

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, June 25, 2018, at 7:00 p.m.**

AGENDA

Call to Order/ Territorial Acknowledgement

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:

- Approve Minutes – Audit Committee Meeting of November 28, 2018
- Approve Minutes – Special Education Advisory Committee Meeting of May 9, 2018
- Receive Minutes – Board Meeting of May 28, 2018
- Approve Minutes – Committee of the Whole Meeting of June 11, 2018
- Approve Minutes – Budget Meeting of June 13, 2018
- Receive Minutes – Special Board Meeting of June 13, 2018
- Approve Minutes – Committee of the Whole Meeting of June 18, 2018

Receipt/Approval of Monthly Reports:

- | | | |
|-----------|---|---------------|
| 34 | Staffing Information – Retirements and Resignations | M. Weinert |
| 36 | Staffing Recommendations – Appointments | M. Weinert |
| 38 | Suspension/Expulsion Report as of May 31, 2018 | P. Rubenschuh |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

- | | |
|--|-------------------|
| Recognition of Outgoing Student Trustees | Trustee C. Millar |
|--|-------------------|

Communications Department Good News Update

S. Longeway

Delegations

Reports

- | | | |
|-----------|---|-------------|
| 40 | Strategic Plan Status Report/ Update | J. Bryant |
| 72 | Annual Trustees/Board Self-Evaluation Process | Chairperson |
| 81 | Discussion: Bylaw Review Committee | Trustees |

Board Reports

**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

114 Ministry of Education - Special Education Funding response to Bluewater DSB

Other Business

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

June 25, 2018

**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 Statistics – Retirements & Resignations
Current at June 25, 2018

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Robert	Bethell	Teacher/SERT, Doon PS	June 29, 2018	28
Barbara	Holowack	Teacher, Forest Hill PS	June 29, 2018	23

2 / Subtotal

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Angela	Zanutto	Teacher, Waterloo CI	June 29, 2018	31

1 / Subtotal

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Sharon	Dotchin-Gravelle	Guidance Secretary, Waterloo CI	June 29, 2018	15
Kathy	Geus	Secretary, Sir Adam Beck PS	July 31, 2018	14
Daniel	Linseman	Custodian, Sir John A. Macdonald SS	May 4, 2018	29

3 / Total = 6

WRDSB Resignations:			
First	Last	Position/Location	Effective Date
Corbett	Ball	Secondary Teacher, Waterloo-Oxford DSS	June 29, 2018
Alyssa	Bissonnette	Custodian, Forest Heights CI	June 19, 2018
Sheree	Friedmann	Designated Early Childhood Educator (DECE), Crestview PS	June 19, 2018
Brandon	Gasho	Maintenance/Custodial Helper, Forest Heights CI	August 24, 2018
Jennifer	Gower	Educational Assistant (EA), Highland PS	June 30, 2018
Robert	Jelacic	Senior Regional Internal Auditor, Regional Internal Audit Team (RIAT), EdC	June 8, 2018
Reuben	Lazar	Secondary School Vice-Principal (on leave)	June 29, 2018
Ganice	Thomson	Custodian, Groh PS	June 7, 2018
Jessica	Van Bakel	Speech Pathologist, Special Education – Learning Services, EdC	August 31, 2018



Report to Board of Trustees

June 25, 2018

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 June 25, 2018.

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 June 25, 2018

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
<i>Nil Report</i>			

New Appointments: Secondary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
<i>Nil Report</i>			

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Chelsea	Hazel	Early Childhood Educator, Southridge PS	Sept. 1, 2018
Samantha	Oswald	Early Childhood Educator, Abraham Erb PS	Sept. 1, 2018
Dana	Nanton	Early Childhood Educator, Lester B. Pearson PS	Sept. 1, 2018
Jessica	Rego	Early Childhood Educator, Lexington PS	Sept. 1, 2018

The above new hires to our Board are due to retirements or resignations and are to replace full or part time vacancies.

Human Resource Services

June 25, 2018



Report to Board of Trustees

June 25, 2018

Subject: Student Suspension/Expulsion Report May, 2018

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 May 2017 and May 2018, elementary suspensions have increased by 127 and secondary suspensions have increased by 288.

Comparing year to date from May 2017 and May 2018, school expulsions have decreased by 1 and board expulsions have decreased by 1.

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 May 2017 - 200, year to date - 1120
- Total elementary school suspensions in May 2018 - 218, year to date - 1247
- Total secondary school suspensions in May 2017 - 197, year to date - 1391
- Total secondary school suspensions in May 2018 - 195, year to date - 1679

Expulsions

- Total school expulsions in May 2017 - 0, Year to Date 4
- Total school expulsions in May 2018 - 0, Year to Date 3
- Total board expulsions in May 2017 - 0, Year to Date 15
- Total board expulsions in May 2018 - 2, Year to Date 14

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 May 2017 - 12, year to date 48
- Total elementary/secondary violent incidents in May 2018 - 5, year to date 34

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

June 25, 2018

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

Recommendation

This report is for the information of the Board and serves as an end-of year check-in on the work related to the three to five-year implementation of the Strategic Plan and Operational Goals. The data in this report speaks to key measures of implementation and outcomes. Further data and evidence related to outcome measures (e.g., EQAO, report card) for the 2017-2018 school year will be made available at Fall, 2018 Board Meeting.

Status

As we move to the end of the 2017-2018 school year we continue to monitor the implementation and related outcomes of the Strategic Plan (see [Annex A](#)). The senior team consistently assesses and reflects on the various strategies designed to realize the intended outcomes. While our EQAO results from 2016-2017 suggest improvement and we are encouraged by these results, we are not yet satisfied and remain committed to implementing our operational goals and achieving our targets that include a focus on mathematics, graduation rates and student and staff well-being.

Also included in this report, in [Annex A](#) under Pathways to Graduation, is an overview of staff's findings related to Learning Skills and Work Habits and their relationship to achievement and well-being. In this analysis staff have used self-regulation data as the measure of well-being. Self-regulation is the brain and body's ability to respond to stress and is related to emotional and social well-being. This analysis was initiated after support for a trustee motion directing WRDSB staff to explore the correlation between Learning Skills and

Work Habits in both student achievement and well-being; and to prepare a report on these findings. Staff were to present this report to trustees before the end of June 2018.

Staff started this work by exploring the relationships that exist between Learning Skills and Work Habits and student achievement and well-being in Grades 1 and 2. Students' grades in reading, writing and mathematics were significantly related to Learning Skills and Work Habits in both grades. In addition, students' self-regulation in the second year of Kindergarten, as measured by the Kindergarten Self-Regulation tool, was associated with achievement in Grade 1 and also in Grade 2. Specifically, where students were assessed as having better self-regulation skills in Kindergarten, they were more likely to experience success in terms of their Grade 1 and Grade 2 Learning Skills and Work Habits and report card grades. In the fall, staff will be exploring the relationship between students' self-regulation, oral language, literacy and numeracy skills and how these skills act as predictors of future achievement (e.g., EQAO, report card and graduation).

Research suggests that effective change in education will take three to five years of sustained focus and includes monitoring implementation as a critical element of this process. With the support of our research department, a variety of data and evidence related to the fidelity and quality of our implementation has been gathered and analyzed. Staff and student feedback has been captured in a variety of forms including participation rates, satisfaction surveys, and video interviews. This evidence is presented as part of [Annex A](#).

We are grateful for the energy and dedication of our administrators, educators, central staff, trustees and the senior team who continue to focus on the needs of each and every one of our students. Our review of our implementation efforts and outcomes suggests change and improvement are taking root.

In addition to the ongoing monitoring of implementation and outcomes, the senior team continues to solicit feedback and input on our operational goals and related strategies from a variety of stakeholders. Of particular interest is reaching those students, families and caregivers who represent our most marginalized voices. The senior team has been working to directly connect with these groups to better understand their needs and where we might, as a system, improve in our ability to meet these needs. This effort resulted in a

variety of sessions with students, parents, caregivers, union representatives, and staff and includes the following:

- Superintendent Student Voice Focus Group interviews, December 2017, January 2018
- Strategic Plan Director's Town Hall, April 25, 2018
- Town Hall Focus Groups:
 - English Language Learners and Newcomer students - Galt Collegiate, May 28 2018
 - Newcomer, International, English Language Learner students - Waterloo Collegiate, May 29 2018
 - U-Learn Mennonite Students, May 14 2018
 - Howard Robertson Public School, Families and Students and Centreville-Chicopee Neighbourhood Association, May 23 2018
 - Pathways Students – Westmount and Ottawa Carizon, May 15 2018
 - Muslim Parent Community, May 7 2018
 - Newcomer Students - Eastwood Collegiate - May 17 2018
 - Sunnydale Parent Community, May 31 2018
 - Mennonite Parent Community Group, April 20 2018
 - Waterloo Region Aboriginal Academic Advisory Committee, May 16 2018
 - AR Kaufman Public School Students, June 21 2018
- Union representatives Staff Advisory Meeting Group - April 3 2018
- System Leaders' Meetings - August 2017, October 2017, February 2018, June 2018

In addition to these engagement and focus group activities, staff has also used a variety of survey tools to seek input and feedback on the strategic plan and our implementation efforts. These include:

- 2017/18 System Leaders' Survey
- 2017/18 Safe Caring Inclusive Schools Survey
- 2017/18 Budget Survey
- 2017/18 Guarding Minds At Work Survey
- 2017/18 School Improvement Planning, Implementation and Monitoring Tool

Taken together, these outreach strategies promote communication, engagement, relationship building, shared ownership and accountability, and a focus on student achievement and well-being. The senior team will spend the

next few months consolidating the data, translating the results into meaningful information, and then mobilizing this new knowledge to refine our plans for 2018-2019.

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 Waterloo Region District School Board 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.

Staff continues to provide trustees and the public with regular updates and details on the implementation of the strategic plan via board meeting presentations throughout the school-year.

Financial implications

Within existing budgets, the Board will be able to support the various engagement and focus group strategies utilized to seek feedback and input from our broader community. In addition, the Waterloo Region District School Board Budget Survey continues to be structured to seek input on how resources might be allocated to support the strategic plan and the 3 operational goals. The Board's 2018/2019 budget reflects our emphasis on these operational goals, as outlined at [Annex B](#). Trustees received information from staff on these grants at the June 13, 2018 budget meeting.

Communication

To aid in monitoring implementation of the strategic plan, staff has continued to present regular updates to trustees and the public at board meetings throughout the 2017-2018 school year, as outlined at [Annex C](#).

Communications will continue its commitment to ensuring that the Strategic Plan has a prominent and dynamic presence as part of Waterloo Region District

School Board communication efforts.

The Director's Annual Report utilized 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,
 Lila Read, Coordinating Superintendent, Student Achievement
 & Well-Being
 Dana Liebermann, Senior Manager of Research &
 Evidence-Based Practice,
 Senior Strategy Team, 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.

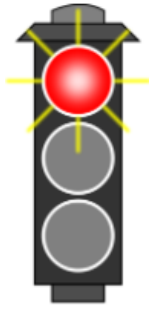
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations over the past two years. This helps to inform our work as we continue to refine and monitor our strategies.

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:

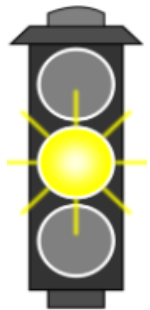
- Strategic Plan - priorities, outcomes, goals and commitments:
<https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/>
 - Mathematics:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Pathways to Graduation:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/graduation-rates/>
 - Student and Staff Well-Being:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/well-being/>

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.

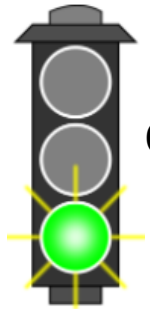
KEY



Still in planning phase, implementation not yet begun



Plan in place and in early stages of implementation

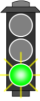


























On track with implementation



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	Oct 17	Feb 18	JUN 18
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 strategy			
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			
Learning Services	Share with parents/guardians/caregivers strategies for supporting students' mathematics learning outside of school			
Human Resource Services	Target recruiting for the Occasional Teacher Roster, Long Term Occasional list and contract teachers with a math background and/or qualifications			
Business Services	Support physical resources in classrooms with ongoing purchase of sound fields, whiteboards and other resources			
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	Lead process for the strategic allocation of resources aligned to the strategic plan and support a collaborative process that ensures the ongoing monitoring of resource utilization			

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 the Comprehensive Mathematics Approach framework
	End of year survey to principals who accessed coach to determine degree to which goals were met

PD OPPORTUNITIES FOR EDUCATORS

650

educators have attended at least 2 sessions as part of seven central math series

100%

of schools have had at least one educator attend one of the central math professional learning series

52 Sample comments from post-event survey:

Series Title	Participants' responses:	
	"I used to..."	"Now I..."
EQAO	use EQAO only for practice.	use EQAO assessment questions as contexts for learning to apply mathematical thinking through their rich, challenging, and cross-strand problems.
EQAO	give out a lot of worksheets	do more partner problem solving, encourage math tools more, get students to discuss strategies.
Lead Teacher	be wary of trying new-to-me strategies until I felt totally comfortable with them.	am more willing to take risks in trying new things with my students.
Lead Teacher	teach with rules and standard algorithms without providing students opportunities to engage in problem solving	focus on problem solving, take part in number talks and students talk a lot more about math
Learning for All	assess where student's needs are based on my own formative assessments.	am familiar with assessments such as Leaps and Bounds and Prime that I can use to identify student needs and learn what specific steps will help them to close learning gaps.
Learning for All	believe that most students with learning challenges in math must have gaps in their learning or need an IEP.	know that our most vulnerable learners have complex profiles that must be dissected to fully understand their learning potential and how I need to program for them.
Learning for All	think children learn Math through being "shown" the way.	have a much more flexible opinion of what "the way" and the vehicle are
Learning for All	Guide students to the answer in a way that I thought was easiest and the "right" way.	allow students to discover multiple ways to solve a problem and then summarize these strategies or focus on a particular strategy that students may need more explicit instruction in using
Transitions 6-9	teach to the middle.	plan to reach all learners.
Transitions 6-9	think that the physical modelling wasn't useful.	am looking for ways to use it. Even non-obvious ways.
Transitions 6-9	Use a textbook	Try to pull open questions that have a variety of entry points.

Monthly workshops for elementary administrators to learn math and given materials to use with staff.

92

administrators have attended at least once

72%

of schools have had at least one administrator attend at least once

ELEMENTARY INSTRUCTIONAL LEADERSHIP COACHES

76

schools (73%) have received support from a principal coach at least one time.

399

Principal coaches have provided support to schools 399 times.

Top 3 areas of support for Coaches

- Providing support as a "knowledgeable other" (50%)
- School Improvement Planning (42%)
- Monitoring implementation of Comprehensive Math Approach (34%)





SCHOOL IMPROVEMENT PLAN TOOL CONTENT

112

97%

Mathematics has been identified as an area of focus in 97% of school improvement plans.

GRADUATION

OPERATIONAL GOAL 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		Overall Implementation Status 		
Lead	Strategies	Oct 17	Feb 18	Jun 18
Learning Services and Schools	Implement new strategy to re-engage at-risk students through the introduction of re-engagement teachers			
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			
Business Services	Assess school configurations and revisit policy and procedure regarding school organizations to minimize student transitions between schools			
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			
Corporate Services	Create channels of communication to share positive student stories to serve as an inspiration to students, staff and parents/families/caregivers			

PATHWAYS TO 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

RE-ENGAGEMENT TEACHERS

334

Number of students re-engagement teachers have reached out to between September 2, 2017 and June 5, 2018

221

Number of students re-engaged at each secondary school at district level between September 2, 2017 and June 5, 2018

55

of the students who were re-engaged have graduated

Cohort	Number of Students	
	Re-engaged	Reached Out
2015-16	0	3
2014-15	43	51
2013-14	118	175
2012-13	46	80
2011-12	8	14
2010-11	6	11
Total	221	334

SCHOOL IMPROVEMENT PLAN TOOL CONTENT REGARDING ACTIONS RELATED TO MONITORING STUDENTS AT RISK OF NOT GRADUATING

16 100%

Students at risk of not graduating have been identified as an area of focus in all secondary school improvement plans.

78 80%

Students at risk of not graduating have been identified as an area of focus in most elementary school improvement plans.





