

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, June 13, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities

Announcements

Delegations

Policy and Governance (30 minutes)

- 1** Review of Board Policy 2002 – Partnerships and Sponsorships
- 4** Review of Board Policy 2010 – Assessment, Evaluation and Reporting
- 7** Review of Board Policy 2011 – Sun, Safety and Shading
- 11** Review of Board Policy 3003 – Trustee Professional Development
- 15** Review of Board Policy 4019 – Waterloo County Secondary School Athletic Association

Reports (Human Resource Services and Student Achievement and Well-Being Services Focus)

- Recognition of Outgoing Student Trustees C. Millar
- 19** Motion – Trustee N. Waddell re Volunteers
- 20** Annual Facility Partnerships Consideration M. Gerard
- 24** Capital Priorities – Revised Approvals
- 27** 2016 Board of Trustees Annual Evaluation Questionnaire – Summary of Results Chairperson
- 38** Ontario Public School Boards' Association – Approval of Board Policy 3007 Chairperson
- 2016-2017 Budget Update (Verbal) M. Gerard

Staff and Board Reports

- 40** Student Trustee 2015-2016 Annual Report R. Barnes/A. Takhar

Question Period (10 minutes)

Future Agenda Items (Notices of Motion to be referred to Agenda Development Committee)

Adjournment

Questions relating to this agenda should be directed to
Jayne Herring, Manager of Corporate Services
519-570-0003, ext. 4336, or Jayne.Herring@wrdsb.on.ca



PARTNERSHIPS AND SPONSORSHIPS

Legal References:

Related References: *Conference Board of Canada - Ethical Guidelines for Business-Education Partnerships*

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *November 11, 2013*

1. **Preamble**

It is the policy of the Waterloo Region District School Board to permit, promote and encourage mutually beneficial educational partnerships and sponsorship agreements between schools or the Board and the larger community, following the approval of the Director of Education, or designate, and in adherence with the Ethical Guidelines for Business-Education Partnerships developed by the Conference Board of Canada.



PARTNERSHIPS AND SPONSORSHIPS

Legal References:

Related References: *Conference Board of Canada – Ethical Guidelines for Business-Education Partnerships;*
Board Policy 4005 – Procurement;
Administrative Procedure 1570 – School Councils;
Administrative Procedure 4360 – Principles of Business Conduct for Board Employees;
Administrative Procedure 4490 – Waterloo Education Foundation Inc.;
Administrative Procedure 4570 – Procurement;
Administrative Procedure 4650 – Donations: Computers, Equipment or Other Items;
Administrative Procedure XXXX – Partnerships and Sponsorships;
School Council Handbook by WRAPSC/PIC (2015).

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2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the Superintendent, Business Services and Treasurer, is authorized to provide the administrative procedures necessary to implement this policy.

3. Definitions

- 3.1 Partnership – A partnership is an agreement based on mutual benefit where an ongoing relationship is sought to develop gains for both partners. The primary basis of an educational partnership is the formally acknowledged exchange of human, intellectual, or material resources to expand opportunities for pupil learning.
- 3.2 Sponsorship – A sponsorship is an agreement between the Board, school, or a School Council and a company or community based organization or foundation through which the sponsor provides money, goods or services in exchange for advertising within a school or the Board. Funds provided through sponsorships are not eligible for charitable income tax receipts in accordance with Canada Revenue Agency Regulations and Guidelines. A sponsorship is not a donation.

- 3.3 Donation – A donation is defined by Canada Revenue Agency as a voluntary transfer of cash or property to the Board that is made without expectation of any benefit of any kind accruing to the donor or any individual or organization designated by the donor. Donations may include: cash, assets and tangible property, real estate, artworks, jewellery), bequests and grants. Donations fall into the following categories: cash donations, gifts of tangible property (free from all liens), gifts of certified cultural property and gifts-in-kind. A donation is eligible for an official charitable donation receipt issued from the Waterloo Education Foundation Inc.

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ASSESSMENT, EVALUATION AND REPORTING

Legal References:

Related References: *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010*
 Assessment, Evaluation and Reporting Handbook, WRDSB 2013
 Administrative Procedure 1660 Assessment, Evaluation, Reporting Grades 7-12
 Administrative Procedure 1670 - Effective Use of Diagnostic Assessments
 WRDSB Board Improvement Plan For Student Achievement (BIPSA)

Effective Date: *September 2011*

Revisions: *April 20, 2015*

Reviewed:

1.0 Preamble

The Waterloo Region District School Board believes that effective assessment, evaluation and reporting practices:

- 1.1 optimize learning, well-being and achievement for all;
- 1.2 are fair, transparent, inclusive and equitable;
- 1.3 promote clear and common understandings among teachers and students of what students need to know and be able to do;
- 1.4 are ongoing and varied in nature and provide multiple opportunities for students to demonstrate learning over a period of time and in a variety of ways;
- 1.5 relate to the curriculum expectations and, as much as possible, incorporate the interests and learning styles of all students;
- 1.6 provide descriptive feedback that is clear, meaningful, and timely;
- 1.7 identify next steps for learning on a continuing basis;
- 1.8 develop students' self-assessment skills enabling them to assess their own learning, set specific goals and plan for future learning;
- 1.9 communicate to students and parents/guardians information about student progress toward meeting learning goals and next steps for learning in a meaningful way at appropriate intervals;

These beliefs serve as a foundation for all practices related to assessment, evaluation and reporting.



Waterloo Region
District School Board

Board Policy 2010

ASSESSMENT, EVALUATION AND REPORTING

Legal References:

Related References: *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010*
 Assessment, Evaluation and Reporting Handbook Grades 9 - 12, 2013, WRDSB
 (Under Revision)
Administrative Procedure 1660 – Assessment, Evaluation and Reporting – Grades 7 – 12
Administrative Procedure 1670 – Effective Use of Diagnostic Assessments
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- 1.9 communicate to students and parents/guardians information about student progress toward meeting learning goals and next steps for learning in a meaningful way at appropriate intervals;
- ~~1.10 include procedures regarding i) percentage marks below 50 per cent; ii) cheating and plagiarism and iii) late and missed assignments.~~

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SUN SAFETY AND SHADING

Legal References:	<i>Education Act</i>
Related References:	<i>Policy 2000 Environmental Values</i> <i>Shade Audit Information Guide and Tool, Region of Waterloo</i>
Effective Date:	January 2012
Revisions:	<i>March 2015</i>
Reviewed:	<i>March 2015</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to promote public health through the development of a culture of sun safety through education, communication and action.

