

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 Ardelet Avenue, Kitchener, on **Monday, October 29, 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 – Parent Involvement Committee Meeting of May 22, 2018

Approve Minutes – Audit Committee Meeting of May 30, 2018

Approve Minutes – Special Education Advisory Committee Meeting of September 12, 2018

Receive Minutes – Board Meeting of September 24, 2018

Approve Minutes – Committee of the Whole Meeting of October 15, 2018

Receipt/Approval of Monthly Reports:

- | | | |
|-----------|--|---------------|
| 29 | Staffing Information – Retirements and Resignations | M. Weinert |
| 31 | Staffing Recommendations – Appointments | M. Weinert |
| 35 | Suspension/Expulsion Report as of September 30, 2018 | P. Rubenschuh |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Department Good News Update

A. Russell

Delegations

Reports

- | | | |
|-----------|---|------------|
| 37 | Results of the Communications Review | A. Russell |
| 41 | Strategic Plan Operational Goal Implementation Update for 2018/19 | J. Bryant |

Board Reports

Board Communications

- 61** OPSBA Board of Directors – September 2018 Summary

Other Business

**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.

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

October 29, 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 October 29, 2018

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Allison	Barnes	Teacher, Doon PS	November 30, 2018	31
Catherine	Dawson	Teacher (on leave)	October 31, 2018	30
Lee	McWebb	Teacher, Vista Hills PS	June 28, 2019	16
Pauline	Medeiros-Schmidt	Teacher, Franklin PS	June 28, 2019	17
Sheila	Palmer	Teacher, Hespeler PS	June 28, 2019	19
Shari	Richardson	Teacher, Manchester PS	October 31, 2019	31

6 / Subtotal

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
John	Hearnden	Department Head, Galt CI & VS	January 31, 2019	29
Garry	Moore	Teacher, Galt CI & VS	January 31, 2019	28
Brenda	Wildfong	Teacher, Jacob Hespeler SS	June 28, 2019	20
Casey	Wildgen	Teacher, Eastwood CI	September 30, 2019	17

4 / Subtotal

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Dale	Albrecht	Tradesperson, Facility Services, EdC	December 31, 2018	36
Vivien	Arciszewski	Special Education Educational Assistant (EA), Grand River CI	October 31, 2018	19
Veronica	Cosgrove	Assistant Officer Supervisor, Waterloo CI	January 31, 2019	43
Kathy	Debus	Educational Assistant (EA), Sandowne PS	January 6, 2019	18
Debbie	Deckert	Elementary Head Secretary, Linwood PS	July 3, 2019	44
Judy	Divell	Life Skills Educational Assistant (EA), Glenview Park SS	January 31, 2019	31
Lucy	Melo	Custodian (Lead Hand), Preston HS	March 31, 2019	28
Kathryn	Pittman	President, Educational Assistants' Association & CYW	August 31, 2019	30

8 / Total = 18

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Katyia	Frost	Elementary Teacher, Hespeler PS	October 3, 2018
Bella	Novak	Tradesperson, Facility Services, EdC	October 12, 2018
Terri	Penner	Educational Assistant (EA), Meadowlane PS	October 17, 2018



Report to Board of Trustees

October 29, 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 October 29, 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 October 29, 2018

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Josh	Blay	Grounds Technician/Tradesperson, Facility Services, Education Centre	October 9, 2018
Leanne	George	Library Clerk, Ryerson PS	September 14, 2018
Bobbi-Jo	Gourley	Secretary, Eastwood CI	September 4, 2018
Nicole	Litt	Accounting Officer Financial Services, Education Centre	October 29, 2018
Jason	Locklin,	Research Officer, Research & Evidence- Based Practice, Education Centre	September 20, 2018
Gillian	McPhee	Secretary, Cameron Heights CI	October 1, 2018
Greg	Patterson	Grounds Technician/Tradesperson, Facility Services, Education Centre	October 15, 2018
Kelly	Stewart-Davies	BMS Trainer, Human Resource Services, Education Centre <i>(BMS - Behavioural Management Services)</i>	October 24, 2018
Vivek	Thiyagarajan	In-School Technician – (ITS), Eastwood CI <i>(Note: Correction from 24 September 2018 Board Report - was recorded as “Vicki”. The correct name/spelling is “Vivek”)</i>	September 4, 2018

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Katie	Armstrong	St. Andrew's PS	September 1, 2018
Christina	Arthurs	Crestview PS	October 1, 2018
Jason	Barber	Centennial PS (Waterloo)	September 1, 2018
Kimberly	Beaudoin	Highland PS	September 1, 2018
Heather	Bender	Tait Street PS	September 1, 2018
Joanne	Bergeron	Winston Churchill PS	October 15, 2018
Grace	Bleaney	J.F. Carmichael PS	October 15, 2018
Kyla	Brady	Suddaby PS	October 22, 2018
Nicole	Brady	Avenue Road PS	September 1, 2018
Norah	Bresnahan	Rosemount PS	September 1, 2018
Martin	Butcher	Hillcrest PS	October 18, 2018
Katrina	Cline	N.A. MacEachern PS	October 15, 2018
Candice	Crocker-McPhail	Parkway PS	October 18, 2018
Holly	Di Prospero	Manchester PS	October 3, 2018
Casey	Donnelly	John Darling PS	October 26, 2018
Amanda	Domjan	Hillcrest PS	October 9, 2018
Amy	Dunbar	Alpine PS	October 22, 2018
Adrienne	Eby	Park Manor PS	September 1, 2018

