

# HWDSB

**Hamilton-Wentworth District School Board (HWDSB)**

**Board of Trustees Governance Review**

## **Summary Report**

**Wentworth**  
STRATEGY GROUP

**Submitted by Wentworth Strategy Group**

*June 13, 2022*

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## SUMMARY REPORT INTRODUCTION AND CONTEXT

This summary report is presented to the Board of Trustees of HWDSB on June 13, 2022 as an accompaniment to the new HWDSB Board of Trustees Policy Manual, approved on Monday, May 30 2022, replacing the existing Board of Trustees Handbook, which will be implemented as of September 2022.

Following the Final Report of the External Investigator (Arleen Huggins) for the Hamilton-Wentworth District School Board Re: Student Trustee Complaint of Breach of the Code of Conduct, a Project Team organized by Wentworth Strategy Group was retained to undertake the following tasks:

1. Comprehensive governance review through EDI (equity, diversity, and inclusion), and anti-racism / anti-oppression / anti-colonial lenses
2. Update of policy frameworks - revised HWDSB Board of Trustees Handbook
3. Trustee training and professional development

This work was completed between June 2021 and June 2022. Wentworth Strategy Group and the Project Team are pleased that HWDSB will now be operating under the guidance of a new and substantially revised Board of Trustees Policy Manual, and that current Trustees have completed training to expand their related leadership and governance capabilities. We acknowledge HWDSB and its Trustees for seeking change and being open to evaluation and reform of their policies and procedures.

While a significant step forward has been achieved, leading and governing through EDI and anti-racism / anti-oppression / anti-colonial lenses is not a static exercise that can be addressed through an exercise at a point in time. Rather, it is a journey that requires an ongoing commitment, proactive reviews of policies, procedures, and practices, and thoughtful and responsive actions and strategies in the face of our evolving world and society.

As Hamiltonians we are proud that we have been able to make a contribution that will positively impact outcomes for students and other stakeholders of HWDSB, and we look forward to continuing to support this important journey.

Sincerely,

### PROJECT CONSULTANTS

- **Catherine Raso** - Lead Project Consultant
- **Troy Hill** - Project Consultant
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- **Dr. Bonny Ibhawoh** - Project Consultant
- **Mark John Stewart** - Project Coordinator and Contract Administrator

## ARTIFACTS REVIEWED AND/OR REFERENCED

The review conducted by the project consultants included comparing the existing Board of Trustees Handbook to the several related artifacts. This was an important part of this process, as other extant policy documents offer excellent elements of good practices to consider. Artifacts referenced included:

### Local and Provincial

- HWDSB Equity Action Plan
- HWDSB Policy No. 5.4: Equity and Inclusion
- Ontario Education Act
- Ontario Human Rights Code
- Ontario's Equity and Inclusive Education Strategy
- Ontario Education Equity Action Plan
- Other school board policies in Ontario, including Toronto District School Board and Waterloo Region District School Board

### National

- Canadian Charter of Rights and Freedoms
- School board policies in other Canadian provinces

### International

- Universal Declaration of Human Rights (United Nations)
- Declaration on the Rights of Indigenous People (United Nations)

## ENGAGEMENT AND OUTREACH

The review conducted by the project consultants included direct engagement with key stakeholders, primarily via private Zoom meetings, in order to solicit perspective and insight.

Stakeholders groups consulted include:

- HWDSB Trustees
- HWDSB Committees (with community representation)
- Union Representatives
- HWDSB Staff
- Student Trustees
- Members of the Indigenous community
- Officer, Trustee Services

## STAKEHOLDER FEEDBACK

*Key points of feedback are listed on the following pages. Feedback has been consolidated, however, we have sought to keep the sentiments and perspectives of stakeholders as expressed. The following feedback represents the voices of stakeholders.*

*The intent of this review was not to undertake a comprehensive survey of stakeholders; rather, it was to leverage the expertise of the project consultants. As such, stakeholder feedback was considered and embedded as appropriate in the new Policy Manual.*

Many of the stakeholders with whom we engaged emphasized the need for policy and governance changes to make BoT governance processes more efficient, transparent, and inclusive. A recurring theme in our discussion with stakeholders was the need to position the BoT to provide positive leadership founded on accountability. Many of the stakeholders saw the review as an important opportunity to address the challenges that the BoT had encountered and “build a better Board.” The feedback from stakeholders can be grouped under seven main themes:

- Equity and Inclusion
- Governance Process Clarity
- Transparency, and Accountability
- Onboarding and Training
- Consultations and Collaborations
- Student Trustees
- Indigenous Stakeholders and Engagement
- Practicality and Flexibility

**Equity and Inclusion:**

Stakeholders called for fostering a diverse, inclusive, and welcoming culture on the BoT. One participant stated that the BoT had, for a long time, been organized and run as “an old boys club” due to a dominance of men on influential committees. There has been a shift towards more balanced gender representation and participation in recent years. However, much remains to be done to make the BoT more inclusive and welcoming for other equity deserving groups. Stakeholders called for restructuring governance to promote inclusion and equal participation and to prevent harm to members of underrepresented and equity-seeking groups during deliberations.

- An EDI framework of governance is important for the Board of Trustees because current policies and culture are “cold” and not welcoming for marginalized groups. Current policies were designed from a neutral standpoint and not meant to intentionally empower marginalized groups and foster an inclusive culture. The underlying assumption that an inclusive culture will happen naturally is not accurate, but not all Trustees understand or are willing to accept this.

**Governance process clarity, transparency, and accountability:**

Several stakeholders noted that current governance policies lacked clarity. They called for revisions to the “Handbook” to address policy gaps and clarify areas of confusion. Stakeholders specifically called for clarity on the role of Student Trustees, motion processes, and EDI tools for evaluating motions.

- Some stakeholders called for an annual self-assessment process and periodic review of BoT guidelines.
- For transparency, some stakeholders called for a public calendar for BoT activities.
- Trustees are not employees of HWDSB, therefore specific measures should be put into place to ensure there is more accountability and transparency given the significance and impact of their actions on HWDSB and to prevent the abuse of power. Unlike Trustees, staff at HWDSB are accountable through various professional practice standards, regulations and guidelines.
- There should be more transparency wherein information on board proceedings and motions are not only available to and understood by Trustees, but are available to the public in an accessible way, including the ability to understand how the public can influence decisions of the Board of Trustees. Generally, more education and engagement should be provided regarding accessibility of the Trustees to the public and stakeholder groups.
- The Board of Trustees should explore opportunities and tools to build more collaborative board and decision making processes, rather than leaving certain decisions exclusively to the Chair.
- The roles of Chair and Vice Chair should be made very clear to Trustees and the public - currently the Chair is seen as the ‘boss’ of the Board of Trustees, rather than a servant of the Board of Trustees.
- This governance review process should become a standard and completed by the board every four years to foster collective ownership and community responsiveness.

- The current practice of how motions are brought forward through the discretion of the Chair is problematic and there should be more transparency to ensure that motions are brought to the floor for the entire board to address before it is accepted or rejected. Motions received late should still be entertained and deferred to the next meeting which allows for Trustees to consult with their communities and relevant stakeholders before addressing it.

### **Onboarding and Training:**

Several stakeholders called for more robust orientation for new BoT members, especially student representatives, including proactive check-ins for Student Trustees. Generally, Trustees are not provided comprehensive governance training, but yet are expected to provide such expertise in the execution of their duties. Some end up becoming board executives with even higher expectations and responsibilities.

- New Trustee orientation must be improved and directly linked to the expectations of the role and accountabilities of a Trustee. The Policy Manual should be the guide and reference for such orientation and onboarding.
- Specifically, there is a lack of education among educators, Trustees and other stakeholders about the impact of colonialism and racism on Indigenous and Black communities. For example, there was very little importance given to understanding the impact and trauma of Residential Schools on generations of Indigenous communities, until recently due to the uncovering of mass graves.
- Trustee orientation does not currently train trustees on governance through EDI AR/AO/AC lenses.
- The BoT cannot have moral grounds to lead and direct the institution when it comes to EDI if it cannot meet the basic criteria of governing through EDI AR/AO/AC lenses.

### **Consultations and Collaborations:**

Many stakeholders hoped that this governance review would allow for a more collaborative and collegial BoT. Several stakeholders emphasized the need for the BoT to proactively involve more community partners and other stakeholders using EDI lens and include more perspectives and voices in its deliberations. They called for the BoT to expand its engagement externally, with a particular focus on diversity and the inclusion of marginalized groups.

