

**AGENDA: 6:15 pm**

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes: January 27, 2025](#)

Reports from Trustee Special Committees:

7. [Policy – January 16, 2025](#)
8. [Governance – January 20, 2025](#)
9. [Finance & Facilities – January 28, 2025](#)

Reports from Community Advisory Committees:

10. [French as a Second Language Advisory Committee – January 15, 2025](#)
11. Report from Committee of the Whole (Private) – February 10, 2025
12. Adjournment

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**Trustees:** Kathy Archer\*, Becky Buck<sup>(R)</sup>, Sabreina Dahab, Dawn Danko, Amanda Fehrman, Maria Felix Miller, Graeme Noble\*, Paul Tut, Todd White\*, Elizabeth Wong, and Abby Zaitley.

Student Trustees Oluwafikunayomi (Fikun) Alabi\*, Victoria Li<sup>(R)</sup> and Shakowennakara:tats Daunte Hillen.

\*electronic participation, <sup>(R)</sup> regrets

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## 1. Call to Order

Chair Miller called the meeting to order at 6:06 p.m.

## 2. Swearing In Ceremony – Ward 4 Trustee

Mark Zega, the Board's Solicitor, officiated the Declaration of the Oath of Allegiance with Trustee Zaitley.

## 3. Approval of the Agenda

Trustees Danko/Fehrman moved that the agenda be approved.

**CARRIED**

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

## 4. Confirmation of the Minutes

**RESOLUTION #25-01:** Trustees Wong/Tut moved that the Minutes from December 16, 2024, be confirmed.

**CARRIED**

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

## 5. Finance & Facilities

**RESOLUTION #25-02:** Trustees Tut/Danko moved that the Finance & Facilities Committee report from December 17, 2024, be received.

**CARRIED**

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

## 6. Human Resources

**RESOLUTION #25-03:** Trustees Danko/Wong moved that the Human Resources Committee report from January 15, 2025, be received.

**CARRIED**

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

## 7. Parent Involvement Committee (PIC)

**RESOLUTION #25-04:** Trustees Fehrman/Tut moved that the Parent Involvement Committee report from December 10, 2024, be received.

**CARRIED**

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

## 8. Special Education Advisory Committee (SEAC)

**RESOLUTION #25-05:** Trustees Danko/Fehrman moved that the Special Education Advisory Committee report from December 18, 2024, be received.

**CARRIED**

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

#### **9. Resolution into Committee of the Whole (Private Session)**

**RESOLUTION #25-06:** Trustees Fehrman/Danko moved that the board move into Committee of the Whole (Private Session) as per the Education Act, Section 207.2

**CARRIED**

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

#### **10. Report from Committee of the Whole (Private) – January 27, 2025**

**RESOLUTION #25-07:** Trustees Tut/Fehrman moved that the Committee of the Whole report be approved including a land severance at the southeast corner of the Sir John A MacDonald site (Finance & Facilities Committee Report – December 17, 2024).

**CARRIED**

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

**RESOLUTION #25-08:** That the Human Resources Committee report from January 15, 2025, be received.

**CARRIED**

Student Trustee Alabi and Shakowennakara:tats Hillen did not participate in vote.

#### **11. Hamilton Foundation for Student Success**

Trustee Fehrman provided an update:

- Student Support Grants - paused as of December 31, 2024, due to insufficient funding.
- Prom Project Hamilton - Saturday, April 5, 2025, at Sir Winston Churchill. Donations of new and gently used formal wear are currently being collected.

#### **12. Ontario Public School Boards' Association (OPSBA)**

Trustee Fehrman provided an update:

- Public Education Symposium (PES) - took place January 25-26, 2025 and included workshops on the current political landscape in Ontario, Core Education Funding, Trustee Code of Conduct, Director's Performance Appraisal, Jordan's Principle, Understanding Unconscious Bias, Healthy Democracy and more.

#### **13. Student Trustees' and Shakowennakara:tats Report**

Student Trustee Alabi provided an update:

- On January 9, 2025, she was publicly announced as a nominee for the YMCA Young Trailblazer Award. It was a great experience seeing how women can inspire each other with their work in the Hamilton Community.
- Ongoing discussions with Executive Council and Trustees on support for international students.

Shakowennakara:tats Hillen provided an update:

- Attended the PES Conference and had the privilege to hear the former National Chief of the Assembly give a talk on First Nations sovereignty and life in occupied homelands.
- Black History Month begins in February and provides opportunities to learn, support and embrace black student excellence.

#### **14. Director's Report**

Director Sheryl Robinson Petrazzini presented the [Director's Report](#) which highlighted the following:

- 2023-2024 Director's Annual Report
- 2024-2025 Board Improvement Plan
- Welcome to Abby Zaitley – HWDSB's Ward 4 Trustee.
- HWDSB in the Community
  - 541 Eatery and Exchange
  - Empowerment Squared
  - Wisemer Awards for Coaching

#### **15. Chair's Report**

Chair Miller acknowledged and welcomed Trustee Zaitley to the Board of Trustees as the Ward 4 Trustee. She thanked the trustees who participated in the recent Public Education Symposium (PES) conference.

The meeting adjourned at 7:55 p.m.

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

### COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 10, 2025

From: Policy Committee

Date of Meeting: January 16, 2025

The committee held a hybrid meeting on January 16, 2025, at 6:00 pm with Trustee Dahab presiding.