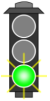





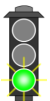
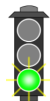

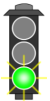
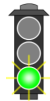
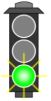
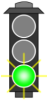

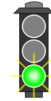
LEARNING SKILLS AND WORK HABITS

Data from 531 students currently in Grade 3 was analyzed to determine what relationships exist between:

- Learning Skills in Grades 1 and 2 (i.e., respect, organization, independent work, collaboration, initiative, self-regulation)
- Report card grades in reading, writing and mathematics (number sense and numeracy) in Grades 1 and 2
- Students' self-regulation (emotional and social well-being) through educators' assessment using the Kindergarten Self-regulation tool in the second year of Kindergarten

Key question	Findings
Are Learning Skills related to achievement?	Yes. In Grade 1 and in Grade 2 students' Learning Skills were significantly related to report card grades.
Are Learning Skills related to students' emotional and social well-being (i.e., self-regulation)?	Yes. Higher ratings of self-regulation in Kindergarten were significantly related to Learning Skills in Grades 1 and 2.
Is emotional and social well-being (i.e., self-regulation) related to student achievement?	Yes. Higher ratings of self-regulation in Kindergarten were significantly related to report card grades in Grades 1 and 2.

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	Oct 17	Feb 18	Jun 18
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			

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

LEARNING SESSIONS

5586

total of all participants in learning sessions focussed on student well-being this school year to date

Support Focus	Target Groups	Participants
Anti-Islamophobia session	System Leaders, Elementary teachers, Secondary teachers	50
Anti-Oppression/Anti-Racism	Central staff, Elementary teachers, Secondary teachers	40
Anti-Oppression/Equity	System Leaders	105
Applied Behavioral Analysis	Elementary teachers	760
Behavior Management Systems Training	System Leaders Elementary teachers Secondary teachers Social workers and psychologists Paraprofessionals Educational Assistants/Child and Youth Workers	1500 in total 34 BMS Trainers 2 System Trainers

Canada's Genocide of Indigenous people	Elementary teachers	15	59
Culturally Relevant and Responsive Pedagogy Inquiry	Elementary teachers, System Leaders	20	
Curricular instructional and assessment best practices for Native Studies teachers	Secondary teachers	14	
Equity in our Work	System Leaders, Central staff, Elementary teachers, Secondary teachers	36	
Fostering Civil Discourse - Having Difficult Conversations Around Diverse Texts	Secondary Teachers	20	
Gender Identity and Faith Accommodations (after school session)	Elementary teachers	24	
HPE curriculum - 'Healthy Living' strand (1 session of 3 completed)	Elementary teachers	109	
HERO Generation	System Leaders Elementary teachers	11 14	
Indigenous focused book kit	Elementary teachers	50	
Indigenous perspectives, ways of knowing histories, past and present realities	Elementary teachers	60	
Safe Caring Inclusive Schools	System Leaders, Elementary teachers, Secondary teachers	125 (incl. 46 Teachers)	
Support for Indigenous learning	Secondary teachers	64	
Transgender Policy Awareness and Student Support - PD Day at JHSS	Secondary Teachers	70	
Creating Culturally & Linguistically Sustaining Learning Environments	Elementary teachers (ESL) Settlement workers	70	
Creating Trauma Informed Learning Environments	Elementary Teachers Secondary Teachers Settlement Workers Support Staff (EA's, secretaries, hall monitors) System Leaders	300	
Impact of Colonialism on Language Learning	Elementary Teachers (ESL) Settlement Workers	70	

60 Wellbeing of English Language Learners	Elementary Teachers (ESL) Settlement Workers	70
Supporting the Needs of Students from Refugee Backgrounds	Elementary Teachers Secondary Teachers Settlement Workers Support Staff (EA's) System Leaders	200
NTIP - Mental Health and Well-Being	Elementary Teachers Secondary Teachers	985
safeTALK (suicide alert training) for parents	WRDSB parent/caregiver community	22
safeTALK training for staff	Secondary Teachers in collaboration with OSSTF	30
Mental health and wellbeing presentations to staff in schools (e.g., Math and well-being, trauma informed schools, building positive classroom environments, creating healthy relationships between teachers and students, well-being strategies, student anxiety strategies, etc.)	School Teaching staff and Administrators	12 workshops/ schools average of 15 per school = 180
Relationship Capacity Building Workshops for Administrators	Administrators	100 administrators
Resource Guide of internal WRDSB and community resources and supports for school staff to access to support student mental health	Administrators and Educators	To be released fall 2018
White Privilege Conference (1 to 4 days)	Central Staff	19
Safe School /Health and Safety Training	Administrators, Managers and Supervisors	274
Mid Year Safe Schools/ Health and Safety Update	Administrators, Managers and Supervisors	179

Throughout the 2017-18 school year a thorough review of resources supports and services available to respond directly to students, enhancement of the capacity of WRDSB staff and improved access and connections to services being offered by community services providers and agencies. New resources that were created include:

- [Family Compass Waterloo Region](#) was created in collaboration with representatives from Children and Youth Planning Table, the Crime Prevention Council, Well-being Waterloo Region. It is a resource meant to help community members find community-based services and supports for parents, youth and children in Waterloo Region.
- [WRDSB Resource Guide](#) - WRDSB and Community Partner Agencies created a guide that support school staff in accessing resources and supports for students experiencing mental health and well-being challenges. This document is a revision of the previously published Next Steps resource, to further mitigate barriers to accessing services.

The following is a list of community service organizations and the specific programs which have been approved to be provided in Waterloo Region District School Board (WRDSB) schools. Agreements have been negotiated between the WRDSB and the listed community service organizations in order to facilitate student access to high quality community services. These community services do not duplicate or replace professional services provided by WRDSB staff, such as social work, psychology and speech and language, but rather provide enhanced services to students, particularly for students with mental health needs.

Approved Organization	Approved Services Provided in Schools
<p>Big Brothers Big Sisters</p>	<ul style="list-style-type: none"> • In-School Mentors • Go Girls! • Game On!
<p>Canadian Mental Health Association (CMHA)</p>	<ul style="list-style-type: none"> • Beautiful Minds • Wellness, Acceptance, Youth Voice, Empowerment (WAYVE) (7/8's)
<p>Carizon</p>	<ul style="list-style-type: none"> • Families and Schools Together (F&ST) • Community Resource Program • Front Door • Partners • Promise of Partnership (Newcomer Services) • The Arson Prevention Program for Children

Community Justice Initiatives	<ul style="list-style-type: none"> ● Classroom meetings ● Mediations ● Peacemaking circles ● Peer mediation programs ● Restorative justice training for students and school personnel
<u>Family Counselling Centre of Cambridge and North Dumphries</u>	<ul style="list-style-type: none"> ● <u>Taming the Dragon</u> ● Individual and Group Counselling
House of Friendship	<ul style="list-style-type: none"> ● Better Beginnings, Better Futures
Interfaith Community Counselling Centre	<ul style="list-style-type: none"> ● School Aged Counselling Program which includes: <ul style="list-style-type: none"> ● Therapeutic Counselling ● Skill Based Groups ● Parenting Workshops
<u>John Howard Society</u>	<ul style="list-style-type: none"> ● <u>One by One: We Get Along</u> ● <u>The Power Within</u> ● Communicating our Perspectives & Emotions Successfully (C.O.P.E.S) for Youth
KW Counselling	<ul style="list-style-type: none"> ● OK2BMe ● Arabic Counselling Service
Local Health Integration Network (LHIN)	<ul style="list-style-type: none"> ● Mental Health and Addiction Nurses
Lutherwood	<ul style="list-style-type: none"> ● Mobile Crisis Response (MCR) ● Front Door ● Partners ● Youth Justice ● Intense Services Resource Coordination Program (ISRCP)
Ray of Hope	<ul style="list-style-type: none"> ● Youth Addiction Services Program
SHORE Centre (Sexual Health Options and Resource Education)	<ul style="list-style-type: none"> ● Just4Guys groups
White Owl	<ul style="list-style-type: none"> ● Holistic Child and Youth Services

Woolwich Community Health Centre	<ul style="list-style-type: none"> • Healthy Relationships program • KALM classrooms
Woolwich Counselling	<ul style="list-style-type: none"> • Individual and Group Counselling Services
YMCA	<ul style="list-style-type: none"> • Settlement Workers
YWCA	<ul style="list-style-type: none"> • Roots of Empathy • SHYFT (Media2Me) • Body Image and Self-Esteem Presentations • Sisters in Truth, Equality, Power and Strength (STEPS) • GLOW (Girls' Life of Wellness) • TechGyrls

STUDENT REFERRAL DATA

Type of Referral	Total
Behavior Management System (BMS) Training and Support	22
Behavior Referrals and Intensive Behavior Supports	638
Developmental Education Referral and Transition Facilitator	642
Environmentally Controlled Opportunity (ECO)	13
Enrichment-Gifted	995
Hearing	170
Learning Disabilities Services	629
Orthopaedic or Complex Medical	143
Psychological Services	1030
Social Work Services	2416
Speech Language Services	909
Vision	154


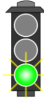

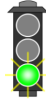


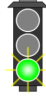





















SAFE, CARING AND INCLUSIVE SCHOOL SURVEY

During the 2017-18 school year the Research and Evidence-based Practice department in collaboration with Learning Services staff undertook a review of the current SCIS Survey formats. The goal of this work was to provide more comprehensive survey tools to replace the student and parent/caregiver surveys for the purpose supporting the needs of the School Improvement Planning (SIPIM) process and the work of Safe Caring and Inclusive Schools (SCIS) Teams. The new survey measurement tools needed to reflect the revised Ministry of Education well-being strategy, with specific components of the survey addressing Cognitive, Physical, Mental and Social well-being, the constructs of Student Well-being.

The Middle-years Development Instrument (MDI) was selected as the new student tool. The MDI is a population-based measure that helps us gain a deeper understanding of children's health and well-being during middle childhood. Developed by a University of British Columbia research team led by Dr. Kimberley Schonert-Reichl, the MDI is based on the emerging research on middle years development and social and emotional well-being. Data collection will be completed by the end of June.

On the advice of Dr. Shonert-Reichel and other expert in the field, a complementary tool to the MDI was selected as the new Family (parent/caregiver) Survey. This tool, the ED School Climate Survey from the National Centre for Education Statistics, was used in addition to questions about our Strategic Priorities and extended day services. For the first time, translations of Family Survey were offered in 6 languages in order to include more parent/caregiver voices.

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	Oct 17	Feb 18	Jun 18
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.			

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

EMPLOYEE WELLNESS ENGAGEMENT

1860

staff engaged in training and learning sessions on well-being this school year to date

2420

total users on the Plasticity well-being platform (staff who experienced the tool)

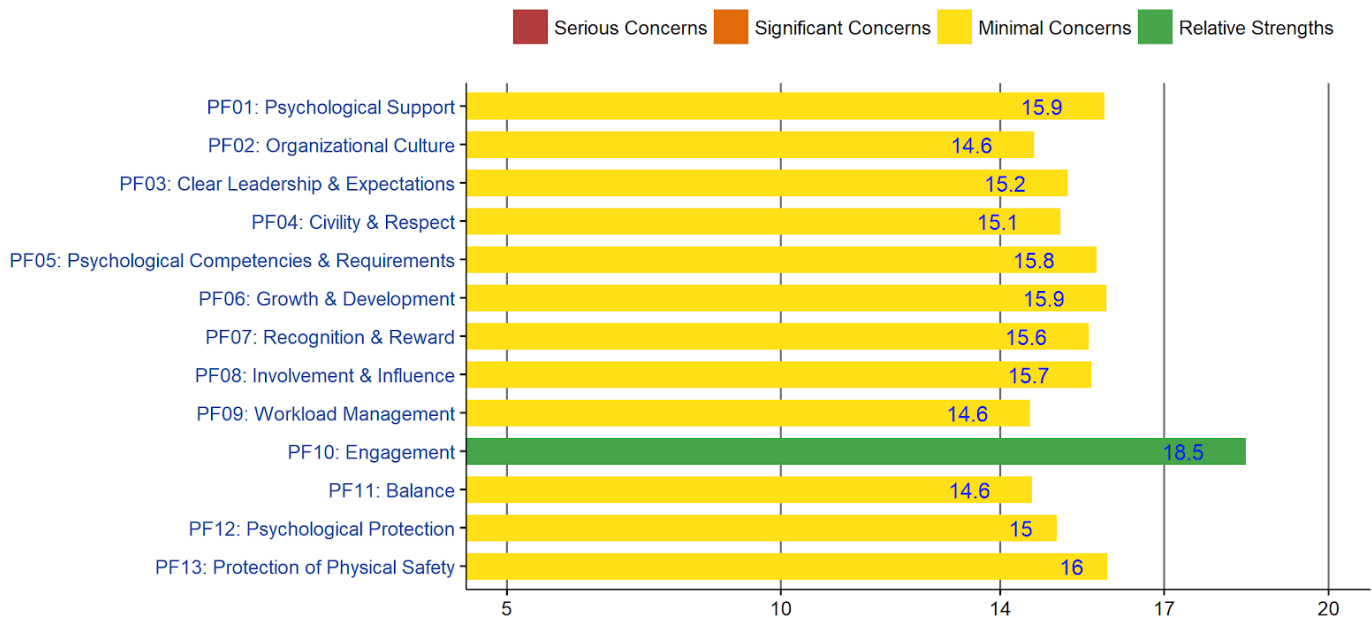
GUARDING MINDS AT WORK

As a part of the staff well-being strategy, the Waterloo Region District School Board has adopted the National Standard for Psychological Health and Safety in the Workplace. In March 2018, all employees were invited to complete Guarding Minds at Work (GM@W) for a second year in a row. Guarding Minds at Work is an evidence-based, comprehensive survey designed to effectively assess and address psychological health and safety in the workplace.

2979 35%

2979 (35%) of staff responded to the survey, which represents an increase of 4% from 2017-2018.

Mean response by Psychological Factor



Based on the feedback, the majority of the Psychological Factors fall within the minimal concern category. As engagement was a focus area in 2017/18, we are pleased to see this reflected in the results.

PROFESSIONAL SPEAKERS

Support Focus	Target Groups	Participants
Emotional - Balance	ETFO OSSTF EAA Financial Services	121
Emotional - Awareness	ESS Managers PSSP ETFO OSSTF EAA Human Resource Services	109
Physical - Nutrition, Fitness	ESS Managers PSSP ETFO OSSTF	85

TRAINING AND PROFESSIONAL DEVELOPMENT

Support Focus	Target Groups	Participants
Emotional/Workload	System Leaders	45
Emotional/Balance	EAA ETFO OSSTF	780
Psychological Support	System Leaders	29
Cognitive/Workload	ETFO OSSTF DECE OT	173
Mental Health for Leaders/Difficult Conversations	Managers, Supervisors of ITS & Facilities	75+

WELLNESS EVENTS

Support Focus	Target Groups	Participants
Wellness Fair	Ed Centre and visiting staff	300+
Plasticity Launch event	System Leaders	65
CAMA PD Day	CAMA	500
EAA PD Day	EAA	1000
System Leaders PD Day	System Leaders	56
Homewood Health Activity Challenge	All staff	195

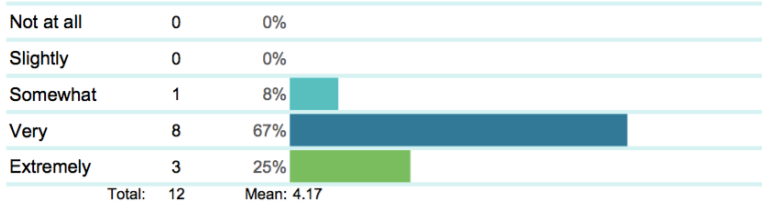
EMPLOYEE WELLNESS DEPARTMENT PRESENTATIONS

Support Focus	Target Groups	Participants
Family of Schools	System Leaders	150 +
Wellness Supports	PSSP ETFO EAA DECE OT ESS Secondary VP's	166

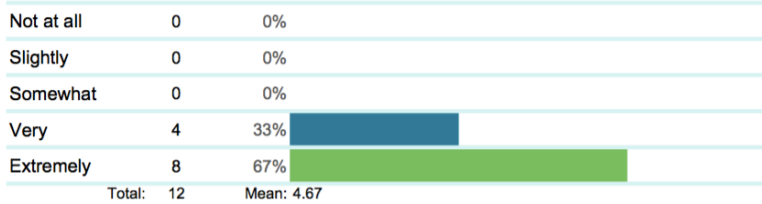
FEEDBACK

Feedback is collected at PD sessions, including the sessions conducted by external providers. Below is a sample of the type of data that is collected.