Tyler	Ford	Centennial PS (Cambridge)	October 17, 2018
Jewelle	Frederick	Lexington PS	September 1, 2018
Katyia	Frost	Hespeler PS	September 1, 2018
Laura	Groulx	Tait Street PS	October 15, 2018
Amanda	Grundy	Keatsway PS	September 1, 2018
Andrea	Hadland	Groh PS	September 1, 2018
Jenna	Haskins	Edna Staebler PS	October 15, 2018
Heather	Inch	Prueter PS	September 1, 2018
Andrea	Isogai	Stewart Avenue PS	October 15, 2018
Heather	Isnor-Williams	Floradale PS	September 1, 2018
Rebecca	Johnson	Cedar Creek PS	October 15, 2018
Alexandra	Kelly	Elgin Street PS	September 1, 2018
Cara	Kernaghan	Avenue Road PS	October 15, 2018
Melissa	Lee	Franklin PS	September 1, 2018
Katherine	MacCormack	Lincoln Heights PS	October 15, 2018
Stephanie	McGill	Silverheights PS	October 15, 2018
Justin	Miller	Moffat Creek PS	October 15, 2018
Sanna	Mirza	Pioneer Park PS	October 15, 2018
Kailyn	Mitchell	Rockway PS	October 15, 2018
Katelynn	Monteiro	Highland PS	September 1, 2018
Tricia	Orchard	Alpine PS	September 1, 2018
Jenna	Parent-Boyer	Sheppard PS	September 1, 2018
Amy	Patterson	Westmount PS	September 1, 2018
Jessica	Pellowe	Groh PS	October 1, 2018
Annabelle	Perston	Smithson PS	September 1, 2018
Jessica	Radcliffe	Howard Robertson PS	October 15, 2018
Meghan	Raymond	Janet Metcalfe PS	September 1, 2018
Kaitlyne	Rektor	Groh PS	October 15, 2018
Heidi	Schrier	Sheppard PS	September 1, 2018
Meggy	Shantz	W.T. Townshend PS	October 15, 2018
Christina	Siderius	Chicopee Hills PS	September 1, 2018
Patricia	Sofronic	Tait Street PS	September 1, 2018
Tracy	Starr	Margaret Avenue PS	September 1, 2018
Casey	Sullivan	Breslau PS	October 15, 2018
Mark	Tinning	Empire PS	October 15, 2018
Marlee	Waldron	Sheppard PS	September 1, 2018
Erin	Webb	Elgin Street PS	October 15, 2018
Cora	Wilson	Clemens Mill PS	September 1, 2018
Meghan	Wiltshire	Empire PS	October 15, 2018
Hannah	Wright	Lackner Woods PS	October 15, 2018

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

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

*Human Resource Services
October 29, 2018*



Report to Board of Trustees

October 29, 2018

Subject: Student Suspension/Expulsion Report September, 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 September 2017 and September 2018, elementary suspensions have decreased by 4 and secondary suspensions have increased by 2.

Comparing year to date from September 2017 and September 2018, school expulsions have remained the same and board expulsions have increased 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 September 2017 - 70, year to date - 70
- Total elementary school suspensions in September 2018 - 66, year to date - 66
- Total secondary school suspensions in September 2017 - 152, year to date - 152
- Total secondary school suspensions in September 2018 - 154, year to date - 154

Expulsions

- Total school expulsions in September 2017 - 0, Year to Date 0
- Total school expulsions in September 2018 - 0, Year to Date 0
- Total board expulsions in September 2017 - 0, Year to Date 0
- Total board expulsions in September 2018 - 1, Year to Date 1

Violent Incidents

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

- Total elementary/secondary violent incidents in September 2017 - 1, year to date 1
- Total elementary/secondary violent incidents in September 2018 - 6, year to date 6

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

October 29, 2018

Subject: Results of the Communications Review

Recommendation

This report is provided for information.

Status

Corporate Services and the Communications Department received the draft findings of the Communications Review in September 2018. The draft report outlines eleven recommendations (Appendix A) and forty proposed action steps. Once the findings of the review are consolidated and finalized, a complete summary of the report will be provided. While still in draft form, the review is clear on a number of necessary next steps and recommendations. The purpose of this report is to present these key findings and recommendations to the Board so that staff can begin to develop a plan and estimate costs associated with addressing these in a timely fashion.

The review acknowledges the Board's strengths in: reputation, positive school experience, social media, leadership, diversity, and quality of information. The key themes offering areas for improvement are: communication planning/consistency, internal communications, marketing/branding communications and crisis communication. The review also highlights the redevelopment of the external corporate website as a key recommendation and action step (Appendix B).

Background

In March 2018, the Waterloo Region District School Board enlisted the assistance of the National School Public Relations Association (NSPRA) to conduct a Communications Review. The purpose of the review was to seek data, opinions and perceptions regarding WRDSB communication practices (both internal and external), and to assess the effectiveness of communication, public relations, marketing and engagement efforts, and the related tools and vehicles to support these efforts throughout WRDSB. Based on its analysis, NSPRA offered a variety of recommendations, strategies and best practices to enhance overall communication.

Financial implications

There are no immediate financial implications relating to the Communications Review process itself. There will be costs associated with the implementation of key findings and recommendations or suggestions referenced in the Communications Review and these will be determined at a later date. Any financial implications outside of the approved 2018-2019 budget will come to the Board for approval.

Communications

The Communications Department is currently analyzing the findings of the draft Communications Review. The Chief Communications Officer is taking the recommendations and action steps under advisement. An executive summary of the review will be compiled, and shared with Trustees, stakeholders, employees, and community members who participated in the focus groups or consultation process.

Prepared by: John Bryant, Director of Education
 Alana Russell, Chief Communications Officer
 in consultation with Coordinating Council

Communications Review Recommendations:

- Develop a comprehensive communication plan with measurable outputs that aligns with the WRDSB strategic plan and goals.
- Make internal communication a strategic communication priority.
- Evaluate current Communications Department staffing structure and responsibilities and increase the focus on internal communication.
- Assure consistency and enhance the efficiency of technology used for communication.
- Develop a formal communication/ambassador component for new employee orientation programs.
- Consider developing a Key Communicator Network to formalize two-way, direct communication throughout the school system.
- Establish “customer service” standards and support outstanding service efforts across WRDSB
- Develop a comprehensive crisis communication management plan.
- Strengthen external communication with a multi-channel approach.
- Continue to increase the focus on diversity and inclusive communication.
- Continue to develop the WRDSB’s brand identity.