Members: Trustees Kathy Archer\*, Sabreina Dahab, Maria Felix Miller\* and Graeme Noble\*.

Also in attendance Trustee Abby Zaitley.

\* electronic participation, <sup>(R)</sup>regrets

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#### ACTION ITEM(S):

##### A. Code of Conduct

The Code of Conduct Policy has been reviewed as part of the policy review cycle and with updates made to PPM 128: *Provincial Code of Conduct and School Board Codes of Conduct*, noting that the last update to the policy in 2018 was largely procedural in nature. In alignment with the PPM, staff engaged in consultation with the public through HWDSB Engage, and sought feedback from community organizations, student groups, PIC and SEAC, HWDSB Human Rights and Equity Advisory Committee, the Safe Schools Advisory Committee and the Indigenous Education department.

Staff highlighted that the key updates in the policy include:

- Enhanced focus on equity and inclusion
- Integration of restorative practices
- Clear guidelines on digital conduct
- Emphasis on student voice and identity
- Updated provisions on substance use

Staff also noted that although HWDSB utilizes a 4-year review cycle, the PPM connected to this policy indicates that boards will be required to review their policy on a 3-year cycle and will be reflected on the final policy, once approved.

On the motion of Trustee Miller, the Policy Committee recommends that the **Code of Conduct Policy be approved.**  
**CARRIED**

#### MONITORING ITEM(S):

##### B. Volunteer

The Volunteer Policy has been reviewed as part of the policy review cycle with minor updates being made to language throughout the policy. The proposed changes recognize that school volunteers from diverse lived experiences can enhance all aspects of school life for the benefit of students. Staff noted that the procedure will establish and maintain a process for volunteer recruitment and selection, necessary training and/or orientation for volunteers and information about how volunteers are recognized and celebrated for their contributions.

The committee requested that the Volunteer Policy be consulted with school council chairs and other school volunteers (with support from Principals) by gathering community voices through Engage.

##### C. Medical Supports Policy

Staff provided an update related to the Medical Supports Policy initially recommended for approval by the committee in November. PPM 161: *Supporting children and students with prevalent medical conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in Schools*, contains a requirement for boards to include specific language to be included in the policy statement, guiding principles and intended outcomes. This was not captured in the policy version approved in November and staff are working through a detailed consultation process, with required language updates as per the PPM and it is planned for the policy to return in March.

Respectfully submitted,  
Sabreina Dahab, Chair of the Committee



# Code of Conduct

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## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that it is the responsibility of all individuals within the school community to contribute to a positive school climate that upholds human rights, safety and well-being and promotes the prevention of bullying and harassment. Every person must be supported to feel safe and secure in an equitable learning community where they are included, respected, and valued. All students, parents, guardians, caregivers, principals, teachers, all other school staff, and itinerants have the right to be safe, and to feel safe, in their school community. The HWDSB Code of Conduct Policy sets out the standards of behaviour of all persons in schools and workplaces and is consistent with the [Provincial Code of Conduct](#).

## GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board is committed to:

- Truth and Reconciliation through Indigenous Wellness and Reconciliation.
- Fostering and maintaining a culture of human rights at HWDSB by providing equitable and inclusive services grounded in the principles of equity, inclusive design, anti-racism, anti-colonialism and decolonization, and anti-oppression; and identifying and addressing discriminatory biases and systemic barriers.
- Governance and services that are grounded in a human rights-based approach centered on principles of participation, inclusion, belonging, transparency, and accountability.
- Creating safe, inclusive, and caring school environments through a whole-school approach focused on healthy relationships and the development of positive school climate.
- Promoting responsibility, respect, civility, and academic excellence in a safe learning and teaching environment.
- Creating student-centered learning environments where identity and lived experience are affirmed and honored as an essential part of learning and reciprocity is demonstrated by listening to and responding to student voice.
- Building trust through humility and transparency in our actions – listening, documenting, responding and being accountable at the school and system level for improvement in student safety and well-being through the monitoring and review of data and communicating outcomes to the community.
- Fostering positive school climates where all members feel safe, included, and accepted, and that actively promote positive behaviours and interactions.
- Applying Standards of Behaviour as defined in the policy for all members of the school community.
- Developing prevention and early intervention strategies to address inappropriate behaviour.

## INTENDED OUTCOMES:

Positive School Climate:

- Promote responsible citizenship by encouraging appropriate participation in the civic life (physical and digital) of the school community.
- Promote and realize human rights as Duty bearers and Duty holders.

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- Prevent bullying in schools.
- Promote the safety of people in schools.
- Discourage the use of alcohol, cannabis, tobacco, electronic cigarettes, and illegal drugs.

## Healthy Relationships:

- Nurture respectful and reciprocal relationships with Indigenous students, families, and communities to cultivate healing and wellness.
- Build and foster relationships with Black, racialized and other students and families who have been historically and presently underserved by our school system.
- Collaborate with students, families, and communities to build reciprocal relationships that enhance equitable access and engagement for every student.
- Ensure that all members of the school board community are treated with respect and dignity.
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Encourage the use of non-violent means to resolve conflict.

## RESPONSIBILITY:

Director of Education  
Executive Council

## TERMINOLOGY:

**Accessibility:** Creating environments, resources, and opportunities that allow everyone, including those with disabilities, to fully participate and thrive without barriers.

