making. At the same time, we firmly believe that special education funding is a forward-looking investment that reduces crisis responses, supports staff retention, strengthens community confidence, and improves long-term student outcomes.

As the Board moves into the 2026–2027 budget process, SEAC respectfully urges Trustees to:

- Protect and sustain current levels of special education staffing
- Continue prioritizing in-school resources such as EAs and CYCPs
- Safeguard and expand programs that have demonstrated transformative impact
- View special education not as a cost pressure, but as an essential foundation for system success

We thank you for your ongoing leadership and for the thoughtful consideration you give to the needs of students with special education needs and their families. SEAC remains committed to working collaboratively with Trustees and senior staff to support inclusive, equitable, and responsive education for all learners in HWDSB.

Respectfully submitted,

Judy Colantino (on behalf of HWDSB Special Education Advisory Committee)
Chair, Special Education Advisory Committee
Hamilton-Wentworth District School Board

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 13, 2026

From: Program Committee

Date of Meeting: March 26, 2026

The committee held a hybrid meeting on March 26, 2026, at 6:04 pm with Trustee Fehrman presiding.

Members: Trustees Kathy Archer*, Becky Buck*, Sabreina Dahab, Amanda Fehrman, and Abby Zaitley. Also in attendance: Todd White*

* electronic participation, ^(R)regrets

MONITORING ITEM(S):

A. Board Improvement Plan: Literacy, Numeracy & Future Preparedness (Goals 1-3)

Staff presented a monitoring update on progress toward the Board Improvement Plan goals of improving literacy, numeracy, and future preparedness for the 2025–2026 school year. The Committee received an overview of system-wide implementation, key areas of learning to date, and identified priorities for continued improvement

With respect to literacy, staff highlighted that the continued emphasis has been placed on strengthening Tier I instruction, early identification of student needs, and coherence between reading, writing, and oral language development. Staff reported that system professional learning and the use of early screening and evidence continue to support more timely and targeted interventions across schools.

Regarding numeracy, staff highlighted ongoing implementation of the Math Achievement Action Plan, with a focus on curriculum fidelity, educator content knowledge, and responsive instruction informed by student learning needs. The Committee was advised that professional learning and in-school supports remain central to building educator confidence and improving student engagement and achievement in mathematics.

In relation to future preparedness, staff provided an update on system efforts to expand experiential learning, strengthen pathway awareness, and improve access to applied, hands-on learning opportunities for students. Staff outlined continued work to support transitions, early career exploration, and alignment between classroom learning and post-secondary pathways through system programs and partnerships.

Staff identified that continued implementation, equitable access to learning resources, and ongoing reporting through the Program Committee will continue with a cumulative report on all five goals being presented in the fall.

The Program Committee received the monitoring update on the Board Improvement Plan: Literacy, Numeracy & Future Preparedness (Goals 1–3).

B. Human Rights & Equity Action Plan 2023-2027

Staff provided the Program Committee with an update on the ongoing implementation of the Human Rights & Equity Action Plan 2023–2027, with a continued focus on the six priority areas identified by the Board: Indigenous Educational Wellness; Inclusive Classroom Pedagogies and Learning Environments; Dismantling Anti-Black Racism; Anti-Racist and Anti-Oppressive Learning and Work Environments; Addressing Human Rights Barriers, Discrimination, and Harassment; and Employment Equity, Diversity, and Inclusion.

In addition to providing update on each of the areas, Staff shared the annual data collected through the Human Rights and Hate-Based Incident Response Tracking Tool, which has been implemented across schools to document human rights and hate based incidents and monitor responses. Staff reported that the purpose of the tool is to support transparency, identify trends, and inform system strategies that address barriers to student learning, achievement, and well-being.

Data from March 18, 2025, to February 28, 2026, was shared, indicating 325 reported incidents across 7 secondary schools and 56 elementary schools. The most frequently cited protected grounds were race, colour, sexual orientation, and ethnic origin, with racism—particularly anti-Black racism—homophobia, and antisemitism identified as the most reported forms of discrimination. Staff noted that this data will continue to inform system learning, prevention efforts, and responsive actions.

The Program Committee received the update on the Human Rights & Equity Action Plan 2023–2027 and its ongoing implementation.

C. DELEGATIONS

The Chair welcomed the delegates to the meeting and thanked her for bringing her voice forward to Trustees. The delegates shared their perspectives as briefly outlined below:

- Heather Lambert-Hillen, a parent of two students in French Immersion, shared her thoughts on the impact of changing the entry grade into French Immersion from grade 1 to Grade 2. She noted that French Immersion is not a program to scale back; it's a program to strengthen, and that the Federal government has reinforced this commitment with investment in official languages. She shared that she believes that French Immersion doesn't just teach a language; it reshapes how students think.
- Julie Sadanoya delegated regarding inequities faced by French Immersion students, focusing specifically on unsafe and inequitable transportation to Michaëlle Jean Elementary School. She urged the Committee to address safety and equity concerns so that French Immersion students receive equal access to services (transportation).