1. Did you find the information interesting?



2. Was the information presented clearly?



2018/19 BY THE NUMBERS

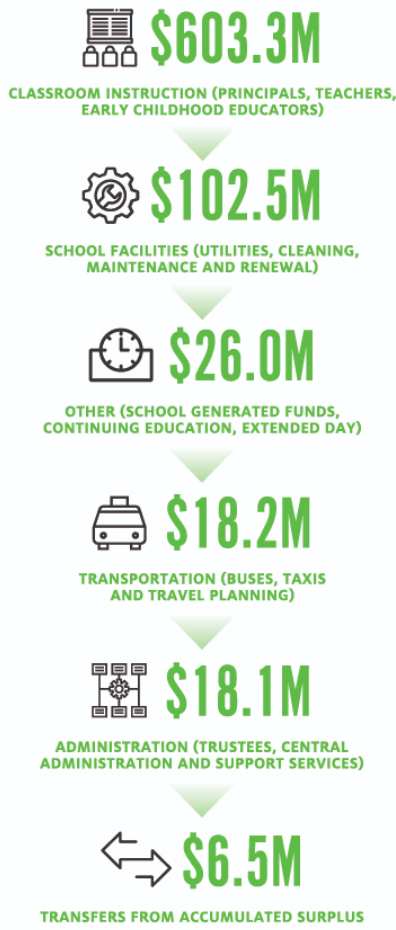
BALANCED BUDGET



REVENUE $\$695.7M$ + $\$75.2$ + $\$3.7M$ = $\$774.6M$

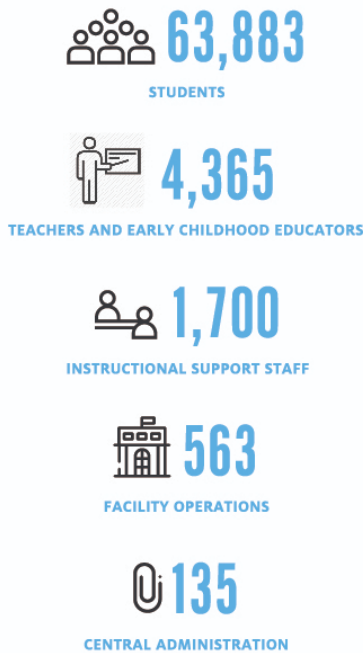
GRANTS FOR STUDENT NEEDS (GSN) OTHER REVENUES EDUCATION PROGRAM OTHER (EPO) TOTAL REVENUE

EXPENDITURES

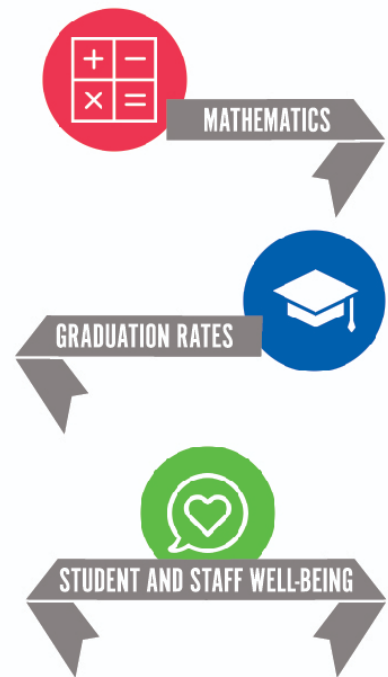


\$774.6M
TOTAL EXPENDITURES

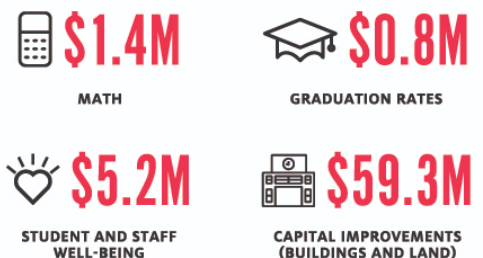
BREAKDOWN OF NUMBERS



OPERATIONAL GOALS



2018/2019 NEW INITIATIVE AND CAPITAL INVESTMENTS



Annex C

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

30: Report to Board of Trustees -
(update to implementation dashboard)

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

Student Senate

November 2017

Trustee seminar

System Leadership Team

Senior Strategy Team

December 2017

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

January 2018

System Leadership Team

Senior Strategy Team

February 2018

Report to Board of Trustees -

(update to implementation dashboard)

Staff Advisory Committee

System Leaders Meeting

Senior Strategy Team

Student Senate

March 2018

System Leadership Team

Senior Strategy Team

Student Senate

April 2018

Director's Town Hall

Trustee seminar

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

May 2018

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

Parent Involvement Committee (PIC)

Town Hall Focus Group Meetings:

- Mennonite Parent Community
- GCI ELL and Newcomer students
- Newcomer, International, ELL @ WCI
- U Learn Students
- Howard Robertson P.S. Town Hall and Centreville-Chicopee Neighbourhood Association
- Westmount Carizon - Pathways
- Muslim Parent Community
- ECI Newcomers
- Sunnydale Parent Community
- Waterloo Region Aboriginal Academic Advisory Committee (WRAAAC)
- AR Kaufman P.S. students

June 2018

Report to Board of Trustees

System Leaders Meeting

Senior Strategy Team



Report to Committee of the Whole

June 24, 2018

Subject: Board of Trustees Annual Evaluation Summary

Recommendation

This report is for information.

Status

The purpose of the Board evaluation is to:

- assist the Board in identifying areas where the Board can improve its effectiveness;
- monitor the contribution of the Board to the achievement of the Strategic Plan; and
- identify opportunities for ongoing professional development of the Board and its members.

The evaluation of the Board of Trustees and the self-evaluation shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines, and in the roles and responsibilities document for the Board and the Board Member, and the Board's contribution to the System Success Plan.

The annual evaluation included a questionnaire to be completed by each member to evaluate the performance of the Board as a whole. The summarized results can be found as Appendix A. Five of eleven trustees completed the survey.

The object of the questionnaire is to improve the overall performance of the Board by assisting members to reflect on their individual and collective accomplishments as trustees and as a Board, to build on their strengths and assess their need for continuing education.

Background

The Waterloo Region District School Board Policy G400 (Board of Trustees Planning Cycle and Evaluations) provides for the following:

- 3.1.4 An annual performance self-assessment of the Board of Trustees, augmented by broader input at the discretion of the Board of Trustees

Financial implications

There are no financial implications.

Communications

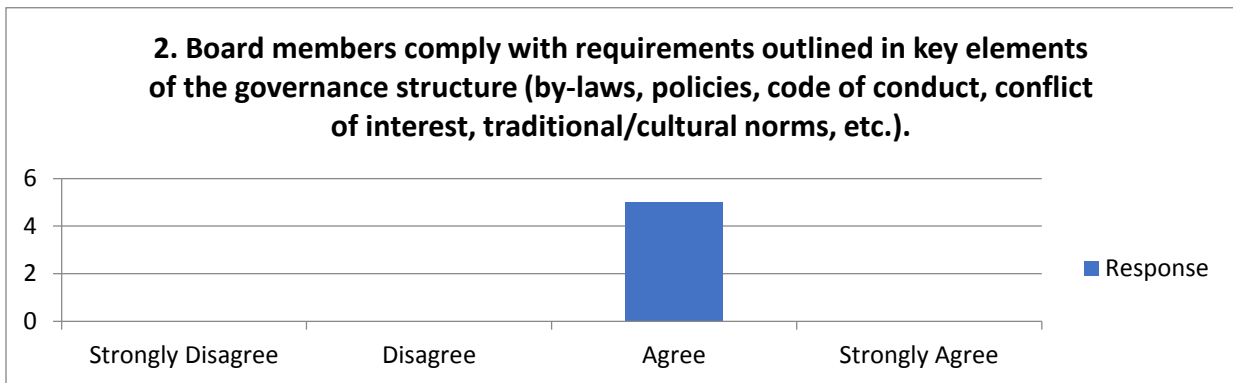
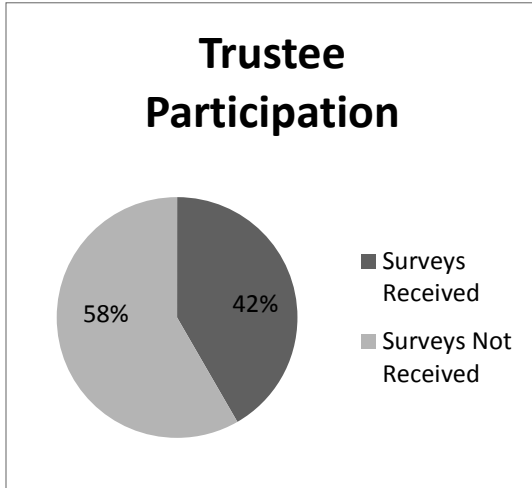
No additional communication is planned at this time.

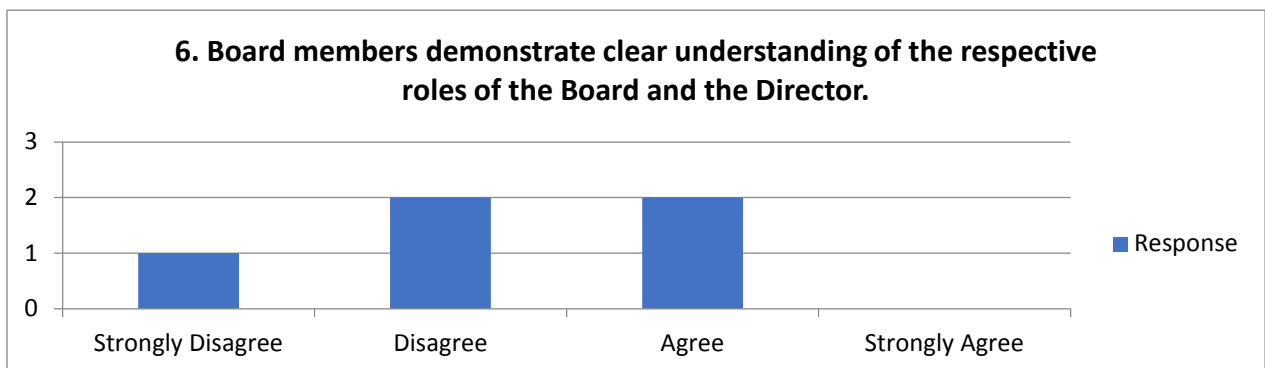
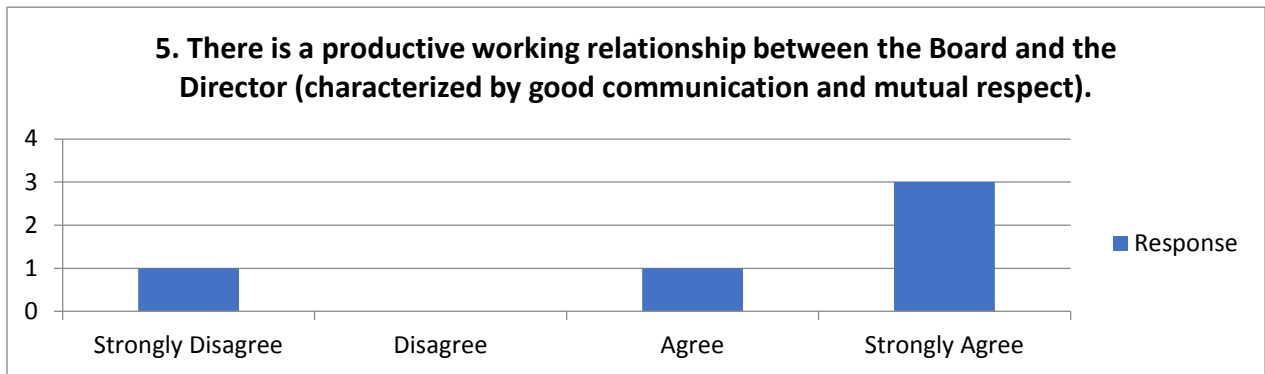
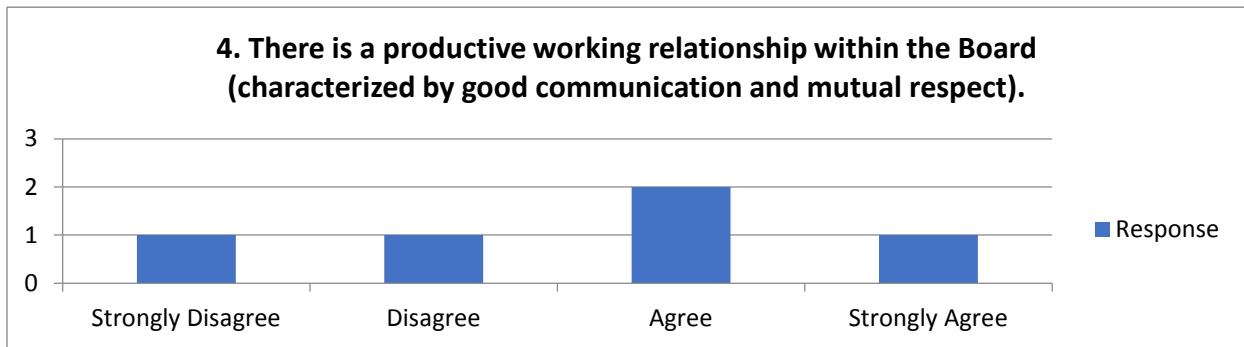
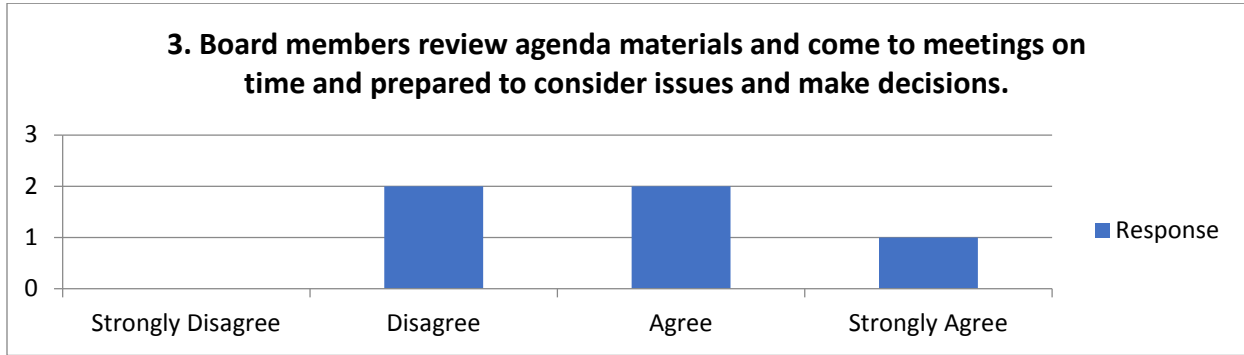
Prepared by: Stephanie Reidel, Manager of Corporate Services on behalf of the Board of Trustees in consultation with Coordinating Council

