

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, April 23, 2018, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Alyssa Holstock – Peanut Ban in School

Policy and Governance

- | | | |
|-----------|--|------------|
| 01 | Review of Board Policy 5000 - Staffing | M. Weinert |
| 03 | Review of Board Policy 5001 - Appointment of Principals and Vice-Principals-
Elementary and Secondary | S. Lomax |
| 05 | Review of Board Policy 1003 - School Councils | S. Lomax |

Reports

- | | | |
|-----------|---|--------------------|
| 07 | Recipient of the 17-18 Tim Walker Memorial Awards for Environmental Stewardship | Trustees |
| 11 | Ad Hoc French Immersion Review Committee Recommendations | M. Gerard/B. Lemon |
| 41 | New Board Policy – Use of Board Resources | Chairperson |
| 44 | OPSBA AGM Nominations for Positions | Trustees |
| 47 | Motion Re: Amendment to Flag Policy | Trustee C. Watson |

Board Reports

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
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca



Board Policy 5000

STAFFING

Legal References:

Related References:

Ontario Human Rights Code, 1990
Board Policy 5001: Appointment of Principals and Vice-Principals; Elementary and Secondary
Board Policy 5010: Employment and Placement of Relatives
Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal
Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant
Administrative Procedure 3360: The Selection of Teaching Personnel for Positions of Added Responsibility; Department Head, Assistant Department Head
Administrative Procedure 3370: Employee Candidate Screening, Interviewing and Selection
Administrative Procedure 3600: Selection Procedure for ESS/OSSTF and ESS/OSSTF Related Positions.

Effective Date: *February 23, 1998*

Revisions: *March 7, 2016*

Reviewed: *March 7, 2016, February 13, 2017, **April 23, 2018***

1. It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed through an equitable and transparent process, and/or promoted based qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.



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1. Preamble

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APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions: ***April 23, 2018***

Reviewed: *September 21, 2015; February 13, 2017*

1. ~~It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals, resulting from an equitable and transparent process, based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.~~
1. **The Waterloo Region District School Board (WRDSB) is invested in strong leadership that demonstrates the skills necessary to advance student achievement and well-being. The WRDSB is committed to using a fair and equitable hiring process to select Principals and Vice-Principals to their associated pools, and strives to align school community and system needs when determining Principal and Vice-Principal placements. All Principal and Vice-Principal pool and school placements will be provided in a confidential report to the Board for information.**



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SCHOOL COUNCILS

Legal References:	<i>Education Act: Ontario Regulation 612/00</i> <i>Education Act: Ontario Regulation 613/00 – School Councils and Parent Involvement Committees</i>
Related References:	<i>Ministry of Education, Guide to School Councils, 2002</i> <i>Administrative Procedure 1570 – School Councils</i> <i>School Council Handbook by WRAPSC/PIC (2015)</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	January 16, 2017, April 16, 2018
Reviewed:	

1. It is the policy of the Waterloo Region District School Board (**WRDSB**), in compliance with the legislative requirements contained in the Education Act, and in recognition of the valuable contributions of all the school councils of the Waterloo Region District School Board, the Waterloo Region Assembly of Public School Councils (**WRAPSC**), Parent Involvement Committee (**PIC**) and all participants within our diverse community through this partnership of school and community, to:
 - 1.1 request that each school within the ~~Board~~ **district** establish and maintain a School Council, ranging in size from nine to fifteen members in elementary schools, and from eleven to fifteen members in secondary schools, **where possible**, which will be an advisory body to the school and to the Board;
 - 1.2 acknowledge that the implementation of School Councils will be a learning process unique to each school and its community, and that part of this process will be regular reflection and review of the Council's effectiveness according to ~~the Board's~~ **WRDSB's** policy and procedures for School Councils;
 - 1.3 encourage School Councils to focus on strategies and activities which support student learning, achievement and well-being;
 - 1.4 advocate that School Councils and WRAPSC work together with parents, caregivers, students, employees, band councils, ~~Parent Involvement Committee~~ **PIC, Special Education Advisory Committee** and other members of the community to bring a community perspective and support to school planning and the attainment of educational goals, and a shared responsibility and accountability for student learning and opportunities for success;
 - 1.5 consult with School Councils in accordance with s.19, 20, 21 of O. Reg. 6124/00.



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 - 1.1.4 advocate that School Councils and WRAPSC work together with parents, caregivers, students, employees, band councils, Parent Involvement Committee and other members of the community to bring a community perspective and support to school planning and the attainment of educational goals, and a shared responsibility and accountability for student learning and opportunities for success;
 - 1.1.5 consult with School Councils in accordance with s 19, 20, 21 of O. Reg 612100.



Report to Committee of the Whole

April 23, 2018

Subject: Recipients of the 2017-2018 Tim Walker Memorial Award for Environmental Stewardship

Recommendation

This report is for the information of the Board.

Status

The Adjudication Committee, comprised of Stephanie Walker (mother of the late Tim Walker), Trustee T. Martin and Student Trustees K. Shaban and M. Stojakovic, reviewed applications submitted by the following schools:

<u>Elementary/Senior Public Schools</u>	<u>Contact Person</u>
Doon Public School	Beverlie Stewart, Principal
Empire Public School	Mary Catherine Bardeggia-Irwin, Teacher
J.W. Gerth Public School	Erin Fox, Teacher
Riverside Public School	Jenny Soehner, Teacher
Trillium Public School	Jeff Adam, Principal, Lindsey Steele, Teacher Stephanie Carr, Teacher
Wellesley Public School	David Wellhauser, Teacher

<u>Secondary Schools</u>	<u>Contact Person</u>
Cameron Heights Collegiate Institute	Robert Irwin, Teacher
Elmira District Secondary School	Barbara Gaudet, Teacher
Forest Heights Collegiate Institute	Mike Janzen, Teacher
Glenview Park Secondary School	Bobbi-Jo Wade, Teacher
Grand River Collegiate Institute	Jennifer Roy, Teacher
Preston High School	Andrew Tilt, Teacher Hannah Taylor, Student Leader

The following criteria were taken into consideration:

1. Staff and student involvement (current and future) and environmental stewardship.
2. Impact on student learning/fostering learning and engaging students.
3. Environmental benefits – shading, greening, waste reduction, recycling – organized action/school environmental club or committee.

The following recipients were confirmed to meet the criteria and were selected to receive the 2017-2018 Tim Walker Memorial Award:

- Empire Public School
- Trillium Public School
- Cameron Heights Collegiate Institute
- Forest Heights Collegiate Institute

Attached to this report is a synopsis of the projects submitted by the 2017-2018 recipients of the Tim Walker Award for Environmental Stewardship. (Appendix A)

Background

In May 2006, the Board passed a motion to administer the Tim Walker Memorial Award for Environmental Stewardship annually to honour the life of secondary school teacher Tim Walker and his contribution to education and environmental initiatives. The annual award is \$2,000, which is to be equally distributed among two elementary and two secondary schools (i.e., \$500 per school). At a meeting on March 27, 2018, an adjudication committee reviewed the applications submitted for the 2017-2018 Tim Walker Memorial Award for Environmental Stewardship.

Financial implications

An amount of \$2,000 will be charged annually to the Trustee expenses budget (this action commenced in the 2006-2007 school year). This is the twelfth year the award has been issued.

Communications

The announcement of the Tim Walker Memorial Award recipients will be shared with all schools, staff, students and the public via a Board news release.

Prepared by: John Bryant, Director of Education
Stephanie Reidel, Manager, Corporate Services
in consultation with Coordinating Council

2017-2018 Tim Walker Memorial Award for Environmental Stewardship - Project Synopsis

Elementary Award Recipients

Empire Public School – Food Garden Phase 2 – Fruit Tree Project

Our school is located in an area where there is a growing diversity of cultural backgrounds. Introducing native fruit trees into our edible garden would provide an opportunity for the students and families, many of whom are recent refugees, to learn about growing food here in Canada and possibly provide them with healthy food for their families to enjoy. Students will plant fruit trees to supplement our existing food-based school gardens. This initiative is aimed at improving the health of children by engaging them in the cultivation of their own food.

