

AGENDA: 5:30 pm

1. Call to Order and Land Acknowledgement
2. O Canada
3. Meeting Roll Call
4. Profiling Excellence

Students: Eyes on Youth and Start a SPARK – Dundas Valley Secondary School

| | | | |
|--------------------------|-----------------|-----------------|-------------------|
| Erika Apel | Cole Baiton | Jessica Barz | Jonathan Brittain |
| Megan Castro | Rowan Chilvers | Ella Cockburn | Audrey Ewen |
| Lily Freeman | Ruby Gubekjian | Keona Hassan | Brennen Heeney |
| Ella Hendriks | Caitlin Huard | Wasaal Kayhan | Severn Keen |
| Isabella Kovach-Kowalski | Jared Magallano | Casey Maloney | Kayla McAdam |
| Grace Opsteen | Alberta Pullin | Oliver Robinson | Jessica Scarr |
| Nuha Syed | Kira Verschoor | Leah Waite | Steve Whidden |
| Ashley Wright | | | |

Staff: Eyes on Youth and Start a Spark – Dundas Valley Secondary School

- Lisa Dupuis
- Pieter Toth
- Gail Cipriani
- Michael Murray
- Jonathan Schinkel

5. Approval of the Agenda
6. Declarations of Conflict of Interest

Reports from Legislated Committees:

7. [Parent Involvement Committee – April 6, 2021](#)

Reports from Community Advisory Committees:

8. [French as a Second Language Advisory Committee - March 29, 2021](#)
9. [First Nations, Métis and Inuit Advisory Committee – April 7, 2021](#)
10. [Rural Schools Advisory Committee – April 7, 2021](#)

Reports from Staff:

11. [School Re-Opening COVID-19 Update #11 \(no copy\)](#)

12. [Reports from: Standing Committee – April 19, 2021](#)

13. Oral Reports from:

- A. Student Trustees' Report – Local Activities & Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

14. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.

<http://www.hwdsb.on.ca/trustees/meetings/>

Committee Report

Presented to: Board

Meeting date: April 26, 2021

From: Parent Involvement Committee

Meeting date: April 6, 2021

The committee held a MS Teams meeting on April 6th from 6:30 pm. to 7:30 p.m. with Chair Amanda Fehrman presiding.

Members present were: Susan Ferguson-Moher, Julie Hunter, Amanda Lloyd, Stephanie Lostanaw Lavin, Heidi Oglesby, Tyler McNeil, Mike Palma, Melanie Roberts, Shelley Stacey, Heather Lambert-Hillen, Amanda Fehrman, Corrie Ledgerwood, Theresa Berry, Harmony Conti, Adriana Harrs, Erin Reid, Sasha Walsh, Christine Scheewe, Suzi Spelic, Cindy Stranak, Becky Buck, Penny Deathe, Rob Faulkner Giles, Estella Jones, Shawn McKillop, Mike Castellani Beth Woof, Jane Macpherson, Paul Denomme

INFORMATION ITEMS:

A Letter to the Ministry

PIC would like to support sending a letter to the Ministry of Education advocating for educational staff to be a priority to receive a vaccination. This will add a “parent voice” to the situation of vaccinations.

B Elementary and Secondary Graduations

With the Public Health protocols in place there is a need to plan for safe and celebratory Grade 8 and 12 graduations. The Graduation Committee gave an update on some of the ideas being discussed. It was acknowledged that all plans are tentative as Public Health protocols can change at any time.

Respectfully submitted,

Amanda Fehrman, Chair

Committee Report

Presented to: Board

Meeting date: April 26th, 2021

From: French as a Second Language Advisory Committee

Meeting date: March 24th, 2021

The committee held a meeting on Wednesday, March 24, 2021 via TEAMS from 6:30 to 8:30 pm, co-chaired by Kimberly Norgate and Jeremy Galea

Members present were: Ilona Clark, Olufisayo Bolarinwa, Salma Elmansy, Lisa Donegan-Baetz, Catherine Roberts, Jeremy Galea, Mackensy Bacon, Lisa Urban, Joanne Thompson, Kate Kim, Ziqiao Li, Kimberly Norgate, Mina Foroutan

Regrets: Trustee Buck

MONITORING ITEMS:

A. Advice Session: French as a Second Language Teacher Recruitment and Retention

Superintendent of Human Resources, Jamie Nunn, and Manager of Staffing and Human Resources Operations, Lety Goddard, presented an overview of HWDSB's efforts to recruit and retain French as a Second Language Teachers, including having an open application on Apply to Education and recruiting at faculties of education. The committee provided the following advice: 1) Address the need for subject area (e.g., Science) teachers in secondary; 2) Find ways to acknowledge and recognize staff who are French as a Second Language Qualified; and 3) Consider how to encourage current HWDSB students to continue with French and become qualified French as a Second Language Teachers.

