

OCTOBER 30, 2017

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardel Avenue, Kitchener, on **Monday, October 30, 2017, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Invocation (To be recited by trustees)

"In preparation for this evening's meeting, let us pause for thirty seconds of silent reflection – to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students."

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

- 01** Approve Minutes – Parent Involvement Committee Meeting of May 23, 2017
- 07** Approve Minutes – Audit Committee Meeting of May 31, 2017
- 09** Approve Minutes – Special Education Advisory Committee Meeting of September 13, 2017
- 13** Receive Minutes – Board Meeting of September 25, 2017
- 19** Approve Minutes – Committee of the Whole Meeting of October 16 2017
- 25** Approve Minutes – Committee of the Whole Meeting of October 23, 2017

Receipt/Approval of Monthly Reports:

- 31** Staffing Information – Retirements and Resignations M. Weinert
- 33** Staffing Recommendations – Appointments M. Weinert
- 35** Suspension/Expulsion Report as of September 29, 2017 P. Rubenschuh

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Department Good News Update

K. Penticost

Delegations

Reports

- 37** Strategic Plan Operational Goal Implementation Update for 2017-18 J. Bryant

Reports from Board Members

- 53** OPSBA Board of Directors Update K. Woodcock

**All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

Board Communications

- 56 Ministry of Education Response on Special Education Funding
- 58 Peel District School Board on Suspension of EQAO Testing
- 59 Trillium Lakelands DSB Support for WRDSB Opioid Crisis Letter

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

October 30, 2017

**Subject: Staffing Information –
Retirements and Resignations**

Recommendation

This report is provided for information of the Board.

Status

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

Background

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have communicated through Human Resource Services.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Staffing Information - Retirements & Resignations

Current at October 30, 2017

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Sylvie	Guillemette	Teacher, Williamsburg PS	31-Dec-17	12
Anita	MacKinnon	Teacher, Empire PS	30-Nov-17	26
Judith	Nicholson	Teacher, Forest Glen PS	30-Jun-18	27

3

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Catherine	Dover	Teacher, Sir John A. Madonald SS	31-Jan-18	34
Frederick	Meissner	Teacher, Elmira District SS	30-Jun-18	26
Kenneth	Reid	Teacher, Elmira District SS	30-Jun-18	27

3

Retirements: Administrative and Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Paul	Fulcher	Vice-Principal, Preston HS	31-Dec-17	11
Lynne	Green	Principal, Elizabeth Ziegler PS	31-Dec-17	30
Sylvia	Land	Secretary, Elgin Street PS	31-Oct-17	27
Monica	Meier	Elementary Head Secretary, Floradale PS	9-Mar-18	30
Dean	Musselman	Custodian, Waterloo CI	31-Jan-18	36

5 / 11 Total

Resignations:			
First	Last	Position/Location	Effective Date
Cindy	Smith	Principal, Rosemount PS	31-Oct-17

Current @ Monday, October 30, 2017

Human Resource Services



Report to Board of Trustees

October 30, 2017

Subject: Staffing Recommendations – Appointments

Recommendation

That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled “Staffing Recommendations – Appointments, dated October 30, 2017.

Status

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

Background

The board’s practice has been to have appointments presented for information at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have, or will be advised of the appointments.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Staffing Information - New Appointments

Current at October 30, 2017

New Appointments: Administrative and Support Staff				
First	Last	Position	School ID / Education Centre	Effective Date
Sara	Bin	Secretary	Moffat Creek PS	10-Oct-17
Brent	Briscoe	Custodian	Chicopee Hills PS	18-Sep-17
Ovidiu	Feceu	Certified Tradesperson	Facility Services, Education Centre	10-Jul-17
Loay	Hashem	Custodian	Prueter PS	26-Jul-17
William	Hazlett	Custodian	Bridgeport PS	31-Jul-17
Melissa	Hilton	Extended Day Manager	Financial Services, Education Centre	10-Oct-17
Stephanie	Longeway	Communications Officer	Communications, Education Centre	28-Sep-17
Brett	MacDonald	Custodian	AR Kaufman PS	24-Jul-17
Carlos	Medeiros	Certified Tradesperson	Facility Services, Education Centre	21-Aug-17
Shannon	Monaghan	Custodian	King Edward PS	19-Sep-17
Arjune	Nandu	Custodian	Sir John A. Madonald SS	15-Sep-17
Brittany	Petersen	Custodian	Forest Heights CI	14-Sep-17
Elisabete	Rebeleo	Custodian	Southwood SS	10-Jul-17
Karen	Roy	Custodian	Elgin Street PS	5-Jul-17
Bruno	Terra	Custodian	Sir John A. Madonald SS	12-Jul-17
Maja	Zulfikarpasic	HR Assistant	Health, Safety & Security, Education Centre	10-Oct-17

