

AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Operational Goals to align with the Multi-Year Strategic Plan](#)
5. Board of Trustee Self-Review – discussion of questions (no copy)
6. [Trustee Policy manual – feedback](#)
7. Adjournment and Resolution Into Private Session as per the Education Act, Section 207.2
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee member, an employee or prospective employee of the board or a pupil or his or her parent or guardian

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: November 20, 2023

PREPARED BY: Sally Landon, Manager of Research & Analytics
Heather Miller, Officer of Trustee Services

RE: Operational Goals to align with the Multi-Year Strategic Plan

Action

Monitoring X

Background:

The Multi-Year Strategic Plan (MYSP) 2022-2026 provides a blueprint for the Board Improvement Plan (BIP), a yearly roadmap for how we will action the MYSP to achieve our Vision, Mission, and Values. We revisit this roadmap yearly to ensure it is responsive and reflects where we are in our journey of improvement, learning and growth.

We have taken community, student and staff voices to heart in creating this BIP.

The Mission describes a set of circumstances that must be met in order for students to graduate and determine their own futures. We know from the research literature that students must achieve specific milestones in order to graduate such as reading by grade 3 and 16 credits by end of grade 10. We also know that if students are not engaged, they often do not come to school, and when students miss 10% of the instructional days in a year, they are at risk of not acquiring the learning they need to succeed in the following grade. We know that students who are suspended are often not engaged in optimal learning. We know that students who feel like they belong do better in school and want to be there.

The Ontario Ministry of Education released its Student Achievement Plan (SAP) for implementation during the 2023-2024 school year. The Goals we selected as the success criteria to achieve our Mission, and the indicators we chose to let us know if we are on the right track, align with the Ministry's Student Achievement Plan. Our Goals serve both HWDSB's Board Improvement Plan as well as the Ministry's Student Achievement Plan.

Through the MYSP consultation process, we learned from our communities, staff and students about the improvements needed in our system. The Board Improvement Plan is where we outline the actions we are taking to create the learning environment required for every student to "experience a sense of belonging and engage in dynamic learning to reach their potential and build their own future."

We know that as we work toward meeting our Vision, Mission and Goals, we must address

disproportionalities, racism, ableism, homophobia, safety, bullying, healing and wellness, school and classroom environments, staffing, trust and participation of parents and community, instruction and assessment in our school board. This is not an exhaustive list.

On the following pages, you will see how we propose to action the Strategic Directions to meet our Goals and achieve our Mission. Throughout the year, we will engage in measuring our progress in many ways using lead measures (formative measures) so that we can keep making responsive, in-time decisions that make a difference as we learn, improve and grow together.

Please note that this format of focusing on how we will meet each Goal rather than focusing on how we will achieve each Strategic Direction is different from the previous Board Annual Plan. Our reports will focus on each Goal and what actions we took from *multiple* Strategic Directions to work toward that Goal. Our own system data indicates that these are the five Goals we need to focus on for the next five years. How we action the Strategic Directions year over year through the Board Improvement Plan (BIP) will ensure that we meet our Goals.

The Multi-Year Strategic Plan (MYSP) is set to launch in January 2024. The operating goals that align with the MYSP focus on Literacy, Numeracy, Future Preparedness, Student Engagement and Student Well-Being. Trustees will note that the reports on the Goals of the Board Improvement Plan (BIP) will go forward to a Program Committee meeting.

HWDSB 2023-2024 Board Improvement Plan

HWDSB's 2022-2026 Multi-Year Strategic Plan

Vision

Growing Together

Mission

Every student experiences a sense of belonging and engages in dynamic learning to reach their potential and build their own future.

Values

Compassion: Leading with peace, friendship and love creates space for compassionate accountability, where we are responsible to one another in creating a culture of care.

Dignity: Reciprocity, anti-racism and anti-oppression lead to a just and equitable learning community, where every person is included, respected and valued.

Trust: Humility and transparency build the trusted relationships, connections and education system necessary for growth, change and evolution.

Joy: Curiosity, play and fun are catalysts for meaningful student learning outcomes and support joyful and enriching experiences.