B. Advice Session: Grade One French Immersion Application Process

Staff presented an overview of the process for 2021-22 including timelines, communication strategy and enrollment numbers. There are 603 students enrolled in Grade One French Immersion for 2021-22. 597 students were placed in their home school, and 6 in an out-of-catchment placement. 78 spaces remain available to the 43 late applicants. The committee provided positive feedback on the communication strategy and navigating the application process.

C. Updates

Canadian Parents for French (CPF) shared that a **1-year Membership** with CPF Hamilton-Wentworth is free for individuals, families, and organizations (including schools) until the end of March 2021. They can be followed on Facebook at **CPF Hamilton**, visited at <http://cpfhamilton.ca/> or emailed directly at hamiltoncpf@gmail.com. The CPF is holding an information night for Université de L'Ontario Français on April 7th. The CPF extended thanks to HWDSB staff for their collaboration providing the Concours d'art oratoire.

Staff provided an update on Learning Resources, DELF, and Remote Learning.

Respectfully submitted,
Jeremy Galea and Kimberly Norgate, Co-Chairs

Committee Report

Presented to: Board of Trustees

Meeting date: April 26, 2021

From: First Nations, Métis and Inuit Community Advisory

Meeting date: April 7, 2021

The committee held a virtual meeting via MS Teams on Wednesday, April 7 from 9:00 to 11:30 a.m. with Co-Chairs, Vanessa Henry and Christine Joseph-Davies presiding. Tehahenteh gave the opening and closing address.

Members present were: Jordan Carrier, Rebecca Doreen, Sonya General, Vanessa Henry, Norma Jacobs, Christine Joseph-Davies, Isaiah Thomas. Trustees Christine Bingham and Dawn Danko also attended.

This report is being submitted with much respect. We want to take the time to acknowledge all essential/frontline workers in all fields that are making it possible for us to continue our lives and livelihood during these difficult times. With one mind we send greetings and thanks to these ones.

ACTION ITEMS:

Recommendations from the Committee

In recognizing the current environmental climate, not only in light of the global pandemic and the current precedence of dismantling systemic racism and oppression¹, and specifically in the context of the Board of Trustees at HWDSB², we must examine the implications on Indigenous student leadership and Board governance. The Truth and Reconciliation Commission's (TRC) Calls to Action affirms the responsibility of all treaty partners to look critically at the implications of colonialism, systemic violence, institutionalized racism, discrimination and oppression across all sectors of governance and leadership.

At HWDSB, we must consider what it means for Indigenous learners, families and communities as we approach the advancement of Indigenous Education, Indigenous Cultural Safety, and more specifically, the role of Shakowennakara:tats (they raise their voices [of their community]) or (Indigenous Student Trustee). As partners in education, we must decide how to move forward ensuring the safety and well-being of Shakowennakara:tats and the moral and ethical imperative for the inclusion and integration of Indigenous governance practices and Indigenous Knowledges and ways of knowing, being and doing across all spaces and places of the institution.

As Justice Murray Sinclair asserts:

Public school systems have largely failed about [concerning] respect for Indigenous people. They taught everybody that Indigenous people were inferior, had no rights, had no existence, had nothing worth talking about, that they were heathens, savages, pagans, uncivilized, that they were lucky Europeans came here and saved them from extinction – which is all mythology...They basically taught white supremacy, saying that the white Europeans who came here and settled saved this country from being nothing. And

¹ [Ontario's Anti-Racism Strategic Plan](#)

² [Huggins & Graham, Final Report of the External Investigator](#) and [Huggins & Graham, Final Recommendations of the External Investigator](#)

therefore, they teach the myth of white superiority. And those twin myths of Indigenous inferiority and white superiority are the terrible results of the public school system (Sinclair in Forester, 2021¹).

Public schooling systems such as Residential Schools and Federal Indian Day Schools were deliberately instituted by the concomitant relationship of the church and state to enact policies, programs and practices which reinforced their combined efforts to “kill the Indian, save the man”. The last Residential School to close in Canada was in 1996 and a year later the Federal Indian Day Schools closed. In 1959, the United Nations endorsed the international rights of a child, but Residential Schools were not removed from the Indian Act until 2014.

We call upon the Board of Trustees and senior administrative leadership at HWDSB to humbly consider the ways in which we could correct this systemic injustice and move forward together in peace, friendship and mutual respect as instructed in the Two Row treaty agreement.

A. Shakowennakara:tats (they raise their voices [of their community])

The First Nations, Metis & Inuit Community Advisory Committee (FNMICAC) intends to raise the Shakowennakara:tats this year.