**Bias:** A tendency, belief, or inclination that unfairly favours or disadvantages individuals or groups, often based on stereotypes or incomplete information.

**Bias-Free Approach:** A way of thinking and acting that avoids stereotypes, assumptions, or unfair judgments, ensuring all decisions and actions are equitable and inclusive.

**Bullying:** Repeated and intentional behaviour that causes harm, fear, or exclusion, involving a power imbalance between individuals or groups, often targeting vulnerabilities.

**Code of Conduct:** A set of expectations and guidelines for behaviour that promote respect, responsibility, and inclusivity within the school community, ensuring a positive and safe environment.

**Conflict:** A disagreement or difference in perspectives or interests between individuals or groups, which may cause tension but does not involve harmful intent or power imbalances.

**Discrimination:** Treating someone unfairly or denying opportunities based on characteristics like race, gender,

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religion, disability, or other protected grounds, undermining equity and inclusion.

**Duty Bearers:** All HWDSB employees, as duty bearers, have a particular obligation to respect, promote and realize human rights. Those with a position of responsibility have enhanced roles and responsibilities.

**Duty to Report:** A legal obligation for individuals in specific roles to notify authorities about risks or harm to children, ensuring their safety and well-being.

**Equity and Inclusion:** The active removal of barriers and promotion of practices that ensure fairness, respect, and equal access to opportunities, so all individuals feel valued and supported.

**Gender Expression:** The external presentation of one's gender through clothing, behaviour, or appearance, which may or may not align with societal expectations.

**Gender Identity:** A person's deeply held sense of their own gender, which may align with or differ from the sex assigned at birth, reflecting individual diversity and self-awareness.

**Harassment:** Ongoing and unwelcome behaviour that intimidates, demeans, or offends, creating a hostile or unsafe environment for the targeted individual or group.

**Hate Speech:** Communication, whether verbal, written, or symbolic, that promotes hatred or violence against individuals or groups based on their identity, causing harm and division.

**HWDSB Community:** Students, staff, parents, guardians, caregivers, trustees, community advisory, committee members, school council members, permit holders, vendors, service providers, contractors, volunteers, visitors, all other persons who are invited, access, or provide services to, or attend Board and school events and any person or entity who enters into an agreement, or uses school board property.

**Indigenous Knowledge and Ways of Knowing:** The cultural teachings, practices, and worldviews of Indigenous Peoples, rooted in respect, interconnectedness, and sustainability, offering valuable perspectives and insights.

**Misconduct:** Behaviour that violates established rules, disrupts the well-being or safety of others, or undermines the positive culture of a school environment.

**Privilege:** Unearned advantages or benefits that individuals receive based on their social identity or societal status, often unnoticed by those who benefit from it.

**Progressive Discipline:** A proactive and supportive approach to addressing inappropriate behaviour, using interventions and consequences to encourage learning and positive change.

**Restorative Practices:** A method of addressing conflict or harm by focusing on repairing relationships, fostering accountability, and rebuilding trust within a community.

**Safe and Caring Schools:** Schools that prioritize safety, inclusivity, and well-being, fostering environments where every student feels respected, supported, and empowered to succeed.

**School Climate:** May be defined as the learning environment and relationships found within a school and



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school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Violence: Physical force, threats, or actions that cause harm, fear, or emotional distress, disrupting the safety and security of individuals or communities.

## **ACTION REQUIRED:**

- Maintain a Code of Conduct procedure that is consistent with the Provincial Code of Conduct and distinguishes between staff, students, and other members of the school community.
- Develop and implement a procedure on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial policy and legislation, including the Education Act and the Smoke-Free Ontario Act, 2017.
- Ensure enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol, and illegal drugs are a part of our procedures.
- Ensure this policy and all corresponding procedures are accessible and communicated in a variety of manners, at minimum, annually to all parents, students, principals, teachers, other school staff, and other members of the school community in order to obtain their commitment and support. The communication will:
  - Include information on how all members of the school community can appropriately report unacceptable behaviour.
  - Consider and include parents, caregivers, and guardians whose first language is a language other than English or French.
- HWDSB follows the direction of the Provincial Model for a Local Police/School Board Protocol regarding mandatory and discretionary notification of incidents to the police.
- Ensure this policy and all corresponding procedures are reviewed every three years, or otherwise as stated by Ministry or Board direction.



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## PROGRESS INDICATORS:

Intended Outcome	Assessment
<p>Positive School Climate:</p> <ul style="list-style-type: none"> <li>• Promote responsible citizenship by encouraging appropriate participation in the civic life (physical and digital) of the school community.</li> <li>• Promote and realize human rights as Duty bearers and Duty holders.</li> <li>• Prevent bullying in schools.</li> <li>• Promote the safety of people in schools.</li> <li>• Discourage the use of alcohol, cannabis, tobacco, electronic cigarettes, and illegal drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student and Staff Voice Surveys</li> <li>• Suspension and Expulsion data</li> <li>• Ongoing feedback from HWDSB community (e.g., Engage platform)</li> </ul>
<p>Healthy Relationships:</p> <ul style="list-style-type: none"> <li>• Nurture respectful and reciprocal relationships with Indigenous students, families, and communities to cultivate healing and wellness.</li> <li>• Build and foster relationships with Black, racialized and other students and families who have been historically and presently underserved by our school system.</li> <li>• Collaborate with students, families, and communities to build reciprocal relationships that enhance equitable access and engagement for every student.</li> <li>• Ensure that all members of the school board community are treated with respect and dignity.</li> <li>• Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.</li> <li>• Encourage the use of non-violent means to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and Student Surveys</li> <li>• Suspension and Expulsion data</li> <li>• Ongoing feedback from HWDSB community</li> </ul>