Goals to achieve our Mission

Goal 1. Improve literacy achievement for every student

Indicators: % L3/4 EQAO Reading and Writing in grades 3 and 6 (provincial standard)
% FTE passing OSSLT

Goal 2. Improve numeracy achievement for every student

Indicator: % L3/4 EQAO Math in grades 3, 6 and 9 (provincial standard)

Goal 3. Improve preparedness for the future for every student

Indicators: % students graduating within 5 years
% students on track to graduate with 16 credits by end of Gr. 10
% students participating in job skills programs (SHSM, Dual Credits, OYAP)
% students enrolled in one of: Gr. 12 Math or Gr. 11 or 12 Science
% students who feel prepared for the next step in their learning

Goal 4. Increase engagement for every student

Indicators: % students attending school 90% of the time
% students who have not been suspended

Goal 5. Improve well-being for every student

Indicators: % students feel like they belong in their school
% students aware of available mental health supports and services

Indicators are measurable information that we use to know if we are achieving expected outcomes. The data we would use here is mainly summative and we gather it at the end of the year to reflect back on progress. Formative or lead data is what we use to inform decisions and make improvements during the year. Reports on our Goal progress will contain mainly formative measures.

HWDSB's 2022-2026 Multi-Year Strategic Plan

Strategic Directions

1. Upholding Human Rights, Safety & Well-being

- We will support all students and staff to feel safe and secure in our classrooms and school communities.

2. Providing Equitable Quality Education

- We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

3. Collaborating with Students, Families & Communities

- We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

4. Building a Sustainable Education System

- We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

5. Reinforcing Indigenous Educational Wellness & Reconciliation

- We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Strategic Directions serve as our Objectives that we will Action to meet our Goals and achieve our Mission.

Actions derived from these Objectives support all of our Goals in various ways.

Strategic Direction: Upholding Human Rights, Safety & Well-being

(Key words of this objective: safe & secure, inclusion, anti-oppression, anti-racism, cultural safety, trauma-informed approaches, positive health & well-being, staffing and retention, educator support, accessibility, comfortable spaces that encourage learning)

Actions: **Culturally Responsive Relevant Pedagogy (CRRP) and Indigenous Education** to create inclusive classrooms such that diverse identities, lived experiences, perspectives, histories and contributions are celebrated and students see themselves reflected in their school environments and learning materials, and educators utilize culturally relevant content that addresses local and global perspectives and issues.

Professional Development for all staff that is ongoing and fosters learning on anti-racism, human rights, equity, mental health aid & wellness, bias-free progressive discipline, trauma-informed conflict resolution, anti-oppression, anti-colonial instructional practices.

Student Engagement and Empowerment to re-engage students with a focus on belonging and to empower students to understand their rights and advocate for themselves and their learning.

Safety protocols to ensure students and staff feel safe in all aspects of the teaching and learning environment and have a voice in determining priorities.

Strategic Direction: Providing Equitable, Quality Education

(Key words: joy, love of learning, explore, engagement, creativity, critical thinking, reflection, evidence-informed instructional strategies, emerging technologies and innovative teaching methods)

Actions: **Professional Development and Support** for teaching staff on instructional practices to implement High Impact Instructional Practices (HIIP) in Mathematics, universal screening for literacy in primary grades, and evidence-informed reading instruction as per Right to Read, along with Universal Design for Learning (UDL), differentiated instructional practices, equitable teaching practices, Math and Reading content knowledge, and good assessment practices.

Broadening Pathway Choices for all students by dismantling the informal streaming practices throughout elementary grades that impact student academic self-concept, future achievement and choices. Intentionally introducing students to multiple and varied career options, pathways and their required courses beginning in grades 7 & 8.

Mentorship and Peer Support to foster a sense of belonging, joy, confidence and engagement in program, and tiered model of supports to build relationships among and between staff and students.

Strategic Direction: Collaborating with Students, Families & Communities

(Key words: participation, resources, reciprocity, relationships, support for families, communication, access, awareness, trust, engagement)

Actions: **Community Collaborations** to match community programs and services to school needs such as resources and programs for newcomers, learning tools, programs and literacy resources for families to support their child[ren]'s learning, nutrition; expanded workplace opportunities and experiences for Specialist High Skills Major (SHSM), co-op, career pathway awareness, alternative education opportunities, and investing in community knowledge holders to expand resources in languages, providing intentional community onboarding for school principals and vice-principals.

Family Involvement in learning at home to support students, developing structures for more immediate school/home digital communication and feedback along with navigation resources to make engagement easier as well as understanding school and community mental health systems, establishing ways to involve parents/guardians more in student course selection and pathway decisions.

Student Voice and feedback to elevate student participation in shaping their own learning and their learning environment.