2. Sun Safety

- 2.1 The Board recognizes that exposure to ultraviolet radiation (UVR) poses an identified health risk (such as skin cancer) to children and adults.
- 2.2 The Board recognizes that the strategic provision of shade:
- reduces the urban heat island effect by reducing the temperature of hard surfaces including paved areas and parking lots
 - enables children to play in outdoor environments while protecting them from the harmful impact of UVR.
- 2.3 The Board acknowledges the important role of communicating and promoting sun safety awareness and protective strategies to students, parents and staff which include:
- 2.3.1 The potential ill effects of sun exposure
- 2.3.2 Protective Strategies:
- providing shaded areas for outdoor activities
 - wearing protective clothing (long sleeved shirts and long pants and tightly woven fabrics)
 - wearing hats with wide brims, visors and/or back flaps
 - wearing UV protective sunglasses
 - using sunscreens
 - using portable shade devices
- 2.4 The Board recognizes the importance of the provision of shade, either natural (trees or other appropriate vegetation) or constructed, as an essential element in the planning and design of new or renovations to board facilities. When plans for school construction, additions or renovations include the removal of healthy trees from the school property, the overall communication process should inform and allow input from school communities and surrounding neighbours.
- 2.5 In addition, existing school sites should be reviewed periodically to ensure that appropriate shaded areas are being provided for children.
- 2.6 The Board supports and encourages schools and school councils to develop school based greening solutions to address ongoing sun safety behaviours and shading initiatives.

- 2.7 The Board acknowledges and accepts its responsibility in the community to participate in the development and support of a Region Wide Shade Policy with community partners.



SUN SAFETY AND SHADING

Legal References: *Education Act*

Related References: *Policy 2000 Environmental Values*
Shade Audit Information Guide and Tool, Region of Waterloo

Effective Date: January 2012

Revisions: *March 2015*

Reviewed: *June 13, 2016*

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TRUSTEE PROFESSIONAL DEVELOPMENT

Legal References:	<i>Education Act, Section 171(1)17: Powers of Boards – Membership Fees and Travelling Expenses</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines;</i> <i>Ministry Memo 2009:B8 – Trustee Expense Guideline</i>
Related References:	<i>Board Policy 3001 – Travel, Meals and Hospitality Expenditures – Trustees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>FS-07-AS5 – Request for Expense Reimbursement</i> <i>HR-99-300 - Request for Staff Development Funds</i>
Effective Date:	<i>February 23, 1998, January 25, 2010</i>
Revisions:	<i>January 12, 2015</i>

1. Trustee Professional Development

- 1.1 It is the policy of the Waterloo Region District School Board to support and encourage the attendance of trustees at conferences, conventions, seminars and courses of an educational nature, in accordance with the regulations governing this policy, subject to budget limitations established by the Board, in recognition of the benefits of providing opportunities for Board members to gain greater depth of knowledge and experience relative to their responsibilities.

2. Guidelines

- 2.1 A trustee professional development budget shall be established annually by the Board.
- 2.2 Trustees may not attend more than one out-of-province professional development activity per year.
- 2.3 No more than three trustees may attend the same out-of-province professional development activity.
- 2.4 In the event that more than three trustees apply to attend the same out-of-province professional development activity, a special committee consisting of the Chairperson and two trustees to be appointed by the Board would make the determination in accordance with the regulations. The Committee will give consideration to Board or Committee members having a special interest in the topic(s) being covered during the professional development activity and to the order in which applications were received.
- 2.5 The Board will pay expenses in connection with the attendance by a trustee at an approved professional development activity in accordance with Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.
- 2.6 A “Request for Staff Development Funds” form (HR-99-300) must be completed and submitted to the Chairperson for approval prior to attending the professional development activity.
- 2.7 Supporting vouchers and receipts for expenses incurred under these regulations must be submitted to the Chairperson's Office on a Request for Reimbursement of Expenses Form (FS-07-AS5).

- 2.8 Trustees whose expenses are being paid by another sponsoring organization will not be reimbursed under the policy and regulations.
- 2.9 Trustees attending a professional development activity under this policy and its regulations must complete a written report attached to the Request for Reimbursement of Expenses Form. The conference report will be posted on the Board website quarterly providing information about the experience and how it contributed to their position as Trustee, as well as to education in the Board while supporting the strategic plan.



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Revisions:	January 12, 2015, June 13, 2016

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WATERLOO COUNTY SECONDARY SCHOOL ATHLETIC ASSOCIATION (WCSSAA)

Legal References:

Related References: *Administrative Procedure 1580 – Off Campus – Categories I, II & III*
 Administrative procedure 4130 – Severe Weather Conditions (Bus Cancellation
 – Student Dismissal – School Closing)

Effective Date: *June 15, 2015*

Revisions:

Reviewed: *June 15, 2015*

1.0 Preamble

1.1 The Waterloo Region District School Board is committed to providing Waterloo Region District School Board (WRDSB) students with the opportunity to participate in a safe and enjoyable, competitive, co-instructional, inter-scholastic athletic program amongst its secondary schools. The Board recognizes that co-instructional athletic experiences create opportunities for students to build leadership, teamwork, collaboration and communication skills, which contribute to the overall well-being and development of students.

2.0 Waterloo County Secondary School Athletic Association Purpose

2.1 To ensure a sustainable inter-scholastic, co-instructional athletic program for secondary school students, an athletic committee under the authority of the Board shall provide the ongoing management and administration of the athletic program in accordance with WRDSB Policies and Procedures. Under the direction of the Director or designate, this co-instructional athletic committee shall be known as the Waterloo County Secondary School Athletic Association, herein referred to as WCSSAA.

2.2 WCSSAA, as a co-instructional athletic committee of the Waterloo Region District School Board, will:

- 2.2.1 Support interest in sport among the secondary students in the Waterloo Region District School Board;
- 2.2.2 Establish, support and administer all sanctioned, inter-school athletic activities;
- 2.2.3 Provide opportunities for a high degree of participation in inter-school sports;
- 2.2.4 Encourage the development of appropriate values, such as fair play and sportsmanship;
- 2.2.5 Reinforce the benefits derived from participation in competitive sport in an educational setting;
- 2.2.6 Promote a balance in the athletic, academic and social-emotional development of the student;
- 2.2.7 Support the strategic directions of the Waterloo Region District School Board in engaging students and in fostering wellness and well-being;

- 2.2.8 Maintain membership in good standing with the Ontario Federation of School Athletic Associations (OFSAA) through affiliation with the Central Western Ontario Secondary School Association (CWOSSA) and ensure its procedures and rules are in agreement with and complement, where appropriate, the respective rules of OFSSAA and CWOSSA.