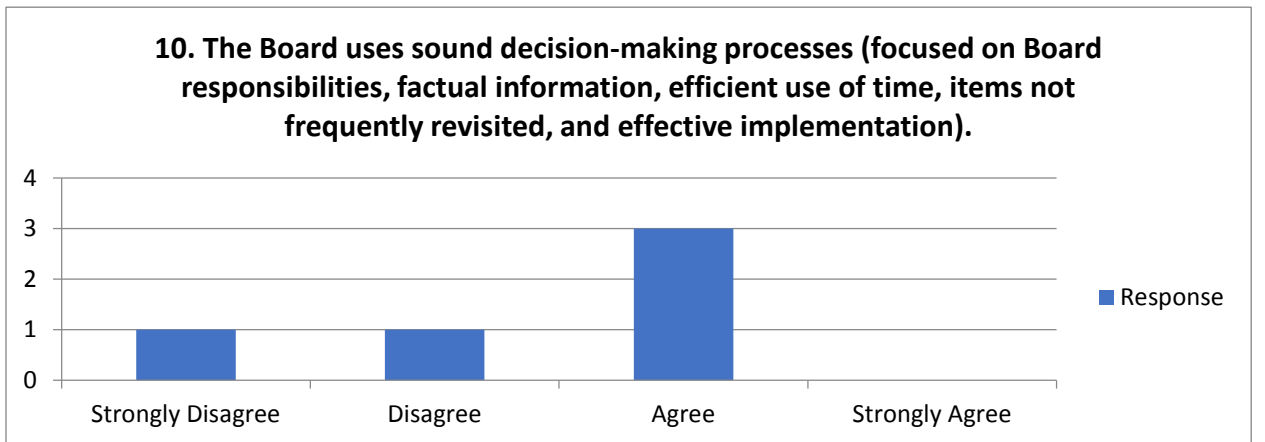
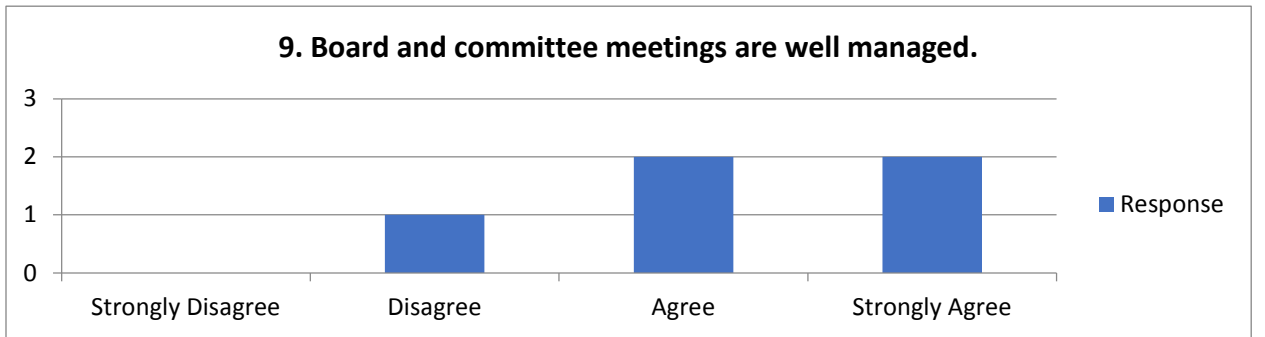
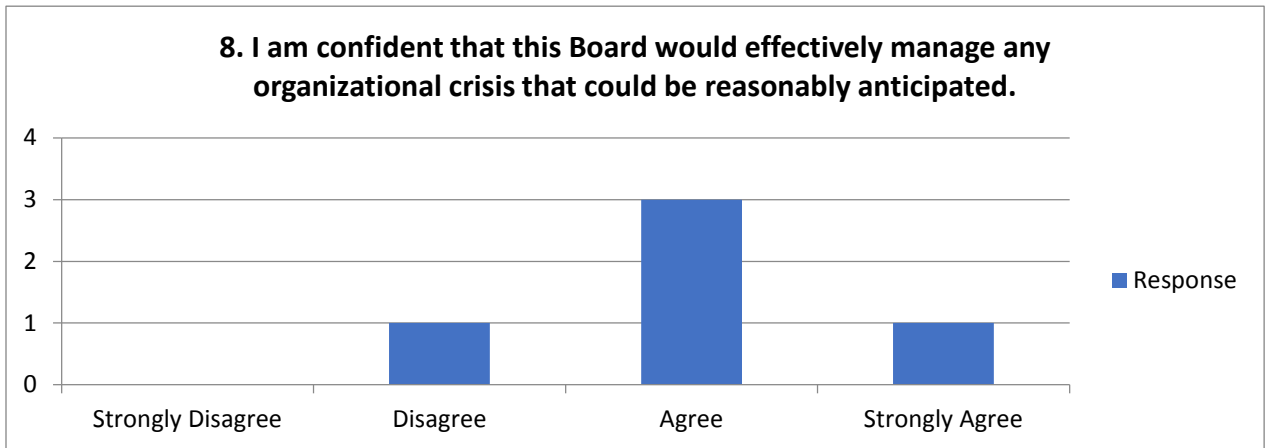
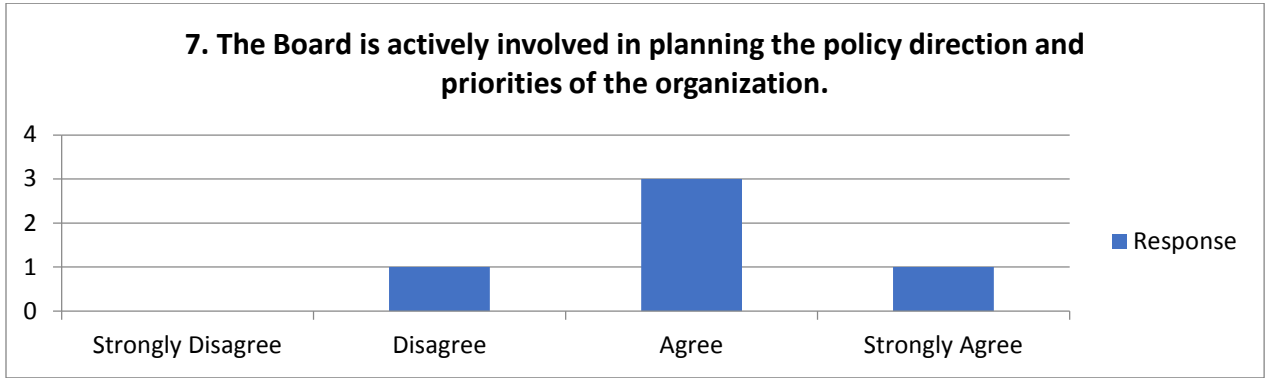
Board of Trustees Annual Evaluation Questionnaire Summary

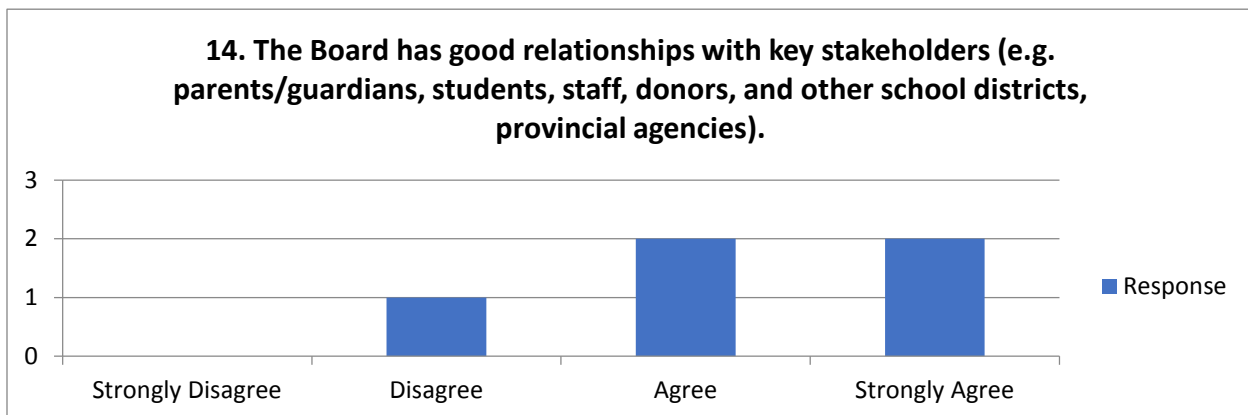
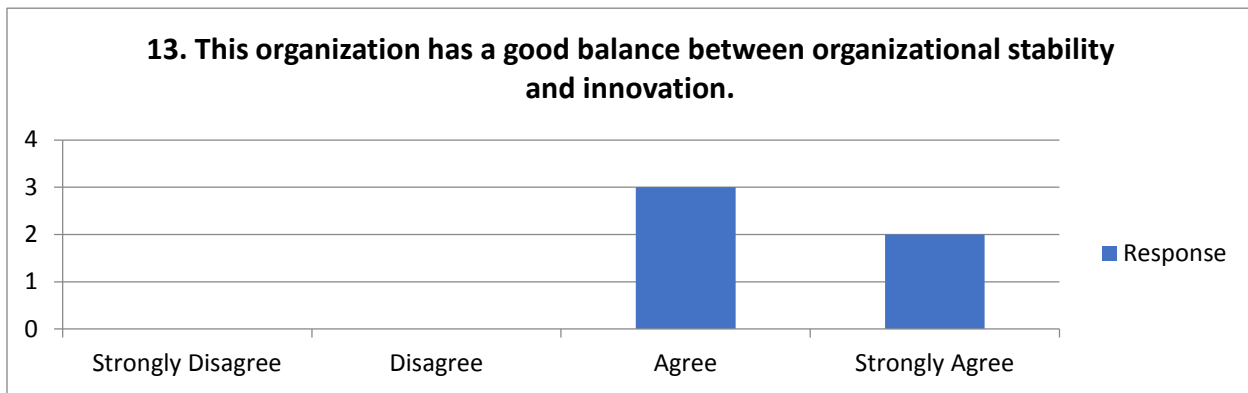
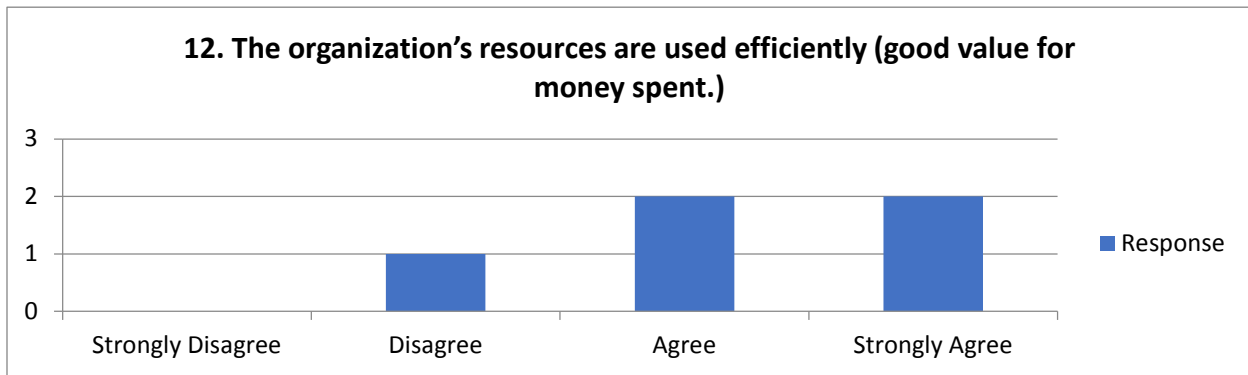
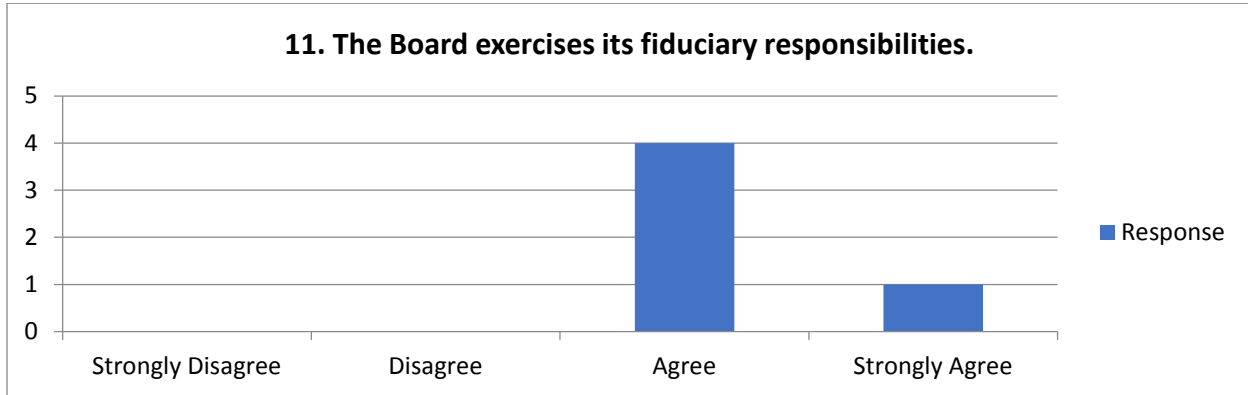
June 2018

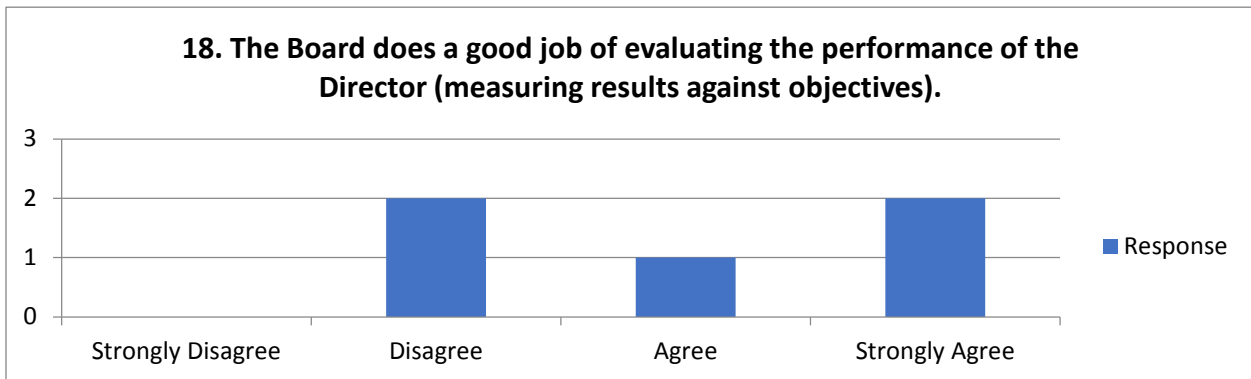
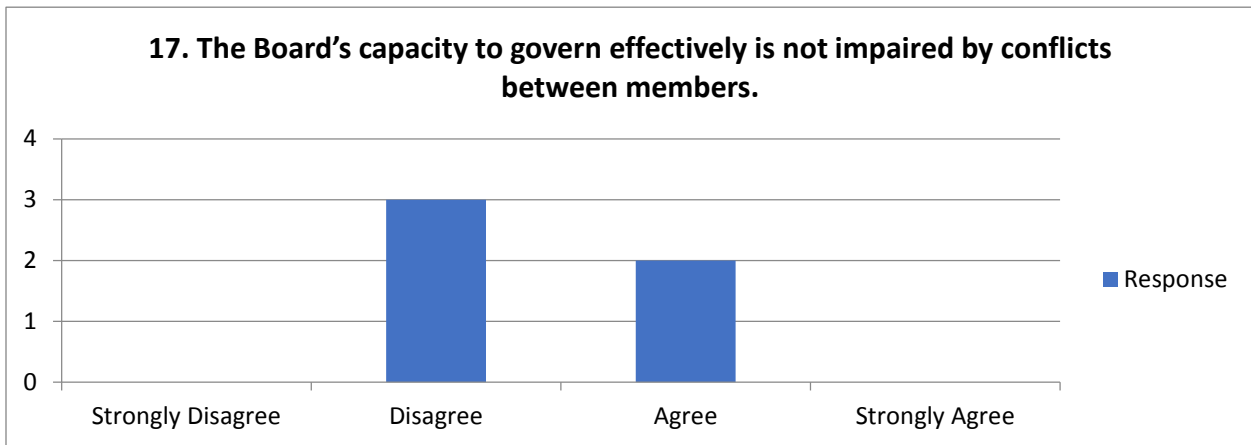
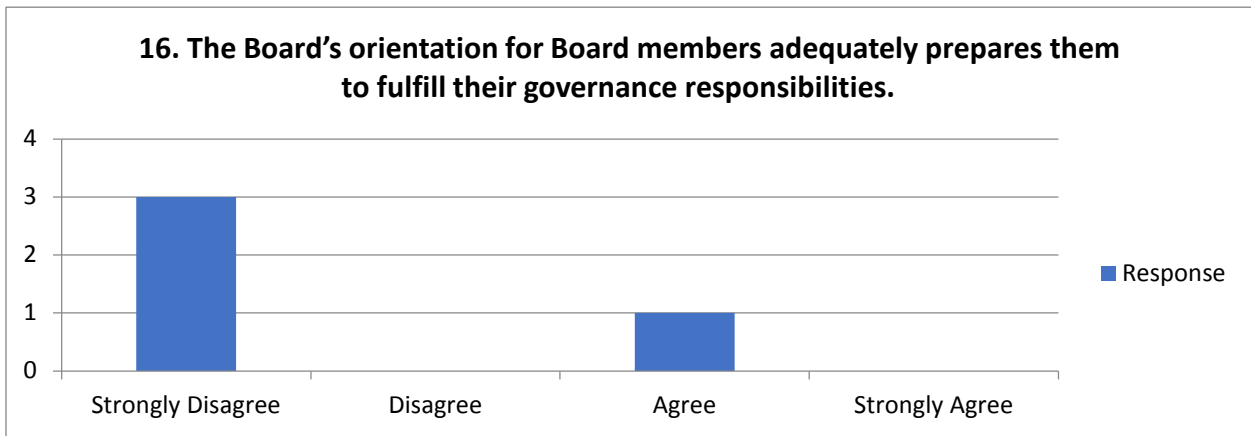
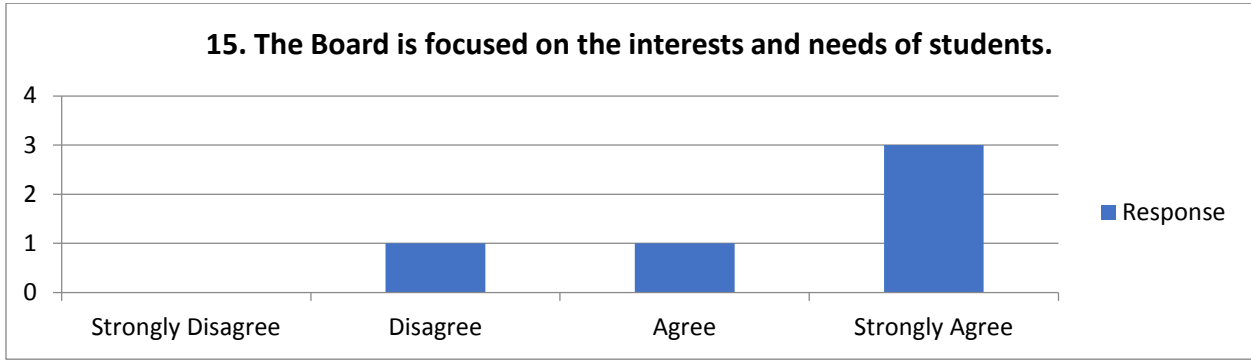
5 of 11 Trustees responded to this Questionnaire.