- Trustees do not listen or proactively hear or invest time into understanding student issues. They do not know what is happening in schools. They need to hear stories and proactively listen through stakeholder engagement, rather than exclusively relying on Student Trustees to accomplish this.
- The Board of Trustees should be more open and transparent in their leadership, and expand their engagement with external and internal stakeholders with a particular focus removing barriers to welcome a diversity of voices and feedback.

- Marginalized stakeholder groups are often dismissed or paid lip service to by the Board of Trustees even though they have a lot to contribute. There have been multiple engagements that received no response or action on the part of Trustees.

### **Indigenous Stakeholders and Engagement:**

- The Board of Trustees should provide leadership for the development of an “Indigenous Action Plan” to ensure the consideration of “Indigenous ways of knowing” as part of day to day governance.
- Given the implicit and explicit entrenchment of colonial practices within the governance structure, there should be more than one Indigenous voice at the table.
- There should be clarity about the distinctiveness of an Indigenous Trustee – Indigenous persons and communities are not “minority groups”
- There is a need to distinguish the difference between Indigenous values and HWDSB’s governance values – HWDSB’s governance processes and values are in many ways fundamentally not Indigenous. For instance, Robert’s Rules of Order are not in alignment with Indigenous governance models and it does not empower Indigenous voices.
- There is a general sense of hopelessness in Indigenous communities regarding prioritization and allocation of resources as it relates to “Indigenous work versus Settlers work.”

### **Student Trustees:**

Even though the Student Trustee role is prescribed by the Education Act in a way that limits powers to vote or make motions, the BoT can do more to center and empower the voices of the Student Trustees to foster a true sense of belonging. The Bot must also make a safe and empowering space for Student Trustees.

- Instead of procedurally sanctioning the voices of Student Trustees, the Board of Trustees must find ways to elevate the voices of marginalized groups.
- Student Trustees have limited, support, mentorship, or guidance outside of the ‘structure’ they can talk to when they feel unsafe – they should be allowed to seek mentorship and advice from other sources outside of their identified mentor by the Board of Trustees.
- The Board must ensure the Duty of Care is afforded Student Trustees at all times, including wellbeing checks to ensure their safety.
- Student and Indigenous trustees have been “tokenized and traumatized” by the governance processes of the BoT. The positions seem to be accessible to only “high achieving” students and are not advertised well, so few students understand the opportunity. The honorarium is less than minimum wage, so this excludes many students. Student Trustees should have longer terms than the one year and there needs to be accommodations for low income, people with disabilities, language barriers, etc.



- It is difficult for stakeholders to provide informed feedback about specific challenges with the role of Student Trustees as there has been very little education or awareness until recent developments. More efforts should be made to educate and inform stakeholders and students through ongoing engagement about the role of Trustees with a particular focus on Student Trustees.

#### **Practicality and Flexibility:**

Some stakeholders noted that the Board process can be limiting and called for flexibility in the interpretation and implementation of policy guidelines. Several stakeholders expressed the hope that the outcome of the governance review will not be simply a set of new policies and guidelines for Trustees. Instead, they hoped that the revised guidelines would empower Trustees through various learnings that lead to the operationalization of policies in a practical way.

- The Board of Trustees must act in a timely manner and be more responsive to community needs, and not prolong matters solely based on technicalities, especially where harm has been caused.
- Serious consideration should be given to “Restorative Justice” in the pursuit of reconciliation as part of the governance process.

#### **Additional Feedback Expressed by Stakeholders:**

- Some stakeholders see the Board of Trustees as somewhat dysfunctional and have a negative view of the board overall. They believe the BoT is typically reactive and felt that recent incidents have been problematic, and that further, the reaction to the incidents from the BoT was harmful.
- There is a disconnect between good practices/efforts at HWDSB and HWDSB’s Board of Trustees. For instance, significant progress being made at HWDSB (i.e. HWDSB Equity Action Plan) has not included the Board of Trustees in a meaningful way. There should be synchronicity of institutional efforts at HWDSB and the Board of Trustees to ensure the leadership needed to drive outcomes is visible and engaged.

