

**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 Ardelt Avenue, Kitchener, on **Monday, March 25, 2019, 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 of November 14, 2018

Approve Minutes – Parent Involvement Committee Meeting of January 29, 2019

Approve Minutes – Special Education Advisory Committee Meeting of February 13, 2019

Receive Minutes – Board Meeting of February 25, 2019

Approve Minutes – Committee of the Whole Meeting of March 18, 2019

**Receipt/Approval of Monthly Reports:**

36 Staffing Information – Retirements and Resignations

M. Weinert

39 Staffing Recommendations – Appointments

M. Weinert

**Declarations of Pecuniary Interest**

**Announcements/Celebrating Board Activities**

**Communications Department Good News Update**

A. Russell

**Delegations**

**Reports**

41 Strategic Plan

J. Bryant

Better Beginnings Waterloo Presentation (8:00 p.m.)

P. Rubenschuh

75 Communications Review – Executive Summary

A. Russell

87 Suspension/Expulsion Report as of February 28, 2019

P. Rubenschuh

89 Discussion: Bylaw Review

Committee

**Board Reports**

**Board Communications**

155 WRDSB to Premier of Ontario – Provincial Advocate for Children and Youth Act

156 WRDSB to Ontario Public School Boards' Association (OPSBA) – Provincial Advocate for Children and Youth Act

\*\*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.

**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

March 25, 2019

## **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.

## Appendix A

**Staffing Statistics – Retirements & Resignations****Current at March 25, 2019****Retirements: Elementary Teaching Staff**

First	Last	Position/Location	Retirement Date	Years of Service
Annie	Bishop	SERT/Teacher @ Edna Staebler PS	June 28, 2019	30
Diane	Burns	Teacher, Sandowne PS	June 28, 2019	34
Sandy	Brubacher	Teacher, Pioneer Park PS	June 28, 2019	28
Cheryl	Dakin	Teacher, Wellesley PS	June 28, 2019	31
Sheila	Dow	Teacher, Wellesley PS	June 28, 2019	30
Barbara	Franzke	Teacher, Grandview PS (New Hamburg)	June 28, 2019	18
Terry	Gage	Teacher, Courtland PS	June 28, 2019	31
Laurie	Galpin	Special Ed. Teacher, Westheights PS	June 28, 2019	33
Veronica	Gavrilas	Teacher, John Mahood PS	June 28, 2019	13
Gregory	Jarvie	Teacher, Bridgeport PS	June 28, 2019	26
Lee	McWebb	Teacher, Vista Hills PS	June 28, 2019	16
Sandra	Ranton	Teacher, Laurelwood PS	June 28, 2019	24
Alison	Rieger	Teacher, Lester B. Pearson PS	June 28, 2019	31
Mary Jane	Seaman	Teacher, Sandhills PS	May 31, 2019	24
Linda	Thompson	Teacher, Bridgeport PS	June 28, 2019	34

15 / Subtotal

**Retirements: Secondary Teaching Staff**

First	Last	Position/Location	Retirement Date	Years of Service
Cheri	Drung	Teacher, Cameron Heights CI	June 28, 2019	31
Jason	Fallaise	Teacher, Cameron Heights CI	June 28, 2019	32

2 / Subtotal

**Retirements: Administrative & Support Staff**

First	Last	Position/Location	Retirement Date	Years of Service
Mark	Cooper	Custodian, MacGregor PS	June 28, 2019	30
Dorothy	Cybulskie	Elementary Head Secretary, Laurentian PS	July 3, 2019	27
Nancie	Dickie	Secretary, Kitchener-Waterloo CI & VS	June 28, 2019	14
Steven	Gerth	Head Custodian @ Empire PS	April 30, 2019	33
Yvonne	Gingrich	Educational Assistant, Williamsburg PS	June 28, 2019	20
Tim	Gilmore	Vice-Principal, Waterloo CI	June 28, 2019	29
Donna	Graham	Educational Assistant, Glencairn PS	June 28, 2019	20
Ron	Hanna	Head Custodian, Eastwood CI	June 28, 2019	38
Brenda	Moen	Principal, Lester B. Pearson PS	June 30, 2019	24
Michael	Rosekat	Custodian, Cameron Heights CI	April 30, 2019	9
Judith	Russell	Child & Youth Worker (CYW) Sir John A. Macdonald SS	June 28, 2019	31
Heather	Woolley	Head Custodian, Glencairn PS	June 28, 2019	31
Sally	Wright	Educational Assistant (Orthopaedic), Glencairn PS	June 28, 2019	16
Mike	Zamin	Supervisor, Client Support, Information Technology Services (ITS), EdC	May 31, 2019	35

14 / Total = 31

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Sarah	Brown	DECE Supervisor, Extended Day Program, EdC	March 2, 2019
Rosalynn	Crape	Early Childhood Educator, Lexington PS	May 13, 2019
Rachel	Faux	Speech Pathologist (PSSP), Special Education Services, EdC	March 29, 2019
Selina	Pereira	Communications Disorder Assistant (PSSP), Special Education Services, EdC	April 11, 2019
Jennifer	Salter	Educational Assistant, Grand River CI	June 28, 2019
Sarah	Van Es	Secondary Teacher, Waterloo-Oxford DSS	June 28, 2019
Emily	Voisin	Long-Term Clerical THR, KW CI and VS	March 4, 2019



# Report to Board of Trustees

March 25, 2019

## **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 March 25, 2019.*

### **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 March 25, 2019**

<b>New Appointments: Elementary Teaching Staff</b>			
<b>First</b>	<b>Last</b>	<b>School ID / Education Centre</b>	<b>Effective Date</b>
David	Ciardullo	Teacher, Winston Churchill PS	February 11, 2019
Cameron	Gee	Teacher, Vista Hills PS	March 4, 2019
Lynn	Glass	Teacher, Hespeler PS	March 18, 2019

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

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>School ID / Education Centre</b>	<b>Effective Date</b>
Natalie	Becker	Accounting Analyst, Financial Services, EdC	March 4, 2019
Justin	Brown	Senior Manager, (System Operations & Administration) Human Resource Services, EdC	March 18, 2019
Angela	Clark	Accounting Clerk, Financial Services, EdC	March 4, 2019
Lisa	Dougall	Secretary, Cameron Heights CI	February 11, 2019
Tanya	Hill	Secretary, Breslau PS	February 20, 2019
Kelly	Jacobs	Assistant Office Supervisor, Waterloo CI	February 1, 2019
Stephanie	Kauntz	Junior Buyer, Procurement, Financial Services, EdC	February 25, 2019
Lynn	Mullins	Secretary, Silverheights PS	February 1, 2019
Dania	Puac	Secretary, Waterloo CI	February 1, 2019
Amanda	Radtke	Secretary, Vista Hills PS	February 4, 2019
Dina	Rehanek	Human Resources Assistant, Health, Safety & Security, Human Resource Services, EdC	February 4, 2019
Joanna	Smith	DECE Supervisor, Extended Day Program, EdC	March 4, 2019
Bianca	Szelei	Accounting Clerk, Financial Services, EdC	April 1, 2019
Rachel	Thompson	Library Clerk, Empire PS	March 1, 2019
Tiffani	Tran	Human Resources Assistant, Human Resource Services, EdC	February 4, 2019
Darlene	Vandenakerboom	Accounting Clerk, Financial Services, EdC	February 25, 2019
Lisa	Yorke	Secretary, Bridgeport PS	February 19, 2019

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

*Human Resource Services*



# Report to Board of Trustees

March 25, 2019

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

### **Recommendation**

This report is for the information of the Board and serves as a mid-year check-in on the work related to the three to five-year implementation of the Strategic Plan and Operational Goals.

### **Status**

As we move into the second half of the school year we continue to monitor the implementation and outcomes of the strategic plan (see Annex A). The senior team consistently assesses and reflects on the various strategies designed to reach our collective goals. We are very proud of our students and staff and want to acknowledge their efforts. While our EQAO results and graduation rate data are evidence of change and improvement taking root, we remain committed to ensuring each and every student experiences success.

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.

Our 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 and we work directly with these groups to improve our ability to meet their needs.

As we continue to review this input, feedback, and data with our many stakeholders we are reassured that our strategic priorities, operational goals and our conditions for learning reflect what families and students most value in their educational experience. The insights gained by this work can be consolidated into three main themes:

- **Support the Whole Child....**Families and students value an education that develops



students' academic skills but also develops life, social and emotional skills that contribute to their overall mental and physical well-being and an ability to actively participate in the world.

- **Each Student is Unique...**Families and students value schools where educators and staff believe in, know and understand each and every student as an individual and build on their unique needs, interests, strengths and lived experience.
- **Relationships & Equity are Foundational...**Families and students value a school where educators build relationships with students, fostering a sense of belonging where students feel safe, included, seen and celebrated. Relationships must be developed with families, community organizations, and employers who are partners in building a more inclusive and relevant learning experience.

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

- System Leaders' Survey
- Safe Caring Inclusive Schools Survey (Annex B)
- Family Survey (translated into 7 languages)
- Budget Survey
- Guarding Minds At Work Survey & Insights Survey
- School Improvement Planning, Implementation and Monitoring Tool

Staff has consolidated the data, translated the results into meaningful information, and has mobilized this new knowledge to inform our 2018-2019 plans. This data, taken together with our EQAO and graduation rate 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 foundational 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 C 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 practice 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 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 D).

## **Communications**

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

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

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,  
and in consultation with Coordinating Council



# **STRATEGIC PLAN**

## **IMPLEMENTATION**

## **DASHBOARD**

## **2016 – 2019**

**INNOVATING**  
**TOMORROW**  
**BY EDUCATING TODAY**

**March - 2019**



# 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.

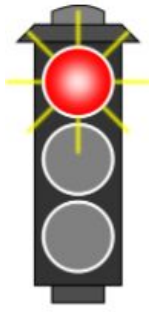
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations over the past two years. This helps to inform our work as we continue to refine and monitor our strategies.

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:

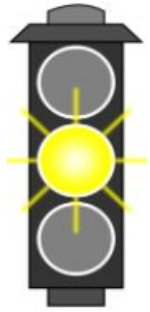
- Strategic Plan - priorities, outcomes, goals and commitments:  
<https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard:  
<https://www.wrdsb.ca/learning/2016-19-operational-goals/>
  - Mathematics:  
<https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
  - Pathways 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/>



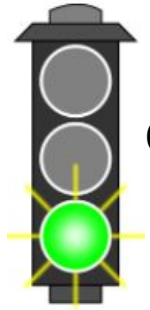
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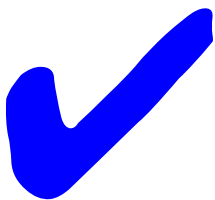
**Still in planning phase, implementation not yet begun**



**Plan in place and in early stages of implementation**


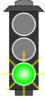
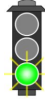
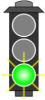

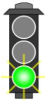

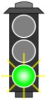

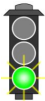

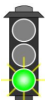

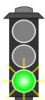

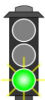





**On track with implementation**



**Full implementation**

# MATHEMATICS

<b>OPERATIONAL GOAL</b> 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.		<b>Overall Implementation Status</b> 		
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	
<b>Monitoring Implementation</b>	Data from educator survey about learning at central math sessions to understand participants: <ul style="list-style-type: none"> <li>• learning</li> <li>• beliefs and attitudes</li> <li>• use of new knowledge and skill</li> </ul>
	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
<b>Monitoring Outcomes</b>	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; Blue font indicates KPI reported below

## FEEDBACK FROM PD SESSIONS FOR EDUCATORS

The following PD opportunities have been provided since September 2018:

- Math Leads - Central Learning Series
- Learning for All
- Administrator Learning Series
- Secondary Learning Support Teacher - Central Sessions
- Site-based professional development

### Educator Beliefs/Attitudes from Central Math Sessions Survey

The following data represents the percentage of educators who agreed (either somewhat or strongly) with the following statements:

**93%** I believe that I can support all students in being successful in mathematics

**84%** I am confident that I can identify the next best step for learning for a student who is struggling in mathematics

**91%** My students have opportunities to explain and defend their mathematical thinking to each other

**88%** My practice is aligned with learning through problem solving (as described in a Comprehensive Approach to Mathematics Instruction)

## ATTENDANCE AT CENTRAL MATH SESSIONS

Across all Central Math Sessions - **515** educators participated with **all schools** represented

Learning for All	<b>130</b> educators	<b>67</b> schools represented
Lead Teachers Primary	<b>97</b> educators	<b>90</b> schools represented
Lead Teachers Junior	<b>105</b> educators	<b>94</b> schools represented
Lead Teachers Intermediate	<b>46</b> educators	<b>42</b> schools represented
EQAO	<b>137</b> educators	<b>25</b> schools represented