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

- Communication with parents, constituents & community partners
- Trustees share a common goal of doing what is best for the students. That goal is reflected in the regular updates on the strategic plan objectives.
- Trustees are firm believers in a strong public education system.
- Variety of personalities and strengths
- Staff relationships
- Trustee experience

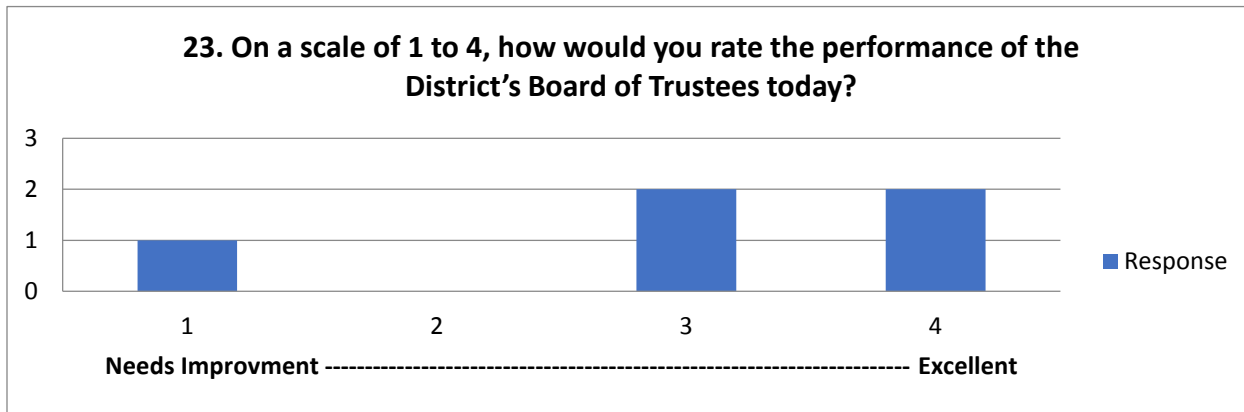
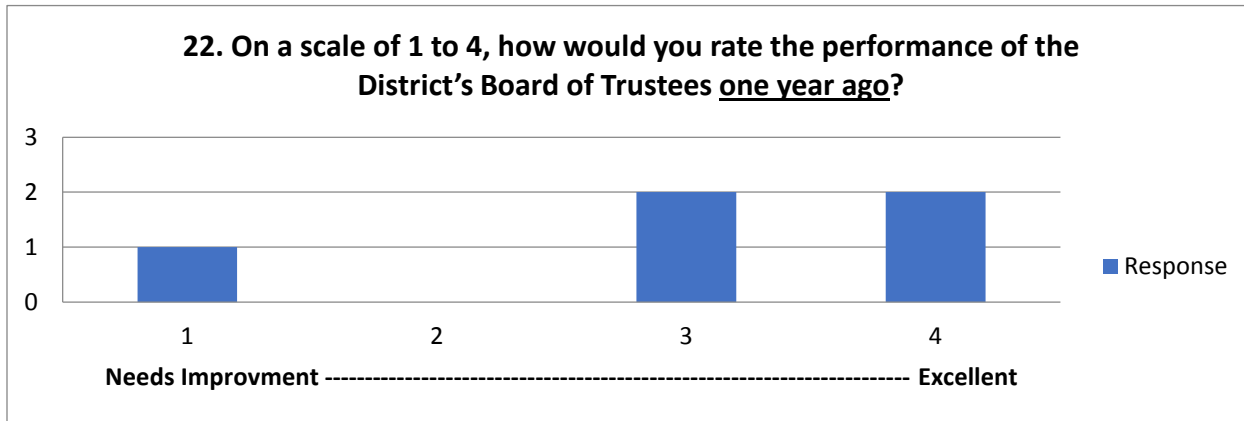
20. What do you consider to be the limitations of the Waterloo Region District School Board of Trustees?

- Understanding the role of a trustee – Policy vs. Procedure
- Knowing how to govern effectively instead of trying to do staff's job
- There seems to be different interpretations of the governance role of trustees vis-a-vis the operational role of staff/system.
- Rebuilding trust between trustees remains a work in progress.
- Strong personal beliefs / opinions
- Difficulty with change
- In my opinion the board has a 2 tiered level of trustees. Some are in the loop others are not. Sometimes decisions are made at Agenda Development e.g. extending consultants. In the past those decisions were made by the whole board because it involved a monetary value. Trustees don't always receive timely information and must press to get information. I don't feel that individual trustees opinions are valued especially if they have a dissenting voice. I don't feel the board is as transparent as it could be. The board will be reviewing its bylaws but that will also affect the governance structure and I don't think that most realize what that will mean. We need student, staff and parental involvement while reviewing our governance structure and I am concerned that at this point there has not been any involvement from the public.
- Trustee history
- Relationships with staff

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

- Restructuring our meetings. Effectively we have 3 board meetings a month. We are the only board that does that, it is far too much.
- Extend the term limit for the chair. The chair should be a public face of the board and you can't develop that in 2 years.

- Create a schedule of trustee seminars (annually) with topics based on the Good Governance Guide modules (OESC) (minimum 3 / year)
- Expand/change the Fiscal Task Force Committee into a Finance Committee (includes all trustees) so Trustees can provide input earlier in the budget building process regarding new initiatives/shifting priorities etc. on a regular basis.
- Training for trustees re: conflict resolutions, annual orientation sessions.
- Better use of meetings
- More / better relationship building
- All trustees should be treated equally and given the same opportunities to be included even if they disagree
- The public should be included in the governance and bylaw review from the beginning and not after the recommendation comes to board.
- More new trustees
- Better understanding of the role of trustees and the things over which we have influence.



24. General Comments:

- Things are improving
- A little turn over in the October election would help a lot.
- Listening with empathy and responding in a thoughtful way will help to build trust amongst trustees so we can all contribute our best to the success, achievement and well-being of WRDSB students, staff and school communities.
- I did not realize the bylaw review actually affected our governance structure as well. I don't believe the general public realizes either. The governance review which ultimately could include moving to a Carver model, fracturing the board and reducing public meetings where the board meets as a whole is a possibility. I am very confused that up to this point the public have not been included.



Report to Board

June 25, 2018

Subject: Discussions: Bylaw Review Committee

Recommendation

This report is for the information of the Board.

Status

Appendix A contains seven sections of the bylaws where changes may be possible. This is not an extensive list of changes but rather some key areas the committee would like to hear feedback from trustees. The changes are to the following areas:

1. Incorporation of policies into the bylaws
2. Term and tenure of office
3. Electronic attendance
4. Meetings
5. Parliamentary authority & Robert's Rules
6. Trustee selection process for committees
7. Committees

Trustees are strongly encouraged to bring forward any other suggestions.

The Ad Hoc Bylaw Review Committee is scheduled to bring forward a report with recommendations in September 2018.

Background

The Ad Hoc Bylaw Review Committee was approved on March 19, 2018, consisting of four trustees, the Director of Education and the Manager of Corporate Services. A copy of the current bylaws can be found as Appendix B. As well, trustees all received a paper copy of the current bylaws at the Committee of the Whole meeting on June 18, 2018 and were asked to familiarize themselves with the contents.

Financial implications

No financial implications at this time.

Communications

Feedback received will be reviewed at the next committee meeting for consideration in the recommendations.

Prepared by: Stephanie Reidel, Manager of Corporate Services for
K. Woodcock and C. Waterfall, Committee Co-chairs
in consultation with Coordinating Council

Bylaws for Discussion

Discussion # 1

Incorporation of policies directly into the Bylaws:

G201 - Trustee Code of Conduct

3006 - Student Trustees

Any other suggestions?

Discussion # 2

4.3 Term and Tenure of Office - Board Chairperson and Vice Chairperson.

Current bylaws for both chairperson and vice-chairperson:

Length of Term: 1 Year

Maximum consecutive terms: 2 Terms

Discussion #3

Electronic Attendance

Currently there is no bylaw allowing or disallowing electronic attendance.

Should a policy be added, it would fit in Article 4 - Meetings.

Discussion #4

4.7 Board Meetings & 4.8 Committee of the Whole Meetings

Below is a look at comparable Boards' meetings.

Board	Committee Meetings	Board Meetings	Parliamentary Procedure
WRDSB	Bylaw Article 4.8	Bylaw Article 4.7	
DDSB	"Standing Committee" -1st Monday of month -all trustees -chair and vice chair separate from board chair/vice-chair	3rd Monday -6pm in-camera -7pm public	Robert's Rules
DSBN		4th Tuesday -COW 6:15pm -Board 7pm	Bourinot's Rules of Order

HDSB	<p>"Standing Committees"</p> <ul style="list-style-type: none"> -all trustees a. Communications Committee b. Director's Performance Review Committee c. Finance and Accountability Committee d. Policy, By-law and Governance Committee e. Program and Accommodation Committee f. Transportation Committee <p>-as required, alternate Wednesdays to board meetings</p> <p>-chair is vice-chair and vice-chair is chair</p>	<p>1st & 3rd Wednesday</p> <p>-Public 7pm</p> <p>-Private session precedes (chaired by vice-chair)</p>	Robert's Rules
HWDSB	<p>"Standing Committee"</p> <ul style="list-style-type: none"> -vice-chair is chair <p>"Committee of the Whole"</p> <ul style="list-style-type: none"> -more informal and detailed conversation -all trustees -report & recommend to public board meeting -only considers items referred by board chair 		
UGDSB	<p>"Standing Committees"</p> <ul style="list-style-type: none"> -1st and 2nd Program & Business Operations 	<p>4th Tuesday</p> <p>-7pm</p>	

Discussion #5

6 Parliamentary Authority

Current bylaws repeat / simplify commonly used Robert's Rules.

Does the Board want to continue this or shorten the bylaws to not contain information already contained in Robert's Rules of Order?

Discussion #6 & Discussion #7

5.1.2 Trustee Selection Process for Committees & 5 Committees

No bylaw governing the process. Past practice is to request interest from trustees, and have the Chairperson, Vice-Chairperson and Past Chairperson provide a final recommendation to the Board of Trustees for approval.

The following chart outlines Committee information at comparable Boards.

Committees Information Extracted From Other Boards' By-laws

	Standing Committees	Standing Community Committees, Staff Committees and Working Groups
WRDSB	<ul style="list-style-type: none"> • Committee of the Whole (2 meetings per month) • Statutory <ul style="list-style-type: none"> • SEAC • PIC • SAL • Discipline/Expulsion • Audit • Agenda Development • Student Trustee/Senate 	<ul style="list-style-type: none"> • Accessibility • Equity and Inclusion • School Year Calendar • Fiscal Task Force • Early Years Advisory • Mental Health Advisory
DSBN (Niagara)	<ul style="list-style-type: none"> • Committee of the Whole • Statutory <ul style="list-style-type: none"> • SEAC • PIC • SAL • Discipline/Expulsion • Audit • Policy Advisory • Program and Planning • Finance • Student Trustee/Senate • Nominating Committee 	<ul style="list-style-type: none"> • unable to locate a list of this information
DDSB (Durham)	<ul style="list-style-type: none"> • Committee of the Whole (1 meeting per month) • Statutory <ul style="list-style-type: none"> • SEAC • PIC • SAL • Accommodations Review • Audit • Education / Finance 	<ul style="list-style-type: none"> • unable to locate a list of this information
HWDSB (Hamilton-Wentworth)	<ul style="list-style-type: none"> • Committee of the Whole • Finance and Facilities (3 - 5 trustees of 11) • Governance (5 trustees) (among other things this committee responsible to develop director's performance appraisal) • Human Resources (3 - 5 trustees) • Policy (3 - 5 trustees) • Program (3 - 5 trustees) • Statutory <ul style="list-style-type: none"> • SEAC • PIC • Discipline/Expulsion 	<ul style="list-style-type: none"> • Community Advisory Committees (CAC) - trustee membership limited to 2 trustees in total <ul style="list-style-type: none"> • First Nations, Metis and Inuit CAC • French as Second Language CAC • Rural Schools CAC • Faith CAC

	Standing Committees	Standing Community Committees, Staff Committees and Working Groups
UGDSB (Upper Grand)	<ul style="list-style-type: none"> • Committee of the Whole • Statutory <ul style="list-style-type: none"> • SEAC • PIC • Discipline/Expulsion • Audit • Business Operations (1 meeting per month - all trustees) • Program (1 meeting per month - all trustees) • Budget (all trustees) 	<ul style="list-style-type: none"> • Joint Health and Safety • Accessibility Steering • Budget Liaison • Eligibility Principal / Vice-Principal List Selection • Negotiations Steering • Policy Management
HDSB (Halton)	<ul style="list-style-type: none"> • Committee of the Whole (all trustees) • Director's Performance Review • Communications Committee • Finance and Accountability • Policy, By-law and Governance • Program and Accommodation • Transportation Committee • Statutory <ul style="list-style-type: none"> • Audit • Joint Health and Safety • PIC • Pupil Accommodation Review • SEAC 	<ul style="list-style-type: none"> • unable to locate a list of this information