Strategic Direction: Building a Sustainable Education System

(Key words: adapt, fiscal responsibility, equity in school renewal, climate resilience, succession planning, compassionate leaders, environmental consciousness)

Actions: **Investing in Staff** to ensure we can support quality experiences in learning and support, that we are actively building a diverse workforce and taking steps to support and retain staff.

Accessibility of all our facilities through the development of an Accessibility for Ontarians with Disabilities (AODA) strategy, along with engaging students to be actively involved in shaping improvements in their learning environments.

Innovation to ensure we are forward thinking in engaging students to become critical thinkers through curriculum and experiential connections in their built environment regarding contemporary issues that will shape their futures such as climate instability, energy consciousness, and artificial intelligence (AI).

Strategic Direction: Reinforcing Indigenous Educational Wellness & Reconciliation

(Key words: Truth and Reconciliation, Treaty relationships, reciprocity, IECSAP, policy/procedure review, Indigenous languages, listen, accountability, parent & community involvement, intercultural understanding, empathy, mutual respect, teacher-training)

Actions: **Valuing Indigenous knowledge and experience** in recruitment, staffing, and retention of Indigenous instructors. Provide professional development on Indigenous Educational Wellness and incorporating Indigenous teachings into various subject areas, that we make visible Indigenous Days of Significance and Indigenous ways of being in schools and classrooms, and that we support pathways that highlight Indigenous communities, and that we shape the school disciplinary climate by using intercultural understandings.

Learning Materials that are inclusive, linguistically diverse, culturally responsive and incorporate Indigenous knowledge, languages and nation-specific histories will be a focus of enriching schools along with developing curriculum and resources across all subject areas.

Community supports in homes to promote the involvement of parents in their child[ren]'s learning will be enhanced by working on community partnership development and building relationships with local leaders to deepen understanding of how to engage students and families.

Indigenous Educational Circle Strategic Action Plan (IECSAP) implementation to Revillagize, Reclaim, Renew, Restore and Celebrate in HWDSB and our communities.



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: November 20, 2023

PREPARED BY: Heather Miller, Officer of Trustee Services

RE: Trustee Policy Manual - feedback

Action

Monitoring X

Background:

Trustees were asked to provide feedback on the current Trustee Policy Manual over the summer. Staff have reviewed the feedback and created proposed revisions for the committee to consider.

Please refer to the attached which summarizes feedback received and considerations.

Trustee Policy Manual – Section	Feedback	Proposed Change
<p>Purpose Section 1.1 Pg. 1</p>	<p>Title of the manual references as a “policy” manual – it does not refer to any policy and is confusing – suggesting a different name for the manual.</p>	<p>That the title be changed to Board Governance By-laws (from Board of Trustee Policy Manual)</p> <p>Any reference within the document noted as “policy manual” changed to “board governance by-law(s)”</p>
<p>Role of the Board of Trustees Section 2.1 Pg. 6</p>	<p>Should the pre-amble or conclusion paragraph explicitly say that our “mandate” is to the health and well-being of the Board/HWDSB, and not to any other specific group, given area, or constituent?</p> <p>In the conclusion, “the Director of Education is responsible for the day-to-day operations,” ADD: “and all other staff.” Add clarity to statement.</p> <p>“A Board of Trustees functions as a cohesive whole, providing a clear sense of purpose and direction to the entire system and the community it serves.” Sentence needs clarity - it alludes to the direction of the community, which isn't really a fair description.</p> <p>“Its focus is on the big picture: improving student achievement through effective policymaking, visionary planning, evaluating student outcomes, inclusion of Indigenous knowledge, and identifying major implications for the school district.” Reference to the “big picture” includes many more elements than what is included.</p>	<p>A Board of Trustees functions as a cohesive whole, providing a clear sense of purpose and direction to the entire system on behalf of the community it serves. The focus of the Board of Trustees is on its focus is on the big picture, improving student achievement through effective policymaking, visionary planning, evaluating student outcomes, inclusion of Indigenous knowledge, and identifying major implications for the school district. The Director of Education is responsible for the day to day operations of the HWDSB.</p> <p>The Director of Education is both the Chief Education Officer and the Chief Executive Officer of the Hamilton-Wentworth District School Board (HWDSB), as well as the Secretary to the Board. The Director of Education is the sole employee of the Board of Trustees and as such, is accountable to the Board of Trustees and, through statute, to the Minister of Education for the organization and operation of Hamilton-Wentworth District School Board. All Board authority delegated to staff is delegated through the Director of Education.</p> <p>The Board of Trustees entrusts the daily operations of the school board to the Director of Education.</p>
	<p>General Comment received: responsibilities of Trustees - decorum at meetings, clarity of role in</p>	<p>Add a section related to Individual Trustee expectations.</p>

