
Trustees: 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 Fatima Zakar (electronically).

Regrets were received from Trustees Kathy Archer, Carole Paikin Miller and Student Trustees Ethan Hesler and Skylar Seggie.

1. Call to Order

Dawn Danko, Chair of the Board, called the meeting to order at 5:32 p.m.

2. Profiling Excellence - Eyes on Youth and Start a SPARK – Dundas Valley Secondary School

The Students and Staff listed below from Dundas Valley Secondary School were honoured for the great work that they accomplished in December 2019 and January 9, 2020. The 2019/2020 Global Connect class chose to host two very different events to support students throughout HWDSB.

The first event was the Eyes on Youth Art Exhibition held on December 13, 2019 which took place in the Old Cotton Factory in Hamilton. It provided a wonderful opportunity for Students to share their voices and gain valuable knowledge of Human Rights, Business and the UN goals for sustainable development. Students across HWDSB were invited to share their voice through artist expression as well as attend the event to explore and experience a wide variety of submissions on display. There were more than 150 art installations and more than 250 guests attended this event.

The second event was the Start a SPARK retreat held on January 9, 2020 at Carmen's Banquet Centre. This retreat was for students in Grade 7 and 8 designed to explore the UN sustainability development goals with a purpose of addressing each goal in a meaningful way within our school communities. The Students in the Global Connect class designed, created, organized, advertised and facilitated the day. Approximated 120 HWDSB Grade 7 and 8 students attended the event.

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

3. Approval of the Agenda:

RESOLUTION #21-86: Trustee Bingham, seconded by Trustee Mulholland, moved: **That the agenda be approved.**

CARRIED UNANIMOUSLY

Student Trustee Zakar voted in favour

4. Declarations of Conflict of Interest

None were declared.

Reports from Legislated Committees:

5. Parent Involvement Committee – April 6, 2021

RESOLUTION #21-87: Trustee Deathe, seconded by Trustee Buck, moved: **That the Parent Involvement Committee Report – April 6, 2021 be received.**

CARRIED UNANIMOUSLY

Student Trustee Zakar voted in favour

Reports from Community Advisory Committees:

6. French as a Second Language Advisory Committee – March 24, 2021

RESOLUTION #21-88: Trustee Buck, seconded by Trustee Galindo, moved: **That the French as a Second Language Advisory Committee Report – March 24, 2021 be received.**

CARRIED UNANIMOUSLY

Student Trustee Zakar voted in favour

7. First Nations, Métis and Inuit Advisory Committee – April 7, 2021

RESOLUTION #21-89: Trustee Bingham, seconded by Trustee Danko, moved: **That the First Nations, Métis and Inuit Advisory Committee Report – April 7, 2021 be approved including: 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 way.
- ii. They must be loved and recognized for their distinct place.
- 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 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.
- 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.
 - 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.
 - 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 Board live into its commitment to working in parallel with Indigenous communities, recognizing, honouring and affirming their distinct approaches to Indigenous Human Rights
- policies and practices while also making separate and distinct space for anti-colonialism, anti-Indigenous racism and Indigenous Cultural safety training.

CARRIED UNANIMOUSLY

Student Trustee Zakar voted in favour

8. Rural Schools Advisory Committee – April 7, 2021

RESOLUTION #21-90: Trustee Johnstone, seconded by Trustee Tut, moved: **That the Rural School Advisory Committee Report – April 7, 2021 be approved including:**

- 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.
- That a report and recommendation be brought to the Rural Schools Advisory Committee at the first meeting planned for the 2021 – 2022 school year.
- 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

Student Trustee Zakar voted in favour

Student Trustee Zakar left the meeting.

Reports from Staff:

9. School Re-Opening COVID-19 Update #9

Staff presented the report along with a slide presentation to Trustees outlining the latest School Re-Opening Updates. The highlights included:

- **Feedback from Families, Students, Staff**
- **Public Health Measures and Targeted Testing**
- **Learning In-Person**
- **Secondary Schools**
- **Elementary Schools**
- **Human Resources: Staff Absences and Redeployment**
- **Director's Update (from Ministry and CODE)**

10. Reports from: Standing Committee – April 19, 2021

Trustee Galindo, seconded by Trustee Mulholland, moved: **That the Standing Committee Report – April 19, 2021 be approved including:**

RESOLUTION #21-91: That the draft 2021-22 School Year Calendars be approved for submission to the Ministry of Education.

AND

RESOLUTION #21 -92: That the new school be named Collegiate Elementary School (on the Collegiate site) and the new school be named Viola Desmond Elementary School (on the Glen site) and that the remainder of the report be received.

CARRIED UNANIMOUSLY

11. Oral Reports from Liaison Committees:

A. Student Trustee Report – Local Activities & Ontario Student Trustees Association (OSTA) Report (deferred)

B. Director’s Report

The Director, Manny Figueiredo shared that even though we are in remote learning we are still moving forward with the collection of Student identity-based data. This is critical work that will begin in May 2020. It is really emphasizing the “why” behind it with some tough questions being asked. We need to critically look at which students are achieving and which students are not achieving. This is critical information that needs to be handled with great sensitivity. The data will be analyzed over the summer and the appropriate action from that data will come forward in the Fall of 2021.

C. Chair’s Report

The Chair acknowledged a big “thank you” to our health care providers and health care workers as we move through the third wave of Covid-19. She also acknowledged the work and dedication of our front-line education workers for their dedication and hard work along with our Senior Staff. The Chair spoke of the question “when will we return to in-person learning?” It was noted that the lagging indicator is the hospitalization numbers. There is no clear indication at this moment in time however, her personal feeling is that it could be weeks. The Chair also shared that on behalf of the Board of Trustees she would like to extend thanks to the students for their good work, their dedication to learning and for working so well with the teachers. The Board of Trustees understand that this has been a disappointing year for them and they would like to see students return to in-person learning prior to the end of the school year.

The meeting adjourned at 8:09 p.m.