Respectfully submitted,
Amanda Fehrman, Chair of the Committee

Reference: [Agenda Recording Appendices](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 13, 2026

From: Finance and Facilities Committee

Date of Meeting: March 31, 2026

The committee held a hybrid meeting on March 31, 2026, at 7:00pm with Trustee Maria Felix Miller presiding.

Members present: Trustees Becky Buck*, Amanda Fehrman, Maria Felix Miller, Paul Tut ^(R) and Abby Zaitley.
 Also in attendance: Trustees Sabreina Dahab* and Todd White.

*Electronic participation, ^(R) Regrets

ACTION ITEM(S):

A. Proceeds of Disposition

Proceeds of Disposition (POD) is a finite funding source and only increases when the Board is successful in selling property that is not required for the purposes of the Board (surplus). At the time of this report, the Board has approximately \$77.3 million available proceeds, recognizing that a Minister’s exemption is required for the use of POD that falls outside of the School Condition Improvement (SCI) guidelines for use. Staff are recommending that Trustees consider a long-term and phased approach to the use of POD.

The Committee requested staff to bring back a detailed report outlining the proposed projects under Phase 1 at a future committee meeting this school year for further consideration.

On the motion of Becky Buck, the Finance and Facilities Committee **recommends that the allocation of Proceeds of Disposition funds for Phases 1, 2, and 3, as outlined below, be approved.**

Immediate Use of Proceeds – Phase 1

Immediate Use (submissions to the Ministry within the next 6 months)	\$34,500,000
Accessibility Projects	\$4,500,000
HVAC / Cooling Projects	\$10,000,000
Offset to Maintenance Operating Costs (one-time)	\$8,000,000
Previous Board commitments to support Program and equity of access	\$10,000,000
Renewal and Accessibility Contingency Value	\$2,000,000
Subtotal	\$34,500,000

Short-term Use of Proceeds – Phase 2

Short-term Use (submissions to the Ministry within the next 24-48 months)	\$25,000,000
Accessibility Projects	\$3,000,000
HVAC / Cooling Projects	\$10,000,000
Previous Board commitments to support Program and equity of access	\$10,000,000
Renewal and Accessibility Contingency Value	\$2,000,000
Subtotal	\$25,000,000

Long-term Use of Proceeds – Phase 3

Long-term Use (submissions to the Ministry within the next 48+ months)	\$17,836,701
Accessibility Projects	\$3,000,000
HVAC / Cooling Projects	\$10,000,000
Previous Board commitments to support Program and equity of access	\$3,000,000
Renewal and Accessibility Contingency Value	\$1,836,701
Subtotal	\$17,836,701

CARRIED

MONITORING ITEM(S):**B. Employee Attendance Monitoring Report**

Staff provided an update on personal illness attendance rates from September 1, 2025, to February 28, 2026. There has been a slight increase in employee absence rates related to personal illness in comparison to the same period in the 2024-25 school year. The average permanent employee utilized 8.75 personal illness days per 1.0 FTE. In comparison, the average was 8.15 days during the 2024-25 school year. The financial ramifications of absence management are primarily observed in replacement costs while providing paid sick leave time.

Employee Support and Wellness (ESW) department will continue to support staff with safe returns to work while working with our staff, union leaders, medical practitioners, and Homewood Health to further support and remove barriers which may prevent employees from regularly attending work. These efforts will include continued emphasis on identifying early return-to-work and stay-at-work opportunities.

C. Interim Financial Status Report – February 28, 2026

The interim financial status report as presented is based on information available and assumptions as of February 28, 2026. Budget to actual trends were reviewed to forecast the Board's August 31, 2026, year-end position from a financial, staffing and enrolment perspective. At this point, staff are projecting a non-structural deficit of approximately \$4.6M largely attributable to decreased funding due to Ministry of Education's assessment of previous years' revenue, decreased funding due to lower than projected enrolment, decreased funding due to the phasing in (year 2 of 5) of the 2021 census data that affects Classroom Staffing Fund, Learning Resource Fund and Special Education Fund, increasing costs due to upward trends in short-term supply costs and increasing costs for maintenance and repairs of school sites.

Staff will continue to monitor these expenditures closely and implement mitigation strategies to find cost savings. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

D. Capital Projects Update

Staff provided an updated summary of all the capital projects in various phases. The summary was categorized by each project's general scope of work description and project initiative. The project status updates are current as of March 2, 2026. Staff will continue to update Trustees as to the status of these projects on a regular basis.