## ELEMENTARY INSTRUCTIONAL LEADERSHIP COACHES

**254**

The number times Elementary Instructional Leadership Coaches have provided support to schools since September 2018

**73**

schools (70%) received support from an Elementary Instructional Leadership Coach at least one time since September 2018

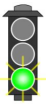
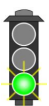
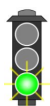
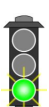

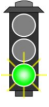
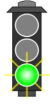
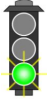
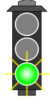
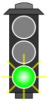
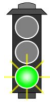
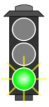
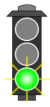
Areas of support requested/provided:

- School Improvement Planning (22%)
- Providing Support as a “Knowledgeable Other” (17%)
- Planning Supports (e.g., staff meetings, PA days, etc.) (15%)
- Monitoring Implementation of Comprehensive Math (10%)
- Exploring EQAO or other Source of Data (10%)
- Math UP (10%)
- Observing in the Classroom (7%)
- Other (5%)
- Dreambox (2%)
- Determining Student Learning Needs (1%)
- Long Range Plans (<1%)

## SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT

**120** schools (100%) identified math as an area of focus

# GRADUATION

<b>OPERATIONAL GOAL</b> 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		<b>Overall Implementation Status</b> 		
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 monitoring in-risk students, including the identification of improved kindergarten self-regulation as an early intervention to support in-risk students, as an area of focus in the School Improvement Planning and Implementation Monitoring (SIPIM) tool
	Content analysis of the SIPIMs regarding administrator and educator 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; Blue font indicates KPI reported below

## RE-ENGAGEMENT TEACHERS

# 317

Number of students re-engagement teachers have reached out to between September 4, 2018 and February 8, 2019

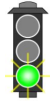
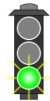
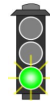

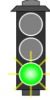

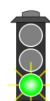
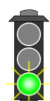
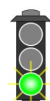
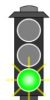
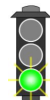

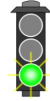
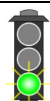
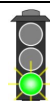
# 242

Number of students re-engaged at each secondary school at district level between September 4, 2018 and February 8, 2019

## SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT

**120** schools (100%) identified monitoring in-risk students in their area of focus.

# STUDENT WELL-BEING

<b>OPERATIONAL GOAL</b> 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.		<b>Overall Implementation Status</b> 		
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"> <li>• Student to Staff</li> <li>• Student to Student</li> <li>• Staff to Staff</li> <li>• Staff to Parent/Caregivers</li> <li>• Staff to Community</li> </ul>			
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"> <li>• Equity and Inclusion</li> <li>• Safe and Accepting Schools</li> <li>• Positive Mental Health</li> <li>• Healthy Schools</li> </ul>			
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"> <li>• School Improvement Plans</li> <li>• Safe Caring and Inclusive School Teams and Leads</li> <li>• Advisory Committees</li> <li>• Surveys</li> </ul>			
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			

Key Performance Indicators - Highlights	
Monitoring Implementation	<p>Survey data about learning at sessions to determine:</p> <ul style="list-style-type: none"> <li>Participants reactions</li> <li>Participants learning</li> <li>Participant understanding as it relates to their understanding of: <ul style="list-style-type: none"> <li>Identity</li> <li>Social Location</li> <li>Cultural Competence</li> <li>Power and Privilege</li> </ul> </li> </ul>
	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; Blue font indicates KPI reported below

## PD OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS

Session	Participants	Feedback
New Teacher Induction Program (NTIP)	30 new elementary educators	"Identifying my areas of need and asking for support is a positive thing and doesn't mean that I am lacking as a teacher, it shows that I am a learner"
"Facing History and Ourselves": 3 part series for Grade 10 History teachers	28 teachers	"This was by far the best PD I have ever participated in, in 18 years of teaching. I feel that I gained practical knowledge and skills, but was also really inspired by the facilitator and my colleague."
Blanket Exercise during PD Day	Whole school staff	"I'm just sitting and reflecting on what a powerful morning we had. Thank you, from the bottom of my heart, for taking the time to come and lead my staff through an experience that will stay with us for a long time and with hope, have a positive impact in our collective journey moving forward. I feel blessed to have been in such rich company, to have shared, listened and responded.



## A COMPREHENSIVE LIST OF RESOURCES, SUPPORTS AND SERVICES

Pathways to Support Student Mental Health Concern		
Mild/moderate concern	Serious concern	Suicide ideation/self-harming
<ul style="list-style-type: none"> <li>Consult with WRDSB resources, such as Administrator, Social Work, Psychological Consultant, Special Education Consultant, Guidance, CYW etc.</li> <li>Review student's needs at School Based Team, Multidisciplinary Team or Secondary School Student Success Team</li> <li>Inform family or student of community resources, such as Walk-In services at Front Door</li> </ul>	<ul style="list-style-type: none"> <li>Consult with School Administrator and other WRDSB staff (e.g. Mental Health Professionals)</li> <li>Refer family to community services</li> <li>Consider referral for services offered in schools from community organizations*</li> </ul>	<ul style="list-style-type: none"> <li>Refer to AP 1290 (Notify Administrator who connects with designated Social Worker)</li> <li>Communication and Collaboration with parent/caregiver, hospital, Mental Health and Addictions Nurse referral and other community resources*</li> </ul>
<p>*Community Resources include: Targeted Prevention, Brief Services, Counselling and Therapy, Family Capacity Building and Support, Specialized Consultation and Assessments, Crisis Support Services and Intensive Treatment Services.</p>		

Below 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.

In select elementary schools:

Approved Organization	Approved Services Provided in Schools
<u>Big Brothers Big Sisters</u>	<ul style="list-style-type: none"> <li><u>In-School Mentors</u></li> <li><u>Go Girls!</u></li> <li><u>Game On!</u></li> </ul>

<u>Canadian Mental Health Association (CMHA)</u>	<ul style="list-style-type: none"> <li>• Friends</li> <li>• <u>Wellness, Acceptance, Youth Voice, Empowerment (WAYVE) (7/8's)</u></li> </ul>
<u>Carizon</u>	<ul style="list-style-type: none"> <li>• <u>Families and Schools Together (F&amp;ST)</u></li> <li>• Community Resource Program</li> <li>• Front Door</li> <li>• Partners</li> <li>• Promise of Partnership (Newcomer Services)</li> </ul>
Community Justice Initiatives	<ul style="list-style-type: none"> <li>• classroom meetings</li> <li>• mediations</li> <li>• peacemaking circles</li> <li>• peer mediation programs</li> <li>• restorative justice training for students and school personnel</li> </ul>
Local Health Integration Network (LHIN)	<ul style="list-style-type: none"> <li>• Mental Health and Addiction Nurses</li> </ul>
<u>Family Counselling Centre of Cambridge and North Dumphries</u>	<ul style="list-style-type: none"> <li>• <u>Taming the Dragon</u></li> <li>• Individual and Group Counselling</li> </ul>
House of Friendship	<ul style="list-style-type: none"> <li>• Better Beginnings, Better Futures</li> </ul>
Interfaith Community Counselling Centre	<ul style="list-style-type: none"> <li>• School Aged Counselling Program which includes: <ul style="list-style-type: none"> <li>• Therapeutic Counselling</li> <li>• Skill Based Groups</li> <li>• Parenting Workshops</li> </ul> </li> </ul>
<u>John Howard Society</u>	<ul style="list-style-type: none"> <li>• Bullying Prevention Program: <ul style="list-style-type: none"> <li>• <u>One by One: We Get Along</u></li> <li>• <u>The Power Within</u></li> </ul> </li> </ul>
KW Counselling	<ul style="list-style-type: none"> <li>• OK2BMe</li> <li>• Arabic Counselling Service</li> </ul>
Lutherwood	<ul style="list-style-type: none"> <li>• Mobile Crisis Response (MCR)</li> <li>• Front Door</li> <li>• Partners</li> </ul>

	<ul style="list-style-type: none"> <li>• Youth Justice</li> <li>• Intense Services Resource Coordination Program (ISRCP)</li> </ul>
Ray of Hope	<ul style="list-style-type: none"> <li>• Youth Addiction Services Program</li> </ul>
SHORE Centre (Sexual Health Options and Resource Education)	<ul style="list-style-type: none"> <li>• Just4Guys groups</li> </ul>
White Owl	<ul style="list-style-type: none"> <li>• Holistic Child and Youth Services</li> </ul>
Woolwich Counselling	<ul style="list-style-type: none"> <li>• Individual and Group Counselling Services</li> </ul>
YMCA	<ul style="list-style-type: none"> <li>• Settlement Workers</li> </ul>
YWCA	<ul style="list-style-type: none"> <li>• Roots of Empathy</li> <li>• SHYFT (Media2Me)</li> <li>• Body Image and Self-Esteem Presentations</li> <li>• Sisters in Truth, Equality, Power and Strength (STEPS)</li> <li>• GLOW (Girls' Life of Wellness)</li> <li>• TechGyrls</li> </ul>

In select secondary schools:

Approved Organization	Approved Services Provided in Schools
<u>Canadian Mental Health Association (CMHA)</u>	<ul style="list-style-type: none"> <li>• Beautiful Minds</li> <li>• <u>Wellness, Acceptance, Youth Voices, Empowerment (WAYVE)</u></li> </ul>
<u>Carizon</u>	<ul style="list-style-type: none"> <li>• Pathways</li> <li>• Steps to Re-engagement</li> <li>• Front Door</li> <li>• Partners</li> <li>• Promise of Partnership (Newcomers services)</li> </ul>

Community Justice Initiatives	<ul style="list-style-type: none"> <li>• classroom meetings</li> <li>• mediations</li> <li>• peacemaking circles</li> <li>• peer mediation programs</li> <li>• restorative justice training for students and school personnel</li> </ul>
Local Health Integration Network (LHIN)	<ul style="list-style-type: none"> <li>• Mental Health and Addiction Nurses</li> </ul>
Interfaith Community Counselling Centre	<p>School Aged Counselling Program which includes:</p> <ul style="list-style-type: none"> <li>• Therapeutic Counselling,</li> <li>• Skill Based Groups,</li> <li>• Parenting Workshops</li> </ul>
<u>John Howard Society</u>	<ul style="list-style-type: none"> <li>• Communicating Our Perspectives and Emotions Successfully (COPES)</li> </ul>
KW Counselling	<ul style="list-style-type: none"> <li>• OK2BMe</li> </ul>
Lutherwood	<ul style="list-style-type: none"> <li>• Mobile Crisis Response (MCR)</li> <li>• Front Door</li> <li>• Lutherwood Family Counselling Services (Internship program)</li> <li>• Partners</li> <li>• Youth Justice</li> <li>• Intense Services Resource Coordination Program (ISRCP)</li> </ul>
Ray of Hope	<ul style="list-style-type: none"> <li>• Youth Addiction Services Program</li> </ul>
SHORE (Sexual Health Options and Resource Education)	<ul style="list-style-type: none"> <li>• Just4Guys groups</li> </ul>
White Owl	<ul style="list-style-type: none"> <li>• Holistic Child and Youth Services</li> </ul>
Woolwich Counselling	<ul style="list-style-type: none"> <li>• Individual and Group Counselling Services</li> </ul>

YMCA	<ul style="list-style-type: none"> <li>• Settlement Workers</li> </ul>
YWCA	<ul style="list-style-type: none"> <li>• Media2Me</li> <li>• Body Image and Self Esteem Presentations</li> <li>• Sisters in Truth, Equality, Power and Strength (STEPS)</li> </ul>


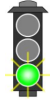

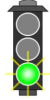

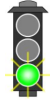















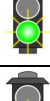

## Safe, Caring and Inclusive Schools (Middle Years Development Instrument) survey

Annex B details the results from the Middle Years Development Instrument (MDI), the survey tool that was used as our Safe, Caring and Inclusive School survey.