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## REFERENCES:

### Government Documents

Part XIII of the Education Act Accepting Schools Act (Bill 13), 2012

Policy/Program Memorandum 128, (October 17, 2018)

Policy/Program Memorandum 145 Policy/Program Memorandum 120 - An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Ont. Reg. 472/07 Safe Schools: Creating a Positive School Climate

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12

Ontario's Equity and Inclusive Education Strategy, 2009

Ontario's Education Equity Action Plan, 2017

Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007

English Language Learners: ESL and ELD Programs and Services, 2007

Trespass Act

Access to School Premises – Ontario Regulation 474/00 OCT Standards of Teaching

Ontario Human Rights Code

Ontario Criminal Code Provincial

Code of Conduct

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: February 10, 2025

From: Governance Committee

Date of Meeting: January 20, 2025

The committee held a hybrid meeting on January 20, 2025, at 6:10 pm.

Members: Trustees Becky Buck, Sabreina Dahab, Maria Felix Miller\* and Paul Tut\*. Also in attendance: Trustees Kathy Archer\*, Todd White\* and Abby Zaitley\*.

\*electronic participation, <sup>(R)</sup>regrets

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**ACTION ITEM(S):**

**A. Trustee Code of Conduct - Procedure**

Staff noted for the committee that the Trustee Code of Conduct was updated (July 29, 2024) under Ontario Regulation 312/24 Member of School Boards – Code of Conduct. A second and related regulation is Ontario Regulation 306/24: *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* which came into effect January 1, 2025. The Ontario Public School Boards’ Association (OPSBA) has provided member boards with a procedure template which reflects revisions in the legislation and regulations and could be modified by boards to address local concerns.

The committee reviewed the proposed document and suggested additional language to be included to clarify between the Conflict Resolution Process (local, internal process) and the Complaint Procedure (based on the legislation and requirements).

On the motion of Trustee Dahab, the Governance Committee **recommends that the Trustee Code of Conduct – Procedure be approved.**

**CONSENT**

**MONITORING ITEM(S):**

**B. Board of Trustee Self-Assessment Survey (Year 2)**

In December, Trustees were invited to participate in year 2 of the Self-evaluation Survey which asked them to reflect on what they knew and to think about how they could evolve practices to reflect the pillars of the Multi-Year Strategic Plan. A year-over-year self-evaluation attempts to measure the progress made by using a maturity model to show growth along the journey and where the board needs to go. Trustees were asked to indicate progress on each item using the maturity scale and to assess the progress of the Board of Trustees as an entity, not as individuals.

Staff will take away the report and provide at a future meeting, additional information related to the open-ended questions in terms of proposed next steps for consideration by the committee.

Respectfully submitted,  
Trustee Buck, Chair of the Committee

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

### ***Trustee Code of Conduct – Procedure***

Ontario Regulation 246/18: *Member of School Boards – Code of Conduct* has been revoked and replaced with a new Ontario Regulation 312/24 *Members of School Boards – Code of Conduct* that sets out paragraphs. 2(1) (4.1 and 4.2) that are mandatory code of conduct provisions effective January 1, 2025, [concerning the prohibition of frivolous, etc. complaints and reprisals].

Section 218.3 *Enforcement of Code of Conduct of the Education Act* and Ontario Regulation: 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* sets out certain mandatory provisions for the enforcement of the Members Code of Conduct.

The above mandatory provisions come into effect on January 1, 2025.

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#### *Definitions*

Appellant - the party appealing the Integrity Commissioner's determination. "Business Day" means a day from Monday to Friday, excluding Holidays as defined in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

Holiday – defined in the *Legislation Act, 2006, Section 88*

Integrity Commissioner - a person appointed by the Board from the Minister of Education's roster of integrity commissioners or during the time no such roster exists, a person appointed by the Board who holds the qualifications to be appointed an integrity commissioner prescribed by Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

Respondent - the party responding to an appeal of the Integrity Commissioner's determination.

#### **Conflict Resolution Process**

Note: Each year two Trustees shall be chosen by the Board of Trustees to play a part in the procedure when the circumstances warrant that one or both Trustees are needed in place of the Chair and/or the Vice Chair of the Board to carry out any of the duties of the Trustee who is disqualified. The two Trustees will be designated and ranked as Code of Conduct First Alternate, and Code of Conduct Second Alternate, and, in that order, shall play a part in the procedure corresponding to the disqualified Trustee, if allowed.

1. It is expected that whenever possible, allegations of a breach of the Code of Conduct ("Code") by a Trustee shall be investigated following the Conflict Resolution Process, prior to initiating the Complaint Procedure (as per below). It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the Complaint Procedure. However, a Trustee does not have to first attempt the conflict resolution process of a complaint before commencing the Complaint Procedure as described below.