New Appointments: Elementary Teaching Staff				
First	Last	Position	Elementary School ID	Effective Date
Meghan	Baird-Wentworth	Teacher	Empire PS	23-Oct-17
Emily	Cartledge	Teacher	Laurelwood PS	19-Oct-17
Michelle	Cybulski	Teacher	John Darling PS	20-Oct-17
Maggie	Dolbeer	Teacher	Conestogo PS	16-Oct-17
Kerrie	Gray	Teacher	Hespeler PS	4-Oct-17
Jennifer	Huff	Teacher	Vista Hills PS	10-Oct-17
Jessica	Humeniuk	Teacher	Howard robertson PS	16-Oct-17
Sherry	Kaufman	Teacher	Crestview PS	10-Oct-17
Megan	Sanderson	Teacher	Mary Johnston PS	16-Oct-17
Rayhaana	Sayanvala	Teacher	AR Kaufman PS	5-Oct-17
Sharon	Shadaan	Teacher	Lincoln Heights PS	6-Nov-17
Laura	Slemmon	Teacher	Southridge PS	18-Oct-17
Ashley	Strauss	Teacher	Wilson Avenue PS	3-Oct-17
Kathryn	Verini	Teacher	Coronation PS	4-Oct-17
Angelo	Volopini	Teacher	Centennial PS (Cambridge)	16-Oct-17
Merella	Weber	Teacher	Southridge PS	10-Oct-17
Jennifer	Whittaker	Teacher	Stewart Avenue PS	10-Oct-17
Anna	Witt	Teacher	Suddaby PS	23-Oct-17

New Appointments: Secondary Teaching Staff				
First	Last	Position	Secondary School ID	Effective Date
Nil Report				

** The above hirings are full and part time positions and are replacements due to recent retirements, resignations and/or new hires.

Human Resource Services

MW/mf

@ October 30, 2017



Report to Board of Trustees

October 30, 2017

Subject: Student Suspension/Expulsion Report September, 2017

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from September 2016 and September 2017, elementary suspensions have increased by 42 and secondary suspensions have increased by 35.

Comparing year to date from September 2016 and September 2017, school expulsions remain at 0 and board expulsions remain at 0.

The most recent month's suspension and expulsion data is included below. The data is accurate up to, and including, the date of collection.

Suspensions

- Total elementary school suspensions in September 2016 - 28, year to date - 28
- Total elementary school suspensions in September 2017 - 70, year to date - 70
- Total secondary school suspensions in September 2016 - 117, year to date - 117
- Total secondary school suspensions in September 2017 - 152, year to date - 152

Expulsions

- Total school expulsions in September 2016 - 0, Year to Date 0
- Total school expulsions in September 2017 - 0, Year to Date 0
- Total board expulsions in September 2016 - 0, Year to Date 0
- Total board expulsions in September 2017 - 0, Year to Date 0

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in September 2016 - 2, year to date 2
- Total elementary/secondary violent incidents in September 2017 - 1, year to date 1

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meeting each month.

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Peter Rubenschuh, Superintendent, Student Achievement & Well-being, James Bond, System Administrator, Learning Services, and in consultation with Coordinating Council.



Report to Board of Trustees

October 30, 2017

Subject: Strategic Plan Operational Goal Implementation – Update for 2017/18

Recommendation

This report is for the information of the Board.

Status

As we move into the second year of implementing and monitoring the strategic plan, senior staff has reflected on the various strategies and actions used to support the plan and realize our intended outcomes. While our EQAO results suggest improvement in the areas of mathematics, and while we continue to see increases to our graduation rate, we are not yet satisfied.

Plans for 2017/18 include a continued emphasis on the three operational goals and a more informed and disciplined approach to monitoring the implementation and outcomes of our various strategies. In addition to reaching established targets and goals, we want to ensure that we remain committed to meeting the needs of each and every student, that we continue to build the important bridges between staff, parents and caregivers, and that we actively promote the importance of building a culture of innovation that prepares our students for a future that will demand a host of global competencies and confidence. We will innovate tomorrow, by educating today.

As shared in the September Strategic Planning Report to Board, during 2016/17, with input from trustees, senior staff organized a variety of meetings to seek feedback and input from our broader community. With the support of our research department, a variety of surveys were also conducted to solicit feedback and input from staff as we continued to reflect on our strategies and action plans, the fidelity of our implementation and the allocation of resources.