Key Finding and Recommendation: External Website

The results of the Communications Review reveal that the current public website, as well as the employee intranet, require a 'major overhaul' to provide for better searching capabilities, improved prioritization of key information and greater accessibility to a variety of stakeholders. It also identifies gaps in WRDSB communication practices relating to the ability of our current website tool to effectively highlight urgent information.

Platform - The corporate website, www.wrdsb.ca, was created using a WordPress blog platform which limits the communications staff in the breadth and scope of what they can accomplish with the site. The existing site, which was created and designed in-house by the WRDSB Information Technology Services team four years ago, was a common route taken by many school boards until proprietary companies began competing in the market.

Content - Employees and parents have expressed concern about how the current site is limited in terms of its ability to prioritize information and target audiences. They have also noted concerns about the many different applications and tools being used to communicate with varying levels of effectiveness throughout schools, classrooms and departments. The review points to a lack of centrally controlled and distributed information and communication.



Report to Board of Trustees

October 29, 2018

Subject: Strategic Plan Operational Goal Implementation – Update for 2018/19

Recommendation

This report is for the information of the Board.

Status

As we move into the third year of implementing and monitoring the strategic plan, senior staff reflected on the various strategies and actions used to support the plan and achieve our intended outcomes. We are very proud of our students and staff and want to acknowledge their collective efforts. While our EQAO results suggest improvement in the areas of mathematics and elementary literacy, and while we continue to see some slow gains in our work related to pathways to graduation and success, we are not yet satisfied.

Plans for 2018/19 (Annex A) include a continued emphasis on the three operational goals and monitoring of the implementation and outcomes related to these goals. In addition, staff has continued to solicit feedback and input on our operational plans with an emphasis on ensuring we hear from our diverse community. Of particular interest is reaching those students, families and caregivers who represent our most marginalized voices. Staff has been working to directly connect with these groups to better understand their needs and how we can improve in our ability to meet these needs. This effort resulted in a variety of sessions with students, parents, caregivers, union representatives, and staff.

Some key insights gained by this broader strategic plan engagement work includes the following:

- **Parents and students value...development of students' agency, autonomy, and sense of self** - Expectations for learning go beyond the curriculum to broader life skills. Academic skills are only as useful to the extent that students have an understanding of themselves and how they relate to the world outside of school.
- **Parents and students value...individualized, student centred learning** - One-size does not fit all learners. Understanding each student as an individual, involving the student in their education, and tailoring learning to suit students' needs, can provide effective learning that empowers students.

- **Parents and students value...supportive communities that embrace their unique identities and dynamic needs** - Each student is a member of multiple, unique communities. The people in a student's life - parents, relatives, peers, coaches, administrative staff, and so on - play a role in their development. Healthy academic and human development rely on building safe, inclusive and supportive communities.

In addition to these engagement and focus group activities, staff 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 Family Survey (translated into 7 languages)
- 2017/18 Budget Survey
- 2017/18 Guarding Minds At Work Survey & Insights Survey
- 2017/18 School Improvement Planning, Implementation and Monitoring Tool

Staff has consolidated the data, translated the results into meaningful information, and will mobilize this new knowledge in the refined plans for 2018-2019.

The insights gained through our engagement and survey processes reinforce our purpose statement, strategic priorities, commitments and operational goals. They also tell us that the strategies and action items referenced in our operational plans can never be static. This data, taken together with our EQAO results, make it clear that in order to achieve our goals and targets we need to continue to emphasize a more differentiated, inclusive, and equitable approach to learning and teaching. Strategies and related plans need to recognize and celebrate the lived experiences and unique needs of our students and their families. The information gathered also tells us that we need to continue to promote student voice and family and community engagement.

Given these findings and insights, staff has incorporated our Equity & Indigenous Action Plan into our strategic plan - not as a separate plan, but as an essential and fundamental element of the work we have been doing and will continue to do. The key components of this work will include the following:

School and Classroom Practices

- Culturally Responsive and Relevant Pedagogy
- Supporting student pathway choices
- Bias Awareness Training – Progressive Discipline
- Indigenous Education - Primary, Junior, Intermediate and Senior division learning
- Resource Diversity – Culture and Identity
- Age-appropriate curriculum and resources on Residential Schools, Treaties, and Indigenous Peoples
- Improved working relationships with various community advisory councils

Leadership, Governance and Human Resource Practices

- Director's Annual Report – Equity, Inclusion and Human Rights focus
- Fair and Equitable Recruitment, Hiring and Promotion
- Mandatory professional development focused on equity, inclusion and human rights

Data Collection, Integration and Reporting

- Staff Census - Developing a consistent approach to the collection and application of voluntarily provided staff identity data
- Middle-Years Development Instrument implementation and analysis
- Safe, Caring and Inclusive Schools - Family Survey analysis

Organizational Culture Change

- Human Rights – Social Justice Training - focused on alignment with the Ontario Human Rights Code
- Learning Opportunities Grant (LOG) with respect to furthering equity and inclusion in schools
- Accessibility for Ontarians with Disabilities Act - compliance with

Annex B is our updated Conditions For Learning Framework that also flows from the data gathered and insights gained. As a key tool to support “how” we must go about the work of the strategic plan, it clearly provides this informed approach where it states:

“Together we will nurture supportive relationships in an inclusive, safe and caring environment and practise culturally relevant and responsive pedagogy and assessment, creating equitable conditions for learning and optimal outcomes for each and every student”.

This directs all staff to continue to build a more equitable and inclusive learning community. We are learning how best to ensure relationships, learning environments, and pedagogy and assessment are working interdependently together in support of each and every student's unique needs.