3.0 Participation

- 3.1 As a committee of the Waterloo Region District School Board, a key responsibility of the Board is to ensure that the volunteers, who are staff members of the Waterloo Region District School Board, are not subjected to risk of personal liability when appropriately providing services as a committee member, supervisor and/or volunteer coach. To that end, to protect the interests of the Board and employees who volunteer their time to provide athletic opportunities through WCSSAA, WCSSAA shall institute, through the development of appropriate procedures, a mechanism for other secondary schools, such as members of District 8, to join WCSSAA, under the authority of the Waterloo Region District School Board. The procedure will include details as to the process by which a secondary school/group of secondary schools not specifically under the jurisdiction of the Waterloo Region District School Board can participate as part of WCSSAA.
- 3.2 All schools, including schools that are not secondary schools under the jurisdiction of the WRDSB, shall be required to comply with all WRDSB policies and procedures. The participation of the secondary schools not under the jurisdiction of the WRDSB shall be on a cost recovery basis.

4.0 Oversight

- 4.1 WCSSAA, as a committee of the Waterloo Region District School Board, will establish procedures consistent with the purpose as outlined in this policy. The WCSSAA committee will report to the Director or designate, who has responsibility for oversight of the committee, on behalf of the Board.



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**Report to Committee of the Whole
June 13, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Motion – Trustee N. Waddell re Volunteer Policy

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Trustee Natalie Waddell and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to provide the wording of a motion that Trustee N. Waddell intends to present at the June 13, 2016, Committee of the Whole Meeting.

This motion relates specifically to the Waterloo Region District School Board's strategic directions, particularly in the areas of engaging students, families, staff and communities and promoting forward-thinking.

BACKGROUND:

This motion was previously scheduled for consideration at the January 18, 2016, Committee of the Whole Meeting which was cancelled due to severe weather. All business slated for consideration at the January 18, 2016, Committee of the Whole Meeting was deferred to the January 25, 2016, Board Meeting.

At the January 25, 2016, Board Meeting consideration of the motion was deferred due to time constraints.

STATUS:

Agenda Development scheduled this motion for consideration at the June 13, 2016, Committee of the Whole Meeting.

FINANCIAL IMPLICATIONS:

There are no financial implications identified in the motion.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board develop a volunteer policy that includes allowing volunteers to act as supervisors under certain circumstances, after being screened and trained, and only upon the approval of the school principal

 **Director of Education**

Report to Committee of the Whole
June 13, 2016



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow’s Leaders

SUBJECT: Annual Facility Partnerships Consideration

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Ian Gaudet, Controller, Facility Services; Ron Dallan, Manager of Capital Projects; Dennis Cuomo, Manager of Planning; Stephen Case, Manager of Purchasing; Shawn Callon, Principal Planner; Nathan Hercanuck, Senior Planner and Lauren Agar, Senior Planner, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This report is provided to fulfill the requirement under Section 4.6 of *Administrative Procedure 4990 – Facility Partnerships* to hold a public meeting once a year to consider potential facility partnership opportunities with the community and/or listen to what needs or plans community partners may have. It relates to the strategic directions of the Waterloo Region District School Board (Board) by promoting forward-thinking, engaging communities and championing quality public education.

BACKGROUND:

On May 31, 2010, the Board approved *Board Policy 1011 – Facility Partnerships*, which provides direction to the Board regarding opportunities to share facilities with community partners when building new schools or undertaking significant renovations, and when considering the use of unoccupied space in Board facilities. The Board’s policy is consistent with the Ministry of Education’s *Facility Partnerships Guideline* (2010:B1). *Board Policy 1011 – Facility Partnerships* is attached (see Appendix A).

The Ministry *Guideline* (February 10, 2010 version) requires boards to post, on an annual basis, information regarding its intention to build new schools and to undertake significant renovations. Boards are also required to post information regarding unused space in open and operating schools and administrative buildings that is available for facility partnerships. In addition, Section 4.6 of *Administrative Procedure 4990 – Facility Partnerships* states:

“The Board will hold a public meeting once a year to discuss potential facility partnership opportunities with the community and/or listen to what needs or plans community partners may have and notify the entities on the notification list and the general public about the meetings. This public meeting may be held as part of the Board’s regular board meeting.”

The Board meets this requirement by holding a meeting at this time.

New Guidelines Announced

On March 26, 2015, the Ministry of Education issued a revised *Guideline* renaming the *Facility Partnerships Guideline* to *Community Planning and Partnerships Guideline* (CPPG). The new CPPG provides direction with respect to community planning and is closely linked to the new Pupil Accommodation Review Guideline also announced in March 2015.

The Board has updated its policies for Pupil Accommodation Reviews and Community Planning and Partnerships. The revised Community Planning and Facility Partnerships Policy will take effect July 1, 2016. This report has been prepared and the partnership meeting is being held, under the previous *Guideline* and *Policy*.

STATUS:

Staff has reviewed underutilized, active schools and administrative facilities for partnership suitability based on the criteria outlined in Section 6.1 of *Administrative Procedure 4990 – Facility Partnerships*. At this time, the Board does not have any facilities with unused space available during the regular school day that meet these criteria.

As shared with Trustees in the report entitled, *Capital Priorities Submission*, dated May 9, 2015, the Board is working to develop 9 construction projects for funding approval submission to the Ministry of Education. A 10th project is in the discussion phase with the City of Cambridge and Waterloo Catholic District School Board for a joint campus in Southeast Galt. At this time we invite eligible community partners to contact staff regarding the potential for partnerships on these projects. It should be noted that although the projects may be supported by Board resolution, they all await Ministry approval and funding.

Co-building opportunities for new school construction and significant additions or renovations are listed in Appendix B.

Where available space has been identified for partnership or co-building opportunities, the Board will use the Community Partner Selection Criteria (Section 3.4.1 of *Administrative Procedure 4990 – Facility Partnerships*) to evaluate the suitability of partners and their proposals as they relate to specific sites.

COMMUNICATIONS:

A notice of intention to hold this public meeting was posted on the Board's website. Additional information regarding the Board's intention to build new schools, to undertake significant renovations and information regarding unused space in active schools and administrative facilities that is available for facility partnerships has also been posted on the Facility Partnerships section of the Board's website. This information will be updated at least annually for space in existing schools and as needed for co-building opportunities.

In addition, a letter has been sent to the entities on the Board's approved community partners' notification list as identified under *Administrative Procedure 4990 – Facility Partnerships* to inform them of the potential partnership opportunities outlined in this report and of this public meeting. This notification list consists of agencies listed under *O. Reg. 444/98 – Disposition of Surplus Real Property* and non-profit child care operators.