	Current Ad-Hoc Board Committees and Community Committees	Committee Selection Process When Not COW
WRDSB	<ul style="list-style-type: none"> • Nutrition • Huron Natural Area Advisory • WEFI • Internet Content Filtering • Code of Conduct Review • Bylaw Review • Full Year Schooling • ?? 	<ul style="list-style-type: none"> • Not clearly defined in current bylaws except for case where it is a staff committee • request for volunteers • board chair to determine appointment in consultation with board vice-chair and director
DSBN (Niagara)	<ul style="list-style-type: none"> • Negotiations • Property Disposals • EFN (equivalent to WEFI) 	<ul style="list-style-type: none"> • For Standing and Statutory Committees (bit of confusion here as there appears to be two contradictory processes outlined) <ul style="list-style-type: none"> • at beginning of term and at a 19 month mark an opportunity to change membership (except SEAC) (#L-1) • trustees submit preferences to director's office • Director, chair and vice-chair of board then meet to make assignments • in contradiction to above #L-4 indicates trustees indicate preferences to Nominating Committee <ul style="list-style-type: none"> • NC consists of chair, vice-chair and one other board member, selected at large by the chairperson • NC allocates committee assignments, based on following considerations: <ul style="list-style-type: none"> • need for continuity in representation • legal requirement of statutory committees • balance of workload and commitments • experience and preferences of individual trustees • For Ad-Hoc Committees <ul style="list-style-type: none"> • trustee that forwarded motion automatically appointed • no indication of how other members are selected
DDSB (Durham)	<ul style="list-style-type: none"> • by-laws state current ad-hoc committees listed in board agendas, but unable to locate a list of this information 	<ul style="list-style-type: none"> • Education / Finance Standing Committee - chair is elected at inaugural meeting • board chair to "organize, in consultation with trustees and staff, the board committee structure and representation of committees" (#11.1.2.h.)
HWDSB (Hamilton-Wentworth)		<ul style="list-style-type: none"> • trustee who presented motion re. establishment of the committee is automatically appointed to the committee • other committee members "shall be appointed by the Board". (#8.3) • committee members' terms end "November 30 in each year, unless otherwise decided by the Board." (#8.6) • board chair and vice-chair are ex officio members of all committees, but if their presence is not needed for quorum then they only have voice (no vote). (#8.7) • for CACs - appointed by the board and reviewed annually

	Current Ad-Hoc Board Committees and Community Committees	Committee Selection Process When Not COW
UGDSB (Upper Grand)	<ul style="list-style-type: none"> • Communications • Environmental Education and Management • French as Second Language Advisory Review • First Nation, Metis and Inuit Advisory Committee • Learning Choices • Municipal Liaison (one each for Guelph, Dufferin County, Wellington County) • Property • Safe, Equitable & Inclusive Schools • Secondary French Review • Strategic Planning • Student Discipline • UGLF (equivalent to WEFI) • Arthur Chamber of Commerce • Career Education Council • Centre Wellington Chamber of Commerce • Guelph C of C Education Committee • Greater Dufferin C of C • Art Gallery of Guelph Board • School Safety Patrol Review • United Way 	<ul style="list-style-type: none"> • Board chair is automatically an ex officio members of all committees (except for SAL) and is entitled to vote
HDSB (Halton)	<ul style="list-style-type: none"> • unable to locate a list of this information 	<ul style="list-style-type: none"> • chair and vice-chair of standing committees are elected/re-elected every year, in December (i.e., multiple concurrent terms are possible) • board chair is ex officio member of all committees • Striking Committee - consisting of chair, vice-chair, and director, to make recommendations re. trustee representation on committees <ul style="list-style-type: none"> • considers interests, knowledge, skill, geographic balance, continuity, time commitments, conflicts of interest when developing recommendations • ensures that each trustee is appointed to at

	Requirements For Changing Bylaws	Agenda Development Process
WRDSB	<ul style="list-style-type: none"> requires written notice outlining the proposal at the meeting previous to the meeting during which it will be considered Requires 2/3 support of trustees presents at the meeting during which the proposal is being considered 	<ul style="list-style-type: none"> by committee consists of chair, vice-chair, past-chair, 1 other appointed trustee, director, manager corporate services according to our bylaws (#5.1.5) chairperson of this committee cannot be board chair of vice-chair, unless the appointed chairperson of the agenda development committee is absent Note: no mention of rotating trustee in bylaws
DSBN (Niagara)	<ul style="list-style-type: none"> identical to ours 	<ul style="list-style-type: none"> board chair, vice-chair, and secretary responsible for board meeting agendas no indication of who responsible for committee of the whole agendas
DDSB (Durham)	<ul style="list-style-type: none"> not outlined 	<ul style="list-style-type: none"> board chair to organize the agenda for board meetings (#11.1.2.a.) board vice-chair to organize the agenda for standing committee (#11.1.3.f.) chair of education/finance committee to liaise with superintendent and treasurer for agenda of this committee (#11.1.6.c.)
HWDSB (Hamilton-Wentworth)	<ul style="list-style-type: none"> not outlined 	<ul style="list-style-type: none"> committee chair, in consultation with the direct, are responsible for the content of the agenda

	Requirements For Changing Bylaws	Agenda Development Process
UGDSB (Upper Grand)	<ul style="list-style-type: none"> • identical to ours 	<ul style="list-style-type: none"> • board chair, vice-chair, and director prepare the agenda for board meetings • other trustees can submit items for agenda up to one week prior to the meeting • committee chair, vice-chair, and appropriate superintendent prepare the agenda for committee meetings • other committee members can submit items for agenda up to one week prior to the meeting
HDSB (Halton)	<ul style="list-style-type: none"> • requires written notice outlining the proposal at the board meeting at least two weeks previous to the meeting during which it will be considered • requires majority of support of trustees presents at the meeting during which the proposal is being considered 	<ul style="list-style-type: none"> • Board chair, vice-chair, and director of education responsible for board meeting agendas • director can add item at his/her discretion, regardless of prior notice • COW - set by standing committee chairs, the chair and vice-chair of board, director and associate director

Striking Ad-Hoc Committees Process	
WRDSB	<ul style="list-style-type: none"> • requires board approval • contain date of report to board (can request board for extension if necessary) • membership to be approved by board (#5.6.4)* • terms of reference to be provided with motion to strike ad-hoc committee • requires motion to dissolve ad-hoc committee once final report presented
DSBN (Niagara)	<ul style="list-style-type: none"> • appears similar to ours <ul style="list-style-type: none"> • requires board approval • provides recommendations • terms of reference to be provided with the motion • membership - trustee who presented motion automatically on committee. No mention of how others members are selected.
DDSB (Durham)	<ul style="list-style-type: none"> • board chair can appoint ad-hoc committee chair • if board chair does not, then members of ad-hoc committee will choose
HWDSB (Hamilton-Wentworth)	<ul style="list-style-type: none"> • No details on how they are formed

Striking Ad-Hoc Committees Process	
UGDSB (Upper Grand)	<ul style="list-style-type: none"> • appears similar to ours • requires board approval • provides recommendations • terms of reference to be provided with the motion
HDSB (Halton)	<ul style="list-style-type: none"> • reference to ad-hoc committees limited to fact that from "...time to time, for working groups....to address specific issues, which may result in a report or recommendation to the Board of Trustees." (#25.) • No details on how they are formed or reference to terms of reference, etc.



**Waterloo Region
District School Board**

BOARD BYLAWS

Revised: June 2011
December 2011
February 2012
March 2012
May 2013
November 2013
January 2015

BOARD BYLAWS

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1.1 Name of Organization and Objective

- 1.1.1 The following bylaws of the Waterloo Region District School Board shall be observed for the order and dispatch of its business. All former bylaws of the Waterloo Region District School Board are hereby repealed.
- 1.1.2 The bylaws of the Waterloo Region District School Board shall be subject to the provisions of any Statute of the Province of Ontario and the Dominion of Canada and, in the event of any conflict between a statutory provision and anything contained in these bylaws, the statutory provision shall have precedence.
- 1.1.3 It is the Board's objective to invite, support, and encourage public participation in the policy formulation, delivery, and quality assurance of educating our students.

1.2 Definitions

- 1.2.1 • “Board” means the Waterloo Region District School Board;
- 1.2.2 • “Member” or “Trustee” means a person elected, or acclaimed, or appointed to the office of Member or Trustee of the Board pursuant to the provisions of the Municipal Elections Act and the Education Act.
- 1.2.3 • “Chairperson” means the Chairperson of the Board;
- 1.2.4 • “Vice-Chairperson” means the Vice-Chairperson of the Board;
- 1.2.5 • “Director” means the Director of Education and Secretary who is also the Chief Executive Officer and Secretary of the Board;
- 1.2.6 • “Committee of the Whole” means the members of the Board meeting as a Committee;
- 1.2.7 • “In Camera” means a private meeting of the Board or any Committee of the Board from which the public is excluded pursuant to the Education Act, the Young Offenders’ Act or the Municipal Freedom of Information and Protection of Privacy Act;
- 1.2.8 • “Board Committee (Standing)” means a committee established by the Board of Trustees to consider matters related to its approved terms of reference that meets on a regular basis and/or submits minutes and recommendations to the Board for approval;
- 1.2.9 • “Board Committee (Ad Hoc)” means a committee established by the Board of Trustees to consider a specific assigned subject matter per its approved terms of reference, with start and end dates, and that submits a report outlining its recommendation(s) by a specific dated fixed by the Board;
- 1.2.10 • “Statutory Committee” means a committee struck as a requirement of government legislation;
- 1.2.11 • “Community Committee (Standing)” means a committee established by the Board of Trustees to consider matters related to its approved terms of reference, that has public/community representation, is not a Statutory Committee, meets on a regular basis and/or submits minutes and recommendations to the Board for approval;

Appendix B

- 1.2.12 “Community Committee (Ad Hoc)” means a committee established by the Board of Trustees to consider a specific assigned subject matter per its approved terms of reference, with start and end dates, that has public/community representation, is not a Statutory or Standing Committee, and that submits a report outlining its recommendation(s) by a specific date fixed by the Board;
- 1.2.13 “Trustee Appointment” means a committee established by the community and/or another entity to which trustees are appointed for a specified time frame per the committee terms of reference;
- 1.2.14 “Committee Chairperson” means a Chairperson of statutory, standing, advisory, or ad hoc committee of the Board;
- 1.2.15 • “Act” means the Education Act of Ontario, R.S.O. 1990, as amended from time to time;
- 1.2.16 • All provisions in this bylaw shall be interpreted in a manner consistent with all laws applicable to a public board of education in Ontario.

1.3 Head Office

- 1.3.1 The head office of the Waterloo Region District School Board is hereby established at the Education Centre, 51 Ardel Avenue, Kitchener, Ontario, N2C 2R5.

ARTICLE 2 - MEMBERS

2.1 Board Membership

2.1.1 The Waterloo Region District School Board is comprised of eleven elected members representing the seven municipalities within the Regional Municipality of Waterloo:

- three members - City of Cambridge/Township of North Dumfries
- four members - City of Kitchener
- three members - City of Waterloo/Township of Wilmot
- one member - Township of Wellesley/Township of Woolwich

2.1.2 The Board appoints two student representatives, as directed by legislation, in accordance with the Board's policy on student representatives and related regulations.

2.2 Duties of Members

2.2.1 The Board will operate under the ordinance of the Education Act.

2.3 Qualification/Disqualification (Education Act, Section 219)

2.3.1 A person is qualified to be elected as a member of a district school board or school authority if the person is qualified to vote for members of that district school board or that school authority and is a resident in its area of jurisdiction.

2.3.2 A person who is qualified to be elected as a member of a district school board or school authority is qualified to be elected as a member of that district school board or school authority for any geographic area in the district school board's or school authority's area of jurisdiction, regardless of which positions on that district school board or school authority the person may be qualified to vote for.

2.3.3 A member of a district school board or school authority is eligible for re-election if otherwise qualified.

2.3.4 A person is not qualified to be elected or to act as a member of a district school board or school authority if the person is,

- (a) an employee of a district school board or school authority;
- (b) the clerk or treasurer or deputy clerk or deputy treasurer of a county or municipality, including a regional municipality, all or part of which is included in the area of jurisdiction of the district school board or the school authority;
- (c) a member of the Assembly or of the Senate or House of Commons of Canada; or
- (d) otherwise ineligible or disqualified under this or any other Act.

2.4 Removal From Office (Education Act, Section 228)

A member of a board vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;
- (c) ceases to hold the qualifications required to act as a member of the board;
- (d) becomes disqualified under subsection 219 (4); or
- (e) fails to meet the requirements of section 22, which reads, "a member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board in each 12-month period beginning December 1, 1997."

- 2.4.2 Where a member of a board is convicted of an indictable offence, the vacancy shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat shall be deemed not to have been vacated.

2.5 Resignation

(Education Act, Section 220)

- 2.5.1 A member of a board, with the consent of a majority of the members present at a meeting, entered in the minutes of it, may resign as a member, but he or she shall not vote on a motion as to his or her own resignation and may not resign as a member if the resignation will reduce the number of members of the board to less than a quorum.
- 2.5.2 Where it is necessary for a member of a board to resign to become a candidate for some other office, the member may resign by filing his or her resignation, including a statement that the resignation is for the purpose of becoming a candidate for some other office, with the secretary of the board and the resignation shall become effective on November 30 after it is filed or on the day preceding the day on which the term of the office commences, whichever is the earlier.

2.6 Vacancies

(Education Act, Section 225 (a) & (b), Section 221)

- 2.6.1 Where a vacancy occurs on a board;
- (a) within one month before the next election, it shall not be filled; or
 - (b) after the election, but before the new board is organized, it shall be filled immediately after the new board is organized in the same manner as for a vacancy that occurs after the board is organized.
- 2.6.2 If the office of a member of a board becomes vacant before the end of the member's term;
- (a) the remaining elected members shall appoint a qualified person to fill the vacancy within 60 days after the office becomes vacant, if a majority of the elected members remain in office, and priority will be given to candidates who ran for the position of trustee in the current election; or
 - (b) a by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office.
- 2.6.3 If elections of the board are held under the Municipal Elections Act, 1996 and the vacancy occurs in a year in which no regular election is held under that Act or before April 1 in the year of a regular election, the remaining elected members may by resolution require that an election be held in accordance with the Municipal Elections Act, 1996 to fill the vacancy.
- 2.6.4 A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office.

ARTICLE 3 - OFFICERS

3.1 Officers

3.1.1 The officers of the Waterloo Region District School Board shall be:

- The Chairperson of the Board;
- The Vice-Chairperson of the Board;
- The Director of Education and Secretary;
- The Executive Superintendent of Business and Financial Services.

3.2 Director of Education and Secretary

3.2.1 The Director of Education and Secretary is the Chief Education Officer and the Chief Executive Officer and Secretary of the Waterloo Region District School Board.

3.2.2 The Chief Executive Officer shall, within policies established by the Board, develop and maintain an effective organization and the programs required to implement such policies.

ARTICLE 4 - MEETINGS

4.1 Inaugural Meeting

(Education Act, Section 208 (4), Section 209 (1))

4.1.1 Subject to statutory requirements the Board shall, in each year of the elected members' term of office, fix a day (to be not later than the seventh day of December) for the first meeting of the Board for the ensuing year.

4.1.2 In accordance with the provisions of the Education Act, the Director of Education and Secretary shall preside until the election of the Chairperson of the Board. If the Director of Education and Secretary is absent, the members present shall designate who shall preside at the election of the Chairperson and, if a member of the Board is so designated, that member may vote at the election of the Chairperson.

4.1.3 At the Inaugural Meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chairperson pro tem (temporary), shall read the return (if any) of the municipal clerks along with a statement that the Declaration of Office and Oath of Allegiance have been completed and filed, pursuant to the provisions of the Education Act.

4.1.4 Following the election of the Chairperson, the Chairperson shall preside over the meeting and shall proceed with the election of the Vice-Chairperson and other inaugural and organizational business.

4.2 Election of Chairperson and Vice-Chairperson

(Education Act, Section 208 (8))

4.2.1 Nominations for the position of Chairperson of the Board shall be made orally by any member. No seconder is required.

4.2.2 A member may make only one nomination for the office of Chairperson.

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.

4.2.4 The Board shall appoint two staff members to act as scrutineers for the election of Chairperson and Vice-Chairperson.

4.2.5 The candidate receiving the votes of the majority of the members present shall be declared elected.

- 4.2.6 The outcome of each ballot will be delivered by the scrutineers to the Chairperson, who will announce the results without reference to the number of votes received.
- 4.2.7 If at the conclusion of any ballot no candidate has secured a majority of the votes of members present the Board shall proceed to another ballot from which the name of the candidate receiving the least number of votes on the previous ballot has been dropped. This procedure shall be repeated until a candidate is elected as Chairperson.
- 4.2.8 In the event that no candidate secures a majority of the votes of members present and two or more candidates are tied with the least number of votes a second ballot shall be conducted with the same slate of candidates.
- 4.2.9 If the second ballot fails to break the tie among candidates having the least number of votes and if no other candidate secures the necessary majority to be elected, the name of the person to be dropped from the next ballot shall be resolved by drawing of lots with the name(s) of the candidate(s) drawn to be added to the next ballot.
- 4.2.10 When the slate of candidates has been reduced to two individuals and there is an equality of votes the candidates shall draw lots to fill the position.
- 4.2.11 The election of the Vice-Chairperson shall proceed in the same manner as that of the Chairperson.
- 4.2.12 Following completion of the balloting for the office of Chairperson and Vice-Chairperson, the Board may approve a motion authorizing the scrutineers to destroy all ballots.

4.3 Term and Tenure of Office - Board Chairperson and Vice-Chairperson

- 4.3.1 The Board Chairperson and Vice-Chairperson are elected annually.
- 4.3.2 The following table sets out the term and tenure for Board Chairperson and Vice-Chairperson as noted:

<u>Office</u>	<u>Length of Term</u>	<u>Maximum Number of Consecutive Allowable Terms</u>
Board Chairperson	1 year	2 terms
Board Vice-Chairperson	1 year	2 terms

- 4.3.3 In the case of a partial term for the position of Chairperson or Vice-Chairperson of less than one year, six months or more shall be defined as a term.
- 4.3.4 Following the completion of the maximum number of terms noted in the table above, the member officer in question shall step down for a period of one year before holding that office again, except in the case of a member making a bid for a higher office.

4.4 Ex Officio

- 4.4.1 The Chairperson of the Board shall be an ex-officio member of all Committees, shall have voice and vote, and shall have the power to delegate the Vice-Chairperson of the Board to serve on any such committee in the absence of the Chairperson in which case the Vice-Chairperson shall have voice and vote.
- 4.4.2 The Chairperson, or Vice-Chairperson, as the case may be, shall count in forming a quorum.

4.5 Notice and Holding of Public Meetings

(Reference Board Policy 3004 - Holding of Public Meetings)

- 4.5.1 The Board Chairperson shall chair all meetings of the Board and Committee of the Whole. In the Chairperson's absence, the Vice-Chairperson shall chair such meetings. In the absence of both, Board members shall elect a chair from amongst themselves.
- 4.5.2 The Director of Education and Secretary shall give notice of all meetings of the Board and of the Committee of the Whole, together with all matters so far as known, that are to be brought before the Board or the Committee at such meeting, to every member of the Board at least 48 hours in advance. Notice of meetings of the Board and its Committees shall be delivered to the last known address of each member at least 48 hours prior to the hour of each meeting.
- 4.5.3 Until members of the Board notify the Director of Education and Secretary in writing of their official addresses for the receipt of all notices or communications, all such notices or communications delivered or mailed to the members at their addresses, as set out in their nomination papers, shall be deemed to have been received by them.
- 4.5.4 Accidental omission to give notice to any member of the Board or of a committee, or the non-receipt of any notice, or any error in any notice not affecting the substance thereof shall not invalidate any action taken at any meeting held pursuant to such notice or founded thereon.
- 4.5.5 The Chairperson of the Board or the Vice-Chairperson, in the absence of the Chairperson, shall have the authority to call a special meeting of the Board during an emergency without having given the required 48 hours notice.
- 4.5.6 Formal sessions of the Board, in public, including statutory and ad hoc committees may be convened in accordance with these bylaws without Board approval. The notice of meeting and agenda will serve as a statement on the status of the session and its purpose.
- 4.5.7 Attendance of staff members at meetings will be determined by the Director of Education and Secretary.

4.6 Quorum - Board and Committee of the Whole Meetings

- 4.6.1 The presence of a majority of all the members constituting a board is necessary to form a quorum. (Education Act, Section 208 (11))
- 4.6.2 Board members unable to attend scheduled Board and Committee of the Whole meetings should notify the Chairperson's Office as early as possible, and if it should appear a quorum will be lacking, the Chairperson will instruct the Secretary to the Chairperson and Trustees to notify trustees of the postponement or cancellation of the meeting.
- 4.6.3 Should there be no quorum present at the time appointed for the meeting, the Chairperson shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Manager of Corporate Services shall record the names of the members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken.
- 4.6.4 In the case of the absence of both the Chairperson and Vice-Chairperson for five minutes after the hour appointed for the meeting, as soon as a quorum shall be present, the Board shall select a Chairperson from among themselves who will preside until either the Chairperson or Vice-Chairperson arrive. If neither arrive, then the selected Chairperson will preside until the completion of the meeting.

4.7 Board Meetings

- 4.7.1 The regular monthly meetings of the Board shall be held on the last Monday of each month during the school year September to June, commencing at 7:00 p.m., as well as the first Monday in July, if required, and the last Monday in August, if required, unless otherwise ordered by special motion or unless that Monday falls on a statutory holiday
- 4.7.2 Regular meetings in any month may be cancelled or rescheduled by Board resolution at a preceding regular meeting.
- 4.7.3 In unusual circumstances, at the discretion of the Chairperson and in consultation with the Vice-Chairperson and the Director, a regular meeting may be cancelled or rescheduled.

4.8 Committee of the Whole Meetings

- 4.8.1 The Committee of the Whole meetings of the Board shall be held on the second and third working Mondays of each month commencing at 7:00 p.m., unless otherwise determined by members of the Agenda Development Committee.
- 4.8.2 In unusual circumstances, at the discretion of the Chairperson and in consultation with the Vice-Chairperson and the Director, a Committee of the Whole meeting may be cancelled or rescheduled.

4.9 Special Board Meetings

(Education Act, Section 208 (13))

- 4.9.1 Special Meetings of the Board shall be held at the call of the Chairperson or at the written request of five members of the Board.
- 4.9.2 The written notice of every special meeting of the Board shall state all business to be transacted or considered within 24 hours before the meeting is to take place. No other business shall be considered unless all the members of the Board are present and agree unanimously.

4.10 Opening Exercises

- 4.10.1 National Anthem - All public Committee of the Whole and Board meetings will be opened with the singing of the national anthem, O Canada.
- 4.10.2 Invocation - Following the singing of the national anthem, O Canada, all Board meetings will be opened with the reciting of the following sentence:

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.

4.11 Reports from Members

- 4.11.1 Presentations made under the "Reports from Members" section on the regular Board meeting agenda shall be limited to information concerning events or activities at which the member presenting the report was acting on behalf of or representing the Board.
- 4.11.2 When trustees attend a conference or workshop on behalf of the board, they are required to submit to the Board a written report of that event.

4.12 Delegation Procedures

- 4.12.1 The Waterloo Region District School Board recognizes the need to foster effective communication between the educational system and the community.
- 4.12.2 Delegations wishing to appear before the Waterloo Region District School Board at a Committee of the Whole or Board Meeting should register with the Manager of Corporate Services by noon on the Thursday prior to the meeting. Delegations not making prior arrangements by noon on the Thursday may speak at the following Monday meeting only on the approval of a majority vote of the trustees, up to a maximum of eight (8) delegates.
- 4.12.3 Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented, and recommendation(s) for resolving the matter. A Delegation Submission Template can be accessed via the Board's website (<http://www.wrdsb.ca/board-meetings/delegations/delegation-form>) and can be completed online, or a copy can be printed, completed in writing and submitted to the Manager of Corporate Services.
- 4.12.4 At regular Board Meetings, delegations may speak only to matters relevant to those items listed on the agenda. All other presentations will be referred to Committee of the Whole meetings.
- 4.12.5 Delegations will be permitted to address the Board for a period of up to ten minutes. Exceptions to this rule will be permitted only by a majority vote of the Board or Committee.
- 4.12.6 Delegations will be scheduled to appear at the beginning of Board or Committee meetings up to the first hour of the meeting. A maximum of eight (8) delegates will be scheduled per meeting.
- 4.12.7 The Board will consider or act on any request from a delegation during the same meeting at which the presentation is made only if approved by a vote of two-thirds (2/3) of the members present at the meeting, or if consideration of the matter was included on the meeting agenda.
- 4.12.8 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chairperson may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.
- 4.12.9 A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

4.13 Special Delegation Meetings

- 4.13.1 Special Meetings to hear delegations may be scheduled, when warranted (e.g. accommodation reviews, budget, etc.)
- 4.13.2 Delegations wishing to appear before the Waterloo Region District School Board at a Special Delegation Meeting should register with the Manager of Corporate Services by noon on the Thursday prior to the meeting.

- 4.13.3 Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented. A Delegation Submission Template can be accessed via the Board's website at (<http://www.wrdsb.ca/board-meetings/delegations/delegation-form>) and can be completed online, or a copy can be printed, completed in writing and submitted to the Manager of Corporate Services.
- 4.13.4 Delegations who wish to speak for the first time on a topic will be given precedence over those who wish to speak a second time on the same topic. Delegations who wish to speak for a second time on the same topic will be placed on a waiting list. The Manager of Corporate Services will review the list of delegations on the Friday prior to the meeting and will contact the delegations on the waiting list to advise them if they will be scheduled on the agenda.
- 4.13.5 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chairperson may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual (e.g. props, placards) demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.
- 4.13.6 A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

4.14 Adjournment

- 4.14.4 All public Board and Committee of the Whole Meetings will adjourn at **9:30 p.m.** unless otherwise agreed to by trustees.
- 4.14.5 An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.
- 4.14.6 At **10:00 p.m.** a second extension of an additional 30 minutes requires two-thirds support of all trustees present at the meeting.
- 4.14.7 At **10:30 p.m.** a third extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.

ARTICLE 5 - COMMITTEES

5.1 General Committee Operation

- 5.1.1 The Board's Committee operation consists of the following:
- a) Committee of the Whole (In Camera and Public)
 - b) Board Committees (Statutory)
 - i) Special Education Advisory Committee
 - ii) Student Program Review/Student Alternative Learning Committee (as per Ontario Regulation 374/10 - Supervised Alternative Learning and Other Excusals from Attendance at School)
 - iii) Discipline Committee
 - iv) Audit Committee (In Camera Committee)
 - v) Parent Involvement Committee (PIC)

- c) Board Committees (Standing)
 - i) Agenda Development
 - ii) Student Trustee & Student Senate Mentor(s)
 - d) Board Committees (Ad Hoc)
 - i) As required
 - e) Community Committees (Standing)
 - i) Accessibility Committee
 - ii) Equity and Inclusion Advisory Group
 - i) School Year Calendar Committee
 - f) Community Committees (Ad Hoc)
 - i) As required
 - g) Community Committee (Appointments)
 - i) Huron Natural Area Advisory Committee
 - ii) Waterloo Education Foundation Inc.
- 5.1.2 The membership, tenure, terms of reference, powers, and duties of Statutory, Board Standing and Ad Hoc Committees and Community Standing, Ad Hoc and Appointment Committees shall be as required by law, collective agreement, or as approved by the Board and set forth in these bylaws.
- 5.1.3 Minutes will be taken at all Statutory and Board Standing Committees and must be submitted for approval at regular monthly Board Meetings.
- 5.1.4 At the first meeting of any Committee, only members of that Committee shall elect a Chairperson and Vice-Chairperson from among themselves.
- 5.1.5 The Board Chairperson shall not be eligible to be elected as the Chairperson or Vice-Chairperson of any Board Statutory, Standing or Ad Hoc Committees; and Community Standing, Ad Hoc or Appointment Committees.
- 5.1.6 Other members are not eligible to serve as Chairperson of more than one Statutory Committee at the same time. Members shall not be elected as Vice-Chairperson of more than two Statutory Committees at the same time.
- 5.1.7 Members of the Board may attend meetings of committees of which they are not members and, unless otherwise limited by law, collective agreement or Board motion, shall have voice but no vote.
- 5.1.8 A majority of the members constituting a Committee shall be a quorum. Should there be no quorum present at the time appointed for the meeting, the Committee Chairperson shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Secretary shall record the names of the members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken.
- 5.1.9 In the case of the absence of both the Committee Chairperson and Vice-Chairperson for five minutes after the hour appointed for the meeting, as soon as a quorum shall be present, committee members shall select a Chairperson from among themselves. The selected Committee Chairperson shall preside only until the Chairperson or Vice-Chairperson arrives and the immediate business at hand is completed.
- 5.1.10 Unless otherwise directed, all Committee recommendations shall be reported to the Board in the form of a report to a Committee of the Whole meeting, and shall be subject to the approval of the Board.

- 5.1.11 If a Board Statutory or Board Standing Committees makes a recommendation that requires immediate consideration by the Board, the process noted below is to be followed:
- a) The Agenda Development Committee must be advised that the Board Statutory or Board Standing Committee has a report they wish to have scheduled on a Committee of the Whole agenda.
 - b) This report shall be submitted in the regular Board Report format, providing the background information necessary for trustees to make an informed decision on the recommendation.
 - c) The report will normally be scheduled for the first Committee of the Whole meeting following the Agenda Development Committee meeting where the report is considered. If the recommendation is time-sensitive, any alternative action will be at the discretion of the Board Chairperson.
 - d) The minutes of the Board Statutory or Board Standing Committee meeting (containing the recommendation requiring immediate consideration) will continue to appear on the Board meeting agenda in accordance with the procedures currently in place; i.e., the minutes of the committee meeting are presented at the next committee meeting for approval before they are included on a Board meeting agenda.
- 5.1.12 Meetings of Committees shall be held in accordance with committee approved schedules subject to any terms and conditions contained in the Board's bylaws. Committee Chairpersons, in consultation with the Committee Vice-Chairperson, may convene additional meetings as may be deemed necessary, or may cancel a scheduled meeting where there is insufficient agenda material to warrant the holding of a meeting.

5.2 In Camera (Closed) Meetings

- 5.2.1 A meeting of a committee of a Board including a Committee of the Whole meeting may be closed to the public when the subject matter under consideration involves (Education Act, Section 207(2)):
- (a) the security of the property of the board;
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - (c) the acquisition or disposal of a school site;
 - (d) decisions in respect of negotiations with employees of the board; or
 - (e) litigation affecting the board.
- 5.2.2 Every in camera recommendation from Committee of the Whole, Audit Committee, or other committees shall be given formal approval during an in camera Board meeting before being reported to the Board in public session.
- 5.2.3 As part of its in camera procedures, the Waterloo Region District School Board allows any member to rise on a point of order dealing with the appropriateness of agenda items to be considered during an in camera meeting, and the decision to consider an agenda item which might be called into question will be based on the willingness of a majority of members present at the meeting to consider the item as an in camera matter.
- 5.2.4 Only members of the Board and Senior Administration may be present at in camera meetings. Other staff members may attend at the request of the Director of Education and Secretary.

Appendix B

- 5.2.5 Delegations may be received at in camera meetings if they relate to matters involving Board employees, or, in the case of matters involving students, if the delegation is the parent/guardian of student, or the student (if he/she is 18 years of age or older). The procedures for delegations, as set out in Article 4.12, will apply.

5.3 Board Committees (Statutory)

- 5.3.1 Special Education Advisory Committee - The Special Education Advisory Committee shall function in accordance with the terms of the Education Act and the regulations made thereunder. (Education Act, Section 206; Ontario Regulation 464/97)
- 5.3.2 Student Program Review/Student Alternative Learning Committee – The Student Program Review/Student Alternative Learning Committee shall function in accordance with the Education Act and the regulations made thereunder (Ontario Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School).
- 5.3.3 Discipline Committee - In accordance with Section 23 (6) of the Education Act, R.S.O. 1990, the Waterloo Region District School Board directed its powers and duties with respect to the hearing of appeals to suspensions/expulsions to a Committee comprised of the three or more trustees appointed annually by the Board.
- 5.3.4 Audit Committee – The Audit Committee shall function in accordance with the terms of the Education Act and the regulations made thereunder. (Education Act, Section 253.1; Ontario Regulation 361/10 – Audit Committees)
- 5.3.5 Parent Involvement Committee – The Parent Involvement Committee shall function in accordance with Regulation 612/00 from Bill 177 (The Student Achievement and School Board Governance Act).

5.4 Board Committee (Standing/Advisory)

- 5.4.1 Board Committee (Standing) means a committee established by the Board of Trustees to consider matters related to its approved terms of reference that meets on a regular basis and/or submits minutes and recommendations to the Board for approval. Membership on Board Committees (Standing) would need to be determined.

5.5 Other Board Committees

- 5.5.1 Agenda Development Committee - shall be struck each year for the following purposes:
- a) to set meeting agendas;
 - b) to ensure the flow of business to be brought before the Board or any of its Committees, including timed, regular reports;
 - c) to track to completion all business brought before the Board by motion, and provide to all trustees on a monthly basis a current schedule of meetings and pending agenda items.
- 5.5.1.1 The Committee shall be comprised of the following people: Board Chairperson; Board Vice-Chairperson, Past Chairperson (if applicable), one trustee appointed for the period January to May, one trustee appointed for the period June to December, Director of Education and Secretary, and Manager of Corporate Services.
- 5.5.1.2 The Committee may be chaired by the Board Chairperson or the Board Vice-Chairperson, in the absence of the Chairperson, or by another member designated by the Board Chairperson and will report directly to the Board. The committee will serve in an advisory capacity only, having no power to act.
- 5.5.1.3 The Agenda Development Committee will meet on the first working Monday of each month, as well as at the call of the Committee Chairperson.

- 5.5.2.1 The committee membership term in the year prior to a municipal election will be January to November to coincide with the trustee term of office.
- 5.5.2.2 The Board of Trustees will review the minutes of Board Standing/Advisory Committees and the annual reports of the other Board Committees to determine if those committees should continue to operate or be dissolved. Their recommendations will be reported to the Board at the December Board Meeting for consideration and approval.
- 5.5.3 Parent Involvement Committee - works collaboratively with the school board to ensure linkages between parents, the Director of Education and trustees:
- to develop strategies for enhancing parental engagement and outreach;
 - to hold district-wide meetings and to engage in inter-school communications;
 - establish a forum for the exchange of ideas, concerns and topics that matter to parents for school councils to share with the Director of Education and trustees.
- 5.5.3.1 A minimum of one trustee is appointed annually by the Board under the terms of the regulations.
- 5.5.3.2 The committee meets approximately four or five times per year.

5.6 Board Committee (Ad Hoc)

- 5.6.1 No Board Committee (Ad Hoc) shall be struck without Board approval.
- 5.6.2 Any motion establishing an Ad Hoc Committee shall contain a date by which the Committee must present its report to the Board.
- 5.6.3 An Ad Hoc Committee shall be permitted to request the Board for an extension of its reporting timeline, if required.
- 5.6.4 The membership of all Ad Hoc Committees established under this bylaw shall be approved by the Board.
- 5.6.5 Any motion establishing a Board Committee (Ad Hoc) shall have a completed terms of reference included with the motion.
- 5.6.6 A formal Board motion should be presented to dissolve a Board Committee (Ad Hoc) once the final report has been presented to the Board.

5.7 Trustee Representation on Staff Committees

- 5.7.1 Trustee representatives may be required to serve on staff (administrative) committees which are chaired by a senior administrator or designate. Staff Committee Chairs are to submit any requests for trustee representation to the Board Chairperson who will seek trustee volunteers and determine appointments in consultation with the Board Vice-Chairperson and the Director of Education and Secretary. If necessary, actions taken by staff committees will be reported to the Board as information as determined by the Staff Committee Chair.

ARTICLE 6 - PARLIAMENTARY AUTHORITY**6.1 Rules Of Procedure**

- 6.1.1 The rules of order to be observed at meetings shall be in accordance with the provisions of this section. In all cases not provided for by these rules, the rules and practice of Robert's Rules of Order shall govern as applicable.
- 6.1.2 A member, in speaking to any question or motion, shall address the Chair, confining remarks to the question in debate and avoiding all discourteous language and personalities.
- 6.1.3 When two or more members, at the same time, signify their desire to speak, the Chairperson shall name the member who is to speak first.
- 6.1.4 At the mover's request, the mover of a motion may be the initial and/or the final speaker.
- 6.1.5 No member while speaking shall be interrupted except on a point of order or privilege, in which case that member shall desist from speaking and await the decision of the Chairperson on the point of order or privilege raised. The original speaker regains the floor after the interruption has been dealt with.
- 6.1.6 A Point of Order is a question about process, or content of a motion, or an objection of process and a suggestion of an alternative process. It may include a request for the Board Chair to rule on process. A Point of Order should not be used as a means to obtain the floor for any other reason. Members misusing a Point of Order will not be acknowledged. A Point of Order has priority over all other motions with the exception of a Point of Personal Privilege.
- 6.1.7 A Point of Personal Privilege relates to the comfort of the members (e.g. room temperature), or a direct response to a comment defaming a member's character. The Board Chair shall recognize the member raising the matter of privilege and the member shall, as briefly as possible, state the Point of Personal Privilege. A Point of Personal Privilege has priority over all other motions.
- 6.1.8 Any member may put a motion to challenge the ruling of the Board Chair, and shall state the reason(s) for the challenge. Such a motion requires a seconder and is not debatable. The Chair shall have the opportunity to explain his/her ruling before the vote is taken. The Chair will call for a vote on the upholding of the Chair's ruling. A majority vote of members is required to overturn the ruling.
- 6.1.7 No member shall speak longer than five minutes on the same question, without permission from the Board, by simple majority. Each member has a right to speak a maximum of twice on the same question but cannot make a second speech on the same question as long as any member who has not spoken on the same question desires the floor. Further discussion beyond two speeches by a trustee will be permitted only at the discretion of the Board Chairperson if new information is being offered.
- 6.1.8 No motion shall be debated or put without a second, unless it is a motion of nomination. Members shall have the privilege of writing their own motions or on request, the Manager of Corporate Services, or designate, shall record and read the motion before the vote is taken.
- 6.1.9 Any member may require the motion under discussion to be read for clarification and information at any time in the course of debate, provided that the request does not interrupt the member speaking to the question.
- 6.1.10 When the motion under consideration contains two or more distinct issues, upon the request of any member, those issues may be considered and voted upon separately.

- 6.1.11 After a motion has been moved and seconded and the mover wishes to withdraw or modify it or substitute a different one in its place, if no one objects, the Chairperson may grant that permission. If an objection is made to the withdrawal, it will be necessary to put a motion for that purpose.
- 6.1.12 The ordinary motions rank as follows, the lowest in rank being at the bottom and the highest at the top of the list. When any one of them is immediately pending, the motions above it in the list are in order, and those below are out of order. Those marked (2/3) require a 2/3 vote for their adoption; the others require only a majority.

Undebatable

Fix the Time to which to Adjourn (when privileged). [Notes 1 & 2 apply]

Adjourn (when privileged). [Note 2 applies]

Take a Recess (when privileged). [Notes 1 & 2 apply]

Raise a Question of Privilege

Call for the Orders of the Day

Lay on the Table

Previous Question (2/3).

Limit or Extend Limits of Debate (2/3). [Note 1 applies]

Debatable

Postpone to a Certain Time. [Note 1 applies]

Commit or Refer. [Note 1 applies]

Amend. [Note 1 applies]

Postpone Indefinitely.

A Main Motion. [Note 1 applies]

[Note 1. Can be amended: the others cannot be amended.]

Note 2. The first three motions are not always privileged. To *Fix the Time to which to Adjourn* is privileged only when made while another question is pending, and in an assembly that has made no provision for another meeting on the same or the next day. To *Adjourn* loses its privileged character and is a main motion if in any way qualified, or if its effect, if adopted, is to dissolve the assembly without any provision for its meeting again. To *Take a Recess* is privileged only when made while other business is pending.]

- 6.1.13 A motion to adjourn shall be put without debate. A motion to adjourn shall always be in order, but no second motion to the same effect shall be made until some other business has intervened.
- 6.1.14 A motion to adjourn or to table shall be put without debate. A motion to refer, until it is decided, shall preclude all amendments of the main question.
- 6.1.15 A motion to delay consideration of any item may be moved at any time when a motion is before the Chair, provided that it is put in one of the following statements:
- a) “That the motion be postponed (to a specific time)”.
If the motion to postpone is to a “specific time”, the motion may be:
 - i) amended as to the specific time;
 - ii) debated as to the advisability of the postponed motion.
 If the motion to postpone to a specific time is carried, the matter cannot be reconsidered until the time specified, unless otherwise agreed to by a vote of two-thirds of the members present.

- b) “That the motion be postponed indefinitely”.
If the motion to postpone is for an “indefinite time”, it is not meant to postpone, but to reject the main motion without incurring the risk of a direct vote on it, and it is made only by members opposing the main motion when they are in doubt as to their being in the majority. the motion may be:
- i) amended as to the specific time;
 - ii) debated as to the advisability of the postponed motion.
- c) “That the motion be tabled”.
If the motion is to “table”, the motion is undebatable. If the motion to table is carried, the matter is laid aside until it is removed from the table by a majority vote. A motion to remove from the table is undebatable.
- 6.1.15 A motion to amend another motion takes precedence over the motion to be amended. The motion to amend can also be amended; however, only one amendment shall be allowed to each amendment. An amendment must be directly relevant to the main motion and propose some change in form or substance of the main motion. An amendment to an amendment must be directly relevant to the main motion and amendment, and propose some change in the form or substance of the amendment. A separate vote will be taken, in this order:
- an amendment to an amendment;
 - an amendment;
 - the main motion.
- 6.1.16 After a motion has been moved and seconded and before the question has been put by the Chair, any member may informally suggest one or more modifications (a friendly amendment) to the motion about which there is unlikely to be a difference of opinion. The mover of the motion may accept or reject the suggested modification.
- 6.1.17 A motion to “Call the Question” (or “move previous question”) may be moved at any time when a motion, with or without amendment or amendments, is before the Board, provided always that no member while speaking is interrupted for this purpose. A motion to call the question is undebatable and shall be put in the following words, “I move that we call the question”. If carried by two-thirds of those present, the Chairperson shall then call for the vote on the pending motion and amendments (if more than one is before the Board at the time the question is called), in the appropriate order as required by these rules, and these items shall be voted upon and disposed of without further debate, and no other motion or amendment shall be entertained until the motion and amendment(s) are disposed of. If the vote on the amendment is negative, further amendments may then be moved, and the motion and all amendments shall continue to be debated in the same manner as if the previous question had not been moved.
- 6.1.18 If the Chairperson has not exercised the right to vote on a motion, and a tie vote occurs, the Chairperson may exercise the right of the chair to cast a deciding vote.
- 6.1.19 Should the Chairperson elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Vice-Chairperson will be called upon or, in the Vice-Chairperson’s absence, one of the members to fill the Chair for that period of time. The Vice-Chairperson or other member occupying the Chair shall discharge all the duties and enjoy all the rights of the Chair. If a motion is on the floor at the time the Chairperson returns to the meeting, the Vice-Chairperson, or designate, shall remain in the chair until the vote on the motion is taken.
- 6.1.20 When the Chairperson is called upon to decide a point of order or practice the Chairperson shall, before deciding, state the rule applicable to the case, without comment. The ruling of the Chairperson shall be final, subject only to an appeal to the Board by a member, without debate.

- 6.1.21 When a motion is presented by a trustee that is not in relation to a written report, the Board Chairperson may call upon the Director of Education, or designate, to offer information from staff once the motion has been moved and seconded, as well as immediately prior to the vote being taken on the motion on the floor.

6.2 Reconsideration of a Motion Previously Approved at a Board Meeting

- 6.2.1 Once a motion has been decided upon by the Board at a regular or special Board meeting, and confirmed by a resolution of the Board recorded in its minutes, it shall not be reconsidered during the ensuing twelve-month period unless:
- a) at least 72 hours written notice has been given to all members of the Board; and
 - b) the motion to reconsider is made by a member who voted with the prevailing side (whether it was for or against);* and
 - c) the affirmative vote of two-thirds of all members of the Board present at the meeting is received to reopen the matter.**

Notes: * The prevailing side means that if the majority of members voted in favour of a motion, the member presenting the motion of reconsideration must be someone who previously voted in favour of it. If the majority of members voted against the motion, the members presenting the reconsideration motion must be someone who previously voted against it. However, in the year following election of a new board, newly elected trustees (not including re-elected incumbents), will be deemed to have voted on the prevailing side of any motion proposed for reconsideration that received formal approval by the previous board.

** No formal action may be taken unless a quorum is present (half of total membership plus one).

6.3 Recorded Votes

- 6.3.1 The yeas, nays and abstentions shall be recorded on any question if a member of the Board requests that action. The recording secretary shall call the roll, and each member will respond with either a yes or no. The recording secretary will then read out the names of those who answered in the affirmative, followed by those names answering in the negative, so that errors may be corrected, and any abstentions verified. An entry shall be made in the minutes of the names of all members voting in the affirmative, the negative, and those abstaining.

6.4 Member Question Period/Requests for Information

- 6.4.1 A ten-minute question period is scheduled just prior to the adjournment of each Regular Board and Committee of the Whole meeting. Members are advised to contact the appropriate administrative official(s) regarding the item on which they intend to speak so that staff are prepared to respond appropriately.
- 6.4.2 Member requests for research and preparation of information of a detailed nature by staff shall be referred to the Agenda Development Committee or the Director of Education and Secretary for review. If, in the opinion of the Agenda Development Committee members the amount of staff time involved to fulfill the request is excessive, the member seeking the information will be required to secure Board approval before any work is undertaken.

6.5 Corporate Seal and Execution of Documents

- 6.5.1 Documents required to be executed under the Corporate Seal of the Board shall be signed by the Director of Education and Secretary or designate, as deemed appropriate.

6.6 Notice of Motion

- 6.6.1 Trustees may orally serve notice of a motion that they intend to present at a future meeting during a Committee of the Whole or Board Meeting under the “Future Agenda Items” portion of the meeting. Trustees require the signed support of at least two additional trustees before the notice of motion would be accepted and scheduled for consideration by the Board. The wording of the motion must be provided to the Manager of Corporate Services for scheduling on the next Agenda Development Committee agenda, no later than noon on the Friday prior to the Agenda Development Committee meeting.

6.7 Motion to Suspend the Rules

- 6.7.1 Any member may make a motion to suspend the rules in order to do something, which cannot ordinarily be done without violating these rules. Such a motion is not debatable and requires a two-thirds vote of members present at the meeting to pass.

6.8 Calculation of Two-Thirds

- 6.8.1 A vote of two-thirds of trustees present at a meeting is calculated by multiplying the number of trustees present by .66 and rounding up to the nearest whole number (e.g. 11 x .66 = 7.26 and would be rounded up to 8).

ARTICLE 7 - AMENDMENTS TO BYLAWS**7.1 Amendment Procedures**

- 7.1.1 No amendment, alteration, or addition to the bylaws shall be made unless written notice outlining the proposal is presented at the meeting previous to the meeting during which the item will be considered. A majority vote of trustees present is required to support the scheduling of the proposal at the next meeting.
- 7.1.2 To adopt an amendment, alteration or addition to the bylaws requires the support of two-thirds of all members of the Board present at the meeting during which the proposal is considered.

Ministry of Education

Student Support & Field
Services Division

900 Bay St
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Queen's Park
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Telephone (416) 314-5788
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Ministère de l'Éducation

Division du soutien aux élèves
et des services régionaux

900, rue Bay
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Queens Park
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May 22, 2018

Mr. Ron Motz
Chair
Bluewater District School Board
P.O. Box 190, 351 1st Avenue North
Chesley, ON N0G 1L0

Dear Mr. Motz,

Thank you for your correspondence to the Honourable Indira Naidoo-Harris on behalf of the Board of Trustees of Bluewater District School Board. I am pleased to respond on behalf of the Ministry of Education.

As you probably know, a provincial election will be held on June 7, 2018. You may wish to resubmit your correspondence after the new Cabinet has been sworn in, following the election.

You can send your request to Minister.edu@ontario.ca or by post to:

*Ministry of Education
900 Bay Street
14th Floor, Mowat Block
Toronto ON M7A 1A1*

I trust that you will find this information useful.

Sincerely,

Shirley Kendrick
Assistant Deputy Minister
Student Support & Field Services Division

cc: Scott McMillan, Chair of the Board, Waterloo Region District School Board
Ontario Public School Boards' Association