FNMICAC recommends that the Board of Trustees respect the distinct nature of the dedicated Shakowennakara:tats seat on the Board of Trustees and commit to co-constructing a cultural shift *with* Indigenous stakeholders in education, working in parallel, to enable ethical engagement and consultation in all policies, programs and practices of the institution. In consideration of cultivating safety for Shakowennakara:tats, the Board of Trustees shall comply with the following provisions:

- a. Shakowennakara:tats
 - i. is/are to be protected and safe in every way².
 - ii. They must be loved and recognized for their distinct place³.
 - iii. Represent Indigenous sovereignty and/or a community of treaty partners with a unique and distinct relationship with the Crown and settler-states of Canada and the United States.
 - iv. Both parties (Shakowennakara:tats and Board of Trustees) must recognize their responsibility as a Treaty Partner in the Two Row wampum agreement.
 - v. Both parties maintain the inherent responsibility of protecting not just this generation of learners, but the next generation of learners as well.
- b. Professional Learning and Capacity Building
 - i. The very name, Shakowennakara:tats means they raise their voices – that person(s) would come in and raise the voices of those they represent – Indigenous Student Community. A commitment to ongoing professional learning, leadership and capacity building for Indigenous learners-by-Indigenous learners, surrounded by meaningful

¹ <https://www.aptnnews.ca/national-news/residential-school-deniers-white-supremacists-biggest-barrier-to-reconciliation-says-murray-sinclair/>

² Indigenous conceptions of child protection, safety, well-being and development are valued, recognized and affirmed. These include but are not limited to centeredness, holism, balance, self-determination, etc., for more information: <https://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/>

³ Refers to the Shakowennakara:tats' unique and distinct positionality as a member of a sovereign Indigenous nation, their social location, including clan, community, nation, gender/sex, social class, etc.

- cultural support personnel (e.g., Elders, Indigenous Knowledge Holders, Aunties, Stakeholders in Indigenous Education, Wellness, etc.,) is an integral component of this process.
- ii. HWDSB Board of Trustees commit to actively participating in a comprehensive capacity building series to enable them to begin to understand Indigenous Cultural Safety and restorative Indigenous Education models and apply these knowledges, worldviews and practices in their governance and decision-making practices and processes.
- c. Operational/Structural Considerations
- i. The Board of Trustee Handbook reflects the provisions of the Shakowennakara:tats and the inclusion of Indigenous stakeholder voice, perspectives and contributions in all matters of Board governance.
 - ii. Utilizing the concepts of the “Dish With One Spoon”, the Board must also commit to the sustainability of Shakowennakara:tats and Indigenous stakeholder consultation, and therefore, make space to enable the “sharing of the resources” to occur through broader financial and personnel investments.
- d. “Polishing the Chain”
- i. To ensure the consistent accountability and renewal of this covenant relationship, rooted in peace and friendship, the Board of Trustees and the Indigenous Education Team at HWDSB will meet annually to reaffirm our commitment to Shakowennakara:tats and ethical engagement and consultation with Indigenous peoples at HWDSB.

B. Final Recommendations of the External Investigator and the Implications on Shakowennakara:tats and Indigenous Cultural Safety:

The final recommendations, although positive for all or most citizens, have inherent consequences and implications for the unique space in which Indigenous peoples are situated.

FNMICAC recommends that all *Final Recommendations of the External Investigator* be critically analyzed and reviewed by the Indigenous Cultural Safety Team to ensure appropriate strategies for- and-by Indigenous peoples are considered and implemented, respectfully. Some initial considerations and recommendations include:

- a. Recommendation 4: That by June 30, 2021, the Board shall establish a formal Student Trustee Mentorship program which provides detailed guidelines for mentorship, including the purpose and mandate of mentorship, the roles of different mentors, timelines for mentorship meetings and what matters are to be addressed.

The FNMICAC recommends that the Board of Trustees respect the Two Row treaty relationship and advance an independent, parallel approach for Shakowennakara:tats that recognizes and affirms Indigenous conceptions of leadership and mentorship; and enable space for the interdependence of both Eurocentric and Indigenous mentorship program models to bridge gaps, learn from, with and alongside each other where appropriate.

- b. Recommendation 5: That by June 30, 2021, the Board shall establish an enhanced Student Trustee Orientation program which includes a review of the Student Trustee Mentorship

Program, the Trustee Code of Conduct, governance issues specific to Student Trustees, and the Complaint and Investigations Policy and Procedure referred to in item 11 below.

The FNMICAC recommends that the Board of Trustees support a motion to enable the Indigenous Education Team to work with staff to create the framework for the Student Trustee Orientation program.

- c. Recommendation 6: That prior to August 30, 2021, the Board shall require mandatory human rights, equity, diversity and inclusion training by HWDSB's Human Rights and Equity Officer or external facilitators with human rights and EDI expertise, which is to specifically include anti-racism and anti-oppression training, for all Trustees, including Student Trustees, and thereafter on an annual basis in August of each year after the election of the Student Trustees.

The FNMICAC recommends the Board live into its commitment to working in parallel with Indigenous communities, recognizing, honouring and affirming their distinct approaches to Indigenous Human Rights¹ policies and practices while also making separate and distinct space for anti-colonialism, anti-Indigenous racism and Indigenous Cultural safety training.

INFORMATION ITEMS:

C. Selection of Committee Co-Chairs

Co-chairs were selected by the committee and are Vanessa Henry and Christine Joseph-Davies.