Any other organization and/or agency interested in partnering with the Board will be subject to an application process before being approved and added to the notification list.

Consistent with Procurement Policies and Regulations, a Request for Proposals (RFP) will be issued for each potential facility partnership opportunity.

The Board also encourages community partners to provide notification to the Board of proposals or plans to build their own new facilities.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 Director of Education



Board Policy 1011

FACILITY PARTNERSHIPS

Legal References: *Education Act, Ontario Regulation 444/98;*
Education Act, subsection 171(1), paragraph 44
Education Act, subsection 171.1(2), paragraph 4
Education Act, sections 183, 94, 196

Related References: *Administrative Procedure 4990 – Facility Partnerships*
Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships
Policy 1007 Education Development Charges – Alternative Accommodation

Effective Date: *May 2010*

Revisions:

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) is committed to providing the best educational facilities and learning environments to support student participation and achievement while at the same time recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment, funding and operational realities may result in the need to establish more facility partnerships with community partners; specifically in new and existing unoccupied space in Board facilities.
- 1.3 The Board encourages facility partnership decisions that are transparent, sustainable and supportive of student achievement and safety.
- 1.4 The Board endorses cooperative and collaborative partnerships that are part of the foundation of a strong, vibrant and sustainable publicly funded education system.
- 1.5 The Board recognizes that facility partnerships are not intended to be used as a method to keep schools open where declining enrolment does not provide a suitable and equitable range of learning opportunities for students.
- 1.6 It is the policy of the Waterloo Region District School Board to work with community partners in order to share facilities to benefit the Board, students and the community, and to optimize the use of public assets owned by the Board
- 1.7 To support facility partnerships where possible, the Board will establish a procedure to facilitate partnerships with community partners, specifically in new and existing school facilities where students are being taught, as required by the *Facility Partnership Guideline* issued by the Ministry of Education, dated February 11, 2010

**WATERLOO REGION DISTRICT SCHOOL BOARD
CONSTRUCTION PROJECTS WITH POTENTIAL FOR PARTNERSHIPS**

PLANNED - UNFUNDED

May 9, 2016

NEW CONSTRUCTION

Rank	SITE	MUNICIPALITY	GRADES
5	Southwest Kitchener Secondary	Kitchener	9-12
6	Southeast Cambridge (Greengate) Elementary	Cambridge	JK-8
7	Huron South (Tartan Ave) Elementary	Kitchener	JK-8

ADDITIONS TO EXISTING SCHOOLS

Rank	SITE	MUNICIPALITY	GRADES
1	Grand River Collegiate Institute	Kitchener	9-12
2	Cedar Creek Public School	North Dumfries Township	JK-6
3	John Mahood Public School	Woolwich Township	JK-6
4	Ryerson Public School	Cambridge	JK-6
8	Waterloo-Oxford District Secondary School	Wilmot Township	9-12
9	Laurelwood Public School	Waterloo	JK-8

Opening dates for these projects no earlier than September 2019 (based on Ministry cycle for Capital Funding)

For further information on these planned projects, please visit the Waterloo Region District School Board website at: <http://www.wrdsb.ca/planning/facility-partnerships/>

**Report to Committee of the Whole
June 13, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Capital Priorities – Revised Approvals

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services; Ian Gaudet, Controller, Facility Services; Ron Dallan, Manager of Capital Projects; Dennis Cuomo, Manager of Planning; and Fabiana Frasher, Budget Officer, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to update on Ministry of Education (Ministry) approved capital funding and to seek approval of expenditures for capital projects. This report relates to the Waterloo Region District School Board's (Board) strategic directions, particularly in the area of championing quality public education.

BACKGROUND:

Each year, staff performs a review of capital projects to ensure that all Board approvals align with Ministry funding approvals and are consistent with other recommendations.

STATUS:

Chicopee Hills Public School

The Board identified the New Chicopee Hills Public School as one of its capital priorities project in early November 2010. In a letter dated July 7, 2011 the Ministry approved the project and granted its funding allocation of \$12,447,323.

Additional funds were required for site development work and building construction, as identified in the cost consultant report prior to tendering the project. On January 11, 2016 the Ministry approved additional funding of \$504,546 for the construction of the new Chicopee Hills Public School. The additional funding will be funded by Education Development Charges (EDC's) and Board's Build Capacity, Capital Priority program.

The project budget is now \$12,951,869. The chart below highlights the original and revised project budget along with the various funding sources.

	Original	Revised
	Project Budget	Project Budget
Capital Priorities (original allocation)	\$ 11,101,069	\$ 11,101,069
Capital Priorities (build capacity from Jean Steckle PS)	\$ -	\$ 282,044
Full-Day Kindergarten (FDK)	\$ 931,894	\$ 931,894
Education Development Charges	\$ 414,360	\$ 636,862
	\$ 12,447,323	\$ 12,951,869

* Included in the 2016 EDC By-law

Jean Steckle Public School

We have also updated our capital project costing for Jean Steckle Public School to reflect final project cost based on actuals.

The total project cost is now as follows:

	Original	Final
	Project Budget	Project Cost
Capital Priorities (original allocation)	\$ 9,800,000	\$ 8,486,843
Full-Day Kindergarten	\$ 931,894	\$ 931,894
Committed Capital - Child Care	\$ 926,314	\$ 926,314
Education Development Charges	\$ 846,357	\$ 846,357
	\$ 12,504,565	\$ 11,191,408

Riverside Public School

The Board identified the new Riverside Public School as one of its capital priorities project in October 21, 2013 and approved its funding allocation of \$11,155,891.

The project budget is now \$15,723,001. Additional funds will be required for site development work and construction of a child care center, as identified by the cost consultant report, and will be funded by EDC, Child Care Capital program and Region of Waterloo.

In a letter dated October 2, 2015 the Ministry approved the project and granted its funding allocation as outlined below:

	Original	Revised
	Project Budget	Project Budget
Capital Priorities (original allocation)	\$ 9,702,114	\$ 9,702,114
Full-Day Kindergarten (FDK)	\$ 1,453,777	\$ 1,453,777
Child Care Capital	\$ -	\$ 2,495,650
Region of Waterloo	\$ -	\$ 1,842,631
Education Development Charges	\$ -	\$ 228,829
	\$ 11,155,891	\$ 15,723,001

*Included in the 2016 EDC By-law

Silverheights Public School

The Board requested to apply a total of \$160,405 of the Board's EDC to the addition at Silverheights Public School. The shortfall was attributable to unique site costs associated with land preparation (municipal water service lines and earthwork grading) for construction of the addition to Silverheights Public School. In a letter dated September 4, 2015 the Ministry approved the request and granted its funding allocation as outlined below:

	Original	Final
	Project Budget	Project Cost
Capital Priorities (original allocation)	\$ 5,068,699	\$ 5,068,699
Full-Day Kindergarten	\$ 1,397,841	\$ 1,397,841
Education Development Charges	\$ 149,224	\$ 309,629
	\$ 6,615,764	\$ 6,776,169

*Included in the 2016 EDC By-law

Projects Completed in 2014/15

Capital financing for the following major construction projects completed in 2014/15. Their construction costs were higher due to associated costs for renewal needs, which resulted in savings in full day kindergarten funding for the completion of the project. Based on the information submitted by the Board, the Ministry approved the requests as outlined in the chart below.