## SUPPORTS TRACKED THROUGH S4S

Service Supports (September 5 to February 13)	Number of Referrals
Behaviour Referral	328
BMS Liaison	33
Developmental Education Referral	418
Enrichment-Gifted Referral	464
Hearing Referral	99
Hearing Tier 2	28
Integrated Support Program (ECO)	12
Intensive Behaviour Supports	48
Learning Disabilities Services Referral	360
Orthopaedic_Complex Medical Referral	134
Psychological Services Referral	612
Psychology Class Presentation	7
School Based Enrichment Referral	25
School Based Learning Disabilities Referral	15
Social Work Referral	1164
Speech Language Services Referral	1677
Transition Facilitator	44
Vision Referral	80
TOTAL	5548

# STAFF WELL-BEING

<b>OPERATIONAL GOAL</b> 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.		<b>Overall Implementation Status</b> 		
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	
<b>Monitoring Implementation</b>	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"> <li>• Participants reactions</li> <li>• Participants learning</li> <li>• Participants beliefs and attitudes</li> <li>• Use of new knowledge and skill</li> <li>• Organizational support and change</li> </ul>
<b>Monitoring Outcomes</b>	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; Blue font indicates KPI reported below

## PARTICIPATION IN TRAINING AND LEARNING SESSIONS

Support Focus	Target Groups	Participants
Stress Management	All	313
Workplace Culture	Administrators, Managers	296
Workload Management	Administrators, Managers, Teachers	74
Psychological Safety	All	170
General Awareness	All	369
Understanding Bias & Privilege	All System Leaders	250
Deepening our Equity Consciousness	All System Leaders	250

## EMPLOYEE WELLNESS ENGAGEMENT

1222

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

6528

video resources accessed on the Lifespeak well-being website





Waterloo Region District School Board



MIDDLE YEARS  
DEVELOPMENT  
INSTRUMENT

# Safe Caring and Inclusive School Survey - Middle Years Development Instrument (MDI)

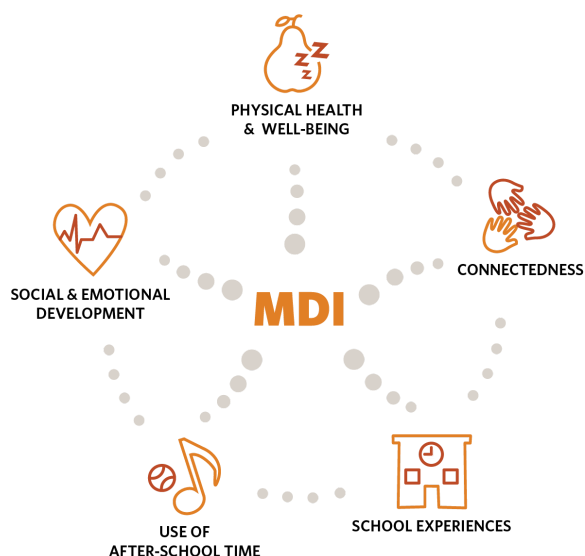
## Grade 4-12 Board Level Overview 2017-2018

## INTRODUCTION TO THE MDI

### ABOUT THIS YEAR'S SAFE CARING AND INCLUSIVE SCHOOL SURVEY

In 2017-2018 the WRDSB used the Middle Years Development Instrument (MDI) as our Safe Caring and Inclusive School (SCIS) survey. The MDI is a self-report questionnaire that asks children in Grade 4 through 12 about their thoughts, feelings and experiences in school and in the community.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. These areas are:



In addition, the MDI focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These asset indices are:

#### ● WELL-BEING INDEX



Optimism  
Self-Esteem  
Happiness  
Absence of Sadness  
General Health

#### ■ ASSETS INDEX



ADULT RELATIONSHIPS  
Adults at School  
Adults in the Neighbourhood  
Adults at Home



PEER RELATIONSHIPS  
Peer Belonging  
Friendship Intimacy



NUTRITION & SLEEP  
Eating Breakfast  
Meals with Adults at Home  
Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES  
Organized Activities

## FIVE DIMENSIONS AND ASSET INDICES

Orange text = A measure in the Well-Being Index

Green text = A measure in the Assets Index



### SOCIAL & EMOTIONAL DEVELOPMENT

#### MEASURES

- Optimism
- Empathy
- Prosocial Behaviour
- Self-Esteem
- Happiness
- Absence of Sadness
- Absence of Worries
- Self-Regulation (Short & Long Term)
- \*Responsible Decision-Making
- \*Self-Awareness
- \*Perseverance
- \*Assertiveness
- \*Citizenship and Social Responsibility



### PHYSICAL HEALTH & WELL-BEING

#### MEASURES

- General Health
- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep
- Body Image



### CONNECTEDNESS

#### MEASURES

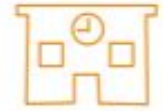
- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy
- Important Adults



### USE OF AFTER-SCHOOL TIME

#### MEASURES

- Organized Activities
  - Educational Lessons or Activities
  - Youth Organizations
  - Sports
  - Music or Arts
- How Children Spend Their Time
- After-School People and Places
- Children's Wishes and Barriers



### SCHOOL EXPERIENCES

#### MEASURES

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

## ABOUT THE DATA

This report includes data reported by students in Grades 4-12 who participated in the MDI. Some considerations when reviewing MDI data in this report include:

- The data in this report focus on children's self-reported well-being. Most of the data are represented by 3 categories of Well-Being: High, Medium and Low.
- The data in this report have been rounded. Percentage totals for MDI measures may not equal 100.
- Many questions on the MDI allow students to provide multiple responses. Percentage totals for these questions will often exceed 100.

## DEMOGRAPHICS OF RESPONDENTS

### STUDENT POPULATION BREAKDOWN

<b>Grade 4 to 6</b>	11,126 students provided responses	81% response rate
<b>Grade 7 to 8</b>	6,950 students provided responses	78% response rate
<b>Grade 9 to 12</b>	9,352 students provided responses	49% response rate
<b>Total</b>	27,428 students provided responses	66% response rate

**Total Sample:** Refers to the total number (#) of students represented in this report. Students are included in the sample if they complete a question and the data are reported.

### GENDER IDENTITY

	<b>Girl</b>	<b>Boy</b>	<b>In another way</b>
<b>Grade 4 - 6</b>	48%	50%	2%
<b>Grade 7 - 8</b>	50%	48%	2%
<b>Grade 9 - 12</b>	50%	48%	2%

**Gender Identity:** Students are asked to describe themselves as “Boy,” “Girl” or “In another way.”

### LANGUAGES SPOKEN AT HOME

	<b>Grade 4 - 6</b>	<b>Grade 7 - 8</b>	<b>Grade 9 - 12</b>		<b>Grade 4 - 6</b>	<b>Grade 7 - 8</b>	<b>Grade 9 - 12</b>
<b>Arabic</b>	3.9%	3.5%	3.90%	<b>Spanish</b>	2.5%	2.4%	2.3%
<b>Belarusian</b>	0.0%	0.2%	0.3%	<b>Tamil</b>	0.2%	0.5%	0.5%
<b>Bulgarian</b>	0.2%	0.3%	0.3%	<b>Turkish</b>	0.6%	0.6%	1.0%
<b>Chinese</b>	2.3%	2.4%	3.2%	<b>Ukrainian</b>	0.2%	0.3%	0.3%
<b>Czech</b>	0.2%	0.4%	0.4%	<b>Urdu</b>	2.4%	2.6%	2.4%
<b>English</b>	76.2%	78.6%	79.9%	<b>Vietnamese</b>	1.10%	1.2%	1.4%
<b>French</b>	7.1%	5.2%	4.0%	<b>Other</b>	11.8%	11.2%	11.6%
<b>Indigenous</b>	0.4%	0.3%	0.3%				
<b>Polish</b>	0.3%	0.5%	0.6%				
<b>Portuguese</b>	0.7%	0.8%	0.9%				
<b>Punjabi</b>	2.2%	2.3%	2.3%				
<b>Romanian</b>	1.0%	1.5%	1.7%				
<b>Russian</b>	0.6%	0.8%	0.9%				
<b>Serbian</b>	1.3%	1.6%	1.8%				
<b>Slovak</b>	0.1%	0.2%	0.4%				

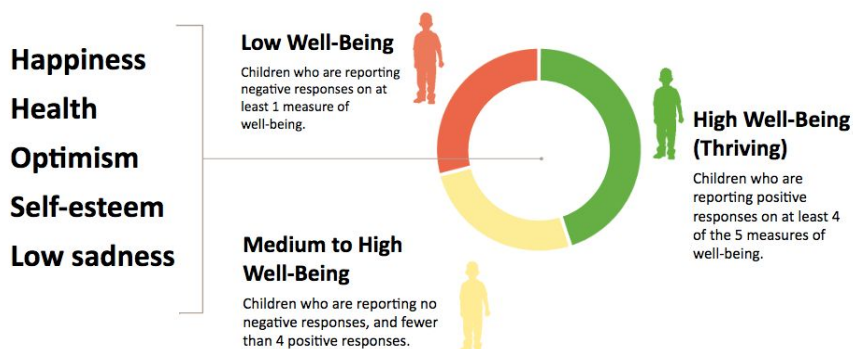
**Languages at Home:** Students are able to select more than one language spoken at home.

**Indigenous Languages:** If a child selects “Indigenous” as a language spoken in the home, they are then asked to identify, if possible, the specific language. Indigenous Language data are not publicly available.

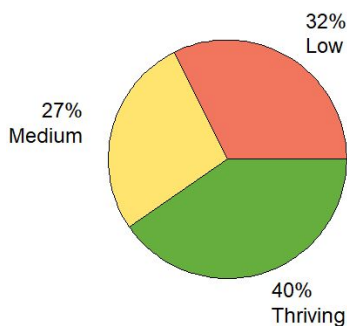
**Other:** A limited selection of languages are offered on the MDI questionnaire. The “Other” category gives children an opportunity to enter their own response(s).

## WELL-BEING INDEX

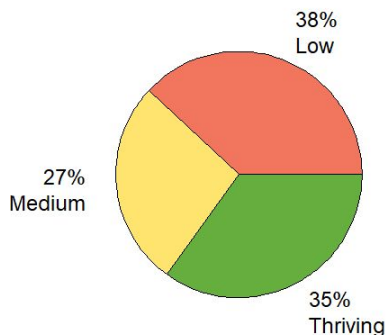
The Well-Being Index consists of measures relating to children's physical health and social and emotional development that are of importance during the middle years. Students are identified on the Well-Being Index as 'Thriving', 'Medium to High Well-Being' or 'Low Well-Being' based on their responses on 5 measures of well-being.



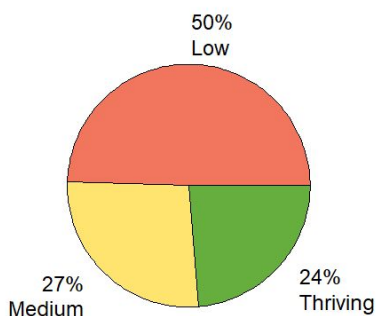
**Grade 4 - 6**  
11,126 students



**Grade 7 - 8**  
6,950 students



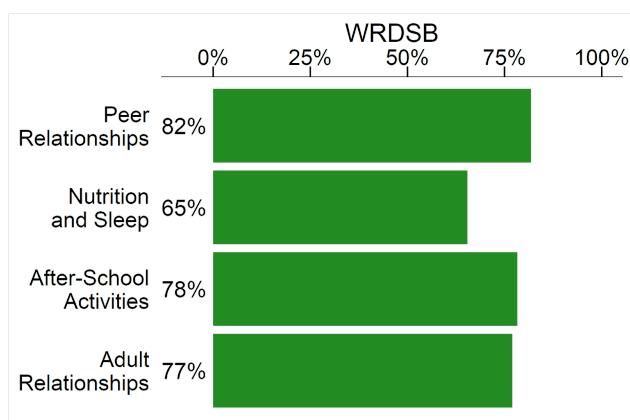
**Grade 9 - 12**  
9,352 students



## ASSET INDICES

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

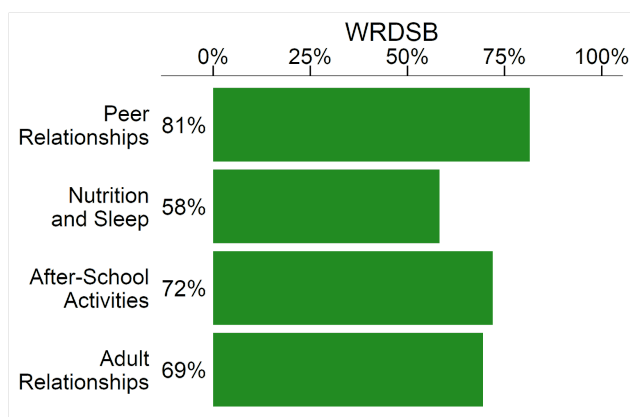
### Grade 4 - 6 11,126 students



#### Peer Relationships

- Peer Belonging
- Friendship Intimacy

### Grade 7 - 8 6,950 students



#### Nutrition and Sleep

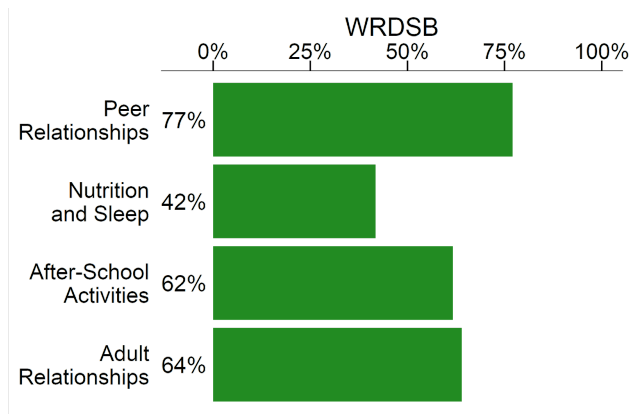
- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep



#### After-school Activities

- Organized Activities between 3-6pm

### Grade 9 - 12 9,352 students



#### Adult Relationships

- Adults at School
- Adults in the Neighbourhood
- Adults at Home

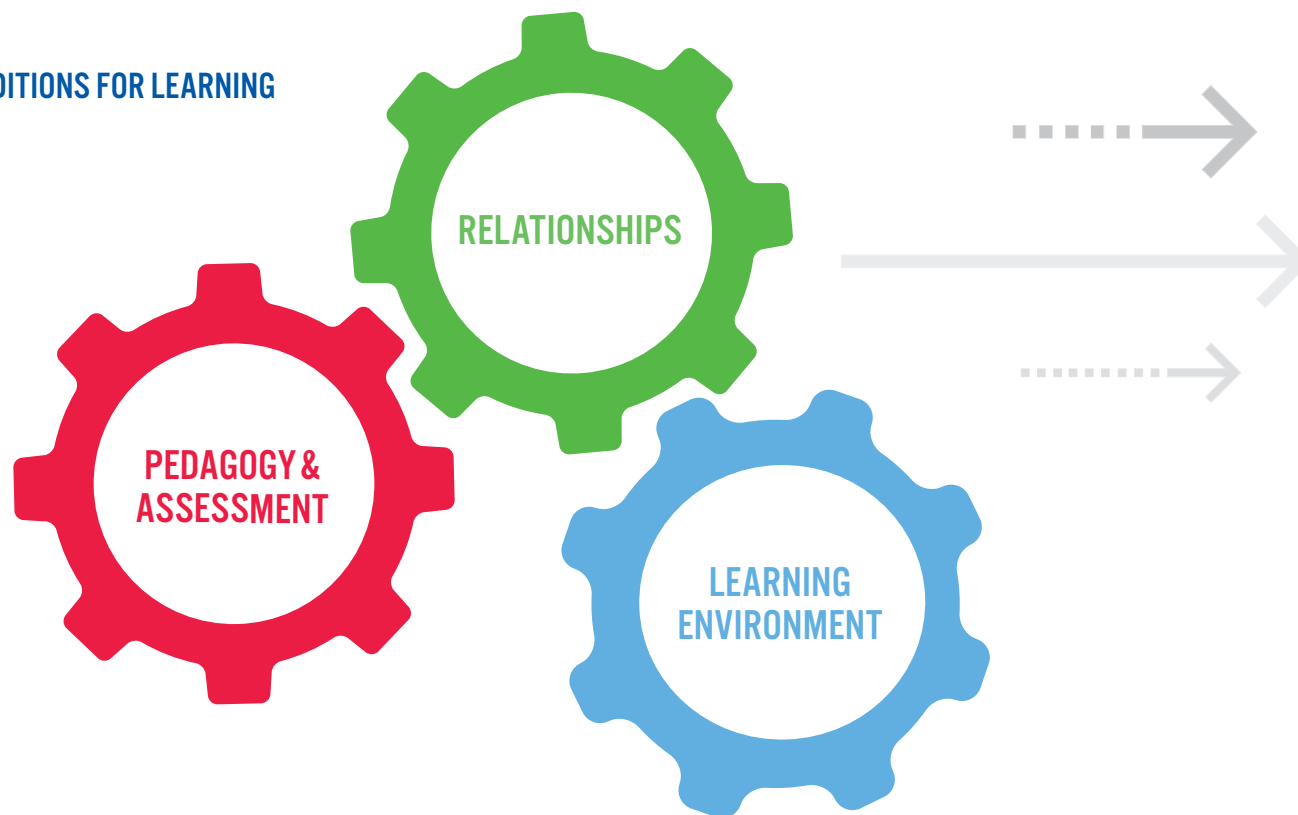


# CONDITIONS FOR LEARNING FRAMEWORK

## 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** 

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

### 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)



# 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  
System Leadership Team  
System Leaders Meeting  
Senior Strategy Team  
Student Senate  
Community Focus Group Follow-up

#### March 2019

Trustee Seminar  
Senior Strategy Team  
Community & Student Engagement

#### April 2019

Staff Advisory Committee  
Senior Strategy Team  
Community & Student Engagement

#### May 2019

Graduation Rates Update to Board of Trustees  
Staff Advisory Committee  
System Leadership Team  
Senior Strategy Team  
Community & Student Engagement

#### June 2019

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



**Communication Audit Report Executive Summary:**

# **Waterloo Region District School Board**

**National School Public Relations Association**

15948 Derwood Road | Rockville, MD 20855 | P: 301-519-0496 | F: 301-519-0494 | [www.nspra.org](http://www.nspra.org) | [Facebook](#) NSPRAAssociation | [Twitter](#) nspra

# Introduction

The Waterloo Region District School Board (WRDSB) serves approximately 64,000 students in 121 schools located in the Region of Waterloo in Ontario, Canada. It is well known for the diversity of its student body, with nearly 25 percent of students speaking a language other than English or French at home and nearly 20 percent receiving some form of special education assistance. An appreciation of that diversity is reflected in WRDSB's strategic plan, which puts students first; focuses on partnerships between staff, families and caregivers; and sets innovation as a platform to student success.

The WRDSB Trustees and Director of Education John Bryant are committed to effective communication throughout the school system and with the communities it serves. They also are committed to transparency and accountability, as detailed in WRDSB's operational goals. They contracted for, approved and supported this communication audit, which further demonstrates their commitment.

Since 1935, the National School Public Relations Association (NSPRA) has been providing school communication training and services to school districts, departments of education, regional service agencies and state and national associations throughout the United States and Canada. Among those services is the NSPRA Communication Audit, which provides:

- An important foundation for developing and implementing a strategic communication plan.
- A benchmark for continuing to measure progress in the future.

In serving WRDSB, the goals of the NSPRA Communication Audit process were to:

- Seek data, opinion and perceptions, and from these to assess the effectiveness and management of public relations, marketing and engagement efforts in WRDSB.

- Provide customized recommendations on strategies and best practices to build and enhance the overall communication program.

The actions of WRDSB leaders demonstrate their willingness to address communication challenges and to continue to strengthen the relationship between the school board and its key stakeholders.

## What is a communication audit?

The first step in the communication audit involved the WRDSB Communication team submitting samples of materials used to communicate with various stakeholders. An additional assessment was conducted on the WRDSB website and social media platforms. All forms of communication were examined for effectiveness of message delivery, readability, visual appeal and ease of use.

Auditors also reviewed relevant information such as demographic data, strategic plans, the communication budget, staffing and plan information, news items, etc.

However, the core of the communication audit process was the on-site focus group component. NSPRA auditors met with 22 focus groups and conducted interviews with WRDSB leaders and Communication team members on **March 26-28, 2018**. Each focus group was guided through a similar set of discussion questions, and each session was approximately one hour in length.

Following the review of materials, focus group discussion comments and interview feedback, NSPRA auditors identified key findings and prepared recommendations for improving two-way communication and engagement with WRDSB's internal and external stakeholders. The recommendations are based on proven strategies used in successful communication programs by school systems around North America and are reflected within NSPRA's *Rubrics of Practice and Suggested Measures*.

## Who participated in the communication audit?

WRDSB officials identified and invited as participants those who could represent a broad range of opinions and ideas. The stakeholder groups represented in the focus group sessions and interview sessions held in March 2018 included the following:

- Parents
- Parents of English language learners
- Representatives of the:
  - > Parent Involvement Committee
  - > Waterloo Region Assembly of Public School Councils
  - > Special Education Advisory Committee
- Students
- Elementary Teachers
- Secondary Teachers
- Elementary Principals
- Secondary Principals
- Administrative Assistants
- Secretaries
- Educational Assistants
- Early Childhood Educators
- Special Education Staff
- Education Centre Staff
- Senior Strategy Team
- System Administrators
- Labour Groups/Unions
- Superintendents
- Trustees

## Key Findings

The auditors identified several common themes that emerged from the focus group discussions and a review of current district materials.

### General Perceptions of External and Internal Focus Groups

#### Communication Strengths

- WRDSB appears to enjoy a strong image and good reputation among many of those in the communities it serves. Words and terms such as “innovative,” “diverse,” “technologically advanced,” “high performance” and “growing” were among those used to describe the district and report how others might see it.
- The diverse make-up of the school system, as well as the communities it serves, was seen by many as a positive, with some even expressing the desire to see the board itself become more diverse in its own staffing. Traditions were juxtaposed to diversity as another strength in WRDSB, with its long history of pursuing educational excellence and serving communities. Some, however, did caution that tradition (described by a few as the “Waterloo Way”) can sometimes be an impediment to change.
- There appeared to be a strong commitment both internally and externally to supporting open and on-going communication. Many clearly expressed the need to use communication to foster community and parental engagement as well as to help employees function efficiently and effectively. Many expressed an understanding of the clear role effective communication plays in creating the engaged environment that supports student achievement and school success.
- While the need for many communication improvements were cited, overall there was a sense expressed that communication has been improving recently in WRDSB, and there



was an expressed hope that the positive changes seen would be both continued and expanded upon. Recently trends such as community “town hall” events, expansion of social media activity and better coverage of positive stories by the news media as well as in the board’s own communication outlets were among the improving trends noted.

- Given the recent advances made in communication programming, the district does find itself in a promising position as it transitions to a new chief communication officer. In the right transition, incoming leadership has the opportunity to focus on building upon strengths in place while simultaneously acting to address improvements needed as opposed to rebuilding or restructuring the function overall.

### Communication Improvements

- Across the focus groups, both internal and external, there was an expressed concern that communications lack “consistency” in their delivery and messaging. This issue was sometimes presented as a communication frequency and timing issue, with information overload being a problem at times while a lack of information was an issue at other times. It also was expressed as an issue of messaging, where overarching messages emanating at times from senior levels often seem to get lost or become unclear at supervisory or local levels. The issue was mentioned as a concern among schools as well, especially important since principals as well as teachers are tasked with executing many communication functions. Some schools were seen as enjoying strong communication efforts while others were not. This should be noted with concern since a lack of communication or poor communication can create the perception that a school or individual is not functioning well, even if the reality is different.

- The issue of communication consistency becomes even more important when considering that many also see the district’s image and reputation (viewed generally as a strength overall) as being largely based upon individual experiences with schools and departments.
- Communication also was described by some as fragmented or disjointed. This appeared to be the result, for example, of a variety of apps and other information-sharing methods being used by schools and departments to communicate with constituents. Parents and others expressed frustration with needing at times to check multiple information sources to keep up to date and concern that information can easily be overlooked or missed.

### Marketing and Branding

- Curiously, while many expressed the sense that WRDSB’s overall brand or image is good, this generally was not expressed as a board-level brand. Some went so far as to say the board does not enjoy an overall brand, but rather its brand is an experiential one, flowing from individual interactions with schools and other service areas.
- An overall brand, however, did appear to emerge among some when noting attributes such as the desirability of WRDSB as a place to work by educators and others throughout the province. It’s overall commitment to technology and innovation, as well as its ability to successfully serve a diverse constituency, also suggest the existence of a board-wide brand – even if individuals don’t see those characteristics as tied to an image or brand.
- There was a clear belief that there are many strengths and “good things” happening throughout the system and its schools that need to be more pro-actively promoted in communication programming, both internally

and externally. Recent efforts to promote such “good news” stories were appreciated, and these initiatives have created the desire to see even more of this type of activity.

## Social Media

- Both internal and external participants cited WRDSB’s social media platforms, especially Twitter, as areas of strength and good sources of information. Even some internal participants said they use Twitter to keep up to date on news and activities in the board.
- Participants overall expressed satisfaction with recent trends to expand social media programming and content. Some expressed a desire to see schools and even departments expand or develop their own social media offerings to serve their specific audiences.

## Website Issues

- There was a general consensus that the current public website, as well as the intranet, need a major overhaul to facilitate easier searching and information access.
- Web and intranet content seems to be comprehensive, but there are issues with internal and external audiences being able to easily search and find what they’re looking for. Common complaints centered on static headers or tabs that don’t always accurately describe the resources stored behind those tabs. Also, getting to information often involves multiple click-throughs, making searches time consuming and confusing.
- Some expressed frustration with finding information one day, but because of the convoluted way in which they got to it, they could not quickly find it again on a later day. Others expressed concerns about outdated information. For example, a policy or procedure update may be posted, but older information is left in place. A search then may

turn up outdated information, which might be relied upon by the searcher.