D. Updates

The Committee received an update from Jordan Carrier about Reimagining Educational Programming Partnerships with HWDSB: C-creating Safe, Positive and Inclusive Criteria – an event on April 21 with CC: ROSE.

Respectfully submitted,
Vanessa Henry and Christine Joseph-Davies, Co-Chairs

¹ *Indigenous human rights are explicitly recognizing in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and arguably the Canadian Constitution Act, 1982 Section 35, which recognizes and affirms the existing Aboriginal and Treaty Rights of Indigenous Peoples in Canada...Thus, Indigenous human rights, which include right to self-determination will be foundational in obtaining decolonization (Green, 2014, Indivisible: Indigenous Human Rights).*

Definitions, Notes and Appendices

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| Systemic racism | <p>Systemic racism occurs when an institution or set of institutions working together creates or maintains racial inequity. This can be unintentional and doesn't necessarily mean that people within an organization are racist.</p> <p>It is often caused by hidden institutional biases in policies, practices and processes that privilege, or disadvantage people based on race. It can be the result of doing things the way they've always been done, without considering how they impact particular groups differently (Ontario's Anti-Racist Strategic Plan).</p> |
| Colonialism | <p>Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land (Ontario's Anti-Racist Strategic Plan).</p> |
| Institutional Racism | <p>Institutional racism is distinguished from the explicit attitudes or racial bias of individuals by the existence of systematic policies or laws and practices that provide differential access to goods, services and opportunities of society by race. Institutional racism results in data showing racial gaps across every system. For children and families, it affects where they live, the quality of the education they receive, their income, types of food they have access to, their exposure to pollutants, whether they have access to clean air, clean water or adequate medical treatment, and the types of interactions they have with the criminal justice system. What Racism Looks Like</p> |
| Indigenous | <p>Means 'native to the area.' Currently the preferred collective name for the original people within Canada and their descendants. This includes First Nations (status and non-status), Métis and Inuit (Ontario's Anti-Racist Strategic Plan).</p> |
| TRC Calls to Action | <p>The TRC Calls to Action address the ongoing impact of residential schools on survivors and their families.</p> |
| Indigenous Education | <p>The Ministry of Education is committed to working with Indigenous and education partners to continue improving Indigenous student achievement and well-being in Ontario and increasing all students' knowledge and understanding of First Nation, Métis, and Inuit histories, cultures, contributions and perspectives. To find out more about Ontario's Indigenous Education Strategy</p> |
| Indigenous Cultural Safety | <p>Indigenous Cultural Safety (ICS) is the development, implementation, maintenance and (on-going) evaluation of restorative education models that reflect the aspirations and unique cultural identities of the Indigenous</p> |

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| | <p>learners and educators of Hamilton-Wentworth District School Board, while being respectful of the 94 Truth and Reconciliation Commission Calls to Action. This includes but is not limited to the teachings found within the Haudenosaunee teachings of the Great Law of Peace which outlines three guiding principles:</p> <ul style="list-style-type: none"> • Peace: healthy mind and healthy body • Power: harmonious, non-violent unity • Good Mind, also called righteousness: justice between people and nations and compassion <p>These principles are followed with the understanding that decisions are made in the best interest of the ‘coming faces,’ our future generations. We also incorporate the Anishinaabe teachings of the Three Fires model, of being mindful of past, present and future generations, as well as the Seven Grandfather Teachings: Bravery, Honesty, Humility, Love, Respect, Truth and Wisdom, and the proverb of the current generation who represent the 8th Fire.</p> <p>Indigenous Cultural Safety displaces deprivation of identity with rich cultural teachings, based on Indigenous worldviews.</p> |
| Indigenous Education Team | <p>The Indigenous Education Team at HWDSB refers to members that are either:</p> <ol style="list-style-type: none"> a) Funded through the Indigenous Education Grant and maintain a system role in either a permanent or contract capacity (e.g., Indigenous Education Lead, Indigenous Education Consultant) b) Funded through the Indigenous Education Grant and are employed by a third-party (e.g., NYAWEH Staff, Indigenous Knowledge Holder) c) Maintain full-time or part-time systems roles that contribute to the implementation and advancement of Board programs and services (e.g., Indigenous Systems Social Worker, ICS, NEST Indigenous Social Worker, SHAE Indigenous Social Worker). d) Funded through other funding sources (e.g., Indigenous Transitions Teacher, Administrative Assistant to Human Rights and Indigenous Education, NYAWEH Elementary) |
| Indigenous Cultural Safety Team | <p>The Indigenous Cultural Safety Team at HWDSB refers to members that have worked diligently to implement and advance an ICS model, program, professional learning and evaluation process:</p> <ol style="list-style-type: none"> a) Indigenous Education Lead b) Indigenous System Social Worker, ICS |