## **TRAINING SESSIONS PRESENTED FOR TRUSTEE DEVELOPMENT**

January 2022

MODULE 1: Understanding the Roots of Discrimination, Oppression, and Inequality

Presented by Dr. Ameil Joseph and Leo Nupolu Johnson

February 2022

MODULE 2: Indigenous Cultural Competency

Presented by Troy Hill

March 2022

MODULE 3: Equity, Diversity, and Inclusion Literacy and Fluency for Governance

Presented by Dr. Bonny Ibhawoh and Catherine Raso

April 2022

MODULE 4: Review of Proposed Principles and Policies

Presented by Project Team Consultants

May 2022

MODULE 5: Unpacking Ableism

Presented by Kate Welsh and Dev Ramasawkh

June 2022

MODULE 6: Review of Approved Policy Manual Key Concepts and Implementation

Presented by Project Team Consultants

## **KEY FINDINGS AND RECOMMENDED (APPROVED) CHANGES TO HWDSB BoT POLICY MANUAL (PREVIOUSLY “HANDBOOK”)**

### **Use of Manual and Addition of Statement of Values**

Through engagement with stakeholders, it became apparent that the existing Handbook was primarily being used as a rulebook. Although rules of procedure are an important element of this document, it is the opinion of the project consultants that this document should be used as a guide to support the leadership and excellence of Trustees in their roles. As such, the document has been reordered and updated with new sections to emphasize the priority we believe should be placed on the overarching values that Trustees should be following.

Further to the use of Manual, there was conversation and consideration among the Project Team and Trustees as to how prescriptive the Manual should be. As presented, there are, for example, procedural elements which are very explicit in regard to process, as well as sections that are more principle based, which are less prescriptive.

Although this Manual is a governing tool for HWDSB, it cannot prescribe every potential issue or circumstance. Trustees should first and foremost hold themselves and their colleagues to account for the values and principles outlined in (new) Section 2. Roles, Values, Accountabilities, and Code of Conduct.

### **EDI (equity, diversity, and inclusion), and anti-racism / anti-oppression / anti-colonial lenses**

The existing Handbook makes no reference to equity, diversity, and inclusion or related topics. Further to the observation that the Handbook has been primarily used as a rulebook, the new statement of values puts these themes front and center. Throughout the proposed Policy Manual, EDI AR/AO/AC have been considered and included explicitly and/or implicitly.

### **Training**

School board trustees in Ontario are elected officials from a variety of backgrounds who may or may not have any background or experience with the role in general, and the specific role and policies they should be following given the context of their school board. Through engagement with stakeholders, the Project Team observed that there is not a comprehensive scope of training or onboarding for HWDSB Trustees.

The scope of this project specifically pertained to EDI AR/AO/AC, and governance. These are important, complex, and evolving topics. As such, we recommend that Trustees commit to ongoing training so that they are able to lead according to the guidelines presented in Section 2: Roles, Values, Accountabilities, and Code of Conduct. This process has been initiated with the 6-part training series delivered by Wentworth Strategy Group in early 2022.

Further and outside the scope of this project, it is noted that HWDSB does not control the fact that Trustees are elected, and not appointed, and as such, HWDSB is not able to proactively evaluate the experience or qualifications of

Trustees. Given a potential deficit in experience, the Project Team recommends that HWDSB assess the onboarding and training that is given to Trustees to ensure that they are best prepared to succeed in their role.

### **Role of Student Trustees**

One of the key topics that the Project Team was requested to consider was the role of Student Trustees. There are two sections of the Policy Manual which explicitly refer to Student Trustees; Section 2.3.11, and Section 3.3.

The suggested updating of the role of Student Trustees sought to strike a balance between a number of key considerations, including:

- The role of HWDSB's Student Trustees must be in alignment with the regulations contained in the Ontario Education Act
- Student Trustees should be empowered as much as possible as valuable members of the BoT
- The BoT must support Student Trustees in their success and development through mentorship, leadership, and professional development
- Student Trustees must at all times be in a safe environment
- The Board of Trustees should formally create ways to communicate with, and listen to, students as a whole, with Student Trustees being a valuable part of that process

There is still work for the BoT to do regarding the role of Student Trustees, specifically:

- Refining the process of identifying mentors
- Student Trustee professional development intentionally facilitated by the BoT
- Considering how to proactively recruit students to stand for election to best represent a diverse student population
- The Board of Trustees' overall communication and engagement with students as a whole to facilitate informed decision making

The Project Team recommends that the BoT establish a working group to focus on these aspects of the role of the Student Trustee, and that this working group be an ongoing body that will continuously work to ensure that the role of Student Trustees is clear and empowering and that the participating students are treated fairly and safely.