- Some employees noted that veteran employees who have worked with the sites for a long period of time can use them efficiently because of their familiarity with them. Newer employees take a considerable amount of time to learn the tricks to navigating sites architecture.
- Most noted however that the website does function as a good source of news and events, which is generally current and more easily found than other content.
- School websites are another source of inconsistency. Participants reported some school sites are information rich and up to date. Others are out of date and not all that valuable as sources of news or information.

## Internal Communication Issues

- There appear to be significant internal communication issues expressed in a number of different ways by participants. In short, there does not appear to be any particular process for the consistent curating and prioritizing, messaging and distribution of information across the board. As a result, urgent and simple informational messages can arrive with the same priority. Messages often fail to express the significance of the information, and information often is not clearly linked to overall strategies or initiatives. Ironically, some participants expressed a concern about being overloaded with information while then expressing a concern that they often don’t have the information they need to function efficiently.
- Although there were many concerns expressed about confusion and other issues related to the recent Google transition for internal communication and information-sharing, these concerns seemed somewhat

consistent with what often is seen in such transitions and may ease as users become more familiar with the new systems. Of course, additional and on-going support could help ease the transition issues. But the key point is that overall concerns with internal communication seem to have more to do with the lack of an internal communication strategy to guide internal communication and to help users access and use information in a way that supports their efficient and effective job performance.

- Some participants also felt that systematic internal communication could be used more to help keep them updated on district issues and events in a more proactive way. Some noted that currently it is often up to them to be on the lookout for or seek out information rather than having regular communication targeted at them on key issues and trends.
- Participants also suggested that additional meetings and even professional development activities might be used to enhance internal, face-to-face communication and interaction. Some noted that meetings now often focus on board-level issues or mandates that leave little or no time to review building or departmental concerns. Others noted that annual or similarly infrequent meetings might be more effective if held more often, allowing for follow up and the discussion of ongoing issues and opportunities.

### Communication Challenges

As part of the focus group process, participants were asked what they felt were the significant communication challenges facing WRDSB in the future. Their responses touched on the following:

- Making communication more efficient in an increasingly complex organization. Some examples:
  - > Letting employees focus on content and information while communication

planning helps determine the best methods for disseminating it.

- > Creating support, accountability and metrics for specific communication areas such as internal communication.
- > Building consistency districtwide in school-level communication as well as the use of apps and other communication platforms.
- Having a process to regularly enhance web and other online communication resources to help keep both content and technology current.
- Building upon the ext. 4123 notification system and effectively managing the need to communicate urgently as crises, rumors and other such events increasingly challenge schools and the board.
- Having dedicated plans to strengthen parent and home-school communication, particularly to support parental and community engagement and effectively address diversity and resource-equity issues. Support and appreciation was expressed for the openness in communication exhibited by some senior- and school-level administrators, and a desire to see this continue and expand was evident.
- Using communication to help to unify a large school system and the diverse communities it serves, by helping to place a focus on an overall vision for success and to support individuals in seeing themselves in that vision.

## Observations and Comments

The auditors offer these general observations and comments following the conclusion of the comprehensive communication audit process:

- **Many senior and school leaders, as well as many teachers, are seen as open communicators dedicated to embracing new opportunities and seeking excellence.** WRDSB is fortunate to have a visionary education director and Board of Trustees dedicated to building a strong communication program to inform and engage all communities and support the efforts of Trustees, senior and supervising administrators, teachers and all other staff members in their communication roles.
- **It is time for WRDSB to reinforce and build upon many of the communication advances established recently with a formal, written communication plan.** Such a comprehensive plan should: set specific, measurable outputs; identify how communication will align with and reinforce the board's strategic mission; prioritize communication programming; guide overall branding and messaging efforts; and serve as a model for the development of communication plans for schools, departments and other service areas.
- **Going forward, a more strategic communication management approach will be needed to support WRDSB's strategic mission and its tactical approach to delivering most school-based communication efforts through principals and teachers.** A more strategic approach to communication, beginning with a comprehensive communication plan, is needed to focus the overall communication program and support on those communication efforts offering the highest return on investment—always a concern in organizations operating with limited programmatic resources. This works best when such planning is research-based and aligns surveys and other evaluation tools to offer actionable feedback on the communication plan and programming.
- **The Communication team is well established and in a good position to support new communication leadership** in the quest to further strengthen communication initiatives. Looking forward, the time is right for the department to investigate, as part of its communication planning process, new ways in which it might seek interaction and guidance from those throughout the board. These new initiatives should include some type of communication advisory council or committee made up of internal and external constituencies to offer feedback and counsel to the department. They also should consider new types of communication training and support for Education Centre administrators and staff, principals, teachers and others needing communication support in their specific areas of responsibility.
- **A specific focus on and accountability for internal communication is needed to improve messaging on key WRDSB strategic priorities, to motivate all employees to perform their duties effectively and efficiently, and to create outstanding staff ambassadors.** Many focus group participants noted problems tied to inconsistency in both the dissemination of information and the messages shared as well as volume and timing issues that interfered with effective communication. Such inconsistency can directly contribute to a lack of awareness and understanding of board initiatives, increase stress, decrease work productivity, hinder communication with external audiences and more. Internal communication protocols and direct accountability within the Communication team for the success of internal communication are needed. This will help to ensure that critical information flows successfully throughout the system, empowering employees to effectively perform



their tasks and equipping them to confidently represent WRDSB in “one clear voice.”

- **WRDSB is aware of usability issues with the website and intranet platforms, and a comprehensive approach is needed to address them.** The good news is that experienced users of the board’s web and intranet platforms view them as information-rich resources. The bad news is that many users also see them as confusing, cumbersome and often offering too much information that sometimes is out of date. Such issues are not uncommon as systems expand content over time and fail to keep pace with newer technologies that users get used to using on other sites. Fortunately, many new options have evolved to support schools seeking to modernize their delivery of online information services. The Communication team, working with the technology department, should lead an effort to evaluate options for modernizing board and school web offerings in a way that preserves the information-rich content users appreciate, but that also addresses the usability issues keeping them from using these resources.
- **New pressures on crisis communication programming suggest a need for a more formal approach to crisis communication planning and management.** While WRDSB has a clear approach to information reporting and sharing during times of crises events in and near its facilities, it could benefit from a more proactive approach to planning and training on specific crisis communication functions. Such crisis communication planning builds upon existing crisis management plans and processes to help clarify communication roles in various situations, support front-line communicators in their communication duties and help the board offer information quickly and accurately in the crucial early stages of a real or potential crisis.
- **Communication platforms need to be continually assessed for effectiveness.** WRDSB is using a variety of tools to communicate directly with internal and external audiences. Focus group comments cited inconsistencies in communication methods, sometimes even within the same school, pointing to the need for continual, data-driven assessment, improvement of communication channels and support for users to help them make the best decisions possible when choosing communication platforms.
- **WRDSB is well positioned to strengthen its image as a leading, innovative school system of choice.** WRDSB has the leadership, staff and Communication team in place to identify and pursue communication goals that strengthen community and parental engagement, support student achievement, and continue to build essential community endorsement for its schools and programs. The board has a strong reputation and established tradition as an excellent school system, focused on innovation and supported by dedicated leaders, staff and teachers. The strong commitment to effective communication that exists both within WRDSB and its communities offers a solid foundation for success as it continues to expand, address and pursue new opportunities.

## Recommendations

Following is a summary of recommendations provided to WRDSB after the conclusion of the NSPRA Communication Audit. Each recommendation, and its accompanying series of action steps, is intended to support WRDSB in strengthening strategic, two-way communication efforts that promote better understanding and stronger relationships with diverse stakeholders. Each recommendation is described in more detail in the full audit report.

### Communication Program

1. **Develop a comprehensive communication plan with measurable outputs that aligns with the WRDSB strategic plan and goals.**
  - 1a. Follow proven public relations planning principles and practices.
  - 1b. Maximize the value of a communication plan.
  - 1c. Evaluate all communication strategies, tactics and activities for effectiveness and alignment to the WRDSB strategic plan.
  - 1d. Create consistent framing and messaging on key issues to bolster understanding and support.
  - 1e. Structure a communication advisory committee or council to enhance understanding of communication practices and priorities, and to facilitate feedback on communication from key constituencies.
  - 1f. Expand communication planning to include specific communication plans for key initiatives and programs.
2. **Make internal communication a strategic communication priority.**
  - 2a. Take an “employee-focused” approach to disseminating information rather than an “organization-focused” approach.
  - 2b. Consider developing a board e-newsletter/update for all employees.
  - 2c. Provide training to support administrative leaders and supervisors in becoming more effective in their communications.
  - 2d. Include a communication component in the evaluation process for administrators.
  - 2e. Increase opportunities for face-to-face communication.
3. **Evaluate the current Communication team staffing structure and responsibilities, and increase the focus on internal communication.**
  - 3a. Consider adding functional areas to existing Communication positions.
  - 3b. Consider adding a communication officer position focused on internal communication.
  - 3c. Develop a process to continually assess communication tasks and quickly address changes as needed.
  - 3d. Track and evaluate time on task.
  - 3e. Evaluate outcomes as well as outputs.
4. **Assure consistency and enhance the efficiency of technology used for communication.**
  - 4a. Create a process to review existing web systems and make recommendations for enhancing both external web and intranet information delivery services.
  - 4b. Expand the use of links in social media, print publications, email announcements and other online communication to point to sources of additional information and background for readers.

- 4c. Organize the systems for placing all publications, documents and policies online.
- 4d. Develop an online key-contact listing system for schools, departments and service areas.
- 4e. Consider developing adoption and use policies for apps, social media feeds and other e-communication services.
- 5. Develop a formal communication/ambassador component for new employee orientation programs.**
  - 5a. Offer a combination of in-person and online training.
  - 5b. Use the orientation program to acquaint new employees with communication operations and procedures.
  - 5c. Develop a communications handbook.
  - 5d. Highlight employee contributions and successes.
- 6. Develop a key communicator network to formalize two-way, direct communication throughout the school system.**
  - 6a. Identify influential opinion leaders who represent diverse community groups and perspectives.
  - 6b. Hold an orientation meeting with invited leaders.
  - 6c. Hold an appreciation event at the end of each school year.
- 7. Establish “customer service” standards and support outstanding service efforts across WRDSB.**
  - 7a. Focus Education Centre departments on the importance of meeting the needs of the schools and families.
  - 7b. Define, assess and evaluate the customer service experience across the school system, both internally and externally.
  - 7c. Foster a service-oriented attitude by involving all departments and schools in setting their own service standards.
  - 7d. Provide professional development for front-line staff in customer service and ambassadorship.
  - 7e. Create a “shadow” program for employees to spend a half-day or day in other jobs.
  - 7f. Recognize and reward employees for outstanding customer service/ambassador efforts.
- 8. Develop a comprehensive crisis communication management plan.**
  - 8a. Prepare a “dark” webpage for use when a major crisis hits.
  - 8b. Communicate procedures to parents before a crisis occurs.
  - 8c. Conduct regular crisis communication and response training.
- 9. Strengthen external communication with a multi-channel approach.**
  - 9a. Assess the effectiveness of current publications and digital platforms.
  - 9b. Segment and target messages for specific stakeholder groups.
  - 9c. Use apps, newsletters and websites to deliver key school messages and reinforce board-level messages.
- 10. Continue to increase the focus on diversity and inclusive communication.**
- 11. Continue to develop WRDSB’s brand identity.**
  - 11a. Define and reinforce WRDSB’s desired overall image and brand.
  - 11b. Enhance branding with social media micro-campaigns.
  - 11c. Highlight board and school successes with a “Points of Pride” program.

Following is a summary of recommendations provided to WRDSB as part of a website and social media assessment conducted during the NSPRA Communication Audit. Each recommendation is described in more detail in the appendix of the full audit report.

## Social Media

- Expand the use of video for storytelling on social media platforms.
- Examine how other schools engage the community on social media.

### Facebook

- Create a Facebook Terms of Use tab on the WRDSB Facebook page.
- Increase the use of Facebook Live on the board's social media channel.

### Instagram

- Organize “guest” Instagrammers.
- Use mobile apps that “play well” with Instagram and provide more variety with posts.

### Twitter

- Conduct regular refresher training on the use of Twitter and the board's Twitter Protocol for school employees and administrators.
- Create a master list of WRDSB Twitter handles.
- Use a Twitter aggregator.
- Organize a “tweetcher” effort.
- Use Twitter (and Instagram) micro-campaigns to help events and news go viral.

## Website

- Test the feasibility of using the elementary schools landing page to serve all the board's elementary schools.
- Create a single “identity page” for each elementary school, and maintain individual webpages for secondary schools.