2. The Chair of the Board, on their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the alleged breach. The meeting will also include the Vice Chair (or Alternate) where the purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Conflict Resolution Process is conducted in private.
  - a. Any written notice received will trigger the Complaint Procedure.
3. At the discretion of the Chair and Vice Chair (or Alternate), they may include another Trustee of the Board in the above meeting.
4. If the allegation of a breach of the Code involves the Chair of the Board, the Vice-Chair of the Board and the Alternate may carry out the duties described in paragraph 2 above. At the Vice-Chair's and the Alternate's discretion, they may include another Trustee of the Board to attend the above meeting.
5. The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*.
6. If a resolution of the Conflict Resolution Process cannot be achieved, the Complaint Procedure may be commenced.

#### Complaint Procedure

7. A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:
  - a. the Chair of the Board; or
  - b. the Vice-Chair of the Board, if the notice is related to the conduct of the Chair; or
  - c. another Trustee of the Board (Code of Conduct Review, First Alternate or Second Alternate), who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.
8. The Trustee who gives notice of an alleged breach of the Board's Code of Conduct shall provide a copy of the notification to the Director of Education of the Board.
9. The person to whom the notification was made (Chair, Vice-Chair, or other Trustee, as the case may be) shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and the entire Board of Trustees. This notice shall not be public or published until published by the Board in accordance with the *Records and Information* section below.

10. No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.
11. No trustees shall engage in reprisal or the threat of reprisal against:
  - a. a trustee who gave notice of an alleged breach of the code; or
  - b. any person who provides information about the alleged breach to the person appointed by the board to investigate the breach.
12. The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of the Code as particularized in s. 218.3.2(13) of the *Education Act*.

#### Notice of Breach

13. The written notice of a breach of the Code shall include:
  - a. the name of the Trustee alleging the breach and their contact information;
  - b. the name and contact information of the Trustee whose conduct is the subject of the notification;
  - c. the date of the alleged breach;
  - d. a description of the alleged breach;
  - e. the provision of the Code that was allegedly breached;
  - f. the date on which the Trustee alleging the breach first knew that the alleged breach occurred;
  - g. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
14. A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later. See particulars of this timeline below under *Refusal to Commence an Investigation and Discovery of Breach*.

#### Resolution of Notice of Breach

15. When a written complaint is brought against a Trustee of the Board, during the 20-Business Day period prior to an Integrity Commissioner being appointed as described below, the Board may attempt to resolve the matter as follows:
  - a. the Chair of the Board, or in the absence of the Chair or if the notice of the breach relates to the conduct of the Chair, the Vice-Chair of the Board or if the notice relates to the conduct of the Chair and the Vice-Chair then another Trustee appointed by the Board who is neither the complainant nor the subject of the complaint may attempt to resolve the matter in private as between the parties.

- b. this process may include the Chair/Vice Chair/Trustee, through the Director of Education or their designate, retaining legal counsel and/or a mediator to assist in resolving the matter.
  - c. the process may also include a discussion and the use of remedial measures including, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*.
  - d. if the matter is resolved to the satisfaction of the Trustee alleging the breach, the Trustee shall withdraw their notice of the breach.
  - e. the Board of Trustees will be advised whether the matter has been resolved and any agreed upon remedial measures or other basis for resolving the matter.
16. If the complaint described in the notice of breach is not resolved within 20 Business Days after the Trustee alleged to have breached the Code has received the notice, the matter shall be referred to an Integrity Commissioner appointed by the Board as described below under *Appointment of Integrity of Commissioner*. This should be done as soon as reasonably possible.

#### Appointment of Integrity Commissioner

17. If the complaint is not resolved as described above (under *Resolution of Notice of Breach*), the Trustee (Chair, Vice-Chair or other Trustee) to whom the notification of the breach was given shall refer the complaint to the Integrity Commissioner appointed and paid for by the Board.
18. If a roster of Integrity Commissioners has been created by the Minister of Education, an appointment of an Integrity Commissioner shall be from the roster of Integrity Commissioners.
19. If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board shall appoint an external independent person who has the qualifications set out in Regulation 306/24 *Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* and in consultation with the Director of Education.
20. The appointment of an Integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the Director of Education.

#### Investigation

21. Subject to *Refusal to Commence an Investigation* described below, the Integrity Commissioner appointed by the Board shall commence an investigation into the alleged breach of the Code of Conduct no later than 14 days after being appointed by the Board.
22. The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.



23. The Trustee alleged to have breached the Code shall be provided with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The Integrity Commissioner shall determine this, the timelines, and form of such a response.

#### Refusal to Commence Investigation

24. The Integrity Commissioner may refuse to commence an investigation into the alleged breach of the Code if,
- a. The complaint was made more than 60 days after the day the alleged breach occurred or was discovered, whichever is later, unless the Integrity Commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or
  - b. In the opinion of the Integrity Commissioner, the complaint is made in bad faith or is frivolous or vexatious.
25. If a breach relates to a series of incidents, the 60-day period above runs from the day the last incident in the series occurred or was discovered.
26. The Integrity Commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and the Board and the decision of the Integrity Commissioner is final.

#### Discovery of Breach

27. A breach is discovered on the earlier of:
- a. The day on which the Trustee notifying the Board of the alleged breach first knew that the breach had occurred; and
  - b. The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in paragraph (a) above.