We have used the consolidated feedback from these meetings and the survey results to refine our plans for 2017/18. Please see attached, as part of Annex A - the 2017-2018 Strategic Plan - Operational Goal Plan. Staff look forward to the opportunity to discuss and review the plan with trustees as part of a forthcoming Trustee Seminar. Staff will also continue to engage our broader community in seeking feedback on our operational goal plans through a series of meetings as identified in Annex B.

Background

The Waterloo Region District School Board engaged in a collaborative strategic planning process with the goal of creating a multi-year strategic plan that articulated the priorities, desired outcomes, and commitments of the WRDSB for the next 3-5 years.

On June 20, 2016 the Waterloo Region District School Board approved the Strategic Priorities, Outcomes and Commitments. At the September 26, 2016 Board Meeting, staff presented the three operational goals for Trustee's awareness and at the October 24, 2016 Board Meeting, staff provided the detailed Operational Goals and an overview of the accountability framework that would serve to support the implementation and monitoring of these goals.

Financial implications

No financial implications. The WRDSB Budget Survey was structured to seek input on how resources might be allocated to support the strategic plan and the 3 operational goals. Allocation of Learning Opportunities Grants and Education Priority (Other) Grants reflect our emphasis on these operational goals. Trustees received information from staff on these grants at the June 14, 2017 budget meeting.

Communications

To aid in monitoring implementation of the strategic plan, staff will continue to present regular updates to trustees and the public at board meetings throughout the 2017-18 school year, as outlined at Annex B.

Communications will continue its commitment to ensuring that the Strategic Plan has a prominent and dynamic presence as part of WRDSB communication efforts.

The Director's Annual Report will also utilize the Strategic Plan as a framework for reporting back to our community the work of our district, our schools, our staff, our students, our parents, guardians and caregivers, and our community partners.

Prepared by: John Bryant, Director of Education
in consultation with Coordinating Council



STRATEGIC PLAN

IMPLEMENTATION DASHBOARD

2016 – 2019

INNOVATING TOMORROW

BY EDUCATING TODAY

INNOVATING TOMORROW BY EDUCATING TODAY

In 2016, trustees and senior staff embarked on a journey to create [a new strategic plan](#). Together we wanted to do something new, so we set up three strategic priorities each with outcomes to help guide our work.

OUR STUDENTS ARE FIRST – EACH AND EVERY ONE

- Our students experience a sense of belonging in a caring learning environment that addresses their well-being.
- Our students pursue individual learning pathways that reflect their interests, develop skills for the future and inspire global citizenship.
- Our students succeed in reaching their potential and graduating from WRDSB schools and programs.

OUR STAFF, FAMILIES AND CAREGIVERS ARE PARTNERS IN EVERY STUDENT'S LEARNING JOURNEY

- Our families and caregivers are supported in creating the best possible outcomes for our students.
- Our staff is equipped with the skills and resources to support every child in their learning journey.
- Our staff is supported in their wellness as they promote and model wellness for our students.

OUR CULTURE OF INNOVATION BUILDS STUDENTS' CONFIDENCE AND SUCCESS AS THEY FACE THE FUTURE

- Our learning environments include all students and their diverse perspectives and ideas.
- Our students, staff and community are supported by creative and collaborative problem-solving.
- Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

Our goal was to create a plan in which all members of our community could see themselves and that positioned our board for success. Every day, we put our students first, each and every one. We believe that our staff, families and caregivers are partners in their child's learning journey. We know that we need to foster a culture of innovation to ensure the success of our students as we prepare them to face the future.

OPERATIONAL GOALS

We recognize that achieving the desired outcomes of our strategic plan will require much more than [developing goals and identifying strategies](#). Our ability to monitor the implementation of our strategies and make use of evidence and data to inform our next steps is central to the effective execution of our strategic plan.

Staff leaders from across the district have worked together to develop goals, strategies and the key performance indicators related to three operational priorities for the 2016-2019 school years:

1. **[Mathematics](#)**: Increase the percentage of students achieving at provincial standard by 8 percent yearly on Grade 3, Grade 6 and Grade 9 Applied EQAO Mathematics Assessments for three years.
2. **[Pathways to Graduation](#)**: Within three years we will increase our five-year graduation rate by 5 percent through the implementation of an evidence-based K-12 strategy.
3. **[Well-Being](#)**: All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

Research has shown us that system leaders must monitor the implementation of school and classroom strategies from the initial planning stage through to full implementation to achieve desired outcomes. It has also shown us that there are predictable stages of implementation and in school districts, it typically takes three-to-five years to introduce a strategy and have full implementation. This is why we recommended a three-year timeline to fully realize our operational goals.

To help us communicate our progress in a transparent and simplified way we have introduced an [implementation dashboard](#). The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:

- Red indicates we are still in the planning phase and implementation is not yet underway.
- Yellow indicates that a plan is in place and that we are in the initial phases of implementation.
- Green means implementation is on track.
- A blue check means implementation of a given strategy is complete.