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| | <p>c) Community Scholar, Auntie, ICS Consultant</p> <p>d) Indigenous Knowledge Holder</p> <p>e) NEST Indigenous Social Worker</p> <p>f) NEST Teacher</p> <p>g) Auntie, HWDSB Indigenous Governance (Shakowennakara:tats, FNMICAC, CC:ROSE)</p> |
| Shakowennakara:tats | <p>Mohawk to English translation “they raise their voices”, referring to elevating the voices of their community. This takes the place of the common title, Indigenous Student Trustee.</p> |
| Protected and safe | <p>What does it mean to be protected and safe from an Indigenous lens?</p> <ul style="list-style-type: none"> - Respect – some of this respect is not always visible because of the lack of understanding. How we conceptualize respect is different than a colonized view. - Respect; Relevance; Reciprocity; Responsibility - Responsibilities of settler-colonizers to unpack and dismantle their own taken-for-granted beliefs, assumptions, stereotypes, myths and misconceptions of Indigenous peoples which continue to position us as inferior and systematically disadvantage and marginalize us - Inherent rights of self-determination by-and-for Indigenous peoples - Free, prior and informed consent - United Nations Declaration on the Rights of a Child - Anishinaabe Medicine Wheel Framework on wholistic health, well-being, balance - Lifecycles wheel - Circles of influence <ul style="list-style-type: none"> – Stepping Stones (Ministry Children, Community and Social Services) (reflected in curriculum documents) <p>Indigenous conceptions of child protection, safety, well-being and development are valued, recognized and affirmed. These include but are not limited to centeredness, holism, balance, self-determination, etc., for more information: https://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/</p> |

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| Distinct place | Refers to the Shakowennakara:tats' unique and distinct positionality as a member of a sovereign Indigenous nation, their social location, including clan, community, nation, gender/sex, social class, etc., |
| Two Row Wampum and treaty partner | <p>“We will not be like Father and Son, but like Brothers. [Our treaties] symbolize two paths or two vessels, travelling down the same river together. One, a birchbark canoe, will be for the Indian People, their laws, their customs, and their ways. The other, a ship, will be for the white people and their laws, their customs, and their ways. We shall each travel the river together, side by side, but in our own boat. Neither of us will make compulsory laws nor interfere in the internal affairs of the other. Neither of us will try to steer the other’s vessel”. Short Introduction to Two Row Wampum</p> |
| Dish with One Spoon | <p>Another peace and friendship agreement, the Dish with One Spoon Wampum is a mutually beneficial agreement that established peaceful hunting conditions for nations in close proximity to each other.</p> <p>The Dish With One Spoon Wampum instructs that everyone has a right to eat, and to use what has been harvested, never fight over it, and protect the earth so there will be bounty for future generations. Resources about the Dish with One Spoon Wampum: https://nandogikendan.com/wp-content/uploads/2018/04/69b9f-23-2-simpson.pdf; https://www.snpolytechnic.com/node/349 ; https://www.snpolytechnic.com/node/354</p> |
| Polishing the Chain, derives from the “Covenant Chain” | <p>The belt represents the Haudenosaunee concept that different, separate societies -- converging pine boughs -- can work together through the links of a "Covenant Chain" while still maintaining their identities. When the Covenant Chain is applied to the English, one interpretation could be that the two sets of triangular patterns, each of which “points” towards the middle of the belt, symbolize the convergence of two "trees" – the two separate societies of the Haudenosaunee and the English -- for the purpose of trade and military alliance. These goals, mutually agreed to, did indeed link the two separate societies through the "Covenant Chain." As the spokesmen for both peoples so often stated in their negotiations, both the Haudenosaunee and the British tried to keep this Covenant Chain "polished." Polishing the Silver Covenant Chain</p> |
| Indigenous Human Rights | <p>Indigenous human rights are explicitly recognizing in the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and arguably the Canadian Constitution Act, 1982 Section 35, which recognizes and affirms the existing Aboriginal and Treaty Rights of Indigenous Peoples in Canada. Thus, Indigenous human rights, which include right to self-determination will be</p> |

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| | foundational in obtaining decolonization (Green, 2014, Indivisible: Indigenous Human Rights). |
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COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 26, 2021

From: Rural Schools Community Advisory Committee

Date of Meeting: April 7, 2021

The Rural Schools Advisory Committee held a meeting from 6:00 p.m. - 7:11 p.m. on Wednesday, April 7th, 2021 virtually via MS Teams.

Members Present: **Balaclava:** Erin Meanchoff and Cheryl Hue; **Greenville:** Sara Ardiel; **Mount Hope:** Amanda Fehrman; **Rockton:** Tanya Brouwer; **Tapleystown:** Cathy Abbott. Also Present: **Trustee(s):** Alex Johnstone, Wards 11 & 12; **Balaclava:** Principal Kelly Rizzo; **Rockton:** Principal Paul Clemens; **Tapleystown:** Principal Brandon Berketa

Regrets: Trustee Paul Tut, Ward 13; Yohana Otite, Human Rights Equity Officer, HWDSB; **Greenville:** Principal Audrey Hensen; **Janet Lee:** Principal Susanna Costa-Popovich; **Janet Lee:** Amanda Cowden, Council Chair; **Michaelle Jean:** Principal Lisa Neale; **Millgrove:** Principal Denise Minardi; **Millgrove:** Laura Zonta, Council Chair; **Mount Hope:** Principal Nancy Radojevic.