Trillium Public School – Horticulture for Happiness

Our school is striving to connect environmental stewardship with our HERO character attributes (happiness, empathy, resilience, optimism, etc.). To do so, the junior students at Trillium will be embarking on a project-based learning journey called “Horticulture for Happiness”. They will explore the connection between environmental stewardship, nature and happiness. This understanding will be the foundation for the project – promoting the importance of having plants within the learning environment, and how nature can have a positive and lasting impact. They will plan, budget and work in teams to transplant/pot a variety of plants. Upon completion of the first phase of the project, the students will provide each room in the school with a beautiful potted plant that will promote feelings of happiness and joy. The goals are twofold- the students will have meaningful, authentic involvement that will spark many cross-curricular interactions and, more importantly, will be given the opportunity to experience environmental stewardship first-hand and have a chance to improve the quality of their learning as well as the learning of others.

Secondary Award Recipients

Cameron Heights Collegiate Institute – Indigenous Celebration Garden

Students will build and maintain a raised perennial and food garden that will supplement course curriculum, add biodiversity to the school property as well as create an area for students to explore and to learn about our natural environment. Our population consumes a vast amount of food that is not grown locally, negatively impacting our environment because of the fossil fuel that is burned to transport the food to our region. Students, staff and parents will have an opportunity to learn how to grow and prepare indigenous foods so we can greatly reduce our carbon footprint. This will help us commemorate the 50th anniversary (June 2019) of the building of Cameron Heights CI.

Forest Heights Collegiate Institute – Making Forest Green Again

Our plan is to revitalize the outdoor space in one of Forest Heights' courtyards. A secured green space can be used as an outdoor classroom for all classes including our Life Skills/ Developmental Education Class and Autistic Spectrum Class. This area will also provide an outdoor food garden for the Environmental Science Class and a quiet place for mindfulness and reflection. The area that has been in a state of disrepair for many years will now provide an aesthetically pleasing area for school functions.



Report to Committee of the Whole

April 23, 2018

Subject: French Immersion Review Committee Update

Recommendation

That the Waterloo Region District School Board approves the four recommendations contained in the French Immersion Review Committee Report. Furthermore, that \$150,000 from accumulated surplus be committed to support the recommendations as outlined in the report presented to Trustees at the April 23, 2018 Committee of the Whole meeting.

Status

The French Immersion Review Committee consists of the following members:

- **Trustees:** Ted Martin, Courtney Waterfall, Cindy Watson
- **Student Trustees:** George Kenyon, Kimia Shaban
- **Students:** Prachi Hambir, Marin Taylor, Alina Cirlova, Allison McDowell, Mary-Jane Miller
- **French Immersion Parents:** Kerri Gettliffe, Melissa Jenkins, Mandi Bond
- **Non-French Immersion Parents:** B. Hutzal, Laurie Tremble
- Bill Lemon, Superintendent, Student Achievement & Well-Being (Co-Chair)
- Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board (Co-Chair)

The members in attendance at each meeting are as follows:

Members

Member's Name	Feb 13/18	Mar 8/18	Mar 20/18
Ted Martin, Trustee		X	X
Courtney Waterfall, Trustee	X	X	X
Cindy Watson, Trustee			
George Kenyon, Student Trustee		N/A	N/A
Kimia Shaban, Student Trustee			
Prachi Hambir, Student			
Marin Taylor, Student	X	X	X
Alina Cirlova, Student	X		
Allison McDowell, Student	X		
Mary-Jane Miller, Student	X		
Mandi Bond, FI Parent	X		X
Kerri Gettliffe, FI Parent	X		X

Members Continued

Member's Name	Feb 13/18	Mar 8/18	Mar 20/18
Melissa Jenkins, FI Parent	X		
Laurie Tremble, Non FI Parent	X	X	X
Brent Hutzal, Non FI Parent	X	X	

Member's Name	Feb 13/18	Mar 8/18	Mar 20/18
Bill Lemon, Superintendent, Student Achievement & Well-Being (Co-Chair)	X	X	X
Matthew Gerard, Coordinating Superintendent, Student Achievement & Well-Being (Co-Chair)	X	X	X

X – Present

NOTE: Due to previous commitments, Trustee Watson is unable to make meetings on Tuesdays and Thursdays, however, met with Coordinating Superintendent Gerard prior to the meetings to offer input.

The committee has met monthly to discuss French Immersion staffing challenges, equitable access for students and transportation, and the pros and cons of a French Immersion magnet school. The committee analyzed the strengths and opportunities related to the French Immersion program and developed recommendations.

The committee has concluded the work contained within the scope of the original motion and presents the attached report with four recommendations for the Board of Trustees' approval.

Background

By way of a Board of Trustees motion passed on June 12, 2017 and further ratified at their meeting on June 26, 2017, the French Immersion Review Committee was formed. The French Immersion Review Committee was mandated to review French Immersion and the Extended French Program models and delivery for elementary and secondary students. The review is to include staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School. The French Immersion Review Committee Terms of Reference require a report to the Board of Trustees with recommendations by the end of February 2018.

Financial implications

The French Immersion Review Committee has recommended to Trustees the initiation of a review of the French Immersion program. The commitment of \$150,000 from accumulated surplus is required to fund the review.

Additional details about the financial implications are described in the recommendations contained in the attached report entitled ***French Immersion Review Committee Report***.

Communications

No communication is necessary at this time.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being
Matthew Gerard, Coordinating Superintendent, Business Services &
Treasurer of the Board
in consultation with Coordinating Council.

Waterloo Region District School Board

**French Immersion Review
Committee Report**

**Present to Committee of the Whole
April 23, 2018**

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1. Introduction

During the 2017-2018 school year, the Board of Trustees passed a motion initiating a review of the Waterloo Region District School Board's (WRDSB) French Immersion program. The motion outlined a number of stakeholders to include in the review, and a specific list of areas to address.

That the Waterloo Region District School Board strike an Ad Hoc Committee for September 2017 to review our French Immersion and Extended French program models and the delivery for elementary and secondary students; and

That the review is to include staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School; and

That the committee include two French Immersion parents, two parents whose students are not enrolled in French Immersion, two French Immersion students, three Trustees, two Student Trustees and appropriate staff members; and

That all recommendations from the committee be supported with financial implications; and

That the committee provides a report to the Board of Trustees with recommendations by the end of February 2018

2. Terms of Reference

2.1 Scope

The review was focused on the Waterloo Region District School Board's French Immersion and Extended French programs at both the elementary and secondary levels. The review itself was to commence in September 2017 with a final report delivered to the Board of Trustees in February 2018.

2.2 Objective

The objective of the French Immersion Review Committee was to:

- Review and make recommendations for the WRDSB's French Immersion and Extended French program models and the delivery for elementary and secondary students including:
 - Staffing challenges;
 - Equitable access for each and every student;
 - Transportation; and
 - Advantages and disadvantages of a French Immersion Magnet School.
- Support all recommendations with financial implications.

2.3 Methodology

As part of the review process, the French Immersion Review Committee (Review Committee) met over a series of meetings to analyze information relevant to the objectives outlined in the Trustees' motion. In order to ensure all members in the Review Committee were able to fully participate in the meetings, staff dedicated time to providing background about the French Immersion program. The Review Committee also considered the approaches taken by other school boards.

The full Terms of Reference can be found in Appendix A.

3. Background

3.1 French Immersion Programming at the WRDSB (from WRDSB website)

Ontario students in the public school system learn French as part of their comprehensive education. The WRDSB offer a variety of enhanced French programming for students who wish to improve their French language skills.

Core French

As part of the regular curriculum, Core French is taught to all students in our elementary schools from Grades 1 through 8. Students learn the French language by speaking, reading and writing.

Core French is taught to all students in Grade 9. In Grades 10 through 12, students may choose to continue studying French by selecting one Core French course per year.