	Tait Public School	Breslau Public School	Manchester Public School
Original Project Budget	\$ 4,832,598	\$ 5,208,119	\$ 5,064,000
Updated Project Cost (1)	\$ 4,832,598	\$ 4,808,319	\$ 5,617,723
School Renewal	\$ 127,077	\$ 14,342	\$ 868,868
School Condition Improvement	\$ -	\$ 241,789	\$ -
Full-Day Kindergarten (FDK)	\$ (96,000)	\$ (110,604)	\$ (595,419)
Final Project Cost (2)	\$ 4,863,675	\$ 4,953,846	\$ 5,891,172
Variance (1-2)	\$ (31,077)	\$ (145,527)	\$ (273,449)

*Major capital projects are those greater than \$2.5M total project cost.

COMMUNICATIONS:

Financial Services consulted with the Ministry, Administration, Facility Services, Municipalities, and various internal committees in regard to the stages of approval, design, construction and budget approvals.

FINANCIAL IMPLICATIONS:

The recommendations presented in this report align with the Ministry funding for Capital Priorities, Child Care Capital, Full Day Kindergarten (FDK) and EDC to strategically invest in projects that will maximize value and improvements to learning environments.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board approves the additional expenditure of \$504,546 for the construction of the New Chicopee Hills Public School to support additional project costs and to align with Ministry approvals. The project Budget is now \$12,951,869; and

That the Waterloo Region District School Board approves the additional expenditure of \$4,567,110 for the construction of a Child Care Centre at the new Riverside Hills Public School, and to support additional project costs and to align with Ministry approvals. The project budget is now estimated to cost \$15,723,001; and

That the Waterloo Region District School Board approves the additional expenditure of \$160,405 for the addition at Silverheights Public School to support additional costs attributable to unique site costs associated with land preparation and to align with Ministry approvals. The project cost was \$6,776,169.

 Director of Education

Report to Committee of the Whole
June 13, 2016



Waterloo Region
District School Board

Inspired Learners – Tomorrow's Leaders

SUBJECT: 2016 Board of Trustees Annual Evaluation Questionnaire – Summary of Results

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Chairperson Kathleen Woodcock.

PURPOSE/STRATEGIC PLAN:

The purpose of the report is to provide the Board of Trustees Annual Evaluation Questionnaire summary results for information and discussion.

This report relates specifically to the Waterloo Region District School Board's strategic directions, particularly in the areas of engaging students, families, staff and communities and promoting forward-thinking.

BACKGROUND:

Annually, trustees complete a questionnaire in order to assist in their assessment as a Board of Trustees and as recommended by the Ministry of Education.

STATUS:

Trustees received the evaluation form for completion at the end of May 2016 and 9 of 10 trustees completed the questionnaire at that time. A summary of the responses and comments are attached to this report.

In order to provide a comparison, a summary of the 2015 questionnaire completed by 7 of 11 trustees is attached as Appendix A.

FINANCIAL IMPLICATIONS:

There are no financial implications.

RECOMMENDATION:

For information only.

 Director of Education



**Waterloo Region
District School Board**

**Board of Trustees Annual Evaluation Questionnaire Summary
JUNE 2016**

9 of 10 Trustees responded to this Questionnaire.

Ratings are on a four-point scale as follows:

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

Board of Trustees Annual Evaluation Questionnaire		1	2	3	4
1	Board members demonstrate commitment to this organization's mission and values.	1	2	5	1
2	Board members comply with requirements outlined in key elements of the governance structure (by-laws, policies, code of conduct, conflict of interest, traditional/cultural norms, etc.).	3	2	4	
3	Board members review agenda materials and come to meetings on time and prepared to consider issues and make decisions.	1		8	
4	There is a productive working relationship within the Board (characterized by good communication and mutual respect).	7	2		
5	There is a productive working relationship between the Board and the Director (characterized by good communication and mutual respect).		2	4	3
6 *	Board members demonstrate clear understanding of the respective roles of the Board and the Director.	2	2	4	1
7	The Board is actively involved in planning the policy direction and priorities of the organization.	1	2	3	3
8	I am confident that this Board would effectively manage any organizational crisis that could be reasonably anticipated.	4	1	2	2
9	Board and committee meetings are well managed.	1	2	6	
10.	The Board uses sound decision-making processes (focused on Board responsibilities, factual information, efficient use of time, items not frequently revisited, and effective implementation).	3	2	4	
11	The Board exercises its fiduciary responsibilities.	1	2	4	2
12	The organization's resources are used efficiently (good value for money spent.)	2	2	3	2
13	This organization has a good balance between organizational stability and innovation.		4	5	

14	The Board has good relationships with key stakeholders (e.g. parents/guardians, students, staff, donors, and other school districts, provincial agencies).		6	3	
15	The Board is focused on the interests and needs of students.	1	2	5	1
* 16	The Board's orientation for Board members adequately prepares them to fulfill their governance responsibilities.	1	3	2	1
* 17	The Board's capacity to govern effectively is not impaired by conflicts between members.	5	3		
* 18	The Board does a good job of evaluating the performance of the Director (measuring results against objectives).	2	1	3	2

***Please note that not all questions were answered.**

General Questions

19. What do you consider to be the strengths of the Waterloo Region District School Board of Trustees?

- ◆ *Diversity of experience, skills and knowledge.*
- ◆ *The experience of long-serving trustees balanced by the fresh perspective of recently-elected trustees.*
- ◆ *The knowledge and experience of the staff (especially senior staff) provide trustees with the ability to make good decisions on behalf of student achievement and well-being.*
- ◆ *Each trustee brings an individual perspective of values and beliefs and that is common ground we can use to move forward in a positive way.*
- ◆ *Our staff – both senior administrators and school Board staff – are all focused on students and families.*
- ◆ *Our Director – he is a person of integrity with compassion and caring. He encourages collaboration and has a clear vision of where we are headed this year – there have been attempts and opportunities to build new relationships and team build.*
- ◆ *New trustees bring a new perspective. Seems to be some cohesiveness with certain trustees who are focused on working together.*
- ◆ *Diversity of opinions.*
- ◆ *I believe all trustees care deeply about students and education.*
- ◆ *I believe all trustees have good intentions for the WRDSB.*
- ◆ *Knowledgeable.*
- ◆ *Work hard.*