#### Powers of the Integrity Commissioner

28. In the course of conducting the investigation, the Integrity Commissioner may:
- a. require the production of any records that may in any way relate to the investigation;
  - b. examine and copy any records required under paragraph (a) above; and
  - c. require any officer of the Board or any other person to appear before them and give evidence, on oath or affirmation, relating to the investigation.
29. Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.

#### Decision Process

30. The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.
31. The Integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Code and of any sanctions imposed.
32. The written notice must include:
  - a. The reasons for the determination;
  - b. the reasons for any sanctions; and
  - c. information about the right to appeal.

#### Potential Sanctions

33. If the Integrity Commissioner determines, following an investigation, that the Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:
  - a. Censure the Trustee;
  - b. Requiring the Board to reduce the Trustees honorarium by an amount not exceeding the amount prescribed in Regulation 357/06 *Honoraria for Board Members* which currently is 25% of the Trustees combined base and enrollment amount for the year of the term of office in which the breach occurred;
  - c. Barring the Trustee from attending all or part of one or more meetings of the Board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
  - d. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the Trustee's term of office, whichever is less;
  - e. Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any other positions;
  - f. Barring the Trustee from exercising the privileges of a Trustee or acting as a Board representative, or removing the Trustee from a position the Trustee holds as a Board representative;

- g. Subject to any other limits set out in the above paragraphs(a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, is reasonable and appropriate in the circumstances;
  - h. Subject to any other limits set out in the above paragraphs (a) to (f), any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's Code.
34. For greater certainty, the imposition of a sanction barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228(1)(b) of the *Education Act* to be authorization for the Trustee to be absent from the meeting.
35. Any Trustee who is barred from attending all or part of the meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

#### Appeal

36. Either the Board or the Trustee whose conduct was the subject of an investigation may appeal the Integrity Commissioner's decision, the sanctions imposed, or both, and the Board and the Trustee are the parties to an appeal.
37. The Trustee whose conduct was the subject of the investigation shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.
38. The Board or the Trustee who appeals the Integrity Commissioner's determinations shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than 15 Business Days after receiving written notice of the Integrity Commissioner's determination.

#### Hearing of the Appeal

39. The appeal shall be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister of Education or their delegate (no later than 15 Business Days after the Deputy Minister or delegate receives the notice of appeal), but the panel should not include the Integrity Commissioner whose determination is the subject of the appeal.
40. One of the appointed Integrity Commissioners shall be named by the panel to act as chair and coordinate the hearing of the appeal.
41. The chair of the panel shall notify the parties to the appeal of:
- a. the appointment of the panel; and
  - b. the requirements regarding written submissions of the parties and the requirements of the panel's written decision.

42. The panel shall hear the appeal in writing.

#### Parties Written Submission

43. The Appellant shall provide written submissions to the panel and the Respondent no later than 20 Business Days after receiving notice that the panel has been appointed.

44. The Respondent shall provide written submissions to the panel and the Appellant no later than 20 Business Days after receiving the Appellant's submissions.

45. The Appellant shall provide their written reply to the Respondent's submissions no later than 10 Business Days after receiving the Respondent's submissions.

46. The chair of the panel may extend any timeline regarding the above written submissions at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.

47. A decision to extend a timeline above shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister of Education.

#### Consideration by the Panel

48. The panel shall convene to consider the appeal at such times and in such places as they may determine. The panel may be convened by electronic means.

#### Panel Decisions on Processes During the Appeal

49. The panel may:

- a. define or narrow the scope of the appeal;
- b. limit the length of submissions from the parties;
- c. make interim decisions and orders; and
- d. on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith. A panel decision on its motion is final.

50. The chair of the panel shall notify the parties of any decisions made by the panel above.

#### Decision of the Panel

51. The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 Business Days after receiving the Respondent's submission.

52. The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.
53. If the panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.
54. If the panel upholds the determination made by the Integrity Commissioner, the panel shall, within 30 Business Days after receiving the Respondent's submissions on the appeal, uphold, vary or overturn the sanction.
55. If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.
56. The decision of the panel respecting the determination of the Integrity Commissioner is final.
57. A board shall keep records and publish information on its website about each of the following:
  - a. a matter referred to an Integrity Commissioner for investigation and determination;
  - b. a decision of the Integrity Commissioner to refuse to commence an investigation under *Refusal to Commence Investigation* above;
  - c. determination of an Integrity Commissioner that a Trustee has or has not breached the Code and any sanction(s) imposed; and
  - d. a determination by a panel upholding or overturning an Integrity Commissioner's determination including any variation of a sanction.
58. Where the alleged breach of the Board's Code or the determination regarding the breach involves any of the matters described in clauses 207(2) (a) to (e) of the *Education Act*, the board shall publish only such information as is appropriate.

### COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 10, 2025

From: Finance and Facilities Committee

Date of Meeting: January 28, 2025

The committee held a hybrid meeting on January 28, 2025, at 6:00pm with Trustee Amanda Fehrman presiding.

Members: Trustees Dawn Danko <sup>(R)</sup>, Amanda Fehrman, Kathy Archer <sup>(R)</sup>, Maria Felix Miller\*, Paul Tut\*. Also in attendance was Trustee Todd White.