French Immersion

Elementary students enrolled in French Immersion participate in a program that offers 50 per cent of their day in French. In Grades 1 through 6, the subjects taught in French are French language, Math, Social Studies and Visual Arts. In Grades 7 and 8, the subjects taught in French are French language, Geography, History, Visual Arts and Health and Physical Education.

French Immersion and Extended French programs are available to students who have completed the Elementary Immersion program and would like to continue with more intensive French instruction.

Extended and Immersion French programs require students to complete four French language courses. Students enrolled in Extended French must also complete a minimum of three courses in other subjects taught in French. Students enrolled in French Immersion must complete a minimum of six courses in other subjects taught in French.

A listing of WRDSB schools providing French Immersion and Extended French programs can be found in **Appendix B**.

3.2 Enrolment

Elementary Enrolment

From the data in Figure 1, enrolment in the elementary panel (grades 1 - 8) has generally increased in the years the Review Committee considered. The 2017-2018 school year saw the largest grade 1 cohort in the timeframe that was reviewed. While some waitlists did exist, we have been able to accommodate all families interested in French Immersion, where the family can provide transportation.

While the program has grown over the years (Figure 2) there are still neighbourhoods where there has been negligible demand for the program. In neighbourhoods where French Immersion is not offered there are few students or

families who express an interest in attending a French Immersion program as an out-of-boundary student.

Based on current figures, students in the elementary French Immersion program comprise 28% of the grade 1 population and roughly 22% of the elementary population from grades 1 to 8.

Figure 1

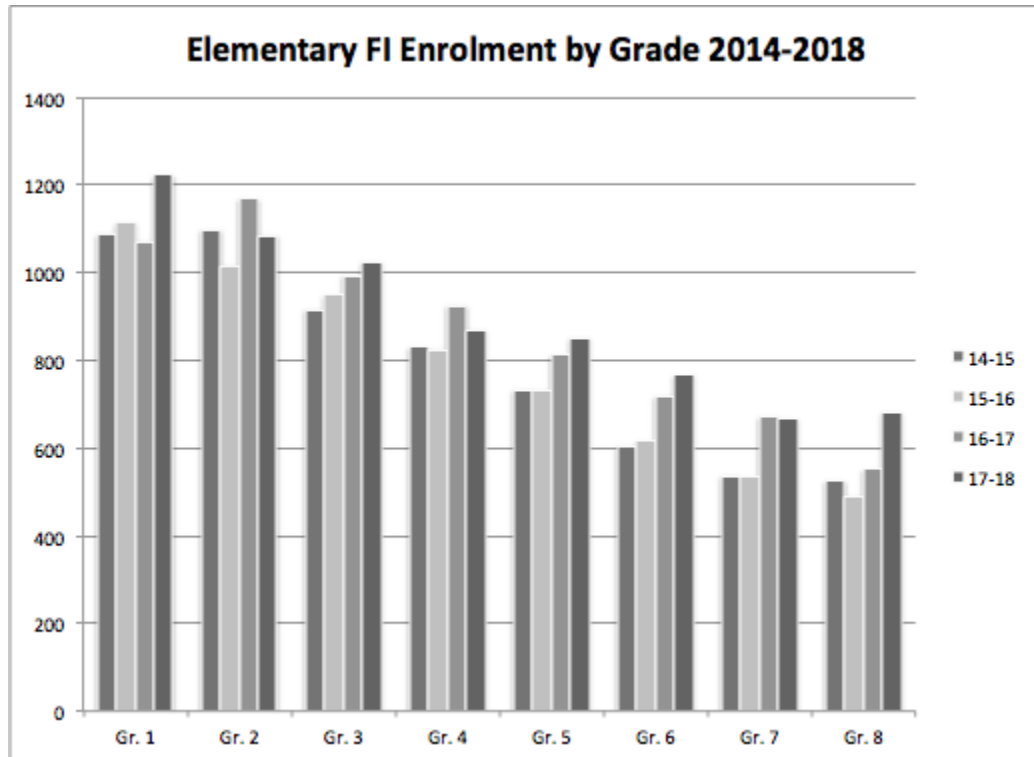
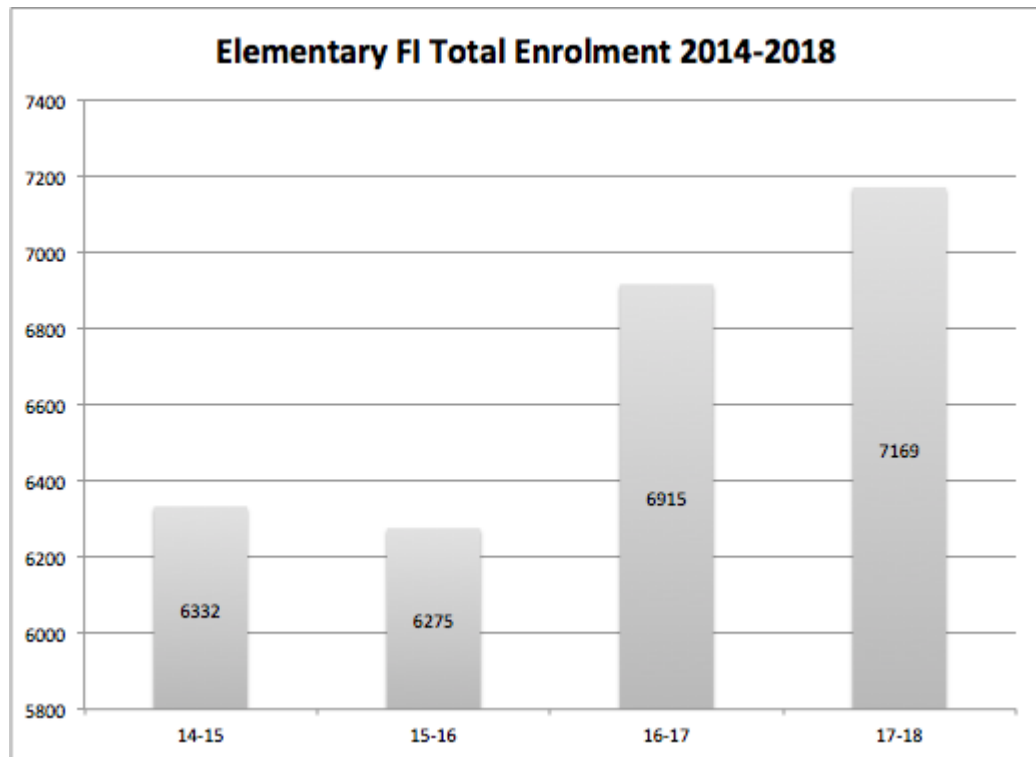


Figure 2



Secondary Enrolment

These data combine the French Immersion and Extended French enrolment, as the pathways for these students only diverge in grade 12. The graphs included demonstrate a positive trend in secondary enrolment across the system (Figures 3 and 4).

French Immersion is offered at two secondary schools - KCI and GCI. While Extended French is offered at FHCI, GRCI, and WCI, in addition to KCI and GCI. A student is eligible for a French Immersion certificate after earning ten (10) secondary credits where the language of instruction is French. A student is eligible for an Extended French certificate when they have earned seven (7) secondary credits where the language of instruction is French.

At current levels French Immersion/Extended French has grown to represent 6% of the total secondary enrolment.