### **Breaches of Code of Conduct / Complaints Procedure**

The Project Team assessed the existing policies and procedures surrounding identifying Breaches of Code of Conduct / Complaints Procedure. In acknowledgement of the fact that there may be some subjectivity as to what constitutes a serious breach of the Code of Conduct, a revised procedure has been proposed which empowers the Trustee who alleges the breach of the Code to request a Formal Complaint Procedure. This request is to be first considered by the Chair and Vice-Chair. If there is a disagreement between the determination of the Trustee who alleges the breach of the Code and the Chair and Vice-Chair, outside consultation should be retained to make a final determination.

### **Alignment of Board of Trustees and HWDSB**

All leaders at HWDSB, including Trustees, should be committed to the mission, vision, and values of HWDSB. As such, key policies and procedures of HWDSB should align with the policies and procedures specifically pertaining to the BoT. In reviewing materials, the Project Team observed a number of policies and procedures of HWDSB that had been thoughtfully created to advance the objectives of the school board and reactively or proactively respond to a changing environment. In many cases, this work was not reflected in the Handbook in any material way or the functioning of the BoT, including the provision of guidance. The Project Team recommends that when important decisions are made relating to HWDSB's policies, procedures, or strategies, the implications for the responsibilities and leadership of the BoT be considered, and the Policy Manual be amended as appropriate.

### **Regular Review and Maintenance of the Policy Manual**

It is clear that the current Handbook has not been reviewed or updated recently and that there are some areas that lack clarity that were out of the scope of this governance review. Therefore, the Project Team recommends that a working group be established with the purpose of reviewing clauses that lack clarity that were not changed by the Project Team in this governance review, or that this task be taken on by the Governance Committee. This should be an ongoing activity because the document should be continuously developed as needed to govern with excellence.

### **Use of Robert's Rules of Order**

Although Robert's Rules of Order are a commonly used and standardized set of procedural rules of order, they are somewhat complex in many circumstances be difficult to understand and navigate, especially for those who do not have prior experience and fluency, but whose voices, input, engagement, and opinions may be valuable. This review did not recommend the removal of Robert's Rules of Order in lieu of another specific modality. However, Trustees should conduct their governance with a consideration of the hierarchal nature of Robert's Rules of Order and the tension that their supremacy has in the face of EDI considerations.

Further, the review recommends that the Board of Trustees remain open to and actively pursue inclusive models of engagement. For example, many Indigenous models of governance and leadership are very different than Robert's Rules of Order. Thus, Robert's Rules of Order prescribe conformity to a model that may be fundamentally contradictory to the principles and procedures of certain individuals and communities. In lieu of an alternative model and as leaders entrusted with significant responsibility, Trustees must seek to resolve this tension through their leadership.

The new Policy Manual specifically states:

*If rules of procedures are silent on a rule of order, Robert's Rules of Order Newly Revised (Edition 12) shall be the authority. However, although Robert's Rules of Order may advise the BoT on procedure and order, the BoT shall first and foremost be governed by the Roles, Values, Accountabilities, and Code of Conduct outlined in the HWDSB BoT Policy Manual. As such, the use of Robert's Rules of Order must be used in the furtherance of the outlined Roles, Values, Accountabilities, and Code of Conduct.*

## **FURTHER RECOMMENDED (APPROVED) UPDATES TO HWDSB BoT POLICY MANUAL (PREVIOUSLY “HANDBOOK”)**

### **Motions and Delegations**

The Policy Manual includes a new section on submitting a written notice of motion or adding an item to an agenda. The impetus for this change was from conversations with stakeholders. This section on “Notice of Motions” clarifies the purpose and process of bringing a notice of motion. The goal is to engender more transparency in making motions and setting meeting agendas.

This section was constructed following reviews of practices by other school boards in Ontario. One notable inclusion that differs from previously existing policy is that Trustees are able to abstain from voting. The Project Team is of the opinion this is an ideal practice.

### **Change of Name of Document**

The previous name of the document, the “Handbook”, suggests that this is something Trustees can reference as needed. The new suggested name of “Policy Manual” indicates a document which reflects the BoT’s values and principles, as well as procedures. Policies are defined as values and perspectives, and so the term Policy Manual is a much more accurate term than Handbook.