\*Electronic participation, <sup>(R)</sup> Regrets

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#### ACTION ITEMS

##### A. East Hamilton Lower Stoney Creek Boundary Review – Final Recommendation

At the June 10, 2024, Board meeting, Trustees approved the 2024-25 Accommodation Strategy Schedule (Resolution#24-86) and as a result, the Hamilton East Lower Stoney Creek Boundary Review commenced in October 2024. The Boundary Review was undertaken due to the accommodation pressures at Eastdale Elementary School resulting from continued growth in the English and French Programs. Staff recommended a Boundary Review to establish a new boundary to better balance the enrolments between East Hamilton and Lower Stoney Creek area schools and reduce reliance on temporary accommodation. The committee requested that staff review the impact of siblings remaining together at Eastdale to be consistent with previously approved boundary reviews.

On the motion of Maria Felix Miller, the Finance and Facilities Committee RECOMMENDS that the East Hamilton and Lower Stoney Creek Boundary Review be approved including:

- A. That the geographic area described below is moved from Eastdale’s English program boundary to Collegiate’s English program boundary:

Commencing at the corner of Barton Street East and Lake Avenue North moving east along Barton Street East to Bow Valley Drive, then south along Bow Valley Drive along the back of the property lines on the East side of street capturing all homes fronting onto the Bow Valley Drive to Vittorito Avenue. East along the centre of Vittorito Avenue then south along the centre of Highridge Avenue then east along Swan Street to Berkindale Drive. At Berkindale Drive, the boundary extends along the north side of 355 Berkindale Drive property and runs south along the back property lines on the east of Berkindale Drive to Federal Street, then east along the centre of Federal Street to Gray Road. The boundary continues south along the centre of Gray Road to Queenston Road where it runs west along the centre of Queenston Road to Lake Avenue Drive and moves north along the centre of Lake Avenue Drive to Lake Avenue North concluding at Barton Street East.

\*Map in Appendix A attached

- B. That the boundary change is effective September 1, 2025.
- C. That all new and existing grade JK to 4 English students in the identified boundary change area move from Eastdale to Collegiate.
- D. That existing grade 5, 6 and 7 English students attending Eastdale and residing in the identified boundary change area may remain at Eastdale until graduation. All siblings of existing grade 5, 6 and 7 students residing in the identified boundary change area are to attend Collegiate in September 2025.

- E. **All existing out-of-catchment students attending Collegiate may continue to attend Collegiate under the out-of-catchment practice. All siblings of existing out-of-catchment students may attend Collegiate in accordance with Hamilton-Wentworth District School Board's Out-Of-Catchment Process.**
- F. **That a Transition Committee is struck upon approval of a boundary change by the Superintendent of Equity Student Achievement.**
- G. **All student transportation will be provided in accordance with Hamilton-Wentworth District School Board's Transportation Policy No.3.10.**

**CARRIED.**

**B. Development of Budget Priorities for Consultation Purpose to Guide the 2025-26 Budget Development**

During previous budget cycles, the Board approved budget priorities to assist in the development of the next year's budget. HWDSB is in the implementation phase of its 2023-2028 Multi-Year Strategic Plan.

The goals of a public consultation on the 2025-2026 budgets are as follows:

- To obtain feedback from the community on the HWDS's strategic goals
- To garner feedback from the community on where the HWDSB might allocate resources at its discretion

Staff intend to use the strategic goals as the basis of the feedback solicited through the survey. The strategic goals for the Board Improvement Plan:

- Improve Literacy Achievement for Every Student
- Improve Numeracy Achievement for Every Student
- Improve Preparedness for the Future of Every Student
- Improve Well-Being for Every Student
- Increase Engagement for Every Student

The survey will solicit feedback on the strategic goals in the following general themes:

- Importance of the goal relative to the other goals
- Areas of investment to support the goals
- Potential efficiencies or other cost savings that may be leveraged
- General feedback on the budget