Figure 3

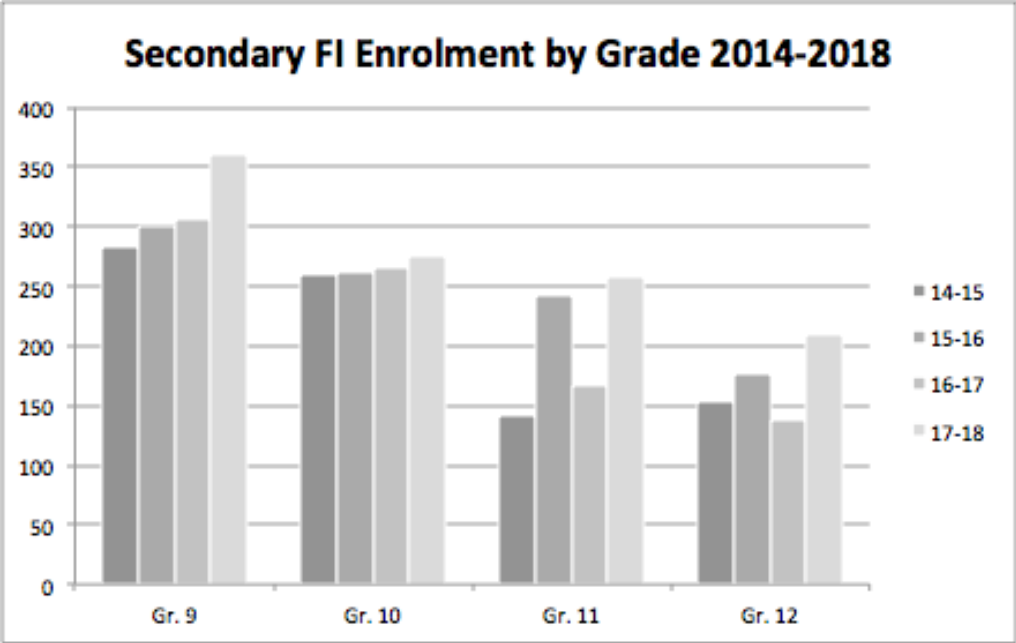
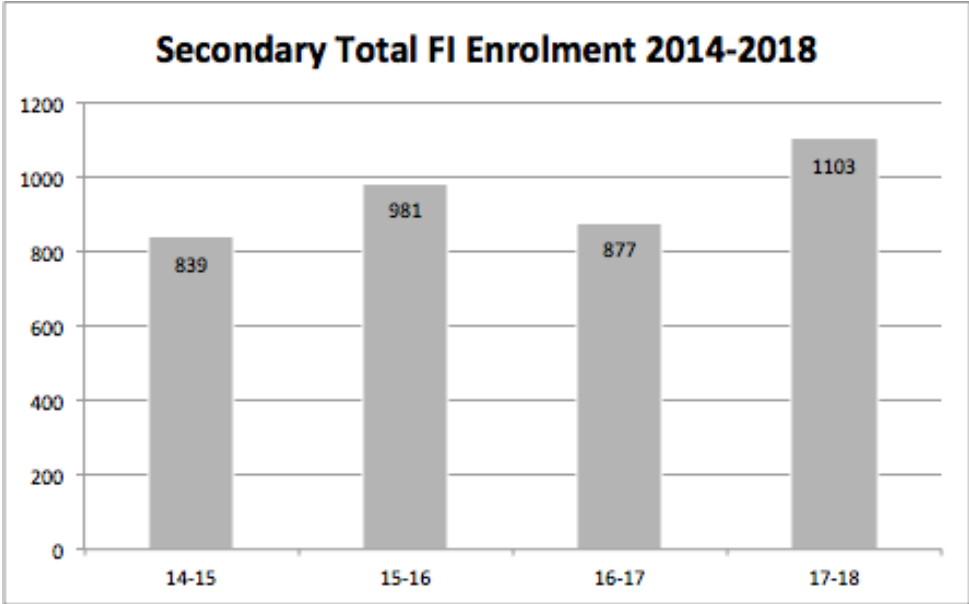


Figure 4



3.3 Funding French as a Second Language (FSL) Allocation

French as a second language is funded through the Grant for Student Needs. The funding under this particular allocation is only available to English-language boards.

At the elementary level, the WRDSB receives funding based on the number of minutes of French instruction provided to pupils on a daily basis. For the 2017/2018 school year, table 1 summarizes the funding received through the FSL Allocation.

Table 1 - French as a Second Language Allocation (WRDSB)

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$297.37
150 minutes or more	Immersion, Grades 1 to 8	\$379.01

At the secondary level, the WRDSB receives funding based on the number of credits taught in French. For the 2017/2018 school year, Figure 2 summarizes the funding received through the FSL allocation.

Grades	Allocation per-pupil credit – French as a subject	Allocation per-pupil credit – subjects other than French taught in French
9 and 10	\$76.44	\$125.74
11 and 12	\$101.09	\$196.04

4. Analysis of Data

4.1 Topics

Throughout the course of the French Immersion Review Committee meetings, the group reviewed and discussed areas related to the WRDSB's French Immersion and Extended French programs. The following list outlines the topics discussed at the group's meetings.

- Staffing
 - Staffing French Immersion and Extended French programs
 - Class compositions and split classes
 - Current enrolment trends in French programs
- Program
 - System overview of schools offering French programs
 - Starting a French Immersion Program at an elementary school
- Transportation
 - Waterloo Region District School Board's Transportation Board Policy and Administrative Procedure
 - Annual Transportation Report
- Funding
 - French Immersion and Extended French funding through the Grant for Student Needs

4.2 Strengths and Opportunities

The Review Committee analyzed the Waterloo Region District School Board's French Immersion and Extended French programs from a perspective of strengths and opportunities. The analysis was an essential step in identifying what is working well with the programs and what directions the programs may take in the future.

Strengths: WRDSB
<ul style="list-style-type: none"> ● The WRDSB is a growing board that is building more schools and hiring additional staff to support the new pupils entering the system. ● The WRDSB is an innovative organization that is open to new ideas and approaches. ● The French Immersion and Extended French programs have been structured in a way that attempts to meet the demands of families interested in the programs and is dedicated to the quality and sustainable growth of the program. ● The WRDSB offers a variety of program pathways for the differing needs of students especially at the secondary level. ● The WRDSB communication function provides high quality and far reaching messages through a variety of channels.
Strengths: Waterloo Region
<ul style="list-style-type: none"> ● Growing and diverse population in primarily urban and compact geography. ● The regional boundary and school board boundary are the same; municipalities and the school board are serving the same constituents. ● Regarded as a high tech sector and innovation hub. ● The region has two universities and a college. ● The Light Rail Transit will provide greater access to our schools.
Strengths: Schools
<ul style="list-style-type: none"> ● High quality staff. ● School cultures meet the needs of the students in the building, unique unto themselves. ● Diversity of school populations - multiple students represented at each site. ● Student focused programs to support wellness (i.e. HERO GEM Program). ● Buildings are well-maintained and well-utilized; limited excess space <ul style="list-style-type: none"> ○ Building designs are supportive/conducive to student learning. ● Active student and parent councils, school communities, and Parent Involvement Committee. ● Range of course offerings that support a number of pathways. ● Special Education Programs are well developed and delivered.
Strengths: Program
<ul style="list-style-type: none"> ● Viewed by the public as a good program. ● In high demand. ● Program meets the needs of a wide range of families. ● Extra-curricular opportunities that support the program - exchanges, writing contests. ● Variety of programming at the secondary level.

Opportunities: Staffing
<ul style="list-style-type: none"> ● Incentivizing French Immersion teachers to seek employment with the WRDSB through permanent placements, outreach to post secondary partners. ● Providing continual professional development to French Immersion teachers. ● Utilizing immersion experiences for staff to enhance those skills. ● Supporting teachers to connect French Immersion students to the rest of the school community <ul style="list-style-type: none"> ○ Ongoing support for French Immersion teachers to learn collaboratively from colleagues ○ Networked learning opportunities for these teachers. ● Fewer teacher contacts the French/French splits.
Opportunities: Access to French Immersion
<ul style="list-style-type: none"> ● Communication - providing clearer communication about how to start a French Immersion program at an in boundary school. ● Entry Points - examine the impacts of starting French Immersion at a later date especially the impacts on retention rates. Identify supports (i.e. preparatory programs) to allow for additional entry points. ● Schools - French Immersion programs in neighbourhood schools may attract more students to the program. This may impact enrolment in areas where students do not have an in boundary French Immersion option. ● Supports - Additional Special Education supports may allow more students to enter the French Immersion program and stay in the program once enrolled. Additional parent supports may also positively impact student achievement and learning.
Opportunities: Transportation
<ul style="list-style-type: none"> ● Examine the cost benefit of providing transportation to French Immersion students as it relates to student achievement and learning, and retention. ● Creating a clear pathway for transportation through the elementary grades may increase retention in the program.
Opportunities: French Immersion Magnet School
<ul style="list-style-type: none"> ● A single track French Immersion school may enhance student achievement and learning. ● A single track French Immersion school may eliminate the stigma associated with the program.
Opportunities: Other
<ul style="list-style-type: none"> ● Other school boards in the province have conducted in depth reviews of their French Immersion programs. Exploring these models in depth may reveal additional opportunities for the WRDSB. ● Conducting entrance and exit interviews or surveys of French Immersion parents and students may yield additional data to direct the program.