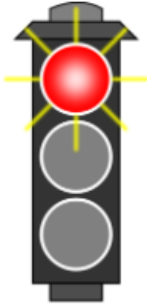
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations this year. We will be engaging in similar meetings for a variety of staff over the next few months. Given we are in the earliest stages of implementing our three-year plan, these meetings create awareness and give us an opportunity to gather feedback. This helps to inform our work as we continue to refine our strategies.

We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over the next couple of years. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

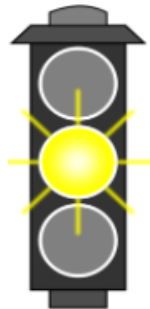
- Strategic Plan - priorities, outcomes, goals and commitments: <https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard: <https://www.wrdsb.ca/learning/2016-19-operational-goals/>
 - Mathematics: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Graduation Rates: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Student and Staff Well-Being: <https://www.wrdsb.ca/learning/2016-19-operational-goals/well-being/>
- Board and School Improvement Planning Guide: <https://www.wrdsb.ca/learning/board-school-improvement-planning-guide/>

If you have any questions or comments about the strategic plan, please speak to your supervisor, or email your comments to info@wrdsb.on.ca and our communication team will direct your feedback to the leadership team.

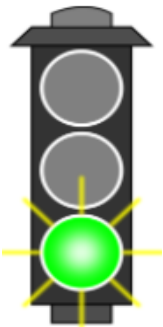
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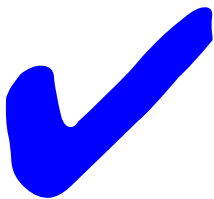
Still in planning phase, Implementation not yet begun



Plan in place and in early stages of implementation


















On track with implementation



Full implementation

MATHEMATICS

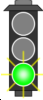
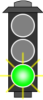


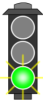








OPERATIONAL GOAL		Overall Implementation Status	
Increase the percentage of students achieving at provincial standard by 8 per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO mathematics assessments for three years.			
Lead	Strategies	Jun 17	Oct 17
Learning Services and Schools	Develop and implement the WRDSB comprehensive mathematics strategy in all kindergarten to Grade 9 classrooms		
Learning Services and Schools	Provide professional learning opportunities to teachers on effective instructional and assessment strategies to implement the WRDSB comprehensive mathematics approach framework		
Learning Services and Schools	Provide professional learning opportunities to administrators on effective practices to support the implementation of the WRDSB comprehensive mathematics strategy in all schools		
Corporate Services / Learning Services	★ Develop and share resources to support students' mathematics learning with staff, parents/caregivers and students	-	
Human Resource Services	Target recruiting for the Occasional Teacher Roster, Long Term Occasional list and contract teachers with a math background and/or qualifications		
Learning Services and Schools	Build system leader capacity to utilize technology-enabled tools to support effective school improvement planning and monitor impact of strategies for improved instruction and student performance		
Business Services	Support physical resources in classrooms with ongoing purchase of soundfields, whiteboards and other resources		
Business Services	★ Lead process for the strategic allocation of resources aligned to the strategic plan and operational goals and support a collaborative process that ensures the ongoing monitoring of resource utilization	-	

★ Indicates a new/revised strategy

MATHEMATICS

Key Performance Indicators - Highlights	
Monitoring Implementation	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
	Attendance at central sessions
	School Improvement Planning, Implementation Monitoring (SIPIM) tool content regarding actions related to mathematics area of focus
Monitoring Outcomes	EQAO results
	Report card data to indicate number of students achieving levels 3 and 4
	Administrator reflections on changes in teacher practice within Comprehensive Mathematics Approach framework
	End of year survey to principals who accessed coach to determine degree to which goals were met

GRADUATION

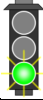

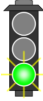
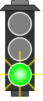

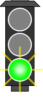


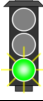
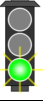


OPERATIONAL GOAL		Overall Implementation Status	
Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy			
Lead	Strategies	Jun 17	Oct 17
Learning Services and Schools	Development of a Re-engagement Framework		
Learning Services and Schools	★ Provide professional learning opportunities to administrators on effective strategies for tracking students' progress toward graduation and developing appropriate interventions to address student needs	-	
Learning Services and Schools	Revise and implement student success strategy		
Learning Services and Schools	★ Pathways to graduation central focus for subject association meetings	-	
Human Resource Services	Review as part of the staffing process (September reorganization, Semesters 1 and 2) staff allocation required to best meet the needs of our most at-risk school communities and students identified as being at-risk of not graduating		
Business Services	Assess school configurations and revisit policy and procedure regarding school organizations to support student achievement and well-being		
Corporate Services	★ Create channels of communication to share positive student stories to serve as an inspiration to students, staff and parents/families/caregivers		