	<p>relation to directing staff, requesting work from non-forward-facing staff</p> <p>Clarify who is the official spokesperson of the board.</p>	<p>In addition to the responsibilities within the Education Act, the role of individual Trustees may also include:</p> <ul style="list-style-type: none"> • Attend and actively participate in meetings of the Board and Committees; • Bring forward concerns of students, parents and stakeholders to the attention of the Board; • Reflect community needs and attitudes while also providing leadership in decision-making; • Safeguard and keep confidential, materials and information discussed or placed in confidence with Trustees; • The Chair of the Board is the official spokesperson for the Board of Trustees. However, there may be instances when this is delegated to an individual Trustee. Individual Trustees are to ensure, when making public statements, that it is clear whether they speak on behalf of the Board as delegated or as an individual Trustee; • Exercise their power to govern only as a trust of the corporate body, not as an individual; • Comply with the HWDBS Trustee Code of Conduct; • Declare any pecuniary conflict of interest, whether direct or indirect, in accordance with the Municipal Conflict of Interest Act at Board and Committee meetings; • Uphold the implementation of any Board resolution after it is passed by the Board.
--	---	---

		<p>As a member of the Board, individual Trustees may also be asked to:</p> <ul style="list-style-type: none"> • Act as a representative of the Board at official functions; • Participate in provincial Trustee organizations and committees; • Attend and participate in conferences, workshops, etc. to be kept informed of current/emerging educational issues. <p>Trustees shall be expected to model the following practices:</p> <ul style="list-style-type: none"> • Make decisions in a manner which are open, accessible and transparent; • Be open minded when approaching issues before the Board and prepared to make the best decision for the system as a whole; • Be respectful of differing points of views and ensure remarks made are related to the issue being discussed. Any discourteous language, reference to personalities or statements contravening the Ontario Human Rights Code, the Charter of Rights and Freedom, HWDSB Human Rights Policy or the Trustee Code of Conduct will not be tolerated; • Conduct the business of Board through the appropriate channels; • Ensure that public office is not utilized for personal gains; • Protect the integrity of the Board. • Best practices for social media (add new section)
Pg. 6	Update Strategic Directions to new Multi-Year Strategic Plan	HWDSB's Board of Trustees is committed to the pursuit of HWDSB's Mission, Vision and Values. The current Multi-Year Strategic Plan is available on the HWDSB website.

		hyperlink the words Mission, Vision and Values to link to website
Values Section 2.2 Pg. 7	Add “historically” before the word marginalized – below: HWDSB’s Board of Trustees respects the value brought by the diverse experiences of all Trustees and other leaders and is committed to listening to the diversity of thoughts as an integral part of decision making and operations. The Board of Trustees strives to empower marginalized voices equitably through anti-colonial, anti-racist, and Indigenous lenses as part of addressing issues of systemic discrimination and marginalization.	HWDSB’s Board of Trustees respects the value brought by the diverse experiences of all Trustees and other leaders and is committed to listening to the diversity of thoughts as an integral part of decision making and operations. The Board of Trustees strives to empower historically and currently underserved* marginalized voices equitably through anti-colonial, anti-racist, and Indigenous lenses as part of addressing issues of systemic discrimination and marginalization. *Language confirmed with staff – will review remainder of manual and update as needed throughout
	HWDSB Human Rights Policy includes SES, language should align with that policy – update language “HWDSB’s Board of Trustees is committed to creating an equitable, diverse, and inclusive environment where all students, staff, volunteers, Trustees, and other stakeholders feel empowered, respected, and valued.”	HWDSB’s Board of Trustees supports learning and working environments that are welcoming, respectful, accessible, and free from discrimination and harassment. *Language pulled from opening statement of the Human Rights policy.
Accountabilities Section 2.3 Pg. 8	Feedback received noted that within the section, the reference to Accountabilities should be substituted as it is misleading. The order of the bullets could be considered an order of importance, consider re-ordering the list.	Note from Staff – the language used in the section currently reflects a combination of old language from the Education Act and additional statements created internally in terms of the titled sections. The proposal is to re-title the section Responsibilities and refer directly to the appropriate section of the Act. Responsibilities In accordance with Section 169.1, of the Education Act, the Board of Trustees is required to:

		<p>(a) Promote student achievement and well-being;</p> <p>(b) Ensure the effective stewardship of the Board’s resources;</p> <p>(c) Deliver effective and appropriate education programs to its pupils;</p> <p>(d) Develop and maintain policies and organizational structures that promote the goals of the HWDSB;</p> <p>(e) Monitor and evaluate the effectiveness of policies developed by the Board in achieving its goals and the efficiency of the implementation of those policies;</p> <p>(f) Develop and review annually a Multi-Year Strategic Plan in accordance with section 169.1(1)(f) of the <i>Education Act</i>; and</p> <p>(g) Monitor and evaluate the performance of the Director.</p> <p>Maintain the following section in the manual with some adjustments noted below.</p> <p>HWDSB Board of Trustees commits the following to Student Trustees:</p> <p>a. The Board of Trustees is committed to hearing the voices of the student population and will ensure that the student perspective is considered in the decisions of the members of the Board of Trustees.</p> <p>One method of ensuring that students are heard is through the positions of the elected Student Trustees.</p> <p>b. Since Student Trustees are students in the HWDSB, the Board of Trustees and HWDSB have an obligation to ensure that Student Trustees are always in a safe environment and are properly and professionally supervised at all times, just as if they were in a classroom. This includes ensuring that the</p>
--	--	---

		<p>Student Trustees have training, resources, and on-going professional and appropriate support at all times.</p> <p>c. The Board of Trustees also takes responsibility for communicating with students and ensuring student engagement. Communication includes listening to students and understanding their needs and values, as well as ensuring that Board of Trustees decisions are understood by students. The Board of Trustees commits to working with the Student Trustees to create regular and on-going opportunities for this two-way communication between the Board of Trustees and students at large. Student Trustees will have the opportunity to work with the Board of Trustees to design mechanisms for communication and will have resources and support from Board of Trustees and the HWDSB.</p>
<p>Rules of Order for Board Meetings Section 4.5 Pg. 54</p>	<p>7. No Trustee shall speak longer than five minutes on the same question, nor shall any member, except in explanation, speak more than once upon any question. The mover of the original motion, but not of any amendment, may have up to five minutes to close the debate. The Chair may reduce or increase the length of time for speakers or the number of times a member speaks to facilitate discussion on a specific matter.”</p> <ul style="list-style-type: none"> • Not understanding what the bolded text means – consider revising this statement to be clear 	<p>7. No Trustee shall speak longer than five minutes on the same question, nor shall any member, except in explanation, speak more than once upon any question. The mover of the original motion, but not of any amendment, may have up to five minutes to close the debate. The Chair may reduce or increase the length of time for speakers or the number of times a member speaks to facilitate discussion on a specific matter.</p>
<p>Delegations Section 4.16 Pg.76</p>	<p>Update section to require a written statement as part of the process when requesting delegation status</p>	<p>Requests to Make an Oral Delegation</p> <p>8. Delegations are asked to make submissions in writing which contain the speaker’s full name, contact information (including telephone number[s], email address and home address), a written copy of the delegation, including any presentation or</p>

		<p>hand-out materials, and recommendation(s) for resolving the matter (if applicable).</p> <p>A Delegation Submission Template can be accessed via the Board's website (insert link) and can be completed online, or a hard copy can be submitted to the Officer of Trustee services.</p> <p>Consider adding the following statements under request to make delegation:</p> <p>A delegate cannot register for more than one place on the agenda.</p> <p>All delegates will be informed of the following:</p> <ul style="list-style-type: none">• In accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), presenters must ensure that no student or staff member is identified by name or by specific comments by which they could be identified.• Speaking remarks and presentations shall be free of statements or materials that are contrary to the Ontario Human Rights Code, other laws of Ontario and Canada, and the policies of the board, including but not limited to HWDSB Human Rights Policy and HWDSB Code of Conduct Policy.• Speaking remarks and presentations must not contain inappropriate comments regarding students, staff, or community members.• Delegates are expected to always refrain from the use of abusive or derogatory language and conduct themselves with courtesy and respect for others.• Delegates are invited to provide their own copies of any presentation handouts. Board staff will not be
--	--	---