4.3 Challenges

Labour Shortage

Through the work of the Review Committee and through research across other jurisdictions, the group developed an understanding of the shortage of qualified French teachers faced by the WRDSB and the province. The Review Committee learned that through the staffing process, schools try to maximize the deployment of this scarce resource. One of the consequences of this labour challenge is that teacher contacts for students occasionally increase. For example, a French qualified teacher may be used to teach the French portion of the day to a group of grade 2 students in the morning and grade 3 students in the afternoon, with the English portion of the day being taught by other teaching staff. This method of staff deployment is a common response to the shortage of qualified French teachers.

This labour challenge has caught the attention of the Ministry of Education as French language school boards are also encountering challenges in finding qualified French teachers for their positions. The Ministry of Education has shared that they have developed a strategy to begin to address this labour shortage over the next few years.

Program Demand Challenges

As the French Immersion program has expanded to more elementary schools, the WRDSB is beginning to experience enrolment pressures at some of our sites. Site capacity issues have seen several of our sites become closed to out-of-boundary students, in order to accommodate home boundary students in both Core French and French Immersion programs. As more sites become closed to out-of-boundary students, the system's ability to accommodate students is reduced. These enrolment pressures seem to affect newer or growing school communities.

Student Retention

In reviewing the elementary and secondary enrolment data cited above, student retention emerged as an identified challenge. As the size of the program grows year over year, the cohorts reviewed by this group revealed that students within a cohort appear to be leaving the program. What became evident, was that there was no data associated with why students were leaving the program. The absence of these data poses a challenge to making systemic changes to the French Immersion program.

Special Education Support

The Ministry of Education released [French Language Framework](#) (2013) and [Including students with Special Education needs in FSL](#) (2015). These documents set the direction for French language instruction from K - 12. This direction intersects with the challenges identified by this group specifically in the area of special education support. As schools are struggling to find qualified French teachers, the system is challenged to find teachers with special education qualifications that are also qualified in French. While classroom accommodations still occur to support students with special education needs, access to special education expertise in French beyond the classroom can be a challenge.

Absent Voices

Through many of the conversations and activities of the Review Committee, what consistently emerged were the limitations of the group. While the discussions were productive and highlighted many areas of inquiry, it became obvious that members were limited to their opinions and lived experience. Many of the challenges uncovered by the Review Committee require further investigation within the constituency affected by the challenge. For example, support for students with special education needs was identified in the section above. The Review Committee identified that opinions of the parents/caregivers associated with this challenge were not authentically present in the room. Questions around program retention and selection emerge for this population, yet the Review Committee cannot meaningfully answer these questions in a broader context. Accessing these absent voices will be necessary to develop a more complete understanding of complex challenges the French Immersion program faces.

4.4 Gap Analysis

The Review Committee reviewed gaps in the French Immersion and Extended French programs as they relate to the objectives contained in the Board of Trustees' motion that established the Review Committee.

Gaps: Staffing challenges
<ul style="list-style-type: none"> • The WRDSB is experiencing difficulties attracting and retaining qualified French educators. • Staff experiences with the French Immersion program need to be integrated into a more fulsome review of the program. • Do French Immersion staff require additional professional development to assist in specific areas of instruction (i.e. math)?
Gaps: Equitable access for each and every student
<ul style="list-style-type: none"> • French Immersion at the WRDSB is driven by demand, not every elementary school is able to start and maintain the required number of students to run a French Immersion program. • Not enough is known about why parents/caregivers, and students choose the French Immersion program and why they choose to leave it. • Are there improvements/enhancements to the Core French program that could provide equitable French language learning to students.
Gaps: Transportation
<ul style="list-style-type: none"> • The provincial funding model provides limited funding that does not support student transportation beyond those students eligible for transportation in accordance with Board Policy 4009 - Student Transportation. • Staff do not fully understand the impact of the provision of transportation on a parents'/caregivers' decision to enrol their students in French Immersion. Additional feedback from both parents/caregivers and students is required. • Not every student has an in-boundary school that provides French immersion through to Grade 8. More specifically, schools offer the French Immersion program from Grades 1 through 6 at an in-boundary school but the in-boundary senior elementary school does not offer French Immersion. • There are limited transportation options for out of boundary secondary school students wishing to pursue French Immersion. Can staff work with municipal partners to make transportation more accessible?
Gaps: Advantages and disadvantages of a French Immersion Magnet School
<ul style="list-style-type: none"> • The WRDSB needs to gather more information about the pedagogical effectiveness of French Immersion magnet schools, single track, to determine if they are more effective than the WRDSB's current dual track model. • Parent/caregiver, student, and staff perspectives on single track schools will identify if this model is preferred compared to the current dual track model. • The financial implications of establishing single track elementary schools is not known. Furthermore, it is difficult to ascertain at this time the cost benefit of establishing single track schools.

5. Summary

The work of the French Immersion Review Committee was a limited scope review of the French Immersion program. The review was focused on four key areas: staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School.

Enrolment trends show growth in the French Immersion program and we expect the trend to continue as the demand for French programming increases. Like other school boards in the province of Ontario, the WRDSB is experiencing difficulties attracting and retaining qualified French educators in French language programs. Although the WRDSB, Ministry of Education, and the Ontario Public School Board Association are working to address the issue, a solution is not imminent. In the absence of sufficient staffing resources, growing the French Immersion program at the WRDSB will continue to be a challenge.

The Review Committee was representative of the WRDSB's stakeholders but ultimately the committee agreed that broader consultation is required to better understand the needs of stakeholders. Furthermore, the Review Committee identified the need to conduct a more formal review of the WRDSB's French Immersion program to better shape and define the program. The Review Committee reflected on the process the WRDSB underwent to develop its strategic plan and wondered if a modified version of this process would create the structure that will enhance the delivery of quality French Immersion programming.

The final recommendations from the Review Committee are reflective of the work over several months. The recommendations position the WRDSB to enter into a more in depth review of its French language programming that draws upon the WRDSB's strengths and leverages the opportunities present in our current environment.

6. Recommendations

The Review Committee developed a series of recommendations for the Board of Trustees' consideration.

Recommendation 1

Recommendation	Enhance parent/caregiver and student voice to better understand what attracts and retains students in the French Immersion program.
Issue to be addressed	<ul style="list-style-type: none"> • Understanding why parents/caregivers choose the French Immersion program for their students and what their intended outcomes are. • Understanding why parents/caregivers withdraw their students from the French Immersion program.
Action to be taken	Establish entrance and exit surveys for parents/caregivers and students to take when students are either registered or withdrawn from the program.
Financial Implications	To be accomplished within existing budgets.
Responsible Party	Learning Services Research Department
Timelines	Surveys to be developed and administered by January 2019 on an ongoing basis.