Background

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

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

Financial implications

No financial implications. The WRDSB Budget Survey was structured to seek input on how resources might be allocated to support the strategic plan and the three operational goals. Allocation of Learning Opportunities Grants and Education Priority (Other) Grants reflect our emphasis on these operational goals. Trustees received information from staff at the June 13, 2018 budget meeting. (Annex C)

Communications

To aid in monitoring the implementation of the strategic plan, staff will continue to engage a wide range of our stakeholders and present regular updates to trustees and the public at board meetings throughout the 2018/19 school year, as outlined at (Annex D).

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

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

Prepared by: John Bryant, Director of Education,
 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

October - 2018

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 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:

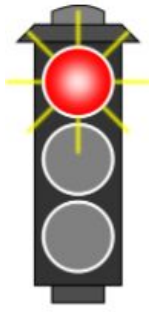
- Red indicates we are still in the planning phase and implementation is not yet underway.
- Yellow indicates that a plan is in place and that we are in the initial phases of implementation.
- Green means implementation is on track.
- A blue check means implementation of a given strategy is complete.

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.

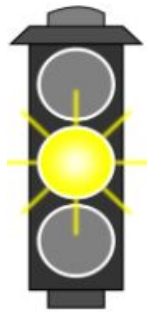
We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over the next couple of years. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

- 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/>

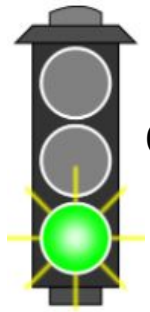
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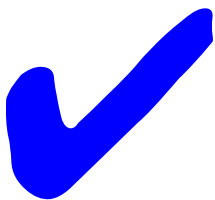
Still in planning phase, implementation not yet begun



Plan in place and in early stages of implementation


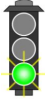
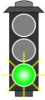
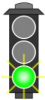
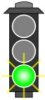
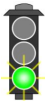
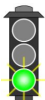
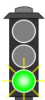
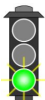



On track with implementation



Full implementation

MATHEMATICS








OPERATIONAL GOAL		Overall Implementation Status		
Increase the percentage of students achieving at provincial standard by 8 per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO mathematics assessments for three years.				
Lead	Strategies	Oct 18	Feb 19	Jun 19
Learning Services & Schools	Develop and implement the WRDSB comprehensive mathematics strategy in all Kindergarten to Grade 9 classrooms			
Learning Services & Schools	Provide professional learning opportunities to educators on effective instructional and assessment strategies to implement the WRDSB comprehensive mathematics strategy			
Learning Services & Schools	Provide professional learning opportunities to administrators on effective practices to support the implementation of the WRDSB comprehensive mathematics strategy in all schools including the importance of knowing and honoring the lived experiences of students			
Learning Services & Schools	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 to ensure a productive learning environment for staff and students			
Business Services	★Assess school configurations and revisit policy and procedure regarding school organizations to support student achievement and well-being			
Business Services	Lead process for the strategic allocation of resources aligned to the strategic plan and operational goals and support a collaborative process that ensures the ongoing monitoring of resource utilization			
Learning Services & Schools	Build system leader capacity to utilize technology-enabled tools to support effective school improvement planning and monitor the impact of strategies for improved instruction and student performance			

MATHEMATICS

Key Performance Indicators - Highlights	
Monitoring Implementation	Data from educator survey about learning at central math sessions to understand participants: <ul style="list-style-type: none"> ● learning ● beliefs and attitudes ● use of new knowledge and skill
	Attendance at central math sessions
	Number of schools supported by Elementary Instructional Leadership Coaches and areas of support requested/provided
	Number of schools identifying mathematics as an area of focus on the School Improvement Planning and Implementation Monitoring (SIPIM) tool
	Content analysis of the School Improvement Plans regarding the administrator and teacher actions related to the identified mathematics area of focus
Monitoring Outcomes	EQAO results
	Number/percentage of students achieving at levels 3 and 4 on the final report card
	Administrator reflections on changes in teacher practice within the Comprehensive Mathematics Approach (CMA) framework
	End of year survey to principals who accessed Elementary Instructional Leadership Coaches to determine degree to which goals were met

★ Indicates a new/revised strategy

PATHWAYS TO 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 18	Feb 19	Jun 19
Learning Services and Schools	Implement and monitor strategy to re-engage in-risk students using re-engagement teachers and tracking the reported barriers experienced by these students			
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 starting in Kindergarten			
Learning Services and Schools	Revise and implement student success strategy in secondary schools			
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, Semester changeover) 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
	Number of schools identifying administrator and educator actions related to monitoring at risk students in the School Improvement Planning and Implementation Monitoring (SIPIM) tool
	Content analysis of the SIPIMs regarding actions related to monitoring at risk students, including the identification of improved kindergarten self-regulation as an early intervention to support in-risk students
Monitoring Outcomes	Number of re-engaged students who receive their diploma/certificate by June 2019
	Number of credits earned by re-engaged students
	Number of re-engaged students who have not received diploma but continue with re-engagement in Fall 2018
	★ Increased capacity of Kindergarten Educators to apply a Universal Design For Learning approach to developing self-regulation skills

★ Indicates a new/revised strategy

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 18	Feb 19	Jun 19
Learning Services	★Build the capacity of staff and administrators to develop a deeper understanding of themselves and their practices that promote culturally relevant and responsive schools and classrooms			
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 in-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 and Leads ● 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 ● Participant understanding as it relates to their understanding of: <ul style="list-style-type: none"> ● Identity ● Social Location ● Cultural Competence ● Power and Privilege
	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
	Students identified and referred through the Student Support Model - School-Based Teams/ Student Success Teams, Multidisciplinary Teams to access specialized support or program services
Monitoring Outcomes	Safe, Caring and Inclusive Schools (Middle Years Development Instrument) survey data - establishing a baseline for all schools
	EQAO results: both attitudinal and achievement data
	Number of type of student referrals tracked through the Supports for Students (S4S) system.