★ Indicates a new/revised strategy

GRADUATION

Key Performance Indicators - Highlights	
Monitoring Implementation	Number of students that re-engagement teacher reach out to at the board level
	Number of students re-engaged in secondary schools at the board level
	School Improvement Planning, Implementation Monitoring (SIPIM) tool content regarding actions related to monitoring at risk students
Monitoring Outcomes	Number of re-engaged students who are on track to complete their diploma
	Number of re-engaged students who receive their diploma/certificate by June 2018

STUDENT WELL-BEING















OPERATIONAL GOAL		Overall Implementation Status	
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.			
Lead	Strategies	Jun 17	Oct 17
Learning Services	★ Build the capacity of students, staff, parents/caregivers and community members to develop strong positive relationships that promote student achievement and well-being: <ul style="list-style-type: none"> • Student to Staff • Student to Student • Staff to Staff • Staff to Parent/Caregivers • Staff to Community 	-	
Learning Services	Build the capacity of students, staff, parents/caregivers and community members to promote the conditions for learning: <ul style="list-style-type: none"> • Equity and Inclusion • Safe and Accepting Schools • Positive Mental Health • Healthy Schools 		
Learning Services	★ Develop processes and professional learning for early identification of at-risk students to facilitate access to both WRDSB and community resources, supports and services	-	
Learning Services	★ Establish engagement processes that facilitate effective communication and feedback to support the implementation and monitoring of student well-being. <ul style="list-style-type: none"> • School Improvement Plans • Safe Caring and Inclusive School Teams • Advisory Committees • Surveys 	-	
Business Services	Implement the recommendations contained in the "Design Guidelines for K to 12 Outdoor Play and Learning Environments"		
Business Services	Identify strategies to continue to increase access to gender neutral washrooms		
Business Services	Promote students' physical well-being through active and safe routes to school		

★Indicates a new/revised strategy

STUDENT WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
	A comprehensive list of resources, supports and services, with clear pathways to intervention and care that are linked to the strategies identified within the student well-being dashboard
Monitoring Outcomes	Safe, Caring and Inclusive Schools (SCIS) survey data
	EQAO results – both attitudinal data and achievement data

STAFF WELL-BEING

OPERATIONAL GOAL		Overall Implementation Status	
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.			
Lead	Strategies	Jun 17	Oct 17
Human Resource Services	★ Conducting an inventory of programs and resources, and aligning these supports to the WRDSB well-being strategy	-	
Human Resource Services	★ Provide learning opportunities for staff on well-being	-	
Human Resource Services	★ Refine and implement measures of staff well-being	-	
Human Resource Services	Increase awareness of organizational benefits and programs that support employees' psycho-social well-being		
Human Resource Services	Supporting a Psychologically Healthy Workplace by creating targeted programming that addresses two of the National Standard workplace factors - Workload and Balance		
Corporate Services	Conduct audit of communication tools (e.g., Waterworks, System Memos), expectations and workflow and implement key recommendations		
Corporate Services	Redevelop the staff website to provide an easy-to-use platform for information sharing and interaction		
Human Resource Services	★ Foster safe learning and working environments by ensuring comprehensive workplace health and safety inspections are occurring at our sites by our Workplace Inspection Teams (WIT's)	-	
Business Services	Support physical resources in classrooms to ensure a productive learning environment for staff and students.	-	

★ Indicates a new/revised strategy

STAFF WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Number of staff and system leaders who participate in training and learning sessions
	Guarding Minds at Work survey completed by staff with increase in participation rate
	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
Monitoring Outcomes	Course evaluations and analysis of system leaders survey
	Guarding Minds at Work survey results (e.g., increase in “Psychological Support” rating)
	Employee and Family Assistance Program utilization data

STRATEGIC PLAN OPERATIONAL GOALS
COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE
2017/18 SCHOOL YEAR

August 2017

System Leaders Meeting

September 2017

25: Report to Board of Trustees

25: EQAO and OSSLT results

System Leadership Team

Senior Strategy Team

October 2017

Senior Strategy Team

Staff Advisory Committee

System Leaders Meeting

30: Report to Board of Trustees

(update to implementation dashboard)

November 2017

System Leadership Team

Senior Strategy Team

December 2017

Staff Advisory Committee

Senior Strategy Team

January 2018

System Leadership Team

Senior Strategy Team

February 2018

Director's Town Hall

Report to Board of Trustees

Staff Advisory Committee

System Leaders Meeting

Senior Strategy Team

March 2018

System Leadership Team

Senior Strategy Team

April 2018

Staff Advisory Committee

System Leaders Meeting

Senior Strategy Team

May 2018

Pathways to Graduation update to

Board of Trustees

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

June 2018

Report to Board of Trustees

Senior Strategy Team

OPSBA Board of Directors Meeting – September 22 and 23, 2017

The OPSBA Board of Directors held a meeting on September 22 and 23, 2017 in Toronto. A traditional territory acknowledgement was provided by Trustee Karen Sandy, the Indigenous Trustees' Council's Alternate Board of Director member.