Recommendation 2

Recommendation	Continue provincial and local efforts to attract and retain additional French language educators
Issue to be addressed	Attracting and retaining highly qualified French language educators to the WRDSB including but not limited to teachers and educational assistants.
Action to be taken	Support provincial initiatives with both the Ministry of Education and the Ontario Public School Board Associations' to attract and retain qualified French language educators.
Financial Implications	To be determined
Responsible Party	Board of Trustees
Timelines	Ongoing

Recommendation 3

Recommendation	Addressing French Immersion program boundaries at senior elementary schools.
Issue to be addressed	Junior elementary school (JK-6) students in the French Immersion programs at their in boundary school do not always have an In boundary senior elementary school that offers the French Immersion program. In some cases the distance to the nearest senior elementary school is within the WRDSB's walking distance set forth in Board Policy 4009 - Student Transportation but in other instances they are beyond the walking distance.
Action to be taken	Learning Service will collaborate with the Planning Department to identify options to resolve the issue of the identified senior elementary schools.
Financial Implications	To be accomplished within existing budgets.
Responsible Party	Learning Services Planning Department
Timelines	Review to commence in the 2018/219 School Year

Recommendation 4

Recommendation	Initiate a broader review of the French Immersion program.
Issue to be addressed	<ul style="list-style-type: none"> • The WRDSB French Immersion program has grown in enrolment since it was established by the Board. As the demand for the French Immersion program increases, it is imperative that the WRDSB establish a mission and vision for the program in addition to success criteria for the program. • A review will also need to engage parents/caregivers and students to better understand their experiences as they relate to the French Immersion program and why they chose to register in the program, continue in the program, or withdraw from the program or why they chose not to register in the program. Additionally, front line educators need to be engaged to better understand the successes and opportunities with the program. • The structure of the program should also be included in the review. In particular, the review should address enhancements to the WRDSB's registration process such as early identification surveys at JK/SK, concepts of single or dual track schools, multiple entry points into the program, and substitutes for the program such as enhancements to core French language instruction.
Action to be taken	Trustees to approve an initiative to acquire the services of a third party to conduct a review of the French Immersion program. The review will include engaging a variety of stakeholders to better understand their needs as they relate to French language instruction and the development of strategies to meet those needs as practically possible.
Financial Implications	\$150,000
Responsible Party	Learning Services and Business Services
Timelines	Review to commence in the 2018/2019 school year.

Appendix A

French Immersion Review Committee - Terms of Reference

Context / Background:

As passed by the Board of Trustees at their meeting of June 12, 2017 and further ratified at their meeting of June 26, 2017:

That the Waterloo Region District School Board strike an Ad Hoc Committee for September 2017 to review our French Immersion and Extended French program models and the delivery for elementary and secondary students; and

That the review is to include staffing challenges, equitable access for each and every student, transportation and the advantages and disadvantages of a French Immersion Magnet School; and

That the committee include two French Immersion parents, two parents whose students are not enrolled in French Immersion, two French Immersion students, three Trustees, two Student Trustees and appropriate staff members; and

That all recommendations from the committee be supported with financial implications; and

That the committee provides a report to the Board of Trustees with recommendations by the end of February 2018.

Committee Name:

French Immersion Review Committee

Type of Committee:

Ad Hoc Committee

Ad Hoc Committee - signifies a solution designed for a specific problem or task, non-generalizable. These committees are appointed or created for a particular purpose or on a short-term basis. The committee is dissolved when the job is complete (for example, a committee appointed to build a playground or plan a conference).

Purpose:

- Review and make recommendations for the WRDSB's French Immersion and Extended French program models and the delivery for elementary and secondary students including:
 - Staffing challenges;
 - Equitable access for each and every student;
 - Transportation;
 - Advantages and disadvantages of a French Immersion Magnet School.
- Support all recommendations with financial implications.
- Provide recommendations in a report to Trustees by the end of February 2018.

Strategic Directions:

The following Strategic Priorities and their related outcomes are directly related or influenced by the outcomes/work of this committee.

- 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 Students' 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 Build 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 Commitments:

The Waterloo Region District School Board commits to:

- Service by embracing an attitude of care and support
We seek to understand and meet the needs of those we serve.
- Integrity by matching our actions to our words
We conduct ourselves in an open and transparent manner that inspires trust.
- Respect by honouring all stakeholders
We create an environment where people feel included, valued and treated with dignity.
- Innovation in a culture where new ideas are welcomed and considered
We build our capacity to think critically and problem-solve creatively.
- Collaboration through reaching out and listening to our stakeholders
We build collaborative relationships to achieve common goals and resolve differences.

System Guiding Principles: Committee work will ...

- Impact student achievement and well-being
- Increase service to schools, students, staff and community
- Enhance collaboration
- Support productive working relationships

Guiding Principles: The Committee will ...

- engage structures and processes that support the mission, vision and strategic directions goals of the organization
- provide the organization with high quality policy, procedures, good information flows, and sound and well-timed decision-making
- maximize activities that add value to the teaching, learning, research and well-being of the organization
- protect collegiality and collaboration, while increasing accountability and efficiency
- recognize that resource allocation and academic planning must be linked through a strategic approach to institutional development and continuous improvement (Plan, Act Assess, Reflect)
- commit to fiscal accountability and transparency
- commit to an efficient, simple and responsive management structure and related processes
- commit to and model principles of equity and inclusion

System Norms:

- treat all members and guests with respect by encouraging diverse opinions to be shared without interruption – everyone has a voice
- speak your truth, without blame or judgment
- listen for understanding – inquire (ask) before you advocate (persuade) `
- assume positive intentions
- common Message/Shared Commitment in working towards Common Understandings
- promote a spirit of inquiry
- think service!

Additional Committee Norms:

The Committee members will work with each other to ensure that all members act in accordance with the Board's commitments, System Guiding Principles and System Norms.

Engagement:

The WRDSB Engagement Continuum will be utilized in developing the committee agenda on an ongoing basis and in consideration of specific topics.

The Engagement Continuum will be well communicated and clearly understood by all committee members.

Each committee member is valued for their strengths, their capacity and desire to contribute to a project, process or solution. The ongoing and consistent utilization of the engagement continuum reinforces and supports the importance of productive working relationships.

Inform - provide the committee members with balanced, objective information to assist them in understanding the project, process and/or issue. Provide possible opportunities and solutions to participants.

Consult - obtain committee member feedback on a project, process and/or issue, alternatives and decisions.

Collaborate - work directly with the participant throughout the process/project/issue to ensure stakeholder concerns and aspirations are consistently understood and considered where possible.

Leadership:

Chairperson

- The Chairperson of the committee chairs the meetings.
- The Chairperson compiles the agenda for the meetings, from the input of the membership
- The Chairperson will ensure communication occurs with members of the committee and trustees

Secretary

- A member of the *committee* will be selected to act as Secretary for the group.
- The Secretary will take meeting notes and assist in organization of the agenda.

Facilitator

- A facilitator may be selected to assist the Chairperson in running the meetings.
- The facilitator acts as timekeeper to ensure complete agenda is satisfied.
- The facilitator manages scheduled meeting presentations.

Other

- Other positions may be determined based on the input of the membership of the *committee*

Membership:

Trustees (3 Votes)

1. Ted Martin
2. Courtney Waterfall
3. Cindy Watson

Student Trustees (2 Votes)

4. George Kenyon, Student Trustee
5. Kimia Shaban, Student Trustee

French Immersion Students (2 Votes)

6. Marin Taylor
7. Mary-Jane Miller
8. Allison McDowell
9. Alina Cirlova

French Immersion Parents (2 Votes)

10. Kerri Gettliffe
11. Melissa Jenkins
12. Mandi Bondi

Non-French Immersion Parents (2 Votes)

13. Laurie Tremble
14. Brent Hutzal

Staff (2 Votes)

15. Matthew Gerard, Coordinating Superintendent, Business Services and Treasurer of the Board (Co-Chair)
16. Bill Lemon, Superintendent, Student Achievement and Well-Being (Co-Chair)

Other Resources

1. Kristin Phillips, System Administrator (Working Group Chair)

Meetings:

There will be at least 5 committee meetings from September 2017 until February 2018. Additional meetings may be necessary and can be established at the discretion of the Co-Chairs.

Quorum:

A quorum equals 50% +1 of voting members. In the event there is no quorum, the meeting can be either postponed for the next scheduled time, or those present will continue with the meeting, deferring the finalization of the decisions following contact with the remainder of the committee membership via email/faxing for each individual response.