★Indicates a new/revised strategy

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 18	Feb 19	Jun 19
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 the employees psycho-social well-being			
Human Resource Services	Support a Psychologically Healthy Workplace by adopting the Standard and through creating targeted programming that addresses the National Standard workplace factors			
Human Resource Services	★ Expand fair and equitable recruitment, hiring and promotion through enhanced diversity hiring of school staff and system leaders			
Human Resource Services	★ Build leaders capacity focused on equity, inclusion and human rights through the creation of mandatory professional development for system leaders			
Human Resource Services	★ Develop a consistent approach to the collection and application of voluntarily provided staff identity data			
Human Resource Services	To 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)			
Corporate Services	Conduct audit of communication tools, 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			
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
	Increase in the rate of participation in the two staff well-being surveys (Guarding Minds at Work and Plasticity Insight Surveys)
	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 and Plasticity Insight survey results
	Employee and Family Assistance Program utilization data

★ Indicates a new/revised strategy

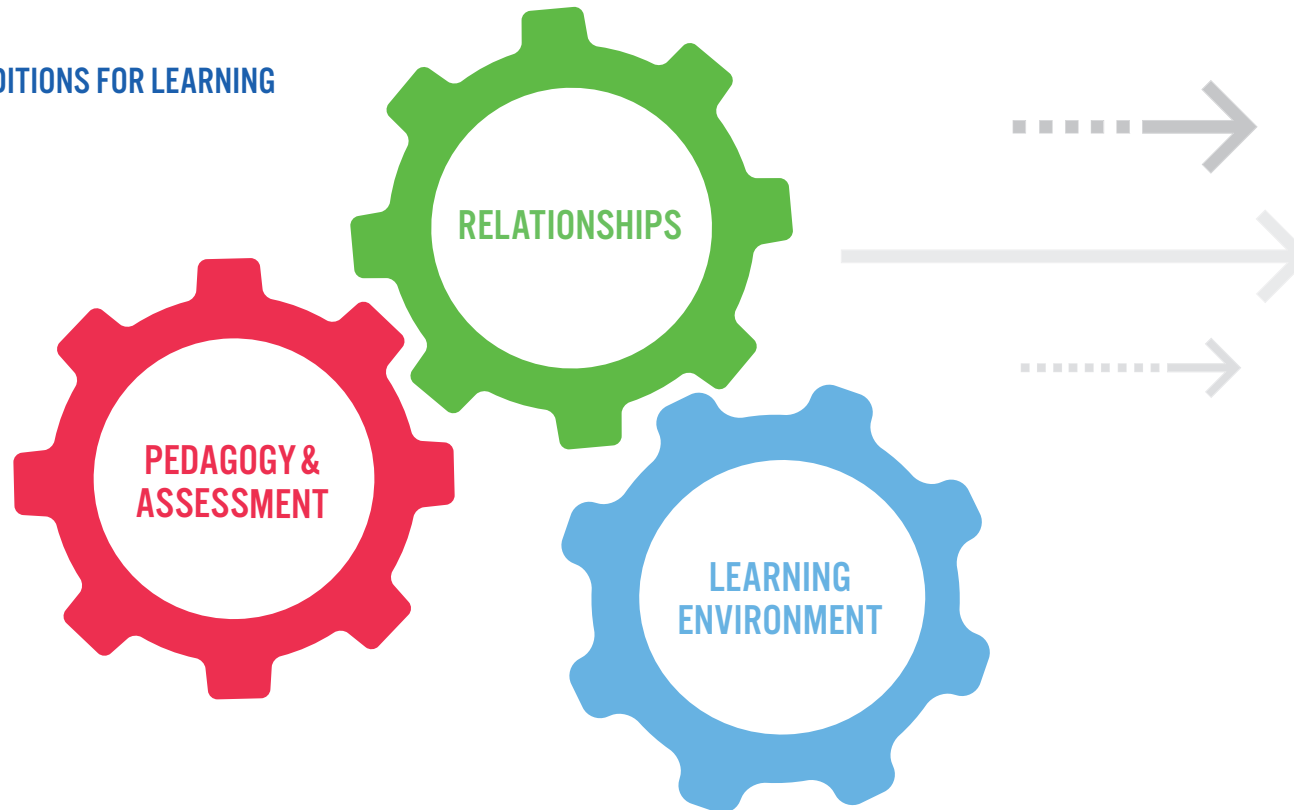
CONDITIONS FOR LEARNING FRAMEWORK



IN SUPPORT OF THE WRDSB STRATEGIC PLAN...

Together we will nurture supportive relationships in an inclusive, safe and caring environment and practise culturally relevant and responsive pedagogy and assessment, creating equitable conditions for learning and optimal outcomes for each and every student.

CONDITIONS FOR LEARNING



STUDENT OUTCOMES

ACHIEVEMENT

WELL-BEING

EQUITY & INCLUSION

GLOBAL COMPETENCIES

- Critical Thinking
- Innovation and Creativity
- Collaboration
- Communication
- Citizenship
- Self-Directed Learning

2018/19 BY THE NUMBERS

BALANCED BUDGET



REVENUE

$$\begin{aligned}
 &\$695.7\text{M} + \$75.2 + \$3.7\text{M} = \$774.6\text{M} \\
 &\text{GRANTS FOR STUDENT NEEDS (GSN)} \quad \text{OTHER REVENUES} \quad \text{EDUCATION PROGRAM OTHER (EPO)} \quad \text{TOTAL REVENUE}
 \end{aligned}$$

EXPENDITURES

\$603.3M

CLASSROOM INSTRUCTION (PRINCIPALS, TEACHERS, EARLY CHILDHOOD EDUCATORS)

\$102.5M

SCHOOL FACILITIES (UTILITIES, CLEANING, MAINTENANCE AND RENEWAL)

\$26.0M

OTHER (SCHOOL GENERATED FUNDS, CONTINUING EDUCATION, EXTENDED DAY)

\$18.2M

TRANSPORTATION (BUSES, TAXIS AND TRAVEL PLANNING)