Michael Coteau, the Minister of Children and Youth Services and Minister Responsible for Anti-Racism, joined the Board on the evening of September 22 for a wide-ranging discussion on the government's Education Equity Action Plan and Ontario's children and youth services sector.

Education policy and program issues that were discussed at the meeting are summarized below.

Public Session

Indigenous Trustees' Council

Karen Sandy gave an overview of the August 22 and 23 meeting of the Indigenous Trustees' Council. Highlights included a meeting with Minister Mitzie Hunter, in which requests for three items were made:

1. Alternative routes to certification for fluent speakers of Indigenous languages and changes in hiring practices.
2. Professional development for teachers who will be delivering the new Truth and Reconciliation social studies and history curricula.
3. To mandate the roles of school board Indigenous Advisory Committees in legislation or regulation in order to ensure that these committees have clear mandates and roles.

The Council also participated in a Strategic Planning Session focusing on developing a strategic plan and reviewed materials from the Minister's Advisory Council on FNMI Education and the Well-Being Subcommittee of the Minister's Advisory Council on FNMI Education Working Group.

Communications and Media Relations

Updates on recent OPSBA communications issues were provided:

- Preparation and distribution of an OPSBA media release re: Indigenous health and safety challenges
- President Laurie French's media interviews on school capital funding, school closings, renaming of schools and EQAO provincial results

Communications support given to school boards and OPSBA colleagues on the following issues:

- Executive compensation
- Suspension and expulsion data
- Workplace violence and prevention
- Sir John A. MacDonald motion from the ETFO
- French as a Second Language (FSL) Labour Market Partnership

Finance

Updates were provided on the School Energy Coalition and the next steps with regards to the review of student transportation procurement. In response to the Auditor General's recommendation that the Ministry of Education revisit the current student transportation funding formula, the ministry is proceeding with a 12-to-18-month multi-stakeholder engagement to solicit input and feedback to renew the vision of student transportation in Ontario. The Ministry's Student Transportation Procurement Advisory Project Phase II will commence meetings within the next month.

Community Hubs

An overview of the Ministry of Infrastructure's Surplus Property Transition Initiative was given. This program is allowing community partners to submit proposal to create community hubs at surplus provincial, school board, or hospital properties. The deadline to apply is October 16, 2017.

Legislature and Government Relations An update on activities of the Legislative Assembly of Ontario was provided. The Assembly reconvened for its fall session on September 11, 2017.

Current Bills relevant to the education sector include: Bill 142, Construction Lien Amendment Act, 2017, and Bill 148, Fair Workplaces, Better Jobs Act, 2017. OPSBA is also monitoring and providing feedback on the Ontario government's response to federal Bill C-45, Cannabis Act.

A Ministry of Education consultation focusing on five main governance-related themes has begun. Themes include: Access to Integrity Officers/Trustee Code of Conduct; Director of Education qualifications; Student Trustees; Trustee Honoraria; Electronic Meeting Participation. OPSBA is actively involved in this consultation with its members.

New legislation this fall will create two new Northern Ontario ridings ahead of the next election, in response to the final report from the Far North Electoral Boundaries Commission. The new ridings, Kiiwetinoong and Mushkegowuk, will represent large Indigenous and Francophone populations. Fifteen new ridings were legislated last year, bringing the total of ridings in the June 2018 election up to 124, from the current 107.

This year, Local Government Week takes place from October 15 to 21. OPSBA is reviewing and updating its resources for trustees to use in their presentations to Grade 5 Social Studies and Grade 10 Civics students. Updated resources will be posted on the OPSBA website by early October.

Program Policy Update

A summary of Ministry meetings, workgroups and program-related announcements was provided. Information shared included the following:

- *Policy/Program Memorandum (PPM) 159: Collaborative Professionalism*
The Collaborative Professionalism subcommittee of the Ministry Initiative committee had a number of meetings over the summer months with a purpose of designing regional full-day sessions across the province to reinforce and begin to build greater awareness of PPM 159.
- *Education Equity Action Plan*
The Ministry of Education released its Education Equity Action Plan on September 7, 2017. The action plan is extensive and covers the following aspects of the system: School and Classroom Practices; Leadership, Governance and Human Resource Practices; Data Collection, Integration and Reporting; and Organizational Culture Change. OPSBA will be preparing a response to the plan.