Voting:

Each member will be allowed one vote. In the event a group (e.g. French Immersion Students) has more members attending the meeting than the numbers identified in the Board motion, those members will work with each other to identify which members will participate in the voting. Those voting members will not exceed the number of members outlined in the original motion by the Board of Trustees.

Operating Guidelines:

1. Every reasonable effort will be expended by the committee to reach decision by consensus. When a vote is necessary, each member will have one vote. Staff serving as resource to the committee in attendance at a meeting will not have a vote.
2. The Chairperson of the committee will be responsible for developing the agenda with input from the group. The Secretary will electronically distribute each agenda in advance of each meeting.
3. Meeting times, dates and locations will be determined by committee members in collaboration with the Chairperson. A commitment to attend a regularly scheduled meeting (minimum 5 meetings from September 2017 to February 2018), for approximately 2 per meeting is required by members. Additional meetings to those regularly scheduled may be held at the call of the Chairperson.
4. Meetings will be conducted in a respectful and responsible manner. The Chairperson will ensure through management of the agenda that all voices have an opportunity to be heard. Members of the committee have an obligation to listen respectfully to the other voices at the table.

Communication/ Reporting:

Minutes from each meeting is the responsibility of the Secretary and will be circulated to each member. Sub-committee meeting minutes will be documented and sent to the Chairperson. A copy will be placed on file for future reference.

Members on the committee are responsible for sharing information from the group with their respective constituent group, organization and associations. In addition, members will be responsible for seeking input from their respective group, organization and associations to guide the work of the committee.

Resources:

Support Staff (Secretary) - Julianne Amaral
Room - Cambridge Room

Conflict of Interest:

A conflict of interest arises when a committee member's private or personal interests may take precedence over or compete with his or her responsibilities as a member of the committee. A conflict of interest may be actual, perceived or potential and may occur before, during and after membership on a committee.

Without limiting the generality of the foregoing, it shall be a conflict of interest for a member or a member's family to derive a personal gain or benefit arising from his or her membership on a committee. It shall also be a conflict of interest for a member to use or disclose confidential information without prior written permission of the Minister or the Chair, as appropriate.

A member of a committee must, without delay, disclose to the Chair in writing any situation that may be reasonably interpreted as being an actual, perceived or potential conflict of interest.

Appendix B

Waterloo Region District School Board Schools Offering Extended French and French Immersion

These Elementary Schools offer the French Immersion program (for the 2017/18 school year):

Cambridge	Kitchener	Waterloo	Townships
Clemens Mill Public School Grades 1-8	Brigadoon Public School Grades 1-6	Abraham Erb Public School Grades 1-6	Baden Public School Grades 1-8
Elgin Street Public School Grades 1-6	Crestview Public School Grades 1-6	Centennial (W) Public School Grades 7-8	Breslau PS Grades 1-2
Hespeler Public School Grades 1-8	Doon Public School Grades 7-8	Edna Staebler Public School Grades 1-8	Cedar Creek Public School Grade 1
Highland Public School Grades 1-5	Driftwood Park Public School Grades 1-6	Elizabeth Ziegler Public School Grades 1-6	John Mahood Public School Grades 1-6
Moffat Creek Public School Grades 1-5	Franklin Public School Grades 1-6	Empire Public School Grades 1-6	Park Manor Public School Grades 7-8
Ryerson Public School Grades 1-6	JF Carmichael Public School Grades 1-6	Keatsway Public School Grades 1-6	
St Andrew's Public School Grades 6-8	JW Gerth Public School Grades 1-6	Laurelwood Public School Grades 1-8	
Saginaw Public School Grade 1-3	Jean Steckle Public School Grade 1-3	Lester B. Pearson Public School Grades 1-8	
Tait Street Public School Grades 1-5	Groh Public School Grade 1	MacGregor Public School Grades 7-8	
	Sandhills Public School Grades 1-6	Mary Johnston Public School Grades 1-6	
	Sheppard Public School Grades 1-6	Millen Woods Public School Grades 1-6	
	Southridge Public School Grades 1-6	NA MacEachern Public School Grades 1-6	
	Stanley Park Public School Grades 7-8	Sandowne Public School Grades 1-6	
	Suddaby Public School Grades 1-6	Vista Hills Public School Grades 1-7	
	WT Townshend Public School Grades 1-6	Westvale Public School Grades 1-6	
	Westheights Public School Grades 7-8		
	Westmount Public School Grades 1-6		
	Williamsburg Public School Grades 1-6		

These Secondary Schools offer the French Immersion and Extended French program (for the 2017/18 school year):

Extended Program	Immersion Program
Forest Heights Collegiate Institute	
Galt Collegiate Institute	Galt Collegiate Institute
Grand River Collegiate Institute	
Kitchener-Waterloo Collegiate & Vocational School	Kitchener-Waterloo Collegiate & Vocational School
Waterloo Collegiate Institute	



Report to Committee of the Whole

April 23, 2018

Subject: New Board Policy – Use of Board Resources

Recommendation

That the Waterloo Region District School Board approves the new Board Policy – Use of School Board Resources during the Election Campaign.

Status

The purpose of this report is to establish instructions for the use of school board resources by trustees and candidates during the Municipal and School Board Election campaign period. Nothing in this policy prevents current elected trustees from performing their role and duties during their term of office. It also provides guidelines for activities involving trustees and candidates during the campaign.

The proposed policy is Appendix A. This policy was drafted based on the template provided by the Ontario Public School Boards' Association.

Background

Municipal and School Board Elections are held every four years and the Municipal Elections Act is reviewed after every election. Legislative changes following the last review were identified in Bill 181, Municipal Elections Modernization Act and Bill 68, Modernizing Ontario's Municipal Legislation Act. The Municipal Elections Modernization Act received Royal Assent on June 9, 2016. In accordance with that Act

“Before May 1 in the year of a regular election, municipalities and local boards shall establish rules and procedures with respect to the use of municipal or board resources, as the case may be, during the election campaign period.”

Financial implications

No financial implications.

Communications

The new policy will be available on the WRDSB website by May 1, 2018.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Scott McMillan, Chairperson
in consultation with Coordinating Council



USE OF SCHOOL BOARD RESOURCES DURING THE ELECTION CAMPAIGN

Legal References: *Municipal Elections Act*
Education Act

Related References: *Board Policy G100 – Governance Policy - Foundations*
Board Policy G201 – Trustee Code of Conduct
Board Policy 2009 – Board Advocacy

Effective Date: *April 30, 2018*

Revisions:

Reviewed:

1. Objective

- 1.1 To establish instructions for the use of school board resources by trustees and candidates during the Municipal and School Board Election campaign period. Nothing in this policy prevents current elected trustees from performing their role and duties during their term of office. It also provides guidelines for activities involving trustees and candidates during the campaign.

2. Background Information

- 2.1 Trustees play an important role as they are the only publicly elected official with the direct responsibility for the education of our children. The Waterloo Region District School Board (WRDSB) actively promotes and supports the role of the local democratically elected trustee.

- 2.2 Municipal and School Board Elections are held every four years and the Municipal Elections Act is reviewed after every election. Legislative changes following the last review were identified in both Bill 181, Municipal Elections Modernization Act and Bill 68, Modernizing Ontario's Municipal Legislation Act. The Municipal Elections Modernization Act received Royal Assent on June 9, 2016. In accordance with that Act,

“Before May 1 in the year of a regular election, municipalities and local boards shall establish rules and procedures with respect to the use of municipal or board resources, as the case may be, during the election campaign period.”

3. Definition of School Board Resources

- 3.1 School Board resources may include: staff time, computer, fax, telephone, cellphone, laptop, tablet, website, newsletter, email, board or school social media accounts. This list is to include any board-issued resource and any other information technology devices given to a trustee for their work use as a trustee of the board.

4. School Board Resources

- 4.1 Trustees will not use their Board office or school board-issued resources for any campaign-related purposes. This includes displaying election-related materials in Board offices, board meetings, board events or school-related events.