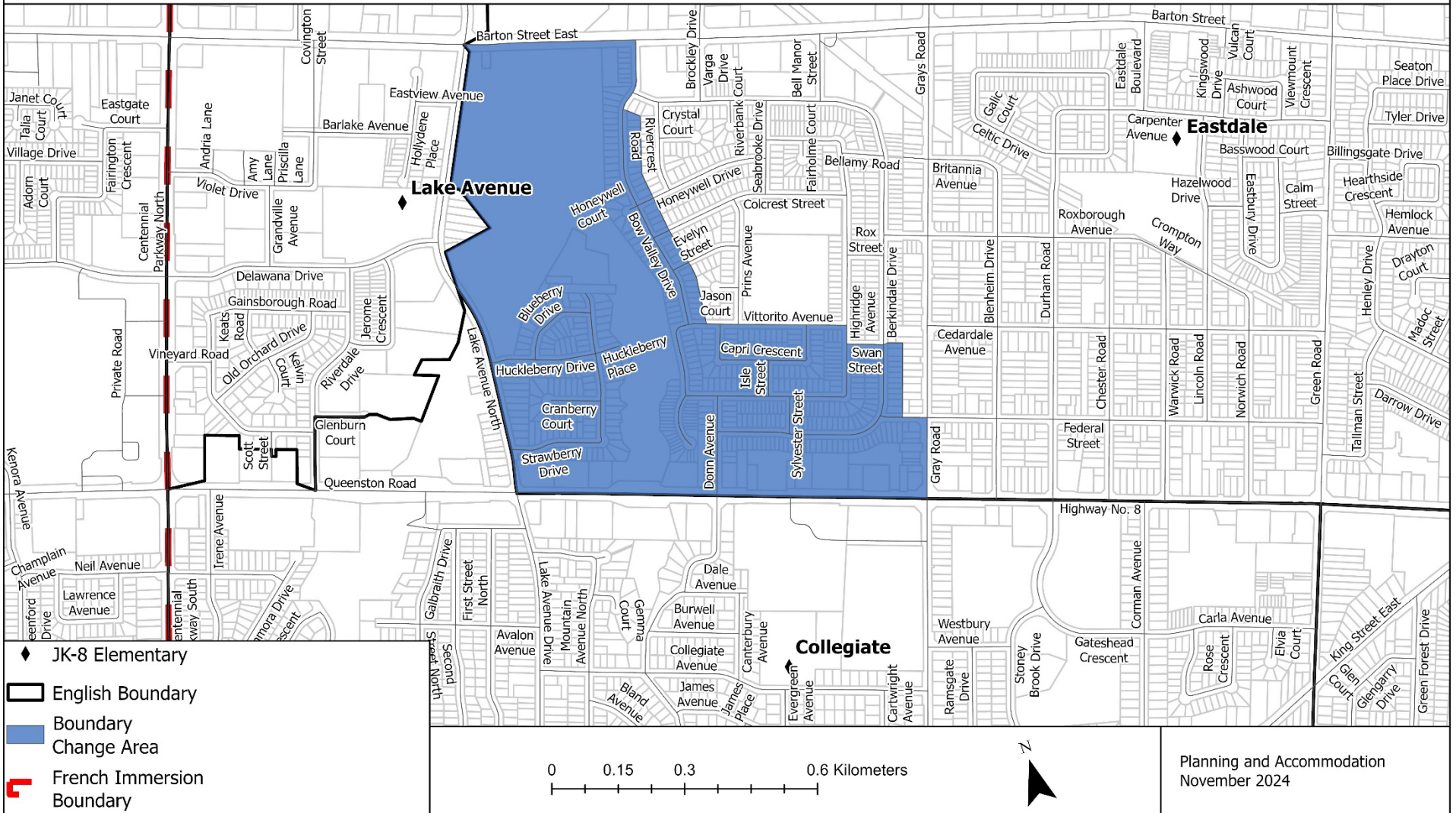
On the motion of Paul Tut, the Finance and Facilities Committee **RECOMMENDS that the budget priorities be approved for public consultation.**

**CARRIED**

Respectfully submitted,  
Amanda Fehrman, Chair of the Meeting

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

Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final Report



**BE YOU. BE EXCELLENT.**



## Committee Report

Presented to: Board

Meeting date: February 10, 2025

From: French As a Second Language Community Advisory  
Committee

Meeting date: January 15, 2025

The committee met on Wednesday, January 15, 2025, from 6:00 to 7:30 p.m., chaired by Jeremy Galea.

Members present: Teagan Peters, Nicole Zhou, Jeremy Galea, Kylie Seely, Aaron Thompson, Vicky Mutumba, Catherine Roberts and Trustee Graeme Noble. Regrets: Sabrina Varghese, Julie Sadonja, and Trustee Todd White.

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### MONITORING ITEMS:

#### A. Grade 1 French Immersion Process

Superintendent Lemaire provided an overview and update of the grade one French Immersion process for 2025/26 and shared next steps. There were 783 on time applications for grade one FI 2025-2026 school year. This is increased from the 2024/25 number of 612.

#### B. DELF Exam

Staff explained that the DELF (Diplôme d'Études en Langue Française) is an official diploma awarded by the French Ministry of Education to certify the French language competency of candidates outside of France. The exam is offered to HWDSB students enrolled in a Grade 12 French language course and is held at Mohawk College. The DELF diploma supports students with post-secondary applications and future employment as it is internationally recognized. Upcoming exam dates by level: April 7 – B2, April 9 – A2, May 6 – B1. Staff shared that 14 educators from HWDSB recently obtained their certificate to be Examinateurs/Correcteurs for DELF exams.

#### C. Staff Training

FSL K-12 Program Consultant, Lisa Reynolds shared the following updates:

- All grade two FI teachers received training to assess early reading skills using Early Reading Screener (ERS), Acadience.
- Primary and Junior educators participated in oral language development training for the FI classroom.
- System-wide PD was provided for Grade 4 to 8 Core French educators through Honour the Work professional development series.
- All FI and Core French staff were also made aware of a government funding opportunity to support French cultural events for enriched learning environments.
- All grade nine FSL teachers completed PD regarding pathways for students completing FSL. Educators also had subject-specific PD in November for FSL.

Student members shared their experiences with FSL at HWDSB and noted that experiential learning is highly valuable to them. Members expressed a desire to see more French language books and materials resourced to ensure a robust selection for students is available.

#### D. Updates

Trustee Noble provided an update on Board Improvement Plan that are taking effect. The School Year Calendar is being finalized. A new Board Trustee has been elected to Ward 4, Abbey Zaitley. Program Review is occurring for French language programs.

Canadian Parents for French provided information about upcoming French language after-school programming, Speaker series, National Poetry Competition and French language book swap.

Respectfully submitted,  
Jeremy Galea, Co-Chair