- *FSL-Labour Market Partnership Project*
OPSBA is leading a labour market partnership project for English and Catholic public school boards entitled *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*. This is a three-year initiative with an ultimate goal of creating workable solutions to the growing demand for qualified French teachers and support staff.
- *Supporting Students with Prevalent Medical Conditions*
There were several meetings over the summer months regarding students with prevalent medical conditions. The Ministry of Education is determined to release a PPM on this topic to provide guidance to school boards in supporting students with conditions such as anaphylaxis, asthma, diabetes and epilepsy. Feedback has been provided to the Ministry by all education partners and next steps are pending.
- *Staff Well-Being*
The Ministry has established a staff well-being advisory committee comprising representatives from all school board leadership organizations, federations and unions.
- *Partnership with the Ontario Association of Children's Aid Societies (OACAS)*
October 24, 2017 is Dress Purple Day and October is Child Abuse Prevention Month. This year there is a focus on awareness around neglect, which is one of the most common child protection issues. Resources can be accessed on the OACAS website.
- *2018 Summit on Children and Youth Mental Health*
Plans are well underway for the 2018 Summit in April and registration is now open. School boards are encouraged to send their teams of staff and include key community partners in networking opportunities following the event. Sessions will focus on working across tiered systems of support for promotion, prevention and intervention.
- *EQAO and Assessment*
In 2016-17 OPSBA distributed a discussion document with recommendations for EQAO and large-scale assessments. OPSBA staff have met with Ministry and Minister's Office staff to discuss recommendations and reinforce the key request – that the Minister facilitate and engage in a dialogue with education partners on the recommendations in the OPSBA discussion paper. OPSBA was pleased to see the Ministry announcement regarding an EQAO review – details have not yet been released.
- *Curriculum Review and Reporting*
An update was provided on the announcement that the Ministry would be updating the K-12 curriculum with the goal of improving student achievement in core skills such as math and increasing emphasis on transferable life skills. The public consultation will be conducted by Premier Kathleen Wynne and the Minister of Education's six education advisors, led by Dr. Carol Campbell.

OPSBA Priorities

A report on OPSBA's 2017-18 Priorities Action Plan was provided, including an overview of strategy-focused discussions held at the August Executive Council Planning Session.

Minister's Advisory Council on Special Education (MACSE)

Board of Director member Cheryl Lovell, OPSBA representative to MACSE, gave an update on recent developments following the last MACSE meeting on June 7, 2017.

Please visit the OPSBA website member's area for more information www.opsba.org.

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2**RECEIVED****OCT 02 2017**

Ontario

September 21, 2017

Mr. Scott McMillan
Chairperson of the Board
Waterloo Region District School Board
51 Ardelt Avenue
Kitchener ON N2C 2R5

Dear Mr. McMillan,

Thank you for your letter on behalf of the Waterloo Region District School Board about special education funding. Please know that your commitment to students with special education needs is appreciated. I am pleased to respond.

As you know, the Ministry of Education provides school boards with additional funding through the Special Education Grant (SEG) for students with special education needs to support the incremental costs of the additional programs, services, and equipment required to meet their educational needs and to support positive outcomes. This enables equity for all students with special education needs.

In the case of Waterloo Region District School Board, its total Special Education Grant funding for 2017-18 is projected to be nearly \$85.5 million in 2017-18. This represents an increase of \$2 million or 2.4 per cent over 2016-17, and \$44.7 million or nearly 110 percent, since 2002-03.

In addition, as a result of the education sector labour negotiations, the ministry has agreed to establish a Local Priorities Fund (LPF) of \$218.9 million province-wide in 2017-18. The LPF will allow boards to address a range of priorities including more special education staffing to support children in need, "at-risk" students and adult education. Waterloo Region District School Board is projected to receive almost \$6.2 million in LPF funding for 2017-18.

With respect to consultation and the Special Education Funding Working Group, please note that ministry staff engages annually with our education partners on the GSN to ensure that changes to the GSN better align with board cost structures, drive efficiencies, and support our government's student achievement agenda. This has led to regular refinements to the funding formula. In addition, the ministry receives input and advice from various stakeholders and the public throughout the year.

.../2

- 2 -

Further to consultations, the Ministry of Education values the input of all stakeholders and understands the important role they have in making suggestions to improve special education. As always, we continue to work closely with our stakeholders, including school boards and the Special Education Funding Working Group, to ensure that the necessary reforms are implemented successfully and that all Ontario students have access to an excellent education.