- Promote the <https://schools.wrdsb.ca> webpage with families.
- Strive to include more photos and videos on the website home page.
- Budget for a new website platform.
- Plan ahead for transferring website content.
- Revisit and update the existing Website and Social Media Management policy.

## Online Communications

- Develop a promotional plan for the WRDSB website, school websites and social media.
- Develop a digital communication plan to promote awareness of, drive traffic to and encourage interaction with WRDSB's website, the school websites and social media sites.
- Leverage existing activities.
- Move from simple “broadcasting” to using an engagement approach that curates content and builds relationships and a community.
- Set targets for significantly increasing the amount of interaction and engagement based on current analytics and benchmarks.
- Develop a social media calendar (annual, monthly, weekly and daily) to guide planning for each social media site.
- Expand visual storytelling.
- Use infographics.

### Considerations for Implementing Recommendations

The recommendations in this report are presented with the intention of helping WRDSB to strengthen current communication efforts, and through new components, to take the communication program to a premier level that serves as a model for similar school systems throughout Canada. Implementing these recommendations is a long-term effort. As such, any new communication components should be introduced as budget, resources and staff capacity allow.



## Communication Audit Report

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**National School Public Relations Association**

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# Report to Board of Trustees

March 25, 2019

## **Subject: Student Suspension/Expulsion Report February, 2019**

### **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 February 2018 and February 2019, elementary suspensions have increased by 10 and secondary suspensions have increased by 75.

Comparing year to date from February 2018 and February 2019 school expulsions have increased by 2 and board expulsions have increased by 4.

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 February 2018 - 269, year to date - 779
- Total elementary school suspensions in February 2019 - 150, year to date - 789
- Total secondary school suspensions in February 2018 - 309, year to date - 1179
- Total secondary school suspensions in February 2019 - 139, year to date - 1254

#### Expulsions

- Total school expulsions in February 2018 - 0, Year to Date 0
- Total school expulsions in February 2019 - 1, Year to Date 2
- Total board expulsions in February 2018 - 1, Year to Date 10
- Total board expulsions in February 2019 - 0, 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 February 2018 - 6, year to date 24
- Total elementary/secondary violent incidents in February 2019 - 1, year to date 23

**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

March 25, 2019

### **Subject: Bylaw Review Ad Hoc Committee - 2019 Working Draft Discussion - Articles 6 - 15**

#### **Recommendation**

*This working draft is for information only.*

#### **Status**

It is important to note that this remains a "Working Draft" and is not ready for trustee approval. There will be no recommendation coming forward on March 25, 2019 to adopt the working draft as bylaws. This is the second of many scheduled discussions.

Trustees are asked to come prepared to discuss and provide opinions on the following articles:

<b>Article 6.0 – ELECTION OF CHAIR, VICE-CHAIR, PPAC CHAIR AND PSSAC CHAIR</b>
6.5 Election Process
<b>Article 7.0 – INAUGURAL MEETING OF THE BOARD</b>
<b>Article 8.0 – INAUGURAL MEETING OF THE CHAIR</b>
<b>Article 9.0 – DUTIES OF THE CHAIR</b>
<b>Article 10.0 – DUTIES OF THE VICE-CHAIR</b>
<b>Article 11.0 – NOTICE AND HOLDING OF PUBLIC MEETINGS</b>
<b>Article 12.0 – QUORUM</b>
<b>Article 13.0 – BOARD AND STANDING BOARD MEETINGS</b>
<b>Article 14.0 – DELEGATION PROCEDURES</b>
<b>Article 15.0 – PUBLIC QUESTION PERIOD</b>

#### **ARTICLE 6.0 – ELECTION OF CHAIR, VICE-CHAIR, PPAC CHAIR AND PSSAC CHAIR**

6.1 The Chair, Vice-Chair, Planning and Priorities Advisory Committee (PPAC) Chair and Program and School Services Advisory Committee (PSSAC) Chair for the ensuing year, effective November 15, shall be elected at the annual inaugural meeting.

6.2 The Director shall preside over the election of the Chair.

6.3 With the Director presiding, or if absent, the Director's designate, the Board shall proceed to elect a Chair for the ensuing year.

6.4 The Director, or if absent, the designate, shall name two scrutineers appointed for the election of Chair, Vice-Chair, PPAC Chair and PSSAC Chair.

#### **6.5 Election Process**



6.5.1 The Director or designate shall call for oral nominations for the office of Chair. No seconder is required.

6.5.2 After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.

6.5.3 After all nominees have been identified in random order, they will be asked to declare whether they accept the nomination.

6.5.4 An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.

6.5.5 The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.

6.5.6 A vote by secret ballot shall then be conducted with each member present able to cast one vote.

6.5.7 The member receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.

6.5.8 Should no member receive a majority of the votes cast, the Director or designate, shall announce the names of the members remaining on the ballot with the name of the member receiving the fewest number of votes being dropped from the list.

6.5.9 Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes.

In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.

6.5.10 A member may voluntarily withdraw their name between votes.

6.5.11 By motion, the ballots shall be destroyed.

6.6 Following the election, the newly-elected Chair shall at once take the chair and preside over the election of the Vice-Chair, PPAC Chair and PSSAC Chair.

6.7 Members shall then elect a Vice-Chair of the Board according to the same procedure followed for the election of the Chair.

6.8 Members shall then elect a PPAC Chair according to the same procedure followed for the election of the Chair.

6.9 Members shall then elect a PSSAC Chair according to the same procedure followed for the election of the Chair.

6.10 In the event the office of the Chair, Vice-Chair, PPAC Chair or PSSAC Chair becomes vacant for any reason, a new Chair, Vice-Chair, PPAC Chair or PSSAC Chair as is required, shall be elected at a special Board meeting called for this purpose (See 6.5 above).

6.11 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.

6.12 In order for the Chair or Vice-chair to be considered beyond two consecutive one-year terms, a two-thirds majority vote is required prior to the secret ballot commencing.

6.13 In the case of a partial term for the position of Chair, Vice-chair, PPAC Chair or PSSAC Chair of less than one year, six months or more shall be defined as a term (See 6.12 above).

#### **ARTICLE 7.0 – INAUGURAL MEETING OF THE BOARD**

7.1 Following a municipal election, the Board's inaugural meeting shall be held on the third working Monday in November in the Board room of the Waterloo Region District School Board Education Centre at 7:00 p.m. at a Special Board meeting.

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

7.3 At the inaugural meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chair 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*.

7.4 Following the election of the Chair, the Chair shall preside over the meeting and shall proceed with the election of the Vice-Chair, the Planning and Priorities Advisory Committee (PPAC) Chair, the Program and School Services Advisory Committee (PSSAC) Chair and other inaugural and organizational business.

#### **ARTICLE 8.0 – INAUGURAL MEETING OF THE CHAIR**

8.1 On the years that do not follow a municipal election, the Chair's inaugural meeting shall be held in the Board room of the Waterloo Region District School Board Education Centre at 7:00 pm at a Special Board meeting to be held on the third working Monday in November.

8.2 The newly-elected Chair shall deliver an inaugural address.

#### **ARTICLE 9.0 – DUTIES OF THE CHAIR**

9.1 The Chair of the Board shall be the official spokesperson unless otherwise determined.

9.2 The Chair, in consultation with the Director and the Agenda Development Committee, with opportunity for input from other members of the Board, shall set the agendas for the regularly-scheduled Board meetings and ensure that members have sufficient information for informed discussion. The Chair shall move proceedings through the approved agenda for the meeting.

9.3 The Chair of the Board shall preside at all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings.

In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

9.4 The Chair shall call the meeting to order at the hour appointed, shall preserve order and decorum and decide upon all questions of order subject to an appeal to the Board.

9.5 The Chair, when called upon to decide a point of order or practice, shall, before stating a decision, give reasons for such decision.

9.6 The ruling of the Chair shall be final, subject only to a member appealing the ruling of the Chair.

9.7 When a member appeals the decision of the Chair, the member shall state the reasons for the appeal and the Chair shall have the opportunity to provide the rationale in support of the decision or if the reasons given for the appeal are convincing, the Chairperson may change their ruling accordingly, in which case the appeal is automatically dropped. Such appeal shall be decided with limited debate. The Chair shall ask "Shall the decision of the Chair be sustained?" The Chair may not vote on such an appeal and in the event that there is a tie vote, the decision of the Chair shall be deemed to be sustained.

9.8 The Chair shall not take part in any debate without leaving the Chair.

9.9 The Chair shall have voting rights on all matters, except when a member challenges the Chair for a ruling (See 9.7). The Chair may vote on all matters that Members vote on, thus providing consistency in voting.

9.10 The Chair shall ensure that any Trustee wishing to speak shall so indicate by upraised hand, and upon recognition by the Chair, who shall call the member by name (Trustee \_\_\_\_\_), the Trustee shall then address the Chair.

9.11 When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who is to speak.

9.12 The Chair shall ensure every Trustee speaks only to the matter under discussion. A Trustee may request one supplementary question. No Trustee shall speak longer than five minutes on the same question without leave of the Chair.

9.13 The Chair shall also ensure that Trustees direct all comments through the Chair and avoid all personal remarks and discourteous language.

9.14 No Trustee shall be interrupted while speaking except a point of order is raised by a Member for transgression of the rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair. A Member so interrupting shall speak to the point of order or in explanation only.

9.15 A Trustee called to order by the Chair shall at once remain silent but after the point of order has been decided, may explain and appeal to the Board, which, if appealed to, shall decide the point of order without debate. The decision of the Chair on the point of order shall be overruled only by a majority vote of the Members present in favour thereof. If there is no appeal, the decision of the Chair shall be final.

9.16 The Chair of the meeting is responsible for maintaining order and seeing that appropriate decorum of the Board meeting is maintained. Disruptions by the public will not be permitted.

9.17 The Chair 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-Chair of the Board to serve on any such committee in the absence of the Chair in which case the Vice-Chair shall have voice and vote.

9.18 The Chair of the Board, on completion of their duties as Chair, will hold the position of Past-Chair until they are no longer the immediate Past-Chair.

9.18.1 In an election year, where the Chair of the Board is not re-elected, the Past-Chair Position is held by the previous Past-Chair.

#### **ARTICLE 10.0 – DUTIES OF THE VICE-CHAIR**

10.1 The Vice-Chair of the Board shall chair all Committee of the Whole In Camera meetings. In the Vice-Chair's absence, the Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

10.2 The Vice-Chair will chair the Policy Working Group meetings. In the absence of the Vice-Chair, the committee members shall elect a chair from amongst the committee members present at the meeting.

10.3 In the absence of the Chair from any Board meeting, the Vice-Chair shall preside at the meeting. During the continued absence of the Chair from duty, or upon written request of the Chair, the Vice-Chair shall perform all the duties of the Chair.

#### **ARTICLE 11.0 – NOTICE AND HOLDING OF PUBLIC MEETINGS**

11.1 The Director shall give notice of all meetings of the Board and of the Committee of the Whole In-Camera, 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 WRDSB designated e-mail address of each member at least 48 hours prior to the hour of each meeting.

11.2 Until members of the Board notify the Director 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.

11.3 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.

11.4 The Chair of the Board or the Vice-Chair, in the absence of the Chair, in consultation with the Director or designate, shall have the authority to call a special meeting of the Board during an emergency without having given the required 48 hours' notice.

11.5 Attendance of staff members at meetings will be determined by the Director.

## **ARTICLE 12.0 – QUORUM**

12.1 A quorum of the Board shall consist of a simple majority of the Board members elected or appointed to the Board under the statutes of Ontario.

12.2 Board members unable to attend scheduled Board and Standing Board Committee meetings should notify the Manager of Corporate Services and the Chair as early as possible, and if it should appear a quorum will be lacking, the Chair will instruct the Manager of Corporate Services to notify trustees of the postponement or cancellation of the meeting.

12.3 Should there be no quorum present at the time appointed for the meeting, the Chair 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.

12.4 The Chair, or Vice-Chair, as the case may be, shall count in forming a quorum.

12.5 Trustees who attend through electronic means shall not be included in the quorum count.

## **ARTICLE 13.0 – BOARD AND STANDING BOARD MEETINGS**

13.1 The Chair of the Board shall chair all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

13.2 The regular monthly meetings of the Board shall be held in public session on the last working Monday of each month during the school year September to June, commencing at 7:00 p.m. Board meetings will be held in the Board Room of the Waterloo Region District School Board Education Centre. Additionally, Board meetings may be held the first working Monday in July, if required, and the last working Monday in August, if required, unless otherwise ordered by special motion.