		<p>responsible for making copies of delegation materials, for the purpose of providing handouts.</p> <p>The Chair may expel or exclude from the meeting any person(s) who engage in this or any other form of improper conduct.</p> <p>Time Allotted: 10. Delegates will be provided with up to 5 minutes to present. At any time the Chair may decide that a shorter time be allotted to facilitate the business of the meeting.</p>
<p>4.15 Submitting a Written Notice of Motion Pg. 71</p>	<p>Add language that speaks to how motions come forward to the Board, without a need for notice.</p>	<p>Within the preamble under <i>Motions</i> add the following text:</p> <p>The Board of Trustees receives recommended action to consider through committee reports, staff reports or as a result of discussion of an agenda item, where notice is not necessary to be provided in advance. A motion is exclusively an action that occurs during a meeting, does not happen until moved by a Trustee when a meeting is underway.</p> <p>There may be times that a Trustee wishes to present a motion for consideration at a future meeting. In this instance, a Trustee who has submitted a notice of motion for inclusion on the agenda is considered to be providing notice to other Trustees, staff and the community that the matter may be considered, and may be withdrawn or edited or make editorial changes to it at the time it is moved.</p>
<p>NEW ADDITION</p>	<p>Request to add language on how correspondence addressed to the Board are handled</p>	<p>Add to Section 4.3 (Pg. 51) Regular Board Meetings.</p> <p>9. From time to time the Board may receive correspondence from other boards or the community on topics that fall within the mandate of the Board of Trustees. The following protocol is used when correspondence is received:</p>

		<ul style="list-style-type: none">• Correspondence from other boards received by the chair of the board will be added to the next available Board agenda.• Correspondence from the community may be received through the Office of Trustee Services and must be addressed to the Board of Trustees.<ul style="list-style-type: none">○ Correspondence shall not anonymous or contain any defamatory, obscene, offensive, indecent, improper, rude, or vulgar language.○ Correspondence shall not contain personal information, except for the author's name. Any personal information found in the communication will be redacted pursuant to the obligations of Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).○ Following receipt and review of the correspondence, it may be added to the next available board meeting agenda OR if more appropriate, it may be referred to a committee for placement as an agenda item for a future meeting○ Correspondence respecting employee relation matters, school-specific matters, or conduct of a member(s) of staff will not be placed on the board agenda or referred to a committee. These matters will be referred forthwith by the Officer of Trustee Services to the relevant department, school or superintendent's office for consideration and appropriate action.○ Correspondence received which contain allegations of a violation of the Trustee Code of Conduct by a member(s) of the Board will not be placed on any agenda but will be returned to
--	--	--

		<p>the author who will be advised of the protocol for bringing forward such allegations to the attention of the Chair of the Board.</p> <ul style="list-style-type: none"> • Trustees may motion to receive and file, motion to develop their own HWDSB response or refer to staff or a committee for follow up on a future agenda <p>Another proposal for consideration:</p> <p>9. HWDSB Trustees will only receive correspondence from another school board. Any other correspondence received will be returned to the author and redirected to the delegation process where a written submission can be submitted, distributed to Trustees and posted on the Board’s website.</p> <ul style="list-style-type: none"> ○ Written submissions shall not anonymous or contain any defamatory, obscene, offensive, indecent, improper, rude, or vulgar language. ○ Written submissions shall not contain personal information, except for the author’s name. Any personal information found in the communication will be redacted pursuant to the obligations of Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). ○ Written submissions respecting employee relation matters, school-specific matters, or conduct of a member(s) of staff will not be placed on the board agenda or referred to a committee. These matters will be referred forthwith by the Officer of Trustee Services to the relevant department, school or superintendent’s office for consideration and appropriate action.
--	--	--

		<ul style="list-style-type: none"> ○ Written submissions received which contain allegations of a violation of the Trustee Code of Conduct by a member(s) of the Board will not be placed on any agenda but will be returned to the author who will be advised of the protocol for bringing forward such allegations to the attention of the Chair of the Board.
	Request to add a section related to navigating media requests	<p>Proposal:</p> <p>Chair of the Board. The Chair of the Board is the official spokesperson for the Board of Trustees with respect to all external communications on matters under consideration by the board, as well as explaining Board positions and decisions, including budget and policy decisions.</p> <p>Trustees Trustees may not to speak on behalf of the board, unless authorized to do so by that Chair of the Board.</p> <p>All media request for administrative or political response on board matters, and or interviews shall be directed to the Senior Manager, Communications and Community Engagement.</p> <p>Whenever possible, media request received directly by individual trustees are responded to following consultation with the Senior Manager, Communications and Community Engagement, fellow staff, and/or Board Trustees to ensure that the response is reflective of the position of HWDSB.</p> <p>Any personal opinions must be clearly identified as such and further, that such opinions are not necessarily those of HWDSB.</p>