Finally, although the ministry will continue to review the funding formula, presently there are no plans to complete a comprehensive review that examines the delivery of special education programs and funding.

Once again, thank you for writing to share your concerns and recommendations with me. Please be assured that I understand your concerns, and will keep them in mind as we move forward. I trust this information is helpful to you.

Sincerely,



Mitzie Hunter, MBA
Minister

RECEIVED

OCT 24 2017



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Mississauga, ON, Canada L5R 1C6
t 905.890.1010 1.800.668.1146
f 905.890.6747
www.peelschools.org

October 17, 2017

The Honourable Mitzie Hunter
Minister of Education
Mowat Block, Queen's Park
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Trustees of the Peel District School Board, I am writing to request that the Ministry of Education suspend Education Quality and Accountability Office (EQAO) testing for the 2017-2018 school year while the province reviews curriculum, report cards and how students are assessed.

At the Regular Meeting of the Board, held on October 10, 2017, the Board approved the following motion:

"Whereas, there has always been a strong discrepancy between Peel District School Board report card results in mathematics and EQAO mathematics scores, and

Whereas, the Ministry of Education has stated that it is time to 'examine provincial measurement and assessment policy, including EQAO testing';

Therefore, be it proposed, that the Peel District School Board request the Ministry of Education to suspend EQAO testing for the 2017-2018 school year, and request the support of Ontario Public School Boards' Association and all other public school boards in Ontario for this motion."

Trustees are concerned that current assessments administered by the EQAO do not accurately reflect what Peel students are learning in the classroom and we are not alone in our growing concern.

For the last few years we have struggled to understand the discrepancy between students who learn and achieve well on curriculum expectations as evidenced on the Ministry Provincial Report Card data but who do not perform well in math on EQAO. Despite an intensive focus on numeracy and staff engagement in professional learning to improve their knowledge and skills around the teaching of math, results of the EQAO math assessments continue to be low. The Ministry of Education and the Office of the Premier have also raised concerns about this discrepancy. To quote the news release of Sept. 6, 2017, from the Office of the Premier, it states that the province aims to "update provincial assessment and reporting practices, including EQAO, to make sure they are culturally relevant, measure a wider range of learning, and better reflect student well-being and equity." Given the diversity within Peel region, the issue that the provincial assessment may not be culturally relevant is a real concern. While a Peel board strategy to improve literacy results led to significant increases in EQAO reading and writing scores, after three years of our *Engage Math* strategy, we are not seeing any improvement on EQAO math assessments.

Trustees

Janet McDougald, Chair
Suzanne Nurse, Vice-Chair
Carrie Andrews
Stan Cameron
Robert Crocker
Nokha Dakroub

David Green
Sue Lawton
Brad MacDonald
Kathy McDonald
Harkirat Singh
Rick Williams

Director of Education and Secretary
Peter Joshua

Associate Director,
Instructional and Equity Support Services
Poleen Grewal

Associate Director, School Support Services
Wendy Dowling

Associate Director,
Operational Support Services
Jaspal Gill





Box 420, 300 County Road 36
Lindsay, ON K9V 4S4

1-888-526-5552

Fax: Lindsay 705-328-2036

Fax: Bracebridge 705-645-5973

October 25, 2017

The Honourable Mitzie Hunter
Minister of Education
Ministry of Education
14th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

The Honourable Dr. Eric Hoskins
Minister of Health
Hepburn Block, 10th Floor
80 Grosvenor Street
Toronto, ON M7A 2C4

Dear Ministers Hunter and Hoskins,

I'm writing today on behalf of Trillium Lakelands District School Board in support of the letter from the Waterloo Region District School Board regarding the Opioid crisis that is affecting our schools. We feel that this is a serious concern and that it is imperative that proactive protocols and strategies need to be put in place.

To that end, Trillium Lakelands District School Board has adopted the following motion at our October 24, 2017 Regular Meeting of the Board, as moved by Trustee Byrne and seconded by Trustee Morrison:

THAT THE CHAIR PREPARE A LETTER TO THE MINISTER OF EDUCATION AND MINISTER OF HEALTH, COPIED TO ALL DISTRICT SCHOOL BOARDS, IN SUPPORT OF THE WATERLOO REGION DISTRICT SCHOOL BOARD'S REQUEST THAT A PROVINCIAL SCHOOL PROTOCOL AROUND THE OPIOID CRISIS BE PUT IN PLACE THAT WOULD ALSO INCLUDE A COMPREHENSIVE STRATEGY AND MAY INCLUDE PROVIDING ALL ONTARIO SCHOOLS WITH NALOXONE, THE FENTANYL ANTIDOTE.

Sincerely,

Louise Clodd
Chair of the Board

CC: All Ontario District School Board Chairs