\$18.1M

ADMINISTRATION (TRUSTEES, CENTRAL ADMINISTRATION AND SUPPORT SERVICES)

\$6.5M

TRANSFERS FROM ACCUMULATED SURPLUS

\$774.6M
TOTAL EXPENDITURES

BREAKDOWN OF NUMBERS

63,883
STUDENTS

4,365

TEACHERS AND EARLY CHILDHOOD EDUCATORS

1,700

INSTRUCTIONAL SUPPORT STAFF

563

FACILITY OPERATIONS

135

CENTRAL ADMINISTRATION

OPERATIONAL GOALS



MATHEMATICS



GRADUATION RATES



STUDENT AND STAFF WELL-BEING

2018/2019 NEW INITIATIVE AND CAPITAL INVESTMENTS

\$1.4M

MATH

\$0.8M

GRADUATION RATES

\$5.2M

STUDENT AND STAFF WELL-BEING

\$59.3M

CAPITAL IMPROVEMENTS (BUILDINGS AND LAND)

Annex D

STRATEGIC PLAN OPERATIONAL GOALS COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE 2018/19 SCHOOL YEAR

August 2018

System Leaders Meeting

September 2018

24: Report to Board of Trustees
24: EQAO and OSSLT results
System Leadership Team
Senior Strategy Team

October 2018

29: Report to Board of Trustees
Staff Advisory Committee
Senior Strategy Team

November 2018

System Leaders Meeting
Senior Strategy Team
Community Focus Group Follow-up

December 2018

Staff Advisory Committee
Senior Strategy Team
Community Focus Group Follow-up

January 2019

System Leadership Team
Senior Strategy Team
Community Focus Group Follow-up

February 2019

25: Report to Board of Trustees
Staff Advisory Committee
System Leaders Meeting
Senior Strategy Team
Student Senate
Community Focus Group Follow-up

March 2019

Senior Strategy Team
Community Focus Group Follow-up

April 2019

Staff Advisory Committee
Senior Strategy Team
Director's Town Hall (*Tentative*)
Community Focus Group Follow-up

May 2019

Graduation Rates Update to Board of Trustees
Staff Advisory Committee
System Leadership Team
Senior Strategy Team

June 2019

24: Report to Board of Trustees
System Leaders Meeting
Senior Strategy Team
Student Senate



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

OPSBA Board of Directors Meeting – September 28 and 29, 2018

The OPSBA Board of Directors held a meeting on September 28 and 29, 2018, in Toronto. OPSBA President Cathy Abraham gave an acknowledgement that the meeting was being held on the traditional territory of the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nation and the Métis Nation.

Representatives from the Ontario School Trustees Association (OSTA-AECO) joined the Board of Directors on Saturday morning to provide a presentation.

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

Legislative and Government Relations

The Progressive Conservative Party of Ontario, led by Doug Ford, was the winner of the provincial election held on June 7, 2018. Lisa Thompson (MPP Huron-Bruce) was named Minister of Education and Sam Oosterhoff (MPP Niagara West) her Parliamentary Assistant. Nancy Naylor is the new Deputy Minister of Education, replacing the now-retired Bruce Rodrigues.

Summer and Fall Sessions

The Legislative Assembly of Ontario opened the first session on July 11, 2018, and rose after Tuesday, August 14, 2018. The main pieces of work included Bill 2, Urgent Priorities Act, 2018 and Bill 5, Better Local Government Act, 2018.

The House resumed on September 12, for Municipal Affairs Minister Steve Clark to table the revamped Bill 31, Efficient Local Government Act. Bill 31 was introduced in response to an Ontario Superior Court judge's determination that Bill 5 violated the Charter of Rights and Freedoms. It invoked Section 33 of the Canadian Charter of Rights and Freedoms, the notwithstanding clause, to reduce the number of City of Toronto wards and councillors to 25 before the October 22 election. Debate on Bill 31 was no longer required when a three-judge panel on Ontario's highest court granted a stay on the Bill 5 ruling. Government House Leader Todd Smith said Bill 31 will remain on the order paper, but there is no plan to debate or vote on it. Bill 5 will be back in the Court of Appeal for Ontario in November. The City of Toronto and several private citizens and former council candidates will take part.

The nomination period in Toronto opened again on September 20 and 21 to ensure no incumbents or prospective councillors or trustees were left out of the race. The government will sit again until a scheduled Thanksgiving constituency week.

Opposition critics

New Democratic Party of Ontario: MPP Marit Stiles (Davenport) becomes the party's new Education Critic. Prior to being elected in the recent provincial election, Ms. Stiles was a trustee with the Toronto District School Board.

Liberal Party of Ontario: MPP Kathleen Wynne (Don Valley West).

Current Party Standings

PC Party of Ontario - 76

Ontario NDP - 40

Ontario Liberal Party - 7

Green Party of Ontario – 1

School Board Governance – Update

Four regulations have been updated and filed:

1. [Regulation 246/18 Member of School Boards – Code of Conduct](#)

This regulation requires all school boards to adopt a code of conduct for Trustees by no later than May 15, 2019. In addition, all Trustee codes of conduct must now be made available to the public. If a school board already has a Trustee code of conduct, it must review it by May 15, 2019 and every school board must review its Trustee code of conduct by May 15 every fourth year thereafter. The Ministry had announced the creation of a working group to look at minimum standard to be included in a policy.

Update: There is currently no direction if this work group will be established. OPSBA will continue to monitor for developments.

2. [Ontario Regulation 7/07 Student Trustees](#)

This regulation allows student trustees to have one or two year terms, staggered terms and moves their election date to the end of February.

3. [Ontario Regulation 357/06 Honoraria for Board Members](#)

This regulation includes the increased base amount for all trustees. It also directs compensation to appointed Section 68 school board trustees. A working group will be established to review the honoraria formula and OPSBA will be a part of that discussion.