Respectfully submitted,
Maria Felix Miller, Chair of the Meeting

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



BOARD REPORT

April 13, 2026

Student Trustees and Shakowennakarátats 2026-2027

Submitted By: Sheryl Robinson Petrazzini

Prepared By: Estella Jones, Superintendent, Board Math Lead K-12
 Jolene John, Indigenous Education Lead
 Heather Miller, Officer of Trustee Services

Recommendation:

That the following students be confirmed to stand as Student Trustees and Shakowennakarátats with HWDSB for the term of office from August 1, 2026, to July 31, 2027.

- Cristian Farrugia, Westmount Secondary (Student Trustee)
- Caitlyn Gong, Ancaster High (Student Trustee)
- Charlise Hillen, Sherwood (Shakowennakarátats)

**names above are listed in alphabetical order by last name*

Background:

Similar to previous years, the election process for the two Student Trustee representatives was completed via electronic ballots and provided an opportunity for every Grade 7-12 HWDSB student to participate in voting for their top two (2) candidates to represent their voice at the boardroom table. Following the individual student submissions, the votes at each school were tallied, and each school (with Grades 7-12) submitted a final ballot with the school's top two (2) choices that were used in determining the successful candidates voted as Student Trustees for 2026-2027.

Student Trustee candidates were invited to submit a video recording of themselves answering a question related to the role of Student Trustee. The video and candidate biographies were made available on the HWDSB website for students to review before casting their vote for Student Trustees.

BE YOU. BE EXCELLENT.

Raising Shakowennakarátats (they raise/lift the voices of their community)

Phonetic Pronunciation: Saw-go-wanna-gah-LAW-duts

Cultivating Community: Reclaiming Our Spaces in Education (CC:ROSE) is a student-driven leadership and learning initiative (for Indigenous learners, by Indigenous learners) which began in 2018-19.

The Governance Structure has been influenced by '*Our Sustenance*', Corn, Beans and Squash (also known as *The Three Sisters*), a shared leadership model of interdependence, cooperation and collaboration. '*Our Sustenance*' reminds us that each plant has a role and responsibility to contribute towards their individual and collective optimal health, growth and well-being. Inspired by natural laws, these symbiotic relationships represent 'unity of strength' and inform how we come together in-relationship.

The position representing Indigenous Students was selected based on consensus decision-making from active participants of CC:ROSE.

CC:ROSE has raised Charlise Hillen, Anishinaabe from Long Lake 58 First Nation to the title of Shakowennakarátats.

Status:

A total of eleven (11) applications were received with all candidates meeting the eligibility criteria. Applications were received from Ancaster High, Bernie Custis, Nora Frances Henderson, Saltfleet District and Westmount secondary schools (some schools had multiple applications submitted). This is an increase in from previous years and demonstrates a growing interest by students in leadership opportunities. Using a range of communication and engagement strategies, students in Grades 7-12 participated in this year's Student Trustee Election. Participation was lower than in previous years, likely influenced by the current political climate and the uncertainty surrounding potential governance changes being considered by the Ministry of Education.

[O. Regulation 7/07](#), states that each school board is to have a minimum of two, but no more than 3 student trustees. Shakowennakarátats represents the third student trustee position. However, to be respectful of and responsive to the '*Our Sustenance*' CC:ROSE Governance Model, should the need arise for two (2) or more Indigenous Student representatives to support the role of Shakowennakarátats, the Board of Trustees and HWDSB staff will work in friendship with the Indigenous Education Department to determine meaningful involvement and participation.

Financial Implications:

At this time, there are no incremental financial implications. Funding for Student Trustees are contained in the Core Education Funding model and approved through the HWDSB budget development process.

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.

Notice of Motion: Artificial Intelligence (AI) Policy

Submitted by: Trustee Zaitley

Whereas the rapid advancement and integration of Artificial Intelligence (AI) technologies in educational settings present both significant opportunities and risks;

Whereas the current HWDSB policies, including the Modern Learning Policy, no longer fully address the unique implications, challenges, and risks associated with AI;

Whereas AI technologies carry environmental impacts, including high energy consumption and resource use, which must align with the Board's sustainability commitments in our Multi-Year Strategic Plan;

Whereas transparency with families and caregivers is essential in maintaining trust regarding how AI tools are used in classrooms;

Whereas the use of AI must uphold the dignity and well-being of all students, ensuring that technology supports rather than replaces human relationships;

Whereas AI systems present risks related to data security and how student data is collected, processed, and protected;

Whereas teaching critical thinking strategies is critical as AI technology has the potential to hallucinate (give incorrect information);

Whereas AI technologies have the potential to perpetuate or amplify systemic biases, raising concerns related to human rights and equity;

Whereas cost uncertainty regarding AI tools/platforms poses a fiscal uncertainty for the future of AI use;

Therefore be it resolved that HWDSB start the policy development process to investigate the feasibility of developing an AI Policy.