According to relevant legislation for school boards in Ontario, there is flexibility to self-govern choosing a Board of Trustees’ own name for documents. There is no requirement for a School Board in Ontario to have a document called By-Laws, although in the previous Handbook, there is a section, Section One, called Governance By-Laws. However, it is unclear why that section was referred to as By-Laws and not others. In the new Policy Manual, the former By-Laws are now Section 4, Rules of Procedure, 4.1-4.9.

### **Inclusion of Land Acknowledgements**

Land acknowledgements have been added to several procedures.

### **Periodic Reviews**

The Project Team encourages HWDSB’s BoT to commit to periodic reviews of the Policy Manual in light of the changing landscape of the environment HWDSB operates in, and also to consider and refine how existing policies are supporting the success of HWDSB and its stakeholders.

### **Updating Policies in Consideration of Equity, Diversity, and Inclusion**

The Project Team encourages HWDSB’s BoT to reference the Toronto District School Board’s Equity Policy Tool to ensure the policy review and development process includes an equity assessment component.

<https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Equity-Policy-Assessment>

**Additional Changes**

- All gendered references have been removed from the manual (from he/she and her/him, to they/their)
- Throughout the manual, there were numerous references to the “Board”, where it was unclear whether the reference was to the school board itself, or the Board of Trustees. All instances have been changed to indicate explicitly either HWDSB, or BoT (Board of Trustees)
- The entire document was updated in terms of ordering system and structure

## **SUMMARY OF RECOMMENDATIONS FOR ONGOING GOVERNANCE ADVANCEMENT RELATED TO EDI / AR / AO / AC**

- Improve new Trustee orientation
- Incorporate EDI (equity, diversity, and inclusion), and anti-racism / anti-oppression / anti-colonial lenses in all relevant discussions and decisions
- Utilize the role of the Student Trustees better, i.e. empower them, respect them, and utilize their connection with the student body
- The BoT should proactively and meaningfully engage with its stakeholder groups (not limited to students) on a regular basis
- Establish a working group to continue to develop Student Trustee mentors, ensure appropriate professional development, and find more effective ways to attract diverse student leaders
- Prioritize a deep understanding of and commitment to Roles, Values, Accountabilities, and Code of Conduct
- Ensure alignment and specificity of policies at the Board of Trustees consistent with the HWDSB as an organization
- Conduct regularly scheduled complete reviews of the Policy Manual
- Robert's Rules of Order should not be used as the only default authority on governance



## STATEMENT ON ANTI-COLONIALISM

A key intention of the project team and Wentworth Strategy Group in undertaking this project was to advance the development of a strong and thoughtful social conscience reflected in the actions and decisions of HWDSB's Board of Trustees. Taking on the task of decolonizing / reviewing the BoT's policies and procedures with an anti-colonial lens is a complex task, as they were developed and still remain within a colonial context. Furthermore, in Canada, there are over 250 Indigenous nations, all with distinct perspectives, needs, histories, expectations, and relationships to Canadian governments and institutions.

Thus, a commitment to ongoing learning and education is required for Trustees to lead with an anti-colonial lens, leading to a place where Trustees are able to make decisions that consider not only an anti-colonial lens, but also the best interests and unique considerations of Indigenous stakeholders.

This expectation is captured within the newly emphasized focus on Roles, Values, Accountabilities, and Code of Conduct, but cannot be sufficiently explicitly codified within procedural activities. Rather, HWDSB and the Board of Trustees must further their active engagement of community stakeholder groups, continue to pursue eliminating barriers for ongoing dialogue, and ensure representation in the decision making process. The process of an anti-colonial journey is fluid and must involve all members approaching decisions with an inclusive and considerate mindset.

## **CHANGES NOT ADDRESSED**

The following topics were presented to the Project Team for consideration but not addressed as they were determined to fall outside the scope of the focus of this review, which is focused equity, diversity, and inclusion and policies and procedures which have implication for these topics. The Project Team is open to further conversation with the Governance Committee about these topics:

- Handling of confidential material
- Process for correspondence received for the Board
- Ballots for the election of the Chair and Vice-Chair being made public
- Automatically making reports from code of conduct investigations public

There may be further items that warrant consideration and updating which fall outside of the direct purview of this project. The Project Team encourages the Governance Committee and the BoT to continue to consider and review the elements contained in the approved Policy Manual on an ongoing basis to ensure that the elements it contains remain appropriate and relevant to the leadership and governance needs of HWDSB.