ACTION ITEMS:

A. Rural Schools Funding and Rural Schools Designation Review

Superintendent J. Macpherson presented the report provided by the Budget Department

- 2020 – 2021 budget spending to date: Budgeted Amount \$ 90,583.00; Commitments \$3,843.81; Expenses \$ 9,189.10; Budget Available \$ 77, 550.09 which represents 85.61% of the total budget to be spent.
- The Board understands this has been an unusual year but school are still encouraged to spend their available funds as per Ministry and Board expenditure guidelines.

Rural Schools Designation Review

Superintendent J. Macpherson presented the Committee with background with regards to a request to review the schools designated as Rural Schools. The committee discussed the fact that many schools in HWDSB communities are changing rapidly. Some schools might no longer meet the Rural Schools Ministry criteria while there might be other schools that now fit the description and are not on the list.

The Rural Schools Advisory Committee Recommends:

- a) That the Board undertake a review of the existing Designated Rural Schools list using Ministry criteria with input from Planning, Facilities Management, Health and Safety, and HWDSB Superintendents of Student Achievement.
- b) That a Report and Recommendation be brought to the Rural Schools Advisory Committee at the first meeting planned for the 2021 – 2022 school year.
- c) That the Board submit to the Ministry of Education for consideration of additions/reductions of schools to the Rural Schools and Northern Education Fund.

Carried Unanimously.

INFORMATION ITEMS:

B. Updates – Facilities; Health & Safety: Water; and Transportation

Facilities:

- **Bellmoore:** Childcare under construction, anticipated completion for June 2021; opening date pending Ministry inspections.
- **Mount Hope:** Roof replacement tender ready and to be issued early April; construction anticipated for July and August.

Health & Safety: Water

- Greenville:
 - Drinking water continues to be tested monthly with no concerns.

- Drinking water fixtures are still bagged and tagged out of service with bottled water available until we receive the engineer's evaluation report. This report outlines proper operation and maintenance of the well water system and the operational values we are required to meet for proper disinfection.
- Report is expected soon and then we will be able to discontinue bottled water and use the drinking water system.

Transportation:

Superintendent J. Macpherson presented the report provided by Hamilton-Wentworth Student Transportation Services – HWSTS

- Parents would have received communication with regards to Bell Time changes at schools. A Bell Time Study was conducted in response to significant bus driver shortages for a number of years which has caused late buses and bus cancellations.
- Anticipated impact of the Bell Time study:
 - More consistent and dependable transportation service
 - HWDSB & HWCDSB have been affected by the changes
 - Changes will take effect September 2021
 - Boards are working with childcare providers in schools on adjusting their programs to accommodate the time bell changes

C. Other Business:

Covid – 19 Transition Update:

- Parents of Elementary students recently completed a survey to determine if they would like to switch from in-person to Remote or from Remote to in-person.
- The Board is in the process of reviewing all the requests. The Board must ensure that the students can be physically accommodated keeping students at 1 metre distance in the elementary panel.

Learn. Disrupt. Rebuild – HWDSB

- Superintendent J. Macpherson introduced Michelle Rodney Bartalos, System Principal of Equity and Sajah Stiller, K-12 Equity Consultant
- Michelle Rodney Bartalos presented the Learn. Disrupt. Rebuild. @ HWDSB Building a Community of Care program. She explained to the Committee how the program came to be and the importance as a tool in HWDSB as the Board tries to address its responsibilities as outlined by the Ministry of Education.

Respectively submitted,
Amanda Fehrman, Committee Chair

COMMITTEE REPORT

Presented to: Board

Date of Meeting: April 26, 2021

From: Standing Committee

Date of Meeting: April 19, 2021

The committee held a meeting from 8:24 p.m. to 9:59 p.m. on April 19, 2021 at 20 Education Court, Hamilton, ON, in Trustee Board Room with Trustee Cam Galindo presiding.

Members present were: Trustees Kathy Archer (Electronically), Christine Bingham (electronically), Becky Buck (Electronically), Dawn Danko (Electronically), Penny Deathe (Electronically), Cam Galindo (Electronically), Alex Johnstone (Electronically), Maria Felix Miller (Electronically), Ray Mulholland (Electronically) and Paul Tut (Electronically). Student Trustee Ethan Hesler (Electronically).

Regrets were received from Trustee Carole Paikin Miller and Student Trustees Skylar Seggie and Fatima Zakar.

1. Approval of Agenda

On the motion of Trustee Johnstone, seconded by Trustee Miller, the Standing Committee **RECOMMENDS** that the agenda be approved.

CARRIED UNANIMOUSLY
Student Trustee Ethan Hesler voted in favour

2. Declarations of Conflict of Interest

None.

Report from Staff

3. School Year Calendar 2021-2022 – Request for Consultation

Staff presented the Report of the School Year Calendar 2021-2022.