13.3 Regular meetings in any month may be cancelled or rescheduled by Board resolution at a preceding regular meeting.

13.4 In unusual circumstances, at the discretion of the Chair and in consultation with the Vice-Chair and the Director, a regular meeting may be cancelled or rescheduled.

13.5 Notice of all Board meetings, except as provided for in by-law #11 shall be made available by the Manager of Corporate Services to each Trustee on the Friday prior to the Board meeting.

Trustees not able to access the notice and the Board agenda by the Friday at 1:00 p.m. prior to the Board meeting will be responsible for notifying the Corporate Services Department of such. Trustees will also advise the Manager of Corporate Services and the Chair if they are unable to attend the meeting.

13.6 Copies of reports to be presented to a Board meeting shall be made available with the notice of such meeting. New items of business arising at the meeting may, by decision of two-thirds of those present, be considered at that meeting.

13.7 A quorum is necessary to hold a Board meeting. A majority of all the Trustees constituting the Board is required to form a quorum. A quorum is such a number as must be present in order that business can be legally transacted. The Chair will not call the meeting to order until a quorum is present. The only business that may be transacted in the absence of a quorum is to take measures to obtain a quorum or decide to cancel the meeting.

13.8 In case of the absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum is present, the Past Chair shall preside. In the event the Past Chair is not present, the Chair of either Standing Board Committee (PPAC/PSSAC) shall preside over the meeting until such time as the Chair or the Vice-Chair arrives.

13.9 When a quorum is no longer in attendance, the meeting is ended and no business may be legally transacted. It shall be the responsibility of the presiding Chair and the Director of Education to note the lack of a quorum and to have the fact recorded in the minutes.

13.10 All Board meetings will begin with the singing of the national anthem, O Canada followed by a territorial acknowledgement.

13.11 Out of respect for Indigenous students, staff and community, every effort will be made to schedule a smudging ceremony at a Board meeting once a year.

13.12 An opportunity for the public to present as a delegation to the Board regarding issues of concern/interest will be included on the agenda of the Board meeting.

13.13 Minutes will be taken at all Board meetings and must be submitted for approval at the next regularly-scheduled Board meeting.

13.14 The agenda for every Board and Standing Board meeting will include an open question period for the public.

13.15 The Manager of Corporate Services shall record the names of the Trustees present and absent. The times of arrival and departure of Trustees not attending the entire meeting shall be recorded in the minutes. Absence during any vote will be recorded.

### **Special Board and Special Standing Board Meetings**

13.19 Within 24 hours before the meeting is to take place, Special Board and Standing Board meetings shall be held at the call of the Chair or at the written request of five members of the Board made to the Chair. The meeting may be held at a date, time and place established by decision of the Chair, or if absent, the Vice-Chair, or if absent, the Director of Education.

13.20 The written notice of every special meeting of the Board and Standing Board Committees shall state all business to be transacted or considered. No other business shall be considered unless all the members of the Board are present and agree unanimously.

### **Adjournment of Meetings**

13.21 All public Board and Standing Board Committee meetings will adjourn at 9:30 pm unless otherwise agreed to by trustees.

13.22 An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.

13.23 At 10:00 pm a second extension of an additional 30 minutes requires two-thirds support of all trustees present at the meeting.

13.24 At 10:30 pm a third extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.

#### **ARTICLE 14 – DELEGATION PROCEDURES**

14.1 The Waterloo Region District School Board recognizes the need to foster effective communication between the educational system and the community.

14.2 Delegations wishing to appear before the Waterloo Region District School Board at a Board or Standing Board Committee 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.

14.3 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. *(Note: Delegation Submission Template will need to be updated per MFIPPA)*

14.4 At Standing Board Committee meetings, delegations may speak only to matters relevant to the Standing Board Committees Terms of Reference. All other presentations will be referred to the appropriate Board meeting or Standing Board Committee meeting.

14.5 Delegations will be permitted to address members of the Board or Standing Board Committee for a period of up to ten minutes. Exceptions to this rule will be permitted only by a majority vote of the members present.

14.6 Delegations will be scheduled to appear at the beginning of the Board or Standing Board Committee meetings. A maximum of eight (8) delegates will be scheduled per meeting.

14.7 The Standing Board Committee will consider or act on any request from a delegation during the same meeting at which the delegation 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.

14.8 At Board meetings, the Board, if approved by a vote of two-thirds (2/3) of the members present at the meeting, may refer the topic to Agenda Development Committee for scheduling at the appropriate Standing Board Committee for discussion.

14.9 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

14.10 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).

14.11 Delegations may be received at Committee of the Whole in camera meetings as per the *Education Act*. The procedures for delegations, as set out in Article 14 will apply. *(Note: Further investigation to follow)*.

### **Special Delegation Meetings**

14.12 Special Meetings to hear delegations may be scheduled, when warranted (e.g. accommodation reviews, budget, etc.)

14.13 Delegations wishing to appear before the Waterloo Region District School Board at a Special Delegation Meeting must register with the Manager of Corporate Services two working days prior to the meeting.

14.14 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.

14.15 Delegations who have submitted their delegation submission two working days prior to the meeting 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 and have submitted their delegation submission by two working days prior to the meeting. Delegations who wish to speak for a second time on the same topic, or those who have not submitted their delegation submission two working days prior to the meeting, will be placed on a waiting list. The Manager of Corporate Services will review the list of delegations two working days prior to the meeting and will contact the delegations on the waiting list to advise them if they will be scheduled on the agenda. *(Note: Further revision to be developed)*

14.16 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

14.17 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).

### **ARTICLE 15.0 PUBLIC QUESTION PERIOD** *(Note: Implementation requires further development)*

In keeping with Waterloo Region District School Board Policy 2006 Consultation, the Waterloo Region District School Board welcomes opportunities for the public to engage with Members of the Board.

15.1 Members of the public are invited to pose questions of a general nature or regarding Board processes to the Board at all regular meetings of the Board.



15.2 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.

15.3 At the discretion of the Chair, questions shall not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g., school boundaries, accommodation reviews, school naming).

15.4 New Policy XXXX (to be developed) will define the process for Public Question Period.

15.4 The following procedure applies to public question period:

- ~~Each person shall be allowed to ask one question and one supplementary question;~~
- ~~Before the beginning of the Board meeting, the questioner shall submit the question in writing to the Chief Communication Officer;~~
- ~~The questioner or, if the questioner prefers, the Chair, shall read the question;~~
- ~~The question shall be addressed by the Chair who may direct staff to answer;~~
- ~~The questioner may ask a supplementary question for clarification;~~
- Questions to individual trustees will not be addressed at public question period.

15.5 Members of the public are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

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This package also include the following documents:

Appendix A: Current Bylaws

Appendix B: Working Draft Bylaws

The documents have not yet been edited for formatting. Any and all future versions will include edits in red.

Note: The Committee is considering name changes for Program and School Services Advisory Committee (PSSAC) to Program and School Services Committee and Planning and Priorities Advisory Committee (PPAC) to Finance and Infrastructure Committee. This is not yet reflected in the Bylaw Working Draft. The Committee welcomes other name suggestions.

## Background

The Bylaw Review Ad Hoc Committee was established by way of trustee motion at the March 19, 2018 Committee of the Whole meeting. On November 19, 2018 trustees approved a committee extension until the end of June 2019.

The committee currently consists of the following members:

- Natalie Waddell, Trustee (Committee Co-Chairperson)
- Kathleen Woodcock, Trustee (Committee Co-Chairperson)

- Jayne Herring, Board Chairperson (New Member)
- Kathi Smith, Trustee
- John Bryant, Director of Education
- Stephanie Reidel, Manager of Corporate Services

The committee met on the following dates in 2019:

	N. Waddell	K. Woodcock	J. Herring	K. Smith
January 22, 2019	✓	✓	✓	✓
February 6, 2019	Cancelled due to weather			
February 20, 2019	✓	✓	✓	
March 21, 2019	✓	✓		

Additional background information can be found on the February 25, 2019 Bylaw Discussion report to the Board of Trustees.

### Communications

Public consultation will include Parent Involvement Committee, Special Education Advisory Committee, Equity and inclusion Committee and other stakeholders. Further communications will be developed in the spring.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
in consultation with the Bylaw Review Ad Hoc Committee



**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;

- 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 Ardelt 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.
- 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.



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## ARTICLE 1.0 – OVERVIEW

### 1.1 Statutory Provision

# WORKING DRAFT BOARD BYLAWS

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- 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 All provisions in this bylaw shall be interpreted in a manner consistent with all laws applicable to a public board of education in Ontario.

## 1.2 Board Commitments

1.2.1 Trustees, as individuals who serve public education in Waterloo Region, are committed to:

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

## 1.3 Definitions

1.3.1 For the purpose of these bylaws:

- “Act” means the *Education Act of Ontario*, R.S.O. 1990, as amended from time to time;
- “Ad Hoc Committee” means a committee established for a specific time frame and purpose;
- “Board” means the Board of Trustees of the Waterloo Region District School Board;
- “Board Committee” means an ongoing committee established by the Board;
- “Board meeting” means an official, regularly-scheduled or special Board meeting as defined in the *Education Act*;
- “Chair” means the Chair of the Board;
- “Committee Chair” means a Chair of statutory, standing board, board, community or ad hoc committee of the Board;
- “Committee of the Whole In Camera” means an in camera, closed 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*;
- “Community Committee” refers to a committee(s) established to address operational/system needs, initiatives and community partnerships;
- “Director” means the Director of Education and Secretary who is also the Chief Executive Officer and Secretary of the Board;
- “Member” means a voting member of the Board and/or a Board committee;

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- “PPAC” means Planning and Priorities Advisory Committee;
- “PSSAC” means Program and School Services Advisory Committee;
- “Past Chair” means the **most recent previous** Past-Chair currently **a member of** elected to the Board;
- “Standing Board Committees” refer to the Planning and Priorities Advisory Committee (PPAC) and to the Program and School Services Advisory Committee (PSAAC);
- “Statutory Committee” means a committee struck as a requirement of government legislation;
- “Treasurer” means the Treasurer of the Board;
- “Trustee” means a person elected, or acclaimed, or appointed to the office of Trustee on the Board pursuant to the provisions of the *Municipal Elections Act* and the *Education Act*;
- “Two-thirds majority” means a vote of two-thirds of trustees present at a meeting. It is calculated by multiplying the number of trustees present by .66 and rounding up to the nearest whole number e.g.,  $11 \times .66 = 7.26$  and would be rounded up to 8;
- “Vacancy” means when due to death, resignation or removal, a trustee doesn’t complete the term.
- “Vice-Chair” means the Vice-Chair of the Board.
- “Working day” means any regular day of business of the WRDSB Education Centre.

## 1.4 Amendments and Additions to Existing Bylaws

- 1.4.1 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.
- 1.4.2 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.

## 1.5 Corporate Seal and Execution of Documents

- 1.5.1 Documents required to be executed under the Corporate Seal of the Board shall be signed by the Director of Education or designate, as deemed appropriate.
- a) The Corporate Seal of the Board is located in Corporate Services.
- 1.5.2 The corporate seal of the Board shall be in the form impressed on the original copy of bylaws located in the Administrative Offices of the Waterloo Region District School Board.
- 1.5.3 The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.
- 1.5.4 The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank’s form of settlement and release.
- 1.5.5 The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.

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1.5.6 The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank in respect to parts 1.5.3, 1.5.4, and 1.5.5 of this resolution.

1.5.7 The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.

## 1.6 Electronic Meetings

The Waterloo Region District School Board shall provide for the use of electronic means for the holding of meetings of the Board and meetings of a Committee of the Board. Committee of the Whole In Camera meetings cannot be attended electronically.

1.6.1 At every meeting of the Board, the following persons shall be physically present in the meeting room of the Board:

- The Chair of the Board or Standing Board or their designate
- At least five additional members of the Board
- The Director of the Board or their designate
- The Manager of Corporate Services or their designate.

1.6.2 At the request of any Board member, the Board shall provide the member or representative with electronic means of participating in one or more meetings of the Board or Standing Board Committee except where to do so would not comply with section 1.6.1.

1.6.3 A member of the Board who participates in a meeting through electronic means shall be deemed to be present at the meeting but not counted towards quorum.

1.6.4 A member of the Board shall be physically present in the meeting of the Board for at least three regular Board meetings in each twelve month period beginning December 1 (*Education Act 1998 s.229(1)*).

1.6.5 For the period beginning when a member of a Board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the Board for at least one regular Board meeting for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending the following November 30 (*Education Act 1998 S.229(2)*).