20. What do you consider to be the limitations of the Waterloo Region District School Board of Trustees?

- ◆ *No relationships.*
- ◆ *A Chairperson that chooses sides and does not include all trustees.*

- ◆ *While we have diversity of experience, skills and knowledge – they are not utilized. Politics is more important than the Board.*
- ◆ *A sense of entitlement that some trustees have around committee representation and leadership positions.*
- ◆ *Lack of respect for the office of the Chairperson and Vice-Chairperson.*
- ◆ *The inability to let go of past perceived personal slights, disagreements, motivations at the expense of inspiring confidence in public education.*
- ◆ *Personal agendas. Trustees who are focused on their **own** agenda and see this as the only option rather than working together with other trustees and decide to disparage and disrespect their colleagues.*
- ◆ *Trustees who feel that they are the **only** ones who can do a good job – not being welcoming to new ideas or different ways of thinking.*
- ◆ *Trustees who bring “old” hurt feelings to the Board table.*
- ◆ *Some relationships are fractured.*
- ◆ *Trustees differ in their understanding of what student achievement and well-being means.*
- ◆ *The working relationship of individual trustees.*
- ◆ *Personal conflict supersedes the goals of the Board at every meeting.*
- ◆ *During Board Meetings trustees often act childish.*
- ◆ *Rely on and give too much kudos to staff.*
- ◆ *The biggest problem, in my opinion, is the personality conflicts that exist between some trustees. The personality conflict is not the actual issue, but rather the inappropriate behavior that results from these conflicts. At times these conflicts lead to disrespectful and confrontational behavior at the board table. I believe that these sorts of behaviours are toxic to the overall functioning of the board, as well it often shines a bad public light on the board as a whole.*

21. **Describe at least two important changes you believe could be made by the Board as an entity and/or by Board members that would improve the overall functionality and effectiveness of the Board of Trustees’? Please do not make comments about individual members.**

- i.
- ◆ *Relationship building with outside consultant (e.g. Marilyn Gouthro)*
 - ◆ *The hiring of a CCO to work with the Director and Chair will provide a springboard for the Board to share and celebrate new, inspiring good news stories.*
 - ◆ *Strategic planning – this has been a positive, motivating experience that will move our board forward to do great work.*
 - ◆ *More involvement from our Student Trustees – they have done a great job of bringing the ‘student voice’ to the Board table. We need more of that.*
 - ◆ *Trustees should embrace diversity of opinion and consider it a strength.*
 - ◆ *Debate shouldn’t be personal or about personalities.*
 - ◆ *Listen openly to one another and interpret what is said in the best possible light.*
 - ◆ *Leadership and behavior that is able/willing to ignore past, individual conflict.*
 - ◆ *Get involved in setting directives for effective teaching and communication.*

- ◆ *Establishing meeting norms and making a commitment to adhere to them.*
- ii.
- ◆ *Putting the Board first, not personal political gains.*
 - ◆ *Implement in the schedule an annual process to ensure trustees follow through on Director performance evaluation, Board evaluation and strategic plan implementation measurement and progress to success and other annual obligations/responsibilities.*
 - ◆ *Work together for the betterment of the system rather than individually on personal agendas.*
 - ◆ *Outside conflict resolution, group development to improve the working dynamic of the Board.*
 - ◆ *Research on effective learning – especially mathematics.*
 - ◆ *Create more opportunities to brainstorm with each other in a ‘safe’ environment (similar to the Strategic Planning sessions).*

22. **On a scale of 1 to 4, how would you rate the performance of the District’s Board of Trustees one year ago?**

Needs Improvement			Excellent
1	2	3	4

- 1 4 responses
- 1.5 1 response
- 2 4 responses
- 3 0 response

23. **On a scale of 1 to 4, how would you rate the performance of the District’s Board of Trustees today?**

Needs Improvement			Excellent
1	2	3	4

- 1 3 responses
- 2 2 responses
- 2.5 2 responses
- 3 2 responses

24. **General comments**

- ◆ *There is much to accomplish to further student achievement and well-being at the WRDSB. With a focused strategic plan in hand, those accomplishments and more will be achieved.*
- ◆ *Trustees need to stay focused and use their strengths to work together with a focus on student achievement and well-being.*
- ◆ *Relationships have improved, however; there is more work that needs to be done. Director Bryant has demonstrated respect for all trustees and the political process. He practices what he preaches!*
- ◆ *We desperately need outside mediation. The Board of Trustees has proven beyond a doubt that we are unable to fix this toxic working environment.*
- ◆ *We do not have enough confidence in our effectiveness as a group.*

- ◆ *In the past year there seems to have been a concerted effort by some trustees to alter behaviours and work towards creating a more healthy culture, which I believe leads to more productive meetings. It allows for more focus on the issues at hand, rather than wasting valuable time and energy on personality conflicts.*



Waterloo Region
District School Board

ANNUAL EVALUATION QUESTIONNAIRE - SUMMARY 2015

7 of 11 Trustees responded to this Questionnaire

Ratings are on a four-point scale as follows:

1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

Board of Trustees Annual Evaluation Questionnaire		1	2	3	4
1	Board members demonstrate commitment to this organization's mission and values.		2	4	1
2	Board members comply with requirements outlined in key elements of the governance structure (by-laws, policies, code of conduct, conflict of interest, traditional/cultural norms, etc.).		1	6	
3	Board members review agenda materials and come to meetings on time and prepared to consider issues and make decisions.		3	2	2
4	There is a productive working relationship within the Board (characterized by good communication and mutual respect).	1	5	1	
5	There is a productive working relationship between the Board and the Director (characterized by good communication and mutual respect).			3	4
6 *	Board members demonstrate clear understanding of the respective roles of the Board and the Director.	1		5	1
7	The Board is actively involved in planning the policy direction and priorities of the organization.		3	3	1
8	I am confident that this Board would effectively manage any organizational crisis that could be reasonably anticipated.	1	2	3	1
9	Board and committee meetings are well managed.	1		3	2
10.	The Board uses sound decision-making processes (focused on Board responsibilities, factual information, efficient use of time, items not frequently revisited, and effective implementation).		1	6	
11	The Board exercises its fiduciary responsibilities.			4	3
12	The organization's resources are used efficiently (good value for money spent.)		1	5	1
13	This organization has a good balance between organizational stability and innovation.			6	1

14	The Board has good relationships with key stakeholders (e.g. parents/guardians, students, staff, donors, and other school districts, provincial agencies).	1	1	4	1
15	The Board is focused on the interests and needs of students.		1	3	3
16	The Board's orientation for Board members adequately prepares them to fulfill their governance responsibilities.	1	1	3	1
17	The Board's capacity to govern effectively is not impaired by conflicts between members.	2	2	2	
18	The Board does a good job of evaluating the performance of the Director (measuring results against objectives).	2	1	2	1

Please note that some questions were not answered by all survey participants.