On the motion of Trustee Buck, seconded by Trustee Miller, the Standing Committee **RECOMMENDS: That the draft 2021-22 School Year Calendars be approved for submission to the Ministry of Education.**

CARRIED UNANIMOUSLY
Student Trustee Ethan Hesler voted in favour

The Chair moved to Trustee Danko

4. Naming Committee Reports

A. Collegiate Ave Site

Staff shared the submission by the School Naming Advisory Committee to be considered for the new school community at the Collegiate Ave site pending completion of construction and opening by September 2021. Staff shared the rationale/benefits, background and outlined the committee membership.

On the motion of Trustee Galindo, seconded by Trustee Bingham, the Standing Committee **RECOMMENDS** that the recommended action be approved and the new school be named **Collegiate Elementary School.**

CARRIED UNANIMOUSLY
Student Trustee Ethan Hesler voted in favour

Trustee Galindo resumed as Chair

B. Glen Site

Staff shared the submission by the School Naming Advisory Committee to be considered for the new school community at the Glen site pending completion of construction and opening by September 2021. Staff shared the rationale/benefits, background and outlined the committee membership. There were three names submitted for consideration:

Recommended names (unranked and in alphabetical order)

- Corporal Nathan Cirillo Elementary School
- Gord Edgar Downie Elementary School
- Viola Desmond Elementary School

On the motion of Trustee Mulholland, seconded by Trustee Buck, the Standing Committee **RECOMMENDS** that the new school be named **Corporal Nathan Cirillo Elementary School**.

The motion **FAILED** on the following division of votes:

In Favour (5): Trustees Archer, Bingham, Buck, Deathe and Mulholland. Student Trustee Hesler

Opposed (5): Trustees Danko, Galindo, Johnstone, Miller and Tut.

On the motion of Trustee Mulholland, seconded by Trustee Johnstone, the Standing Committee **RECOMMENDS** that the new school be named **Viola Desmond Elementary School**.

CARRIED UNANIMOUSLY

Student Trustee Ethan Hesler voted in favour

5. Safe Schools: Mapping Out Community Supports

Staff provided a Safe Schools update to Trustees outlining some of the following: Background, Timelines, Guiding Principles of Engagement, Next Steps, Partner Mapping Working Group. Consultations have been taking place regarding how to address gaps. Originally there were 9 planned sessions and Thoughtexchange. This has been increased to 11 sessions and Thoughtexchange. The consultations have been delayed due to Covid. A final report will be coming to Trustees in June 2021.

On the motion of Trustee Tut, seconded by Trustee Miller, the Standing Committee **RECOMMENDS** that the update report be received.

CARRIED UNANIMOUSLY

Trustee Bingham was not present for the vote

Student Trustee Ethan Hesler voted in favour

Respectfully submitted,
Cam Galindo, Chair of the Committee

12-3
DRAFT - HWDSB 2021-2022 SCHOOL YEAR CALENDAR - ELEMENTARY

| Month | Instr. Days | PA Days | Exam Days | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------------|---------|-----------|---|---|---|------|------|--|-----|------|------|----|----|--|------|------|------|------|------|------|------|------|------|-------|--|------|------|-------|-------|------|
| | | | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | M | T | W | T | F | | M | T | W | T | F |
| Aug. | | | | 2 | 3 | 4 | 5 | 6 | | 9 | 10 | 11 | 12 | 13 | | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | | 30 | 31 | | | |
| Sept. | 17 | 2 | | | | 1 | 2 PA | 3 B | | 6 H | 7 PA | 8 FD | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | | 27 | 28 | 29 | 30 | |
| Oct. | 20 | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 H | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 |
| Nov. | 21 | 1 | | 1 | 2 | 3 | 4 | 5 | | 8 | 9 | 10 | 11 | 12 | | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 PA | | 29 | 30 | | | |
| Dec. | 13 | | | | | 1 | 2 | 3 | | 6 | 7 | 8 | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 B | 21 B | 22 B | 23 B | 24 B | | 27 H | 28 H | 29 B | 30 B | 31 B |
| Jan. | 20 | 1 | | 3 | 4 | 5 | 6 | 7 | | 10 | 11 | 12 | 13 | 14 | | 17 | 18 | 19 | 20 | 21 | 24 | 25 | 26 | 27 | 28 PA | | 31 | | | | |
| Feb. | 19 | | | | 1 | 2 | 3 | 4 | | 7 | 8 | 9 | 10 | 11 | | 14 | 15 | 16 | 17 | 18 | 21 H | 22 | 23 | 24 | 25 | | 28 | | | | |
| Mar. | 17 | 1 | | | 1 | 2 | 3 | 4 PA | | 7 | 8 | 9 | 10 | 11 | | 14 B | 15 B | 16 B | 17 B | 18 B | 21 | 22 | 23 | 24 | 25 | | 28 | 29 | 30 | 31 | |
| Apr. | 19 | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 | 12 | 13 | 14 | 15 H | 18 H | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 |
| May | 21 | | | 2 | 3 | 4 | 5 | 6 | | 9 | 10 | 11 | 12 | 13 | | 16 | 17 | 18 | 19 | 20 | 23 H | 24 | 25 | 26 | 27 | | 30 | 31 | | | |
| June | 20 | 2 | | | | 1 | 2 | 3 PA | | 6 | 7 | 8 | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | | 27 | 28 | 29 LD | 30 PA | |
| July | | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 |
| | 187 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|-----------|------------------------|-----------|---------------------------------------|----------|-------------------|
| FD | FIRST DAY FOR STUDENTS | PA | SYSTEM-WIDE PROFESSIONAL ACTIVITY DAY | B | SCHOOL HOLIDAY |
| LD | LAST DAY FOR STUDENTS | PA | PROFESSIONAL ACTIVITY DAY | H | STATUTORY HOLIDAY |