1.6.6 The electronic means shall permit the Board member to hear and be heard by all other participants in the meeting.

**(Note: Section 1.6 requires a reasonable implementation period to ensure the electronic resources are in place.)**

## ARTICLE 2.0 – TRUSTEE DETERMINATION AND DISTRIBUTION

2.1 The number of trustees on a district school board is determined under the *Education Act* (Section 58).

2.2 The distribution of trustees is governed by Ontario Regulation 412/00 (Election to and Representation on District School Boards). A report is provided to the Board by staff in advance of each municipal election, outlining the distribution of trustees.

2.3 The Waterloo Region District School Board is a public corporate entity composed of eleven trustees, elected by public school ratepayers for a four year term 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

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2.4 The Board of trustees, as mandated by the current *Education Act* 1998, has a collective regional responsibility of governance and policy making for public education in accordance with the provisions of the *Act*, its regulations and other relevant legislation.

## ARTICLE 3.0 – STUDENT TRUSTEES

3.1 The Board appoints two student representatives, as directed by legislation, in accordance with the Board's policy 3006 – Student Trustees on student representatives and related regulations.

3.2 A student trustee will have their vote recorded for the purpose of public record and for accountability to the student body; however, it is recognized that “a student trustee is not a member of the Board or any of its committees.” [Education Act, Section 55 (2)]

3.4 Student trustees must comply with legislation governing the attendance of trustees at public meetings of the Board

## ARTICLE 4.0 – TRUSTEE RESPONSIBILITY

4.1 The Board will operate under the ordinance of the *Education Act*.

### 4.2 Principles of Policy Governance

- The Board of trustees as a body has the responsibility to serve the general public rather than groups of the population or professionals whom the Board employs.
- The Board of trustees exists to govern the school system, not manage it.
- The Board of trustees has multiple and varied responsibilities, but involvement in the details of these concerns should never displace students as the central focus of the system.

#### Areas of Responsibility

- Articulate the Board's vision for education
- Establish and monitor Board policy based on vision and provincial policy
- Approve a budget and monitor its implementation
- To advocate for a strong and vigorous public education system that benefits the learners and communities served within the District
- To recruit, evaluate and terminate a Director of Education
- To undertake directly and/or facilitate linkages with the communities and public served and represented by the Board.
- To establish the strategic directions, priorities and outcomes of the Board, and regularly monitor their achievement.

### 4.3 Expectations of Trustees

4.3.1 In addition to the responsibilities set down in the *Education Act* and incorporated in the bylaws and procedures of the Board, an individual trustee shall be expected to:

- (a) Attend regular Board meetings;
- (b) Serve on statutory, standing board, board, community and ad hoc committees of the Board as required;
- (c) Notify the Chair of the Committee when unable to attend a meeting;

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- (d) Safeguard and keep confidential, materials and information discussed or placed in confidence with trustees.
- (e) Be prepared for, and actively participate in, discussion and decision-making;
- (f) Ensure, when making public statements, that it is clear whether they speak on behalf of the Board or as an individual trustee;
- (g) Exercise their power to govern only as a trust of the corporate body, not as an individual;
- (h) Be aware that they can be held personally liable if they are guilty of bad faith, neglect or willful or malicious use of power.

#### 4.3.2 Trustees as full participating members of the Board may be expected to:

- (i) Act as a representative of the Board at official functions;
- (j) Be involved in provincial trustee organizations and committees;
- (k) Consult and communicate with stakeholders regarding Board activities;
- (l) Attend conference, workshops, etc., in order to be kept informed of current educational issues;
- (m) Reflect community attitudes while also providing leadership in decision-making;

#### 4.3.3 Trustees shall be expected to model ethical practices which include:

- (o) making decisions in a manner which is open, accessible and equitable;
- (p) Approaching all Board issues with an open mind, and being prepared to make the best decisions for stakeholders as a whole;
- (q) Respecting different points of view;
- (r) Conducting Board business through appropriate channels;
- (s) Ensuring that public office is not used for personal gain;
- (t) Protecting the integrity of the Board.

## 4.4 Trustee Vacancies on the Board

### Background

#### 4.4.1 The *Education Act*, 1998, allows a Board to fill a trustee vacancy by either of two means:

- (i) require the municipality to hold a by-election, or
- (ii) appoint a qualified person to the position.

#### 4.4.2 A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) *Municipal Elections Act*, 1996).

#### 4.4.3 The method of appointment is not specified in the *Act* (Section 221 (1) (a)).

#### 4.4.4 The following steps/decisions need to be considered:

##### **By-Election or Appointment:**

- (a) If by-election, the matter is the responsibility of the municipality. The process for filling a vacancy in this manner takes approximately 2-1/2 months. Information regarding the implications of holding a by-election, including previous election results and estimated costs, will be provided to the Board.

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(b) If appointment, the *Education Act* requires the vacancy to be filled within ninety days after the office becomes vacant.

## 4.4.5 Qualifications:

(a) The *Education Act, 1998, Section 219 (1)* specifies the qualifications necessary to be elected as a member of a Board (and, presumably, to be appointed):

- qualified to vote for members of the Board
- a resident in the area of jurisdiction of the Board
- disqualifications are outlined in the *Education Act, 1998 Section 291 (4) (5) (67)*.

4.4.6 The board may choose to appoint one of the unsuccessful trustee candidates from the last municipal election in the vacated electoral area providing the candidate remains a qualified person. **IF** the Board chooses to offer the position to a broader range of electors, the following actions will occur:

### (a) Advertising

- The vacancy shall be advertised through the WRDSB Communications Department.

### (b) Applications

- Individuals interested in the position shall be required to submit in writing an application for the position, to be received by the Manager of Corporate Services.
- The Board shall establish a deadline for the appointment process.

### (c) Information Required

- Applicants shall be asked to provide the following information:
  - (i) Confirmation of eligibility as per Section 4.4.5 (a);
  - (ii) Why they are interested in the position;
  - (iii) Background, interests, experience, concerns;
  - (iv) Other information they think is pertinent.

### (d) Information Provided

- Upon written or verbal indication from an individual that they intends to apply for the position, a package of information shall be made available for pick-up from the Administrative Assistant to the Chairperson and Trustees, as follows:
  - (i) Waterloo Region District School Board Trustee Handbook (*Note: Handbook to be developed*);
  - (ii) Bylaw 4.2 – Board and Trustee Areas of Responsibilities and Policy G201, Code of Conduct;
  - (iii) Schedule of Board and Committee meetings;
  - (iv) Committee membership list.

### (e) Presentations



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- The board will establish the number of applicants to schedule for presentations:
  - (i) The Board shall establish the presentation date and the schedule of presentations.
  - (ii) Only candidates who have submitted written applications by the deadline date shall be contacted.  
Presentations shall be conducted in the Board room.
  - (iii) Each candidate shall be requested to address the Board for up to five minutes.
  - (iv) Presentations shall be conducted at a Board or Special Board meeting
  - (v) The Chair of the Board or designate shall preside over the presentations and be responsible for adhering to the timelines.
  - (vi) The presentation process shall be open to the public. Candidates shall be advised of their right to attend any or all presentations.
- (f) Voting on Presentations:
  - (i) A vote by secret ballot shall be conducted with each Member present able to cast one vote.
  - (ii) The candidate receiving a majority of the votes cast shall be declared appointed, but the count shall not be declared.
  - (iii) Should no candidate receive a majority of the votes cast, the Chair, shall announce the names of the candidates remaining on the ballot with the name of the candidates receiving the fewest number of votes being dropped from the list.
  - (iv) Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes.
  - (v) In the event there is a tie vote after the candidate with the least number has been withdrawn, the Chair will call for the drawing of lots. The candidate whose name is drawn will be declared the appointed trustee the remaining term.
  - (vi) A candidate may voluntarily withdraw their name between votes.
  - (vii) Following the swearing in of the successful candidate, by motion of the Board, all ballots shall be destroyed.
  - (viii) The Board of Trustees shall appoint Scrutineers to count the ballots;

## 4.5 Leave of Absence of Members

4.5.1 To meet the provisions of Section 229 (1) of the *Education Act*, the request from a Board member for leave of absence shall be made directly to the Board convened in regular open session. If the member is unable to attend the meeting, the Chair may make the request on the member's behalf.

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4.5.2 Any action on a request for leave of absence must be recorded as a motion of the Board.

4.5.3 Notwithstanding the Education Act, section 228(1), 229(1) and 229(2), and as per Board Policy 3009 (*Parental Leave - Trustees*), an office is not vacated by a Trustee who is absent for 20 consecutive weeks or less if the absence is as a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee in accordance with Subsection 259(1.1) of the Municipal Act, 2001 as amended by Bill 68.

## ARTICLE 5.0 – WATERLOO REGION DISTRICT SCHOOL BOARD OF TRUSTEES RESPONSIBILITIES

The *Education Act* provides for the establishment of locally elected school boards responsible for operating publicly-funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for board decisions applies to the board as a corporate entity rather than to individual trustees.

### 5.1 Accountability for Student Achievement and Well Being in the Region

- Nurture a culture that supports student academic success and provides an environment that promotes well-being
- Provide a safe environment to promote student learning
- Promote programming opportunities for each and every student in the region
- Make decisions that reflect the belief that each and every student can learn
- Use student achievement data to make informed decisions
- Foster a professional climate that puts educators in the role of champions of their students

### 5.2 Accountability to the Provincial Government

- Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policies
- Perform Waterloo Region District School Board functions required by provincial legislation and board policy
- Provide advice and input to the Ministry of Education regarding current or evolving issues

### 5.3 Accountability to the Community

- Promote community consultation and outreach that seeks and provides communities at large with opportunities for input and the exchange of ideas
- Recognize the role of individual trustees as advocates and as liaisons for their communities
- Annually review the communication plan to ensure that the WRDSB is fulfilling its commitment to communicate with the community at large
- Provide two way communications between WRDSB, Board and Community Committees
- Support the growth and development of Parent Involvement Committee, Waterloo Region Assembly of Public School Councils and school councils. -
- Provide reports outlining WRDSB results in accordance with provincial policy
- The Audit Committee is accountable to the Board of Trustees

### 5.4 Policy Development, Implementation and Review

- Develop policies that outline how the Board will successfully function

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- Ensure the processes for policy development, implementation and review comply with the Board Policy G300, Governance Policy – Policy Development and Reviews

## 5.5 Director/Board Relations

- Select the Director of Education
- Provide the Director with a clear job description and corporate direction
- Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations
- Evaluate the Director in the first year of service and annually thereafter. Use the Director's job description and WRDSB Strategic Plan as basis for the evaluation
- At the Director's request provide the Director with the opportunity to meet alone with the Board in closed session
- To establish and review the contract of the Director in consultation with the Director and the Coordinating Superintendent of Human Resources

## 5.6 Board Development

- Conduct an annual Board self-assessment
- Develop and support an annual development plan for trustees with the ability to utilize professional resources where applicable

## 5.7 Strategic Planning

- Establish and/or confirm overall direction for the WRDSB by establishing the strategic priorities
- Annually set priorities and develop a process for communicating this with the system
- Annually use the strategic plan to drive the budget process

## 5.8 Fiscal Responsibility

- Ensure a budget review process is in place to help determine annual resource allocations (use the system priorities and other provincial and local directions)
- Annually approve the budget to ensure that the financial resources are allocated to achieve the strategic plan and operational goals and comply with provincial requirements
- Approve as per legislation all capital plans and other planning documents that will drive budget decision.
- Ensure compliance with the provincial regulations.
- Ratify applicable bargaining unit agreements
- Monitor significant financial expenditures and fiscal variances

## 5.9 Political Advocacy

- Articulate the role of trustees as advocates for public education
- Develop and maintain partnerships to strengthen the advocacy role
- Meet on an ongoing basis with elected municipal, provincial and federal officials

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## 5.10 Recognition

- Ensure that WRDSB makes efforts toward recognizing all students and student achievements
- Ensure that the contributions of all staff are recognized and appreciated.
- Ensure that WRDSB recognizes community members and volunteers

The Board also has the following responsibilities:

- Approval of school year calendars
- Naming of educational facilities
- Approval of tender selection for major building construction and modernization
- Approval of disposition of land and buildings
- Approval of educational development charges
- Approval for the issuance of debentures
- Involvement in Superintendent interviews at the invitation of the Director of Education.

## ARTICLE 6.0 – ELECTION OF CHAIR, VICE-CHAIR, PPAC CHAIR AND PSSAC CHAIR

6.1 The Chair, Vice-Chair, Planning and Priorities Advisory Committee (PPAC) Chair and Program and School Services Advisory Committee (PSSAC) Chair for the ensuing year, effective November 15, shall be elected at the annual inaugural meeting.

6.2 The Director shall preside over the election of the Chair.

6.3 With the Director presiding, or if absent, the Director's designate, the Board shall proceed to elect a Chair for the ensuing year.

6.4 The Director, or if absent, the designate, shall name two scrutineers appointed for the election of Chair, Vice