General Questions

19. What do you consider to be the strengths of the Waterloo Region District School Board of Trustees?

- ◆ *Promoting student, parent and community voices through the delegation process.*
- ◆ *Passion – trustees have issues they care about and causes they are committed to. Trustees work hard to advances these causes.*
- ◆ *Students – I believe that every trustee is truly working the best way they believe they can on behalf of students.*
- ◆ *Experience balanced with new ideas.*
- ◆ *Strong Chair/Director relationship.*
- ◆ *Experience of the long-serving trustees balances the fresh eye of the most recently elected trustees.*
- ◆ *We have professional, caring, knowledgeable and empathetic staff – I love working with them!*
- ◆ *Our Director is a quiet, positive leader.*

20. What do you consider to be the limitations of the Waterloo Region District School Board of Trustees?

- ◆ *Disconnect between the Chair (no specific person) and the Board, lack of transparency and power struggle.*
- ◆ *Some decisions are made without prior discussion, or approval, of the Board.*
- ◆ *Debate can be very personal and sometimes degrading.*
- ◆ *Trustees insult one another than apologize, but repeat the same behaviour, there is a lack of repentance.*
- ◆ *Sometimes a lack of compassion and mercy for one another, and with the concerns brought forward by delegations.*
- ◆ *Differences are not appreciated, and for some trustees are excluded.*
- ◆ *Some trustees are bullied into conforming or remaining silent especially in debate.*
- ◆ *System-level thinking is used to dismiss individual concerns brought forward by parents*

- ◆ *Favouritism for different trustees, different rules for different trustee e.g. debate, committee selection or speaking engagements (no specific person).*
- ◆ *Lack of passion for education issues, stepping stone for political advancement.*
- ◆ *An understanding of general organizational structure.*
- ◆ *Understand what the role of a trustee is.*
- ◆ *Confusing the power that the Board of Trustees has with the power an individual trustee has.*
- ◆ *Trustees pursuing individual agendas.*
- ◆ *Lack of trustee between some members.*
- ◆ *Not everyone is rowing in the same direction.*
- ◆ *The sense of 'ownership' that some trustees exhibit during board and committee meetings that inhibits others from trying new ideas on behalf of kids.*
- ◆ *Sometimes personal opinions regarding others' motivation gets in the way of good decision-making for the system i.e., the political outweighs the practical.*
- ◆ *There is a lack of mutual respect amongst trustees – dysfunctional group.*
- ◆ *Trustees seem to resent and push back change or new ideas at times.*
- ◆ *Clear lack of understanding of governance at times – however, I struggle with that because it feels that we are not truly representing our community at times – a balancing act for sure.*

21. Describe at least two important changes you believe could be made by the Board as an entity and/or by Board members that would improve the overall functionality and effectiveness of the Board of Trustees'? Please do not make comments about individual members.

- ◆ *Trustees need to develop a process that deals with delegation concerns. Often times delegation concerns are dismissed as one off, and then sent away with nothing. We should do our best to make sure that we have a follow-up process in a time-sensitive manner whatever the concern.*
- ◆ *When trustees insult or demean one another, the chair or other trustees should call a 'Point of Order' and speak out against the behavior.*
- ◆ *We should always strive to improve and challenge the status quo.*
- ◆ *Discipline to stick to the outlined governance policies.*
- ◆ *I don't know how, but somehow we have to make the agenda of the Board more important than individual agendas.*
- ◆ *Focus on those things that are within our purview.*
- ◆ *Develop trust and clear communication.*
- ◆ *Limit committee membership terms especially if only one trustee is on a committee (e.g. two year term).*
- ◆ *Remove the two year limit on the chairperson and vice-chairperson terms since the positions are elected annually.*
- ◆ *Adopt/create a 'perpetual' calendar for ongoing work of the Board. Use an annual work plan calendar for the work to be done in a given year.*
- ◆ *There should be term limits on some of the Board committees. Some committees have had the same trustee for many years – not effective and does not allow new ideas or experience or a rejuvenation. Allow other trustees to share their skills and ideas.*

- ◆ *More open discussion and professional development.*
- ◆ *We should survey the school community and ask them what they think of the Board of Trustees and how we can improve.*
- ◆ *I think we need to do more team building activities – we probably have more in common than differences, but our differences are what is highlighted. That is a shame.*

22. On a scale of 1 to 4, how would you rate the performance of the District’s Board of Trustees one year ago?

Needs Improvement			Excellent
1	2	3	4

- 1 - 1 response
- 2 - 2 responses
- 3 - 2 responses
- 2 participants did not answer

23. On a scale of 1 to 4, how would you rate the performance of the District’s Board of Trustees today?

Needs Improvement			Excellent
1	2	3	4

- 1 - 0 response
- 2 - 4 responses
- 3 - 2 responses
- 4 - 1 response

24. General comments

- ◆ *I would like to see the positions of Chair and Vice-Chair rotated through those that are interested – voting creates cliques and further politicizes the trustees who already don’t like each other. I am concerned that trustees vote for the wrong reasons.*
- ◆ *Generally, trustees take themselves too seriously in their role. Please note – this is an important job with lots of responsibility, but when they make decisions and actions ‘personal’ or think that they are the only ones who can do the job....TROUBLE!*
- ◆ *It is an honour and a privilege to be elected to the position of trustee. It can be extremely difficult to stay focused on student success, achievement and well-being when the way forward is not a popular choice. Sometimes trustees need to be politicians (hopefully infrequently) but more times trustees need to be leaders!*
- ◆ *The Governance Seminar was excellent. Easily the one thing that helped explain our role the best.*
- ◆ *We need to be reminded of that often and the discipline to stick to it.*
- ◆ *Trustees need to wear their ‘education advocate’ hats more often and remove their ‘politician hat’ at the very least during meetings. Trustees need to remember that as individuals, we are not an authority. However, when acting together as a Board of Trustees, we can be strong advocates for public education.*

- ◆ *Trustees need to remember that individual concerns are still concerns and should be dealt with appropriately.*
- ◆ *Just listening to parents and community members is engagement. We need to develop strategies that promote engagement with student, parent, staff and community members.*

**Report to Committee of the Whole
June 13, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Ontario Public School Boards' Association – Approval of Membership Fee

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Trustee Kathi Smith, and in consultation with Executive Committee.