- As per the requirements of O. Reg 304, the school year shall commence on or after September 1 and will end on or before June 30.
- The minimum number of school days required in a school year calendar is 194. Any school days not designated as professional activity days are to be regarded as instructional days. As a result, the minimum number of instructional days per school year is 187.
- School boards may designate up to seven professional activity (PA) days per school year. Three of those PA days must be devoted to provincial education priorities identified by the Minister.
- A board may designate up to ten instructional days as examination days.
- The deadline for submission of regular school calendars is May 28th, 2021.

12-4
DRAFT - HWDSB 2021-2022 SCHOOL YEAR CALENDAR - SECONDARY

| Month | Instr. Days | PA Days | Exam Days | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|-------------|---------|-----------|---|-----|------|------|------|--|-----|------|------|----|----|--|------|------|------|------|------|------|-------|------|------|-------|--|------|------|-------|-------|------|--|--|--|--|--|--|--|--|
| | | | | M | T | W | T | F | | M | T | W | T | F | | M | T | W | T | F | M | T | W | T | F | | M | T | W | T | F | | | | | | | | |
| Aug. | | | | 2 | 3 | 4 | 5 | 6 | | 9 | 10 | 11 | 12 | 13 | | 16 | 17 | 18 | 19 | 20 | 23 | 24 | 25 | 26 | 27 | | 30 | 31 | | | | | | | | | | | |
| Sept. | 17 | 2 | | | | 1 | 2 PA | 3 B | | 6 H | 7 PA | 8 FD | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | | 27 | 28 | 29 | 30 | | | | | | | | | |
| Oct. | 20 | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 H | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 | | | | | | | | |
| Nov. | 21 | 1 | | 1 | 2 | 3 | 4 | 5 | | 8 | 9 | 10 | 11 | 12 | | 15 | 16 | 17 | 18 | 19 | 22 | 23 | 24 | 25 | 26 PA | | 29 | 30 | | | | | | | | | | | |
| Dec. | 13 | | | | | 1 | 2 | 3 | | 6 | 7 | 8 | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 B | 21 B | 22 B | 23 B | 24 B | | 27 H | 28 H | 29 B | 30 B | 31 B | | | | | | | | |
| Jan. | 21 | | 4 | 3 | 4 | 5 | 6 | 7 | | 10 | 11 | 12 | 13 | 14 | | 17 | 18 | 19 | 20 | 21 | 24 | 25 LD | 26 E | 27 E | 28 E | | 31 E | | | | | | | | | | | | |
| Feb. | 18 | 1 | 1 | | 1 E | 2 PA | 3 FD | 4 | | 7 | 8 | 9 | 10 | 11 | | 14 | 15 | 16 | 17 | 18 | 21 H | 22 | 23 | 24 | 25 | | 28 | | | | | | | | | | | | |
| Mar. | 17 | 1 | | | 1 | 2 | 3 | 4 PA | | 7 | 8 | 9 | 10 | 11 | | 14 B | 15 B | 16 B | 17 B | 18 B | 21 | 22 | 23 | 24 | 25 | | 28 | 29 | 30 | 31 | | | | | | | | | |
| Apr. | 19 | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 | 12 | 13 | 14 | 15 H | 18 H | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 | | | | | | | | |
| May | 21 | | | 2 | 3 | 4 | 5 | 6 | | 9 | 10 | 11 | 12 | 13 | | 16 | 17 | 18 | 19 | 20 | 23 H | 24 | 25 | 26 | 27 | | 30 | 31 | | | | | | | | | | | |
| June | 20 | 2 | 5 | | | 1 | 2 | 3 | | 6 | 7 | 8 | 9 | 10 | | 13 | 14 | 15 | 16 | 17 | 20 | 21 LD | 22 E | 23 E | 24 E | | 27 E | 28 E | 29 PA | 30 PA | | | | | | | | | |
| July | | | | | | | | 1 | | 4 | 5 | 6 | 7 | 8 | | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | | 25 | 26 | 27 | 28 | 29 | | | | | | | | |
| | 187 | 7 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|-----------|------------------------|-----------|---------------------------------------|----------|-------------------|
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