



AGENDA: 6:30 p.m.

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Review of the Policy Committee Workplan

Policy Review:

5. [Property Disposition](#)
6. [Educational Excursions](#)
7. [Medical Health Supports](#)

Information:

8. The following procedures have been updated since the last policy meeting:
 - a. [Records and Information Management Procedure](#) (POL 1.6)
9. Adjournment

Subject: Property Disposition

Executive Council Member Responsible: Matthew Gerard
Associate Director of Business Services & Board Treasurer

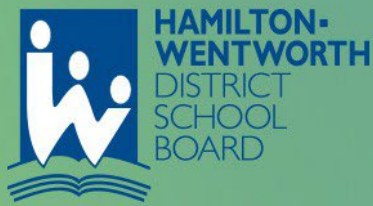


BACKGROUND

The Property Disposition Policy was initially reviewed by the committee in November. Committee members asked that the policy return at a later date following review of feedback which included consideration be given to including language related to the exceptions list noted in the regulation, and consideration of adding information relevant to the phases or steps to be taken when disposing of property (including where Board approvals are needed).

RECOMMENDATION(S)

That the Property Disposition Policy be recommended for approval.



Property Disposition

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that under section 194 of the Education Act ("The Act"), a Board that has adopted a resolution that real property is not required for the purposes of the Board, may sell, lease, or otherwise dispose of a school site, part of a school site or other property of the Board through the mandatory disposition process or at the board's discretion, as governed by [Ontario Regulation 374/23: Acquisition and Disposition of Real Property](#).

GUIDING PRINCIPLES:

HWDSB recognizes the need to demonstrate:

- Trustee fiduciary responsibility
- Effective public-sector governance
- Transparent and timely communication
- Compliant property stewardship

INTENDED OUTCOMES:

When HWDSB is disposing of, leasing or granting easements of entrusted real property assets, HWDSB will be in full compliance with all legislative and regulatory requirements within the Act and O. Reg. 374/23.

RESPONSIBILITY:

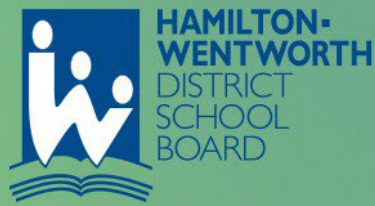
Director of Education
Members of Executive Council

TERMINOLOGY:

Discretionary Disposition: As per O. Reg. 374/23, HWDSB may sell, lease, or otherwise dispose of a school site, part of a school site or other property of HWDSB, with the Minister's approval for the disposition, if HWDSB adopts a resolution that the property is not required for the purpose of the board, or that the disposition is a reasonable step in a plan to provide accommodation for pupils.

Easement: the right-of-way, right or license to cross or otherwise use HWDSB lands for a specified purpose but does not include such an easement arising by operation of law.

Fair Market Value: The most probable price in terms of money which an estate (or interest) in real property should bring in a competitive and open market under conditions requisite to a fair and typical sale between a willing seller and willing buyer, each acting prudently and knowledgeably, being the highest and best use for the property or interest in question. A site appraisal must be completed by an Appraisal Institute of Canada-accredited third-party appraiser.



Property Disposition

Date Approved: XXXX

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Mandatory Disposition: If HWDSB has identified, through the reports and information required under section 193.1 of the Act, that a school site or other property of HWDSB is not currently being used and the site or property is not needed to meet HWDSB's current pupil accommodation needs or its pupil accommodation needs for the next 10 years, the Minister may direct HWDSB to sell the property. Minister direction does not require a Board resolution to proceed with disposition. In these cases, the Board would be informed of the decision.

ACTION REQUIRED:

When disposing of, leasing, or granting easements of entrusted property assets, HWDSB will adhere to the following:

- The Mandatory and Discretionary Disposition processes, including the granting of easements, as outlined in O. Reg. 374/23 will be followed.
- A Discretionary and Mandatory sale, lease or other disposition must be at fair market value, except as otherwise permitted or required by O. Reg. 374/23.

The processes are defined in the Property Disposition Procedure and O. Reg. 374/23 as well as the prescribed time frames for notification or reporting to the Minister of Education for any acquisition or disposition.

Exceptions to the disposition of property process include:

- The property is disposed of to the City of Hamilton, or a local board of the City of Hamilton with the purpose of acquiring the land to provide one or more of the services described in subsection 2(4) or the *Development Charges Act, 1997*. These include water supply, wastewater services, storm water drainage and control, highway, electrical power, some transit, policing and fire protection services.
- The property is leased to a person or body whose purpose in acquiring the property is to occupy and use the property for the purposes of a childcare centre, a child and family program, a third-party program, or providing a children's recreation program as described under the *Child Care and Early Years Act, 2014*.

PROGRESS INDICATORS:

Intended Outcome	Assessment
When HWDSB is disposing of, leasing or granting easements of entrusted real property assets, HWDSB will be in full compliance with all legislative and regulatory requirements within the Act and O. Reg. 374/23.	Measured through the procedures as outlined within all legislative and regulatory requirements.

REFERENCES:

Government Documents

Education Act

Ontario Regulation 374/23

Subject: Educational Excursions

Executive Council Member Responsible: Simon Goodacre
Superintendent of Equity & Student Achievement



BACKGROUND

The Educational Excursions policy has been reviewed as part of the policy review cycle. Staff have made minor updates to language throughout the policy.

RECOMMENDATION(S)

That the Educational Excursions Policy be recommended for approval.



Educational Excursions

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes that an equitable quality education includes the opportunity for all students to participate in educational excursions. HWDSB values the connection between educational excursions and the curriculum in extending and enriching the educational experience to assist students in their learning.

GUIDING PRINCIPLES:

- Every student is provided with an opportunity to participate in educational excursions as appropriate.
- Every educational excursion should provide the opportunity to explore diverse cultures, the local community and beyond.
- Every effort will be made to ensure that equitable inclusion is incorporated in the planning and execution of all excursions.
- Every educational excursion is age-appropriate, and meets Board policies, procedures, Ontario curriculum expectations and adheres safety guidelines.
- Every educational excursion is communicated appropriately to parents, guardians, and caregivers.

INTENDED OUTCOMES:

The implementation of the Educational Excursions Policy together with specific related procedures will ensure all educational excursions are accessible to every student and directly aligned to Ontario curriculum expectations and/or HWDSB's Multi-Year Strategic Plan.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Educational Excursion: a learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB Multi-Year Strategic Plan. Educational excursions provide the opportunity to explore diverse cultures, the local community and beyond. The terms "field trip", "student/school trip", and "trip" are deemed synonymous with the term "educational excursion" for the purpose of this policy.



Educational Excursions

Date Approved: XXXX

Projected Review Date: XXXX

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ACTION REQUIRED:

Maintain an Educational Excursion Procedure that is accessible to the HWDSB community and includes:

- Clear roles and responsibilities of the superintendent, principal, teacher, student, parent, guardian, and caregiver in the planning of the excursion, the time of the excursion and any necessary follow-up to the excursion.
- How the excursion will be communicated to students, parents, caregivers, and guardians and ensure the educational purpose with curriculum outcomes of the excursion is clearly identified.
- Mandatory planning tools to address connections to curriculum and/or HWDSB's Multi-Year Strategic Plan, risk, safety, funding, training, travel, supervision, medical and dietary needs, contingency planning and evaluation.
- How written informed consent of custodial parents, caregivers or guardians will be obtained for all excursions.
- How any perceived or real barriers to attending an excursion will be addressed and taken into consideration in the planning and execution of the excursion.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure all educational excursions are accessible to every student and directly aligned to Ontario curriculum expectations and/or HWDSB's Multi-Year Strategic Plan.	Principals, and where appropriate superintendents, will review accessibility and inclusion requirements of Educational Excursions during the approval process of each excursion.

REFERENCES:

Government Documents

Education Act—Part VI BOARDS, Duties & Powers

Education Act Regulation 298 OPERATION OF SCHOOLS – GENERAL Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Ministry of Education – 2010)

Ontario Human Rights Code

Ontario Curriculum

Ontario Federation of School Athletic Associations (OFSAA) Regulations Ontario Physical and Health Education Association (OPHEA) Guidelines Ontario School Boards' Insurance Exchange (OSBIE)

Highway Traffic Act - Section 32 – licensing

Subject: Medical Health Supports

Executive Council Member Responsible: Sharon Stephanian
Superintendent of Special Education, Inclusion and Equity, K-12



BACKGROUND

The Medical Health Supports Policy has been reviewed as part of the policy review cycle. Staff have completed a detailed consultation process as required by the legislation and have included specific language in the policy statement, guiding principles and intended outcomes to align with the requirements of PPM 161: *Supporting children and students with prevalent medical conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in Schools.*

RECOMMENDATION(S)

That the Medical Health Supports Policy be recommended for approval.



Medical Health Supports

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board is committed to providing learning environments that are welcoming, respectful, accessible, and supportive of students with diverse medical needs. We will uphold human rights, safety, and well-being by supporting all students in feeling safe and secure in our classrooms and school communities.

GUIDING PRINCIPLES:

- All health support services must be administered in a manner that respects the student's rights to privacy, dignity, cultural sensitivity, and identity-affirming practices to the degree possible in the circumstances.
- Students with medical/health needs will be accommodated in the school in which they are registered whenever possible.
- When considering a student's support plan, objective medical documentation and identity-affirming practices will be used for planning purposes.
- In an emergency, staff and/or volunteers may be required to provide emergency assistance for a student.

INTENDED OUTCOMES:

Hamilton-Wentworth District School Board will:

- Ensure that all students receive a quality education and are accommodated according to the Ontario Human Rights Code to the point of undue hardship, including considerations for health and safety requirements.
- In collaboration with Ontario Health atHome and other regulated health professionals, share the responsibility for providing school health support services to support students in attending and participating in learning, recognizing their special health support needs.
- Support students with prevalent medical conditions and those who require medical health supports to fully access school in a safe, accepting, and healthy learning environment that supports well-being.
- Empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care or other accommodation plan.

RESPONSIBILITY:

Director of Education

Members of Executive Council



Medical Health Supports

Date Approved: XXXX

Projected Review Date: XXXX

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TERMINOLOGY:

Identity-Affirming Practices: Practices which affirm and centre an individual's sense of self and identity, considering the impact of identity on mental health and well-being. This involves building positive connections by acknowledging, validating, and respecting a student's unique identity (including but not limited to race, ethnicity, gender, sexual orientation, cultural background, socioeconomic status, and abilities) and prioritizing cultural knowledge and practices that are responsive to the student.

Ontario Health atHome: An organization that assists in coordinating in-home and community-based care through the assessment of patient care needs to support health and well-being.

Plan of Care: An individualized plan containing information about the medical conditions of a student.

Prevalent Medical Condition: As outlined in [Policy/Program Memorandum 161](#) (anaphylaxis, asthma, diabetes, and epilepsy).

Regulated Health Professional(s): Members of a regulatory college which are governed by the Regulated Health Professions Act.

ACTION REQUIRED:

Ensure procedures supporting the medical accommodation of students are:

- Developed and regularly reviewed.
- Articulate the expected roles and responsibilities of caregivers, school staff, principal, and school board in supporting students requiring accommodation, as well as the roles and responsibilities of the students themselves.
- Communicated regularly by school principals to ensure the roles and responsibilities of caregivers, students, and school staff are understood.
- Ensure that procedures under this policy follow any related Ministry of Education related policy, program, or memorandum (where applicable)

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure that all school-aged children receive a quality education, and are accommodated, to the point of undue hardship including considerations for health and safety requirements.	<ul style="list-style-type: none"> • Human rights incidents, inquiries • School climate surveys • Parent/community voice surveys • Student Voice Survey • SEAC Feedback



Medical Health Supports

Date Approved: XXXX

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<p>In collaboration with the Ontario Health atHome and other regulated health professionals, share the responsibility for providing school health support services to support students in attending and participating in learning, recognizing their special health support needs.</p>	<p>Create a feedback mechanism to evaluate the effectiveness of the collaborative partnerships including partner and family voice.</p>
<p>Support students with prevalent medical conditions and those who require medical health supports to fully access school in a safe, accepting, and healthy learning environment that supports well-being.</p>	<ul style="list-style-type: none"> • Individual feedback from students, staff and principals. • Student Voice Survey
<p>Empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care or other accommodation plans.</p>	<ul style="list-style-type: none"> • Individual feedback from students, staff and principals. • Student Voice Survey • SEAC Feedback

REFERENCES:

Government Documents

Education Act

Ontario Human Rights Code

Accessibility for Ontarians with Disabilities Act

Freedom of Information Act

Policy/Program Memorandum 81: Provision of Health Support Services in a School Setting

Memorandum dated August 14, 1989, Catheterization and Suctioning

Policy/Program Memorandum 161: Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy) in Schools

Policy/Program Memorandum 158: School board policies on concussion

Sabrina's Law – Bill 3 – An Act to Protect Anaphylactic Pupils, 2006

Ryan's Law - Ensuring Asthma Friendly Schools, 2015

Rowan's Law – Bill 193 – Concussion Safety, 2018