PURPOSE/STRATEGIC PLAN:

To present for review Board Policy 3007 (Appendix A) regarding membership in the Ontario Public School Boards' Association.

This motion, if approved by the Board, would relate specifically to the Waterloo Region District School Board's strategic directions, particularly in engaging students, families, staff and communities, pursuing student achievement and success for all and championing quality public education.

BACKGROUND:

Trustees are required to review Section 2.1 of Board Policy 3007, which reads as follows:

Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.

STATUS:

Information regarding the services provided by OPSBA can be found at www.opsba.org. These services include labour relations, lobbying, media relations, and professional development. The membership fee is based on a formula connected to a school board's student enrolment. Last year, the fee was \$105,128.39 (including HST), and it is anticipated that the fee for this year will be similar.

If trustees agree to continue their membership in the Association, then approval of a motion to retain Board Policy 3007 will be required as outlined in the recommendation.

COMMUNICATIONS:

No further communication is required at this time.

FINANCIAL IMPLICATIONS:

There is an amount incorporated into the budget annually to cover the cost of the OPSBA membership fee.

RECOMMENDATION:

That the Waterloo Region District School Board approve Board Policy 3007, and continue with membership in the Ontario Public School Boards' Association for 2016-2017.

 **Director of Education**



Board Policy 3007

MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References: *Education Act 191.2(3) – Other Expenses (Board Members).*

Related References: *Board Policy 3003 – Trustee Professional Development*

Effective Date: *June 2000*

Revisions: *March 2007*

Reviewed: ***June 13, 2016***

1. Preamble

- 1.1 The Waterloo Region District School Board recognizes the inherent values in maintaining a positive relationship with other public district school boards throughout the Province of Ontario through membership in the Ontario Public School Boards' Association.

2. Membership Renewal

- 2.1 Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, with the exception of the year of municipal elections. At that time, Policy 3007 (Membership in OPSBA) will be reviewed at the first Committee of the Whole Meeting in June following the election of board members.

3. Annual Appointments/Nominations

- 3.1 In accordance with OPSBA's bylaws, appointments to the following positions must be approved by trustees annually in the spring prior to the Annual General Meeting in June:

- Voting Delegate and Alternate for the OPSBA Annual General Meeting;
- Director and Alternate Director on the OPSBA Board of Directors.

- 3.2 In conjunction with the above appointments, trustees may also nominate one of their members for the following positions:

- Executive Officers - President, First Vice-President, Second Vice-President (any trustee from a member board is eligible for nomination);
- Regional Vice-President/Chair - Central West Region (any trustee from a member board in the Central West Region is eligible for nomination);
- Regional Vice-Chair - Central West Region (any trustee who is appointed by a district school board to the OPSBA Board of Directors is eligible for nomination);
- Regional Appointment to Core Issue Work Groups.

4. OPSBA Expenses

- 4.1 Expenses incurred by trustees while attending OPSBA events will be reimbursed in accordance with Board Policy 3003 – Trustee Professional Development.

Report to Committee of the Whole
June 13, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Student Trustee 2015-2016 Annual Report

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services on behalf of Student Trustees Ryan Barnes and Andy Takhar.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to provide Trustees with an overview of the work achieved by the 2015-2016 Student Trustees.

BACKGROUND:

The 2015-2016 term began with Student Trustees Ryan Barnes and Andy Takhar developing Terms of Reference for the Student Senate. After consulting with previous Student Trustees the Trustee Mentor and also providing the draft document to Student Senate for their feedback, the document was completed and presented to the Board at the October 26, 2015, Board Meeting.

The Terms of Reference document explains the purpose of Student Senate and reviews the roles and responsibilities of Student Senators. In addition, it outlines the decision-making process and method of communication practiced by the Senate. The Terms of Reference will be reviewed annually by the incoming Student Trustees.

STATUS:

In early January the Student Trustees met with the Communication and Engagement Department staff for the purpose of developing a Student Trustee and Student Senate webpage for the Waterloo Region District School Board corporate website. The Communications staff relayed the Student Trustee ideas to the website developers and a website was developed. The Student Senators also had input throughout the process. This initiative will increase the image and information about Student Trustees and the Student Senate to the community.

In March the Student Trustees collaborated and worked with Trustee C. Millar and Superintendent M. Deacon to update Board Policy 3006 – Student Trustees. Suggested amendments were presented to Trustees and the policy received final approval.

In addition to participating and being the student voice at the board table, Student Trustees were active participants in the meetings and discussions in developing the Strategic Plan. Student Trustee R. Barnes also attended a Mental Health Conference with Trustee K. Smith.

Student Senate meets regularly on the first Wednesday of each month and the first meeting of the year was held on October 7, 2015 and helped shape the tone for the year. At this meeting, Student Senators had a chance to get to know each other and provide the Student Trustees with what they hoped to discuss and accomplish over the course of the year. Chairperson K. Woodcock and Director J. Bryant attended and shared information on each of their roles within the Waterloo Region District School Board and also how much they value student voice.

Throughout the school year the Student Senate has had a variety of speakers attend with the flow of ideas and information going in both directions. The guests have included: Chief B. Larkin, Mental Health Lead B. Ward, Superintendent M. Deacon, Chief Information Officer M. Carbone, Communications Officer L. Slupeiks, Superintendent of Business Services M. Gerard and Superintendents A. Mercier and G. Shantz. In addition to the speakers there were robust conversations and discussions around Equity & Inclusion, Newcomers, budget, EQAO, technology, communications and many more topics. Student Senate members have also raised concerns regarding the Late Policy and are seeking some input into changes to the procedure.

At the May Student Senate Meeting, the Student Trustees for 2016-2017 were elected. Congratulations to Ryan Barnes who attends Kitchener-Waterloo Collegiate Institute on a second term and welcome to Husayn Jamal a Cameron Heights Collegiate Institute student.

Student Senate had their final meeting in June and hosted a potluck supper where Senior Staff and Trustees were invited to attend. At this meeting Student Senators discussed and reviewed the year and provided the new Student Trustees with some direction and ideas on a variety of topics of interest for the next school year.

FINANCIAL IMPLICATIONS:

There are no financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**