Update: On August 24, the government issued memo B 14 - Update: Education Funding for 2018–19. The memo contains information about new initiatives and programs as well as “Efficiencies and Redistributions for 2018–19.” Included in this section are changes to executive compensation (previously announced) and trustee honoraria. With regards to honoraria the memo states:

“Compensation adjustments are being suspended until the new government can conduct a review and put in place an appropriate expenditure management strategy. As a result, the ministry will not be increasing the base amount for the school board trustees’ honorarium as announced in the 2018–19 GSN memo (2018:B06). The base amount for district school board trustees will remain at \$5,900. The ministry may review trustee honoraria in the future. In addition, the ministry will not be providing the trustees of Section 68 School Authorities an honorarium as announced in the 2018–19 Section 68 SB Memo (2018: SB13).”

OPSBA will be following up with the Ministry's governance branch following the completion of the line-by-line audit and its recommendations.

4. [Ontario Regulation 463/97 Electronic Meeting](#)

This regulation has a longer implementation date (next term 2022) before it becomes into effect. It will allow a chair or designate to be “physically present for at least half of the meetings of the board for any 12 month period beginning November 15 and may provide that the chair or designate must be physically present for a greater proportion of meetings.” Distance, weather, and health-related issues are also considered.

Provincial Education Reform Consultation

[Consultation: Education in Ontario](#) was launched on September 28. This is the first piece of this consultation. It includes an online submission form. Information regarding a separate online survey for more feedback and telephone town halls will be announced in the coming weeks.

The Ministry of Education reissued the 2010 curriculum for Grades 1 – 8 as an interim version to be used until a new curriculum is created. The government said it will also release a compendium to the current math curriculum that will allow teachers to move away from Discovery Math towards traditional memorization techniques.

Ontario Government Planning for Prosperity Online Consultation

On August 29, 2018, Treasury Board President Peter Bethlenfalvy announced a three week online public consultation, called Planning for Prosperity. It ran from August 29, 2018 to September 21, 2018, to complement the government’s current line-by-line review of all government programs and services. The survey focused on eight areas: Children’s and Social Services, Education, Environment and Resources, Economic Development, General Government and Other Services, Health, Justice and Postsecondary and Training. It also included an opportunity for people to provide up to three ideas or suggestions to improve the delivery of programs and services.

On September 25, the government released the results of its line-by-line review of government spending in a report entitled: [Managing Transformation – A Modernization Action Plan for Ontario](#).

Feedback from the online public consultation, which gave the public an opportunity to rank the importance of eight areas of programs and services, including education, were reflected in the ‘transformational opportunities’ suggested in the Plan. There were apparently over 15,000 submissions. Key themes that emerged from the public responses to the consultation include:

- Programs and Services - Improving existing ones, exploring better ways to deliver them, combining them where appropriate, and closing out the ones that do not achieve outcomes;
- Increasing the voice of stakeholders in decision-making; and
- Making government spending more transparent, while paying down the provincial debt.

The Managing Transformation report includes an analysis of government spending from 2002/03 to 2017/18, an overview of direct and transfer payment spending in five major sectors including education and recommendations to improve value for money spent and tracking investment results.

Bill 36, Cannabis Statute Law Amendment Act, 2018

[This bill was introduced](#) on Attorney General Caroline Mulroney on September 27, 2018. Bill 36 would allow private retail stores to be open for business by April 1, 2019. The province will also create “distance buffers” between stores and schools and this is to be determined by regulation. The federal legalization date is October 17, 2018, and this bill is expected to move fairly quickly through the legislative process. OPSBA will review the bill’s contents for educational impacts, including the location of retail stores near schools and where cannabis can be consumed.

64 **Finance**

Updates were provided on the followings issues related to education funding:

Greenhouse Gas Reduction Fund

The \$100 million designated for 2018-19 was cancelled as of July 5, 2018. As such, school boards were told not to enter into any further related contracts after July 3, 2018. The Ministry will cover the costs incurred if school boards have entered into contractual agreements for capital works on or before July 3, 2018. School boards with projects that are in the planning and design stage, and have not entered into contractual agreements for capital works on or before July 3, 2018, may choose to proceed with these projects only with their other existing funding allocations.

2018-19 Grants for Student Needs

On March 26, 2018, the Ministry of Education released memo B06 – Grants for Student Needs. Highlights are available on [the OPSBA website](#).

Benefits Technical Advisory Committee

Through the 2017-18 GSN the Ministry announced the establishment of a Technical Advisory Committee (TAC) to discuss a go-forward approach to funding benefits within the GSN. The TAC is reviewing all benefits, including Statutory, Health, Life, and Dental. The TAC includes school business officials and financial experts from the Trustee Associations. OPSBA has designated two Senior Business Officials to represent the association on this technical advisory committee. The committee is meeting throughout the school year.

A summary of B and SB memoranda is available on [the OPSBA website](#).

Indigenous Trustees' Council (ITC)

Chief Elaine Johnston, Chair of OPSBA's Indigenous Trustees' Council, provided a report that included updates on the following:

Cancellation of the Curriculum Writing Sessions of Four Indigenous Studies Courses

Following the government's cancellation of summer curriculum writing sessions, the ITC has asked OPSBA's incoming ITC Staff Advisor, Sean Monteith, to draft a letter on its behalf to submit to the Minister asking for clear and definable actions related to the cancellations.

Role and Capacity of Indigenous Trustees

The ITC Staff Advisor reported on research into the range of the role and capacity of Indigenous Trustees from a provincial perspective. It is clear that the role is wide and varied. Given that the Staff Advisor will be working with his Board (the Keewatin Patricia District School Board) this fall to completely rewrite their policy on Trustees to Represent the Interests of Indigenous Students, it was agreed once that new policy is approved, it would be shared with the ITC.