Appendix A

- 4.2 Trustees will not distribute or use the Board logo or Board telephone number or other contact information, including any Board branding in any campaign-related material.
- 4.3 Trustees must ensure that all campaign-related material is funded by the trustee in their capacity as a candidate.
- 4.4 Trustees will not use the Board's email system to distribute election-related electronic messages and will not use the board's voicemail system to record election-related messages.
- 4.5 Trustee websites and newsletters that are funded by the Board, are not to include campaign-related material.
- 4.6 Trustees will use their personal information technology resources to create and use social media accounts created for campaign purposes. These are to be separate and distinct from any accounts used by the candidate in their position as a trustee.
- 4.7 Trustees will not distribute (print, electronic or other method) any election-related materials via students or parents/guardians.
- 4.8 Trustees will not use the services of Board staff to assist or advise in the preparation, distribution or communication of any election-related material.

5. Other Activities during the Campaign Period

5.1 School Visits – by Trustees

Trustees who are seeking re-election may continue to perform their duties which may include their continued participation in local events held in schools while they serve their term of office. Trustees should not participate in activities at school events that could be perceived as campaigning.

5.2 School Visits – by Candidates

Requests for visits by candidates, for the purposes of campaigning, are not considered appropriate. All Candidates Meetings are encouraged and may occur on school property. These are sometimes arranged by school councils and community groups and usually held at night during non-school hours. Consider a minimum of two confirmed candidates before proceeding with the meeting.

5.3 School-Related Events

Candidates are not permitted to campaign at school-related events intended for the students and parents/guardians of that school. Current trustees may continue to attend and participate in school-related activities but shall not campaign or conduct themselves in any way that may be perceived as campaigning.

5.4 Campaign Involvement – Student

Students are encouraged to participate in curriculum-based activities (Civics) and democratic awareness programs such as Student Vote. Secondary students may choose to earn their Community Involvement Hours by participating in a legitimate election campaign. It is strongly recommended that students not volunteer for a candidate seeking election for their local school board. Any campaign or election activities must be done outside of school hours and not on school property.



Report to Committee of the Whole

April 23, 2018

Subject: OPSBA 2018 Annual General Meeting – Trustee Confirmations or Appointments

Recommendation

That the Waterloo Region District School Board of Trustees confirm or appoint their Voting and Alternate Voting Delegate; and

Confirm or appoint the Director and Alternate Director, for the May/June 2018 Ontario Public School Boards' Association (OPSBA) Annual General Meeting.

Status

To confirm or appoint trustees to positions within the Ontario Public School Boards' Association (OPSBA) in preparation for the Association's Annual General Meeting (AGM) being held from May 31 - June 3, 2018 in Niagara Falls, Ontario.

Voting Delegate/Voting Alternate – 2018 Annual General Meeting

For the Annual General Meeting, this Board must appoint one member to serve as the Voting Delegate and a second member to act as an Alternate in the absence of the Voting Delegate.

Appointment of OPSBA Director/Alternate Director (June 2018 – June 2019)

The constitution and bylaws of the Ontario Public School Boards' Association entitle certain member boards to appoint a trustee representative to the Association's Board of Directors. The Waterloo Region District School Board meets the criteria to be eligible to appoint one Director, as well as one Alternate Director who would act only in the absence of the Director.

Background

OPSBA has requested that the Board confirm the names of its Voting Delegate/Director and Alternate Voting Delegate/Alternate Director by May 4, 2018.

The voting process can be found as Appendix A.

The Board's current trustee appointments to OPSBA are:

- Voting Delegate Ted Martin
- Director Kathleen Woodcock
- Alternate Voting Delegate Kathi Smith
- Alternate Director Kathi Smith

Note: Should trustees be willing to continue serving in their current roles with the Association, there is nothing within OPSBA's procedures that would prevent re-appointment and the nomination/voting process will be consistent with that followed at the Board's Inaugural Meeting.

Financial implications

No financial implications.

Communications

Confirmations and/or appointments will be communicated by the Manager of Corporate Services to OPSBA following Board approval.

Prepared by: Stephanie Reidel, Manager of Corporate Services on behalf of
Chairperson Scott McMillan.

Appendix A

CLARIFICATION OF VOTING PROCESS FOR ELECTION OF OPSBA POSITIONS FOR THE 2018 ANNUAL GENERAL MEETING

The information below is provided for clarification of the voting process, if required, for the election of the Voting Delegate and Director, and Alternate Voting Delegate and Alternate Director positions at the Board Meeting on Monday, April 23, 2018.

The election shall follow the Board's bylaws which state:

4.2.3 When nominations have been closed by a vote with a show of hands, any vote required to elect the Chairperson will be conducted by secret ballot.

The Board, by majority vote, appoints two staff members to act as scrutineers and such appointments have traditionally been from the members of senior administration present at the meeting.

One of the scrutineers distributes a slip of paper to each trustee following the closing of nominations for the position. Once the ballots are completed, trustees fold the slip of paper in half and the second scrutineer will present the ballot box to each trustee in which he/she will deposit the ballot.

The scrutineers withdraw from the Boardroom to the Trustees Office to count the ballots. The name of the successful candidate will be written on a piece of paper and handed to the Chairperson. The Chairperson will then announce the name of the successful candidate. This process shall be repeated for each position to be filled.

However, if a successful candidate is not determined through the first vote because there are more than two candidates nominated and none of them receive a majority vote, then the ballot process must be repeated in accordance with the bylaws (Article 4.2.7 through 4.2.9)

If there are only two candidates, and the successful candidate is not determined through the first vote because of a tie, then the candidates draw lots to fill the position, which means the names of the two candidates are placed in the ballot box and one name is drawn from the box. Our practice has been to appoint one of the scrutineers to draw the name from the box.

It has been the practice to use a different colour of paper for each round of voting so there is no room for error when the scrutineers are counting ballots. The ballots are destroyed following the voting process.

Please note that since the Board's bylaws indicate the election must be conducted by secret ballot, no other form of voting would be considered acceptable. Section 45 of Roberts Rules of Order regarding voting procedures states that, "when the bylaws require a vote to be taken by ballot, the requirement cannot be suspended, even by unanimous vote." This would mean that anyone who is not present at the Committee of the Whole meeting is ineligible to vote in this election.



Report to Committee of the Whole

April 23, 2018

Subject: Motion to Amend Board Policy 1000 – Display of Flags

Recommendation

That the Waterloo Region District School Board amend Board Policy 1000 – Display of Flags; and

That the amendment ensures that all flag requests other than the National Flag of Canada, Provincial Flag of Ontario, or flags flown at half mast, come to trustees for approval.

Status

This report contains a Notice of Motion served by Trustee C. Watson at the June 26, 2017, Board Meeting and was supported by Trustees J. Hendry and C. Harrington.

Background

Board Policy 1000 – Display of Flags was last reviewed on November 14, 2016, and can be found as Appendix A.

This Notice of Motion was scheduled for the February 12, 2018 Committee of the Whole meeting but was deferred by Trustee C. Watson back to the Agenda Development Committee for rescheduling.

Financial implications

No financial implications.

Communications

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Cindy Watson, Trustee
in consultation with Coordinating Council



Waterloo Region
District School Board

Board Policy 1000

DISPLAY OF FLAGS

Legal References:	<i>Education Act: Ontario Regulation 298 – Operation of Schools, General</i>
Related References:	
Effective Date:	<i>February 23, 1998</i>
Reviewed:	November 14, 2016
Revisions:	

1. Preamble

It is the policy of the Waterloo Region District School Board, in compliance with the legislative requirements contained in Ontario Regulation 298 (Operation of Schools--General), under the Education Act, to:

- 1.1 require that flags be treated with dignity and respect;
- 1.2 require that every school fly both the National Flag of Canada and the Provincial Flag of Ontario on such occasions as the board directs;
- 1.3 require that every school display in the school the National Flag of Canada and the Provincial Flag of Ontario;
- 1.4 require that, when directed by the Board or at the discretion of the Director of Education, or designate, the flag be flown at half mast as a sign of mourning.