

AGENDA: 6:00 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Celebration of Student Trustee Leadership: Appreciation of Your Contributions to the Board of Trustees
 - Sanad Bizanti, Daunte Hillen and Evelyn Watson
5. Approval of the Agenda
6. Declarations of Conflict of Interest
7. [Confirmation of the Minutes: May 25, 2026](#)

Reports from Trustee Special Committees:

8. [Program – May 21, 2026](#)
9. [Finance & Facilities – May 26, 2026](#)
10. [Policy – May 28, 2026](#)
11. [Governance – June 1, 2026](#)

Reports from Legislative Committees:

12. [Parent Involvement Committee – May 12, 2026](#)
13. [Special Education Advisory Committee – April 29 and May 27, 2026](#)

14. 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

15. Report from Committee of the Whole (Private) – June 8, 2026
16. Oral Reports from Liaison Committees:
 - A. Ontario Public School Boards' Association (OPSBA)
17. Adjournment

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

*electronic participation, ^(R) regrets

1. Call to Order

Chair Miller called the meeting to order at 6:14 p.m.

2. Approval of the Agenda

RESOLUTION #26-60: Trustees Tut/Danko moved that the agenda be approved.

CARRIED

Student Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

3. Confirmation of the Minutes

RESOLUTION #26-61A: Trustees Buck/Zaitley moved that the Minutes from April 13, 2026, be confirmed.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

RESOLUTION #26-61B: Trustees Buck/Zaitley moved the Minutes from April 27, 2026, be confirmed.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

4. Policy Committee

RESOLUTION #26-62: Trustees Dahab/Tut moved that the Policy Committee report from April 22, 2026, be approved including the Integrated Accessibility Standards Policy.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

5. Program Committee

RESOLUTION #26-63: Trustees Fehrman/Tut moved that the Program Committee report from April 30, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

6. Governance Committee

RESOLUTION #26-64: Trustees Buck/Tut moved that the Governance Committee report from May 4, 2026, be approved including:

- Annual Performance Appraisal of the Director of Education completed by the Governance Committee
- Board Meetings, 2026-2027

| 2026 | 2027 |
|--------------------------|------------------------|
| September 14 (Tentative) | January 11 (Tentative) |
| September 28 | January 25 |
| October 5 (Tentative) | February 1 (Tentative) |

| | |
|---|--|
| October 19 | February 22 |
| November 9 (last meeting of the 2022-2026 term) | March 8 (Tentative) March 22 |
| November 16 (Inaugural Board) November 30 | |
| December 7 (Tentative) December 14 | April 5 (Tentative) April 26 |
| | May 10 (Tentative) May 31 |
| | June 7 (Tentative) June 14 June 28 (Tentative) |

- Trustee Professional Development Sessions, 2026-2027.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

RESOLUTION #26-65: Trustee Buck/Tut moved that the Governance Committee report from May 4, 2026, an update to the Reporting Section of the Trustee Code of Conduct Procedure be approved.

The following table is intended to illustrate the type of information that may be posted on the Board’s website, following receipt of an Integrity Commissioner’s final report, and updated in the case of an Appeal Panel Findings.

| Report No. | Date Complaint Referred | IC Finding | Report* | Appeal Panel Finding |
|-------------------|-------------------------|--|-----------------------------|----------------------|
| IC Report 123-456 | Month, Date, Year | Breach found – no sanctions (list name of the Trustee - Respondent) *** Breach Found with sanctions (listed) (list name of the Trustee - Respondent) | View Report | |
| IC Report 789-012 | Month, Date, Year | Dismissed (Report not posted) *** IC Refusal to Commence Investigation | | |

*Where an alleged breach of the Board’s Code or a determination regarding the breach involves any matters described in clauses 207(2) (a) to (e) of the Education Act;

- no report will be posted; or
- applicable content shall be redacted.

The motion was **CARRIED** on the following division:

In Favour (8): Trustees Archer, Buck, Danko, Fehrman, Miller, Tut, Wong and Zaitley

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

Opposed (3): Trustees Dahab, Noble and White

7. Finance & Facilities Committee

RESOLUTION #26-66: Trustees Tut/Buck moved that the Finance & Facilities Committee report from May 5, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

8. Audit Committee

RESOLUTION #26-67: Trustees White/Danko moved that the Audit Committee Report from May 12, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

9. Parent Involvement Committee

RESOLUTION #26-68: Trustees Zaitley/Fehrman moved that the Parent Involvement Committee report from April 14, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

10. Faith Community Advisory Committee

RESOLUTION #26-69: Trustees Dahab/White moved that the Faith Community Advisory Committee report from April 28, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

11. French as a Second Language Advisory Committee

RESOLUTION #26-70: Trustees Noble/Buck moved that the French as a Second Language Advisory Committee report from May 13, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

RESOLUTION #26-71: Trustees Buck/Fehrman moved that the Board enter into private session for the discussion of personal or financial information of a committee, per Section 207 (2) b) of the Education Act. *(time in: 7:01 p.m., time out: 7:55 p.m.)*

12. Standing Committee

RESOLUTION #26-72: Trustees Tut/Danko moved that the Standing Committee report from April 27, 2026, be received.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

13. Report from Committee of the Whole (Private) – May 25, 2026

RESOLUTION #26-73A: Trustees Tut/Buck moved that the Committee of the Whole report from May 25, 2026, be approved including receipt of the Finance & Facilities Committee report from May 6, 2026.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour

RESOLUTION #26-73B: Trustees Tut/Buck moved that the Committee of the Whole report from May 25, 2026, be approved including the 2026-2027 Regional Internal Audit Plan, Audit Committee report from May 12, 2026.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen did not vote on this matter.

14. Motion to Amend Something Previously Adopted re: Resolution #26-54, Trustee Fehrman

Trustee Fehrman introduced a motion to amend Resolution 26-54 (adopted April 13, 2026). The amendment proposed replacing the first bullet to request that staff explore adjustments to child care program licence rates for 2026–2027, including a prorated shift from a 365-day to a 260-day annual basis, with a report back to the Board through the Finance and Facilities Committee. All other provisions of the original resolution were to remain unchanged.

Trustees discussed the importance of:

- Supporting child care providers while minimizing impacts on families
- Ensuring collaborative engagement and clear communication with providers
- Providing flexibility for staff to assess options and report back
- Aligning rate considerations with broader funding frameworks and operational realities

Amendment to Motion Proposed

RESOLUTION #26-74: Trustees White/Danko moved an **amendment** to revise the wording to include directing staff to explore the application of the annual Ministry benchmark funding rate, including consideration of potential increases, discounts, timing (start dates), and advocacy opportunities, while maintaining the 260-day prorated framework and reporting requirement.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

Motion, as Amended

RESOLUTION #26-75: Trustees Fehrman/Noble moved that Resolution #26-54, adopted April 13, 2026, be amended by replacing the first bullet with the following:

- Request that staff explore the application of an annual Ministry benchmark funding rate, considering the application of incremental percentage increases, potential discounts, start dates, and advocacy opportunities with providers, reflecting a pro-rated adjustment, from a 365-day to a 260-day annual basis and that staff report back to the Board, with input from the Finance & Facilities Committee, for final approval.

And that all remaining provisions of Resolution #26-54 remain unchanged.

CARRIED

Student Trustees Bizanti, Watson and Shakowennakara:tats Hillen voted in favour.

15. Hamilton-Wentworth Council of Home & School Associations

Trustee Noble provided the following update:

- New members have been elected and will be welcomed at the September 24, 2026, meeting.
- The committee expressed gratitude for continued collaboration with HWDSB, including communications sent through official channels to support local associations as they navigate fundraising policies and other procedures.

16. Hamilton Foundation for Student Success

Trustee Fehrman provided the following update:

- Award season is underway, with ongoing work to distribute system and school-based awards ahead of commencements.
- Recruitment is in progress for a new Executive Director following a recent vacancy.
- Acknowledgement was given for prior leadership.

17. Ontario Public School Boards' Association (OPSBA)

Trustee Buck provided the following update:

- Attended a regional meeting on May 2, 2026.
- Governance restructuring within OPSBA was noted, including changes to the regional council and board size.
- Legislative updates:
 - Provincial legislature has resumed session.
 - Two by-elections are anticipated due to resignations.
- Changes in terminology were reported, including the implementation of the "Chief Executive Officer" title.
- The OPSBA annual meeting and elections will be held virtually on June 5, 2026.

18. Student Trustees' Report

Shakowennakara:tats Hillen provided the following update:

- Observed Red Dress Day (May 5) to recognize missing and murdered indigenous Women, Girls, and Two-Spirit people.
- Highlighted arts programming, including Band Fest and Jazz Fest, involving significant student participation.
- Reported on participation in Ontario Student Trustee's Association (OSTA-AECO), emphasizing leadership and advocacy development.
- Noted upcoming Indigenous Education year-end celebration.

Student Trustee Bizanti provided the following update on behalf of himself and Student Trustee Watson:

- Reported participation in provincial student trustee activities and conferences
- Highlighted local initiatives including:
 - Ancaster High "Dare to Try" Triathlon promoting accessibility and community support.
 - HWDSB Speaks public speaking initiative
 - Hamilton Youth engagement event connecting students with community partners.
- Reported on Student Senate activities, including leadership events, food drives, and system-wide student engagement.

19. Chief Executive Officer's Report

Chief Executive Officer Sheryl Robinson Petrazzini provided the [monthly](#) report.

- Confirmed title change from Director of Education to Chief Executive Officer, with no change in organizational objectives.
- Highlighted system focus on "Be Excellent, Be Future Ready."
- Reported on key initiatives:
 - Experiential learning and pathway programs
 - Ontario Youth Apprenticeship Program (OYAP) and trades exposure initiative.
 - Robotic programming and student achievements at international competitions.
 - Exploration trailer providing hands-on engineering experiences.
- Emphasized the importance of wraparound supports, including nutrition programs and student well-being initiatives.

20. Chair of the Board's Report

The Chair shared the following:

- Acknowledged the significant demands on staff at year-end and the continued commitment to supporting students and maintaining school operations.
- Recognized the extensive coordination required for year-end activities, including graduations and student milestone events.
- Emphasized the importance of supporting all students, including those experiencing challenges in achieving expected outcomes.
- Reflected on the role of Board governance and leadership in a context of ongoing external pressures
- Highlighted the importance of consistent, resilient leadership across the system to sustain performance.
- Expressed appreciation for staff and leadership contributions in supporting students and ensuring system continuity.

The meeting adjourned at 9:19 p.m.

Reference: [Agenda Package](#), [Recording1](#) and [Recording2](#)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 8, 2026

From: Program Committee

Date of Meeting: May 21, 2026

The committee held a hybrid meeting on May 21, 2026, at 7:08 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. Growing our Commitment to Indigenous Educational Wellness & Reconciliation

Staff presented a monitoring update on the progress made to date following the Board-approved direction to explore opportunities for a new K–12 Indigenous school in HWDSB, in partnership with the local Indigenous community.

The Committee heard that foundational work is underway, including the establishment of working groups, the development of engagement frameworks, and the initiation of an environmental scan to inform future recommendations.

Next steps include community engagement, environmental scanning, and further analysis to inform recommendations, with updates to be provided to Trustees in the 2026–2027 school year.

During the committee discussion, Trustees expressed support for the work and highlighted:

- The importance of meaningful and ongoing community engagement
- Interest in learning from other jurisdictional models
- Consideration of long-term sustainability, including funding and implementation factors

On the motion of Trustee Buck, the Program Committee received the Growing our Commitment to Indigenous Educational Wellness & Reconciliation report.

B. Program Review: A Phased Approach to K – 12 Program Planning

Staff provided an update on the ongoing implementation of the Program Review and outlined a phased approach to advancing recommendations across Elementary, Secondary, and French Immersion programming.

The Committee heard that the work is being reframed toward a cohesive K–12 program vision (Vision 2040) that aligns programming across the system to support student achievement, well-being, and equitable access to learning opportunities.

Staff highlighted initial areas of focus, including:

- Improvements to French programming consistency and access
- Exploration of more geographically accessible specialized programming
- Opportunities to expand access to skilled trades learning
- Development of a framework to guide future program decisions

Staff also indicated that additional reports will be brought forward to the Committee related to:

- A broader K–12 learning vision
- French language programming

During the committee discussion, Trustees engaged in a fulsome dialogue and emphasized:

- The importance of clearly distinguishing between operational actions and matters requiring Board decision-making
- The value of a tracking mechanism to monitor the status of recommendations and support transparency and oversight
- The need to ensure ongoing trustee involvement and input as the work evolves
- Consideration of broader system factors, including collective bargaining, funding, and implementation timelines

On the motion of Trustee Dahab, the Program Committee received the Program Review: A Phased Approach to K – 12 Program Planning.

C. DELEGATION:

The Committee received a delegation from Amy Borkwood, a parent of a student in the SageQuest program.

The delegate shared personal experience regarding the positive impact of the program on student well-being, engagement, and sense of belonging, and expressed support for maintaining and expanding access to the program.

Respectfully submitted,
Amanda Fehrman, Chair of the Committee

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

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 8, 2026

From: Finance and Facilities Committee

Date of Meeting: May 26, 2026

The committee held a hybrid meeting on May 26, 2026, at 6:00pm 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 Kathy Archer *and Todd White.

*Electronic participation, ^(R) Regrets

ACTION ITEM(S):

A. 2026-2027 Community Use of School Rental Rates

Staff presented the proposed 2026-2027 rental rates that were calculated using the school facility cost recovery model. The increase is based on the annual average Consumer Price Index (CPI) of 2.1% based on Statistics Canada. The next full review of rental rates using the Cost Recovery Model will be completed for the 2029-2030 school year.

On the motion of Becky Buck, the Finance and Facilities Committee recommends **that the 2026-2027 Community Use of School Rental Rates be approved.**

| 2026-2027 Proposed Hourly Space Rates | | | | |
|---------------------------------------|----------------------------|---|---|--|
| Space Type | Non-profit with no subsidy | Non-profit adult group with subsidy (50%) | Non-Profit youth group with subsidy (75%) | Business Enterprise/ Commercial (150%) |
| Gym Class 4 (less than 2,800 sq ft) | \$28.07 | \$14.03 | \$7.02 | \$42.10 |
| Gym Class 3 (2,801-3,999 sq ft) | \$41.69 | \$20.84 | \$10.42 | \$62.53 |
| Gym Class 2 (4,000-5,999 sq ft) | \$59.85 | \$29.93 | \$14.96 | \$89.78 |
| Gym Class 1 (6,000-7,900 sq ft) | \$78.57 | \$39.28 | \$19.64 | \$117.85 |
| Premium Gym (7,900+ sq ft) | \$104.74 | \$52.37 | \$26.19 | \$157.12 |
| Classroom | \$10.34 | \$5.17 | \$2.59 | \$15.51 |
| Learning Commons - Elementary | \$21.04 | \$10.52 | \$5.26 | \$31.56 |
| Learning Commons - Secondary | \$52.69 | \$26.35 | \$13.17 | \$79.04 |
| Cafeteria | \$60.26 | \$30.13 | \$15.06 | \$90.39 |
| Auditorium Class 1 | \$123.63 | \$61.82 | \$30.91 | \$185.45 |
| Auditorium Class 2 | \$86.53 | \$43.26 | \$21.63 | \$129.79 |
| Auditorium Class 3 | \$58.56 | \$29.28 | \$14.64 | \$87.85 |
| Auditorium Class 4 | \$39.03 | \$19.52 | \$9.76 | \$58.55 |

CARRIED

MONITORING ITEM(S):**B. Enrolment Summary as at March 31, 2026**

Staff provided an update on enrolment. Elementary enrolment has increased by 18.58 FTE (Full Time Equivalent). Secondary enrolment has decreased by 82.21 FTE (Full Time Equivalent). The overall enrolment for March 31, 2026, is down by 63.63 FTE. Enrolment is still being finalized, therefore this total may change. The decrease in enrolment will reduce the Board's CORE Education Funding for 2025-2026 and will be reflected in the Financial Statements filed with the Ministry in November 2026.

C. 2026-2027 Budget Update

Staff provided an update on the budget. The Ministry of Education released the Core Education Funding for 2026-2027 on May 13, 2026. HWDSB is projected to receive approximately \$727.5M for the 2026-2027 school year. We are still awaiting the Responsive Education Programs (REP's) funding announcement. Current enrolment for 2026-2027 is projected to be 367.82 Average Daily Enrolment (ADE) lower than the 2025-2026 Revised Estimates.

D. 2026 Long-Term Facilities Plan

Staff presented the annual update. HWDSB is committed to providing equitable, affordable, and sustainable learning facilities for students. To address the numerous facets related to this mandate and to provide clear direction, HWDSB, led by the Facility Services Department, produced the Long-Term Facilities Plan (LTFP) to guide toward achieving sustainable facilities. The LTFP is a fluid document with embedded links to websites and reports that are updated on a regular basis. The goal is to ensure that the LTFP has current and relevant information beyond the date of its publication. The document is broken down into three main sections, which include Planning and Accommodation, Capital Projects and Facility Operations. On April 27, 2026, the Board of Trustees approved the 2026-2027 Accommodation Strategy Schedule which outlines the immediate, short-term and medium-term accommodation strategies of the Board based on a comprehensive review of short and long-term enrolment projections, school renewal needs and property and facility data.

E. Employee Attendance Monitoring Report

Staff provided an update on personal illness attendance rates from September 1, 2025, to April 30, 2026. There has been an increase in employee absence rates related to personal illness in comparison to the same period in the 2024-2025 school year.

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.

F. Recruitment and Staffing Update

The Recruitment and Staffing team leads efforts to attract, hire, and place qualified professionals across all roles, ensuring the organization is equipped with the talent needed to deliver on HWDSB's mission.

As of April 30, 2026, HWDSB employs a total of 8,914 employees, including 5,924 permanent employees and 2,990 occasional or casual staff. Recruitment and staffing efforts have resulted in overall fill rates of 83%. The fill rates for Teachers are 88%, 75% for education workers, and 55% for Educational Assistant positions.

Respectfully submitted,
Maria Felix Miller, Chair of the Meeting

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

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 8, 2026

From: Policy Committee

Date of Meeting: May 28, 2026

The committee held a hybrid meeting on May 28, 2026, at 6:00 pm with Trustee Sabreina Dahab presiding.

Members: Trustees Sabreina Dahab, Maria Felix Miller^(R), Graeme Noble*, Elizabeth Wong^(R), and Abby Zaitley. Also in attendance: Trustee Todd White.

* electronic participation, ^(R) regrets

ACTION ITEM(S):

A. Occupational Health & Safety

Staff presented the annual review of the Occupational Health and Safety Policy, including minor updates to reflect legislative alignment, role title changes, and the addition of a guiding principle recognizing the impact of intersecting identities on workplace health and safety. The Committee requested that the definition of Workplace Harassment be added to the Terminology section from the Workplace Violence & Harassment Prevention policy, to improve clarity for readers when navigating between related policies.

On the motion from Trustee Zaitley, the Policy Committee **recommends that the Occupational Health & Safety Policy be approved, as amended.**

CARRIED

B. Workplace Violence & Harassment Prevention

Staff presented the annual review of the Workplace Violence and Harassment Prevention Policy, including updates to guiding principles, terminology alignment with related policies, and role title changes. The Committee requested that staff revise the Terminology section formatting to clean up long multi-paragraph definitions (e.g. workplace harassment, workplace sexual harassment) and improve readability and consistency across definitions.

On the motion of Trustee Zaitley, the Policy Committee **recommends that the Workplace Violence & Harassment Prevention Policy be approved as amended.**

CARRIED

MONITORING ITEM(S):

C. Policy Gap Analysis – Discussion

The Committee received a presentation from staff outlining the results of a policy gap analysis, which identified potential areas where the current policies may not fully reflect Board priorities or provide sufficient governance direction. Staff highlighted three primary gap areas, including the absence of a policy to operationalize the Multi-Year Strategic Plan (MYSP) and Board Improvement Plan (BIP), the need for a comprehensive approach to Student Well-Being and Belonging (including mental health and addictions), and the lack of a governance framework addressing emerging technologies.

During the discussion, Committee members noted that any future policy development should be informed by thorough scoping to ensure alignment with existing policies and to identify opportunities to consolidate or strengthen current frameworks. In addition to the gaps identified by staff, the Committee also identified program policy, defined as a high-level structure of programs, as well as policy considerations related to English-Language Learners and English-Language Development Learners, beyond translation and assessment practices. The Committee requested that staff track these additional areas for future consideration.

The Committee requested that staff work on the following over the upcoming school year including:

- Conduct a comprehensive mapping exercise to identify relationships among policies, strategic plans, and action plans to clarify accountability, and eliminate any “floating” directives. This mapping exercise would be conducted in the fall.
- Complete a scoping report on Student Well-Being and Belonging. This scoping report would be identified on the forthcoming 206-2027 Policy Committee workplan; and
- Expand the planned scoping report on Artificial Intelligence to further include broader emerging technologies, with particular attention to:
 - Ethical use,
 - Privacy,
 - Procurement and oversight,
 - Alignment with modern learning strategies.

D. DELEGATION:

The Chair welcomed Cindy Gangaram, President, Hamilton-Wentworth Elementary Teachers' Local and thanked her for bringing her delegation to the committee, outlining concerns regarding the use of artificial intelligence (AI) in education. The delegate noted that this raise concerns impacting employment practices, professional judgment, teaching and learning, and equity. The delegate also emphasized the need for proactive policy development, clear safeguards, and system-level guidance to ensure responsible implementation and to mitigate unintended impacts on staff and students.

Respectfully submitted,
Sabreina Dahab, Chair of the Committee

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

| | |
|-----------------------|-----------------------|
| | POLICY NO: 4.3 |
| Adopted | 2020 |
| Projected Review Date | 2026 |
| Revisions | ANNUAL REVIEW |

POLICY: OCCUPATIONAL HEALTH AND SAFETY

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to providing and maintaining a safe and healthy workplace in accordance with the Occupational Health and Safety Act (OHSA) and HWDSB's commitment to the safety and well-being of its employees.

GUIDING PRINCIPLES:

- Promote and encourage a safe and healthy workplace, in accordance with provincial standards and in compliance with legislative requirements.
- Endeavour to eliminate any foreseeable hazards to workers.
- Recognize intersecting identities and how staff may experience workplace hazards and risks differently.
- Commit to occupational health and safety being an integral part of HWDSB's operations

INTENDED OUTCOMES:

- Establish incident reduction goals.
- Implement strategies to reduce workplace injuries.
- Support the Internal Responsibility System (IRS) by completing workplace inspections and eliminating hazards.
- Ensuring contractors work safely in our workplace.

RESPONSIBILITY:

Chief Executive Officer

TERMINOLOGY:

Central Joint Health and Safety Committee (CJHSC): A single Joint Health and Safety Committee established to cover multiple workplaces where the committees' structure has received approval by order of the Minister of Labour, Immigration, Training and Skills Development.

Internal Responsibility System (IRS): A system, within an organization, where everyone has direct responsibility for health and safety as an essential part of their job. It does not matter who or where the

person is in the organization, they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis.

Workplace Harassment: OHSa defines workplace harassment as

- a) Engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, that is known or ought reasonably to be known to be unwelcome, or
- b) Workplace sexual harassment.

Supervisor: The person who has charge of a workplace or authority over a worker. This includes a principal, vice-principal, manager or teacher appointed by HWDSB to direct and supervise a school or organizational unit of a school.

Worker: Includes any of the following:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates in the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, private career college or other post-secondary institution.
- Such other persons as may be prescribed (by the OHSa) who perform work or supply services to an employer for no monetary compensation.

Workplace: Any land, premises, location, or thing at, upon, in or near which a worker works. Examples include, but are not limited to:

- Schools, Board offices, properties, and facilities, as well as vehicles used in the course of completing work and traveling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities, and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.

ACTION REQUIRED:

Every worker protects their own health and safety by working in compliance with the law and with safe work practices and procedures established by the employer. Workers will receive, as appropriate, information, instruction, and supervision in their specific work tasks to protect their health and safety.

The CJHSC assists in identifying situations that may be a source of danger or hazard to workers and make recommendations to the HWDSB on matters of occupational health and safety.

PROGRESS INDICATORS:

| Intended Outcome | Assessment |
|--|--|
| Establish incident reduction goals. | A comparison, year over year, of notifiable accidents, explosion, fire, or incident of workplace violence where a person is killed or critically injured, disabled from performing their usual work or requires medical attention. |
| Implement strategies to reduce workplace injuries. | Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories. |
| Support the IRS by completing workplace inspections and eliminating hazards. | The successful completion of monthly and annual workplace inspections. |
| Ensuring contractors work safely in our workplace. | Performance will be evaluated by reviewing critical injuries involving contractors and WSIB claim data where applicable. |

REFERENCES:**Government Documents**

Education Act

Occupational Health and Safety Act

| | |
|-----------------------|-----------------------|
| | POLICY NO: 4.9 |
| Adopted | 2020 |
| Projected Review Date | 2026 |
| Revisions | ANNUAL REVIEW |

POLICY: WORKPLACE VIOLENCE AND HARASSMENT PREVENTION

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the prevention of workplace violence and harassment while promoting a safe and inclusive workplace in which all people respect one another and work together to achieve common goals.

GUIDING PRINCIPLES:

- Work together to create an environment free from discrimination, harassment, and workplace violence to foster the development of trusting and respectful relationships.
- Recognize and address the ways intersecting identities may experience workplace harassment and violence.
- Fulfill our obligations under the Occupational Health and Safety Act and Ontario Human Rights Code.

INTENDED OUTCOMES:

- Establish workplace violence incident reduction goals.
- Implement strategies to reduce workplace violence and harassment.
- Raise awareness of all workers' direct responsibility to ensure a violence and harassment-free working and learning environment.

RESPONSIBILITY:

Chief Executive Officer

TERMINOLOGY:

Central Joint Health and Safety Committee (CJHSC): A single Joint Health and Safety Committee established to cover multiple workplaces where the committees' structure has received approval by order of the Minister of Labour, Immigration, Training and Skill Development.

Discrimination: Any form of unequal treatment based on a protected ground under the Human Rights Code (the Code), whether imposing extra burdens or denying benefits. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral but

have the effect of disadvantaging certain groups of people. It can be direct or indirect, individual, or systemic. It may take obvious forms (direct), or occur in very subtle ways (indirect). In any case, even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation that could lead to progressive discipline. Hate activities and harassment are forms of discrimination. Putting measures to correct, relieve or remedy hardship or systemic discrimination experienced by persons or groups in an attempt to achieve equity is not discrimination. This policy covers both code-based and non-code-based harassment. Code-based harassment may also be reported through other policies (Whistleblower Policy, Human Rights Policy).

Supervisor: The person who has charge of a workplace or authority over a worker. This includes a principal, vice-principal or teacher appointed by HWDSB to direct and supervise a school or organizational unit of a school.

Worker: Includes any of the following:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university private Career College or other post-secondary institution.
- Such other persons as may be prescribed (by the Occupational Health and Safety Act (OHSA)) who perform work or supply services to an employer for no monetary compensation.

Workplace: Any land, premises, location, or thing at, upon, in or near which a worker works. This includes any virtual or digital environments and also applies to telephone, email, social media, or other communications related to work. Examples include, but are not limited to:

- Schools, Board offices, properties, and facilities, as well as vehicles used while completing work and travelling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities, and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.
- Under the Code, protection from workplace harassment and workplace sexual harassment also applies where workers are travelling to and from work-related activities.

Workplace Violence: OSHA defines workplace violence as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.
- A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace that could cause physical injury to a worker.

Workplace Harassment: OHSA defines workplace harassment as

- a) Engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, that is known or ought reasonably to be known to be unwelcome, or
- b) Workplace sexual harassment.

The Code also protects employees from harassment in employment by the employer, agent of the employer or by another employee because of the following prohibited grounds: Race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, gender expressions, age, a record of offences, marital status, family status, disability. It is important to note that there is potential for more than one protected ground to intersect, where an employee is protected under multiple identified grounds simultaneously. Further, the Code protects employees from discrimination because of association, relationship, or dealings with another person identified by a protected ground.

Workplace Sexual Harassment: OSHA defines workplace sexual harassment as

- a) Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome; or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

The Code offers protection for workers against harassment because of sex or sexual solicitation by a person in a position to confer benefits. Every person who is an employee has a right to freedom from harassment in the workplace because of sex, sexual orientation, gender identity or gender expression by their employer or agent of the employer or by another employee.

Every person has a right to be free from a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

ACTION REQUIRED:

Staff will implement and maintain procedures to operationalize this policy under the requirements prescribed in the Code and the OHSA.

HWDSB will:

- Develop a complaint process and ensure all complaints of workplace discrimination and harassment are appropriately investigated.
- Post the policy in all HWDSB workplaces on the Health and Safety Bulletin Board.

- Provide all workers with information and instruction upon hire, annually and as needed about this policy and discrimination, harassment, and violence in the workplace.
- Ensure workers are not penalized for reporting an incident or for participating in an investigation involving workplace violence or harassment while acting in good faith.
- Make workers aware of additional assistance through the CJHSC, the Human Rights Legal Support Centre or the Board's Employee and Family Assistance Program (EFAP).
- Instruct supervisors to create a respectful workplace, model behaviours that are expected of all workers, and address issues that they become aware of, regardless of whether a complaint is made by the worker.
- Ensure supervisors respond to and investigate as appropriate all incidents and complaints of workplace harassment or violence in a fair, impartial, respectful, and timely manner, following the Board's established process. HWDSB will ensure supervisors are trained and accountable for responding to and resolving complaints of harassment.

PROGRESS INDICATORS:

| Intended Outcome | Assessment |
|---|--|
| Establish workplace violence reduction goals. | A comparison, year over year, of notifiable incidents of workplace violence where a person is killed or critically injured, disabled from performing their usual work or requires medical attention. |
| Implement strategies to reduce workplace harassment and violence. | Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories and complaint summary reports. |
| Raise awareness of all workers' direct responsibility to ensure a violent and harassment-free working and learning environment. | Measured through feedback from online workplace violence and harassment training. |

REFERENCES:

Government Documents

Human Rights Code

Occupational Health and Safety Act, Section 32.0.1

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 8, 2026

From: Governance Committee

Date of Meeting: June 1, 2026

The committee held a meeting on June 1, 2026, at 6:00 pm with Trustee Buck presiding.

Members: Trustees Becky Buck, Maria Felix Miller*, Dawn Danko, Amanda Fehrman, Todd White and Paul Tut^(R).
*electronic participation, ^(R)regrets

ACTION ITEM(S):

A. Feedback Results: Human Resources Trustee Special Committee Pilot

The Committee considered the results of the Human Resources Committee redistribution pilot, including feedback collected from trustees and staff. Staff provided an overview of the pilot scope, noting that Human Resources reports were redistributed to other committees without changes to reporting requirements or oversight. Staff also presented a summary of feedback themes related to report alignment, agenda capacity, clarity of report placement, engagement, and maintaining a people-focused perspective.

The Committee discussed the impact of the redistribution model on governance oversight, agenda management, and communication. Discussion included the importance of maintaining clarity regarding report placement, ensuring sufficient time for meaningful discussion, and supporting a consistent people-focused perspective in Human Resources-related matters.

The Committee requested that staff recirculate the previous communication outlining where Human Resources Committee-related items were redistributed during the pilot and bring forward a summary report to a future Governance Committee meeting.

The Committee also discussed the ability of future Boards to review and adjust committee structures as needed.

On the motion of Trustee Miller, the Governance Committee **recommends that the Human Resources Trustee Special Committee be dissolved and that the redistribution model be adopted as the standard approach moving forward.**

CONSENT

MONITORING ITEM(S):

B. Non-Union Staff Terms & Conditions – Governance Role

The Committee considered the governance role related to non-union staff terms and conditions, following referral from the Board. Staff provided legislative and historical context, including that before Bill 101, trustees approved both union and non-union contracts, and now, under Bill 101, authority for ratification of both union and non-union agreements rests with the Chief Executive Officer. The Board of Trustees retain approval only for the Chief Executive Officer’s contract.

The Committee discussed the implications of these legislative changes for trustee governance oversight and engagement in the process, despite the Chief Executive Officer holding final authority for execution. Discussion included that the role of trustees may be more appropriate earlier in the process, such as through input establishing guiding principles or providing feedback prior to bargaining. Discussion also highlighted the importance of maintaining clarity regarding governance roles and ensuring transparency and oversight.

The Committee requested that an item regarding trustee involvement in contract processes be added to a future Governance Committee workplan.

Respectfully submitted,
Trustee Buck, Chair of the Committee

Committee Report

Presented to: Board

Meeting date: June 8, 2026

From: Parent Involvement Committee

Meeting date: May 12, 2026

The committee held a PIC meeting on May 12, 2026, from 6:32 p.m. to 8:21 p.m. with Amanda Lloyd presiding.

Members Present: Mohamed Khamis, Heather Lambert-Hillen, Amanda Levesque, Amanda Lloyd, Tim Louks, Amanda, Neale-Robinson, Heidi Oglesby, Meghana Oza, Mike Palma, Michele Quinn, Leora Sas Van Der Linden, Danielle Schwalm, Meagan Shanahan, Emma Simpson, Cindy Stranak, Leigh Ann Sutherland, Lisa Veloce and Terry-Ann Virtue. Trustees Kathy Archer, Amanda Fehrman and Abby Zaitley.

Regrets: Matthew Adams, Adriana Baker, Mani Bhandari, Kristina Collier, Kailey Crowther, Kruti Desai, Andrea Hamilton-Coulson, Cheryl Hue, Sue-Anne MacQuarrie, Vanessa Ozer, Christine Sandor, and Damian Kalu Ude.

MONITORING ITEMS:

A. Presentations

Overview of the Student Achievement Action Plan

Jamie Nunn- Associate Director, School Improvement, Learning Services– Provided an overview of the Board’s Student Achievement Action Plan, highlighting the key goals such as improving literacy and numeracy, increasing preparedness, enhancing engagement, and supporting student well-being. Highlighting positive momentum across HWDSB, with improvements in EQAO results, graduation rates, course participation, and attendance. The presentation emphasized alignment with the Ministry framework and ongoing progress across schools. PIC members were invited to share feedback and encouraged to complete an online survey open until June 2026.

Overview of Transportation Services

Reshma Kalifullah- General Manager, Hamilton Wentworth Student Transportation Services, provided an overview of the Student Transportation Services which coordinates transportation for both Hamilton boards, serving about 30,000 students daily across 177 schools (HWDSB/HWCDSB) with a large network of routes and vehicles. Emphasizing collaboration among families, schools, and carriers, and noted that student safety is a shared responsibility. Outlining the process for handling transportation concerns, including reporting, review, follow-up, and communication, safety issues taken seriously and escalated when needed. The presentation also highlighted expectations for student conduct, accountability measures, and ongoing review of emerging safety technologies, such as bus cameras, with parent feedback invited.

B. Business Arising from the Minutes

The Chair shared the following updates:

- The Bylaws and Membership Subcommittees have been established, and the meeting dates will be provided shortly.
- The PIC Membership application remains open until the end of May 2026, with a selection meeting planned for mid-June. After applications close, the list of candidates will be provided to the Membership Subcommittee.
- The Parent/Caregiver Survey will launch on May 19, 2026, and will remain open for two weeks.
 - STAFF UPDATE: This survey has been paused until further notice.

C. Trustees Report

Trustee Fehrman and Trustee Zaitley shared that a letter was sent on April 22, 2026, to the Premier and Minister of Education outlining concerns related to democratic governance, Indigenous representation, and proposed legislative changes, while requesting formal public consultation. There are no boundary reviews planned for the 2026–2027 school year, and non-school-based staffing has been reduced by 44.08 FTE. The new HWDSB website has officially launched, with feedback encouraged. Additionally, Student Trustees led a Leadership Summit, with Trustee Zaitley and Dahab facilitating a seminar focused on leadership.

D. Representative Committee ReportHamilton-Wentworth Council of Home & School Associations:

Heather Lambert-Hillen shared updates from the May 3 AGM, where several policy statements were adopted for implementation in the upcoming school year, including the Recess Adaptations policy developed by HWCHSA. A new policy direction on allergies, recognizing a broader range beyond nuts; an unanimously approved policy will require schools to post signage identifying peanut- and nut-free environments and clearly indicate specific allergies present, with plans to bring this forward to the Ministry. Additionally, HWCHSA will elect new executives at an upcoming virtual AGM.

Respectfully submitted,
Amanda Lloyd, Chair

Committee Report

Presented to: Board

Meeting Date: Monday, June 8, 2026

From: Special Education Advisory Committee (SEAC)

Meeting Date: Wednesday, April 29, 2026

The Committee held a meeting in room 180 A, Education Centre on Wednesday, April 29th beginning at 5:37 pm, ending at 7:34 pm, with Chair Judy Colantino presiding.

Present

Danielle Dion-Broadley, FASD Parent & Caregiver Support Group, Dawn Danko, Trustee Ward 7, Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair, Samantha Sweet, Centre for Diverse Learners, Sarah Pennington, Community Living Hamilton, Susi Owen, CNIB Hamilton and Niagara, Vanessa Doslea, Lynwood Charlton Centre

Regrets

Melanie Roberts, Association for Bright Children of Ontario
Nancy Silva Khan, Autism Ontario (Central West Chapter)

MONITORING ITEMS:

A. Review of new HWDSB website - Allison Reynolds, Senior Manager, Communication & Community Engagement

- Overview of the redesigned website highlighted a modern, user-friendly, and accessible interface.
- Improvements include clearer homepage visuals, prominent information boxes, and simplified layout for faster navigation.
- Navigation enhancements include alphabetized dropdown menus and consistent layouts across school and board sites.
- A cloud-based platform improves performance, reliability, and accessibility.
- Fully responsive design ensures optimal use across desktop and mobile devices.

B. Supporting Students with Complex Communication Needs - Anna Gill, Manager, Special Education, Inclusion & Equity (DHH, BLV and Speech, Language & Communication Services)

- Presentation outlined 2024–2025 changes to Speech, Language, and Communication Services, including a shift to a Family of Schools model and a dedicated service team led by SLP generalists supported by CDAs.
- Clinicians now work within an expanded scope, including language and literacy, speech assessment, autism support, and complex communication needs.
- Key supports include professional development, one SLP resource position, and planned addition of a CDA in 2025–2026, funded by the Ministry for priority areas (DLD, motor speech, phonology, autism, complex needs).
- Capacity-building focuses on strengthening AAC through flexible CDA service models and increased classroom-based support.
- Staff learning is supported through HUB courses and hands-on training, emphasizing practical strategies such as aided language modelling and improved communication partner practices.
- The approach aligns with HWDSB's student-centered framework, promoting well-being, inclusion, equity, and identity-affirming practices.

C. MEMBERS' UPDATE

Trustee Update - Dawn Danko, Trustee, Ward 7

- Trustees approved the 2026 - 2027 non-school-based staffing.

Association Update - Vanessa Doslea, Lynwood Charlton Centre

- Program relocated to 460 Main Street East; open house scheduled for May 7 (11:00–2:00) for community visits.

Superintendent Update, Sharon Stephanian, Superintendent of Special Education, Inclusion & Equity

- Monthly learning sessions continue for principals and managers on special education topics; April focused on supporting students with autism outside special classes.

- Upcoming sessions include IPRC processes (May) and school improvement planning with a keynote speaker (June).
- Sessions also celebrate achievements of students and staff with disabilities.
- Updated legislation removes lap belts on small buses; 3-point harnesses permitted when required.
- Autism Carnival (April 25) drew over 600 attendees.
- Community Transition Network event scheduled for April 30 at Nora Henderson with multiple agencies participating.
- Kindergarten planning is underway collaboratively; all students will begin on the same day (no staggered entry).
- Access Athletics events scheduled for May 26 (secondary) and May 28 (elementary).
- RALISE Boccia tournament planned for May to support student participation.

Respectfully submitted by
Judy Colantino, SEAC Chair

Committee Report

Presented to: Board

Meeting Date: Monday, June 8, 2026

From: Special Education Advisory Committee (SEAC)

Meeting Date: Wednesday, May 27, 2026

The Committee held a meeting in room 180A, Education Centre on Wednesday, May 27th, beginning at 5:39 pm, ending at 7:35 pm, with Chair Judy Colantino presiding.

Present

Amanda Fehrman, Trustee, Wards 11 & 12 (on behalf of Trustee Danko and Trustee Felix Miller), Danielle Dion-Broadley, FASD Parent & Caregiver Support Group, Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Lindsay Bray, McMaster Children's Hospital Developmental Pediatrics and Rehabilitation Portfolio, SEAC Vice Chair, Melanie Roberts, Association for Bright Children of Ontario, Nancy Silva Khan, Autism Ontario (Central West Chapter), Samantha Sweet, Centre for Diverse Learners, Sarah Pennington, Community Living Hamilton, Susi Owen, CNIB Hamilton and Niagara, Vanessa Doslea, Lynwood Charlton Centre.

Regrets

Dawn Danko, Trustee Ward 7, Maria Felix Miller, HWDSB Chair, Trustee Ward 3

MONITORING ITEMS

A. Achievements in Special Education, Sheryl Robinson Petrazzini, Chief Executive Officer

An overview of achievements in special education was shared:

- **Alignment with Board Priorities & Inclusive Approach:** Special Education is fully embedded within the Board Improvement Plan and Multi-Year Strategic Plan, supporting literacy, numeracy, well-being, engagement, and future preparedness. The system emphasizes inclusive practices, early identification, individualized planning, and strong partnerships with families to ensure all students experience belonging and reach their potential
- **Student Achievement (Literacy & Numeracy):** Targeted supports such as early screening (K–Grade 2), structured literacy approaches, assistive technology, and specialized interventions are improving outcomes for students with special education needs. In numeracy, Universal Design for Learning and differentiated instruction are helping remove barriers, strengthen confidence, and promote steady academic growth aligned with individual IEP goals
- **Well-Being & Engagement:** Trauma-informed, inclusive practices and equity-based approaches are fostering safe, supportive environments where students can thrive. Increased student voice, person-centered planning, and strong home–school collaboration are improving engagement, attendance, and overall student well-being, with positive feedback from families highlighting these impacts
- **Future Preparedness & Transitions:** Strong transition planning and pathway development support students in building independence, self-advocacy, and real-world skills. Programs such as Project SEARCH demonstrate success in preparing students for employment and community inclusion, reflecting a broader focus on life skills as key indicators of achievement.
- **System Initiatives & Community Engagement:** Ongoing professional learning for leaders strengthens system capacity. Successful events (e.g., Family Carnival celebrating World Autism Awareness Day with 613 attendees), new accessible board and school websites, and capital projects (new schools in Waterdown and Binbrook) highlight continued investment in inclusive environments, communication, and community growth
- An engaging and inspiring video was shared during the meeting showcasing a diverse group of HWDSB students. The video highlighted student voice, and wide range of experiences across our schools. Through candid footage and student perspectives, it emphasized themes of inclusion, resilience, creativity, and belonging - the video underscored HWDSB's commitment to equity and inclusive education, illustrating how students are supported to thrive and express their identities - the piece served as a powerful reminder of the impact of current initiatives and reinforced the importance of continuing to center student voice in our work

B. IPRC Experience Feedback, Julie Anderson, System Principal, Special Education, Inclusion & Equity

An overview of the IPRC process was provided, outlining key stages: before, during, and after the meeting, including legal requirements, timelines, documentation, and roles of the committee and families. This presentation will also be shared at the May and June learning sessions with principals and vice principals.

SEAC members provided feedback, emphasizing the importance of ensuring the process is communicated in a clear, concise, and accessible manner for families, while maintaining a strong focus on student voice, family engagement, and equitable, inclusive practices throughout.

- **Before the IPRC (Preparation & Family Engagement):** All legislative requirements are met, including advance notice, documentation, and confirmation of guardian participation. Families are provided with resources, informed of rights (including appeal), and given opportunities to ask questions. Schools prioritize early, inclusive support using UDL, DI, and interventions, ensuring the IPRC is not the first point of contact and that accommodations can be provided without an IPRC. Strong, respectful partnerships centre student and family voice, with translation, accessibility, and support persons available
- **During the IPRC (Process & Decision-Making):** The IPRC follows required composition and procedures, including use of board scripts, Ministry criteria, and formal documentation of strengths, needs, identification, and placement decisions. Parents/guardians are informed of their options and timelines. The process emphasizes fairness and human rights while fostering a welcoming, inclusive environment that supports collaboration, culturally responsive practices, and strength-based discussion of the student
- **After the IPRC (Documentation & Implementation):** Required documentation is completed and shared within mandated timelines, including the Statement of Decision. Schools update or develop the IEP, coordinate supports, and plan for transitions. Families are informed of appeal processes and next steps, ensuring clarity and compliance with policies and procedures
- **Ongoing Family Partnership & Support:** Follow-up communication ensures families understand decisions, timelines, and supports. Schools maintain open, respectful communication, provide guidance on transitions, and continue collaborative problem-solving. Families are recognized as key partners in supporting student learning, with ongoing opportunities for engagement beyond the IPRC meeting
- **Equity, Inclusion, and Student-Centered Approach:** Across all stages, the process prioritizes dignity, belonging, and equitable access. Practices are grounded in human rights, culturally responsive supports, and inclusive environments that honour student identity, strengths, and lived experiences while ensuring meaningful participation for families

C. MEMBERS' UPDATE

Trustee Update - Amanda Fehrman, Trustee Wards 11 & 12 (on behalf of Trustee Danko and Trustee Felix Miller)

The Board received the core funding allocation from the Ministry and is currently engaged in planning and developing the budget for the 2026–27 school year, ensuring alignment with system priorities and student needs. The Trustee also noted her recent attendance at Access Athletics, where students had a great time, showing enthusiasm, teamwork, and strong school spirit.

Association Update - Judy Colantino, Down Syndrome Association of Hamilton

The Down Syndrome Association will provide a professional learning session in the fall for teachers and educational assistants as part of the OWLS (Opportunities with Literacy and Speech) program. Led by a speech-language pathologist, the session will focus on building communication, literacy, and motor skills to support students with Down syndrome – more information will be provided in the fall.

Superintendent Update - Sharon Stephanian, Superintendent of Special Education, Inclusion & Equity

- Tuesday's Access Athletics event was highly successful, with strong student engagement and participation, including a friendly mascot competition. Appreciation was extended to Angela Giardino for her leadership in organizing this inclusive event.
- Henderson and Dundas Valley hosted the first annual interschool Boccia tournament for students receiving special education supports. Students demonstrated enthusiasm and teamwork; all participants received ribbons and stickers, and each school team was awarded a banner.
- Psychological Services staff presented the BRAIN (Building Responsive Approaches to Instructional Needs) resource at a provincial conference, where it was well received and generated interest from several school boards.
- Special Education and the Math team collaborated to host a Gifted Math Day, bringing students together in person for hands-on learning activities that were highly engaging and well received.
- The Hamilton Chapter of the Council for Exceptional Children is on pause this year; therefore, the Yes I Can Awards will not be held. HWDSB will continue to recognize student achievement through school-based commencement ceremonies, where graduating Grade 8 and secondary students will receive an Excellence in Achievement Award (medal and certificate).
- Due to a provincial strike at Lynwood Charlton, 24 students have been temporarily placed in HWDSB schools to ensure continuity of learning, with some attending planned September placements. Appreciation was extended to Vanessa Doslea for her ongoing support and partnership.
- The 2026–27 Special Education Plan will be presented at the next meeting, highlighting key updates. Revised staffing information will be shared in September. Over the summer, the plan will also undergo a Communications review to update branding, links, and formatting.

Respectfully submitted by
Judy Colantino, SEAC Chair