Communications and Media Relations

Updates on recent OPSBA communications issues were provided. There has been some media activity involving OPSBA since the June Board of Directors meeting, which can be found [on the OPSBA website](#). OPSBA sent out four news releases since the previous board meeting:

September 26, 2018 - [Before you vote - get to know your local trustee candidates](#)

June 4, 2018 – [Cathy Abraham elected President of OPSBA](#)

June 8, 2018 – [OPSBA extends congratulations to new PC government](#)

July 6, 2018 – [New CSBA President and Vice-President Acclaimed](#)

OPSBA also released three media statements on Twitter during the summer months:

August 22, 2018 – [Education Reform Consultation](#)

August 14, 2018 – [Executive Compensation](#)

July 9, 2018 – [Cancellation of Truth and Reconciliation Writing Sessions](#)

Communications support was also provided for issues and projects including:

- The Canadian School Boards Association [website](#) and [Twitter account](#)
- [The 2018 Ontario Provincial Election](#)
- [The 2018 OPSBA AGM and Program](#)
- [FSL Labour Market Partnership](#)
- [2018 Municipal and School Board Elections](#)

Accessible Education

Ontario Human Rights Commission (OHRC) New Policy and Recommendations on Accessible Education

On August 29, the OHRC released a new policy and recommendations on accessible education. This policy and recommendations provide the education sector, which includes primary, secondary and post-secondary education providers, the Commission's advice on how to meet legal obligations under Ontario's Human Rights Code. The recommendations set out actions that the government, school boards, schools and post-secondary institutions should take that the OHRC says will make the education system inclusive, function effectively and allow students with disabilities to thrive. Of the 29 recommendations, eight are specifically aimed at school boards and private educational providers. The full policy and additional 21 recommendations can be found at http://ohrc.on.ca/en/news_centre/ohrc-releases-new-policy-and-recommendations-accessible-education. OPSBA staff are seeking feedback from member boards to determine what in the recommendations is currently standard school board practice, what boards require in order to comply and if a response to the OHRC is necessary.

Program Policy Update

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

EQAO

In September, the Education Quality and Accountability Office (EQAO) released highlights of the provincial-level results from its 2017–2018 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3), Junior Division (Grades 4–6), the Grade 9 Assessment of Mathematics and the OSSLT. At the elementary level, math results have continued in a downward trend over a 5-year period. Since 2013 reading results have improved at the elementary level, while writing has declined in Grade 3, with a slight increase at the Grade 6 level. There is no significant difference in the results in elementary mathematics, reading or writing from the 2016-17 or 2015-16 results. The secondary OSSLT and provincial Grade 9 EQAO mathematics assessment did also not see significant changes from the past two years.

Health and Physical Education Curriculum

The initial announcement by the government to return to the 1998 Health and Physical Education

Curriculum led to a [response by OPSBA](#) and every OPSBA member board. Other education sector partners were equally engaged in providing very consistent feedback. Student safety, human rights, equity, inclusion, professional development needs and expediting the consultation process were cornerstones of the feedback. OPSBA was clear in asking for a status quo position on the 2015 curriculum for both the elementary and secondary panel. There were no opportunities made available to meet or discuss this issue.

Mathematics Curriculum

The Ministry of Education has released a [teacher's guide](#) and a [parent fact sheet](#) that highlighted the fundamental math concepts and skills in the current curriculum. This does not represent new content. Some of the concepts and skills include working with numbers, recognizing number properties, mastering math facts, developing mental math skills and developing proficiency with operations. The ministry has also requested that school boards focus their numeracy professional activity (PA) day, which is one of three mandatory PA days, on fundamental math skills. To maximize impact, all boards have been asked to schedule this PA day before the Winter Break begins.

Ontario Coalition for Children and Youth Mental Health

The steering committee has met to discuss engagement strategies and the necessity to reintroduce the Ontario Coalition to the new government. The Coalition has sent letters to each of the Ministers of Training Colleges and Universities, Health, Education and Children, Community and Social Services to request a meeting. This year the Coalition has added the student alliance organizations from colleges and universities to strengthen the student voice from elementary through to post-secondary settings.

OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council

In our continuing partnership discussions with the Ontario Association of Children's Aids Societies (OACAS), OPSBA has been asked to join the OACAS Public Engagement, Advocacy and Stakeholder Engagement Strategic Council. OACAS is continuing with its annual Dress Purple Day Campaign to raise awareness about the rights of children and youth to safety and well-being, and the responsibility of adults and community services to help children, youth, and families who need support. This year OACAS has expanded the available resources to include middle and high school students. The prevention resources are evidence based and include lesson plans based on reasons for getting help, healthy and unhealthy relationships, self-esteem, and networks of support. Resources can be [accessed here](#).

Update on 2018 Municipal and School Board Elections Campaign from Ontario Education Services Corporation (OESC)

OESC, on behalf of Ontario's four school board/trustee associations, has partnered with the Ministry of Education to develop a series of resources to support trustee candidates and communities in the upcoming Municipal and School Board Elections. In July 2018, OESC was directed by the ministry to pause work on these projects while the new government evaluated its priorities and resources. In August, OESC received the ministry's approval to carry on with pre-election resources. An update on each resource:

Centralized School Board Elections Website

The hub for school board election information and trustee candidate information elections.ontarioschooltrustees.org has been revitalized for 2018. The site features

profiles of trustee candidates running in all four school systems across the province. Candidate listings are now online and trustee candidates are welcome to submit their bios and photos for posting to trusteecandidateinfo@oesc-cseo.org.

Your Guide to Hosting a School Board Trustee All Candidates Meeting

This resource is a guide for trustees, school boards and communities to encourage the organization of All Candidates Meetings in advance of the October 2018 Municipal & School Board Elections.

Public Education Resources

OESC has created a series of posters and newspaper ads to encourage greater interest in the upcoming elections and promote the role of trustee. The resources have three themes: 1) to encourage individuals to run for trustee office; 2) to promote All Candidates Meetings and 3) to promote the importance of voting in Municipal and School Board Elections.

Making a Difference for Kids: Running for Election as a School Board Trustee

This guidebook provides a user friendly overview of Ontario's education system, school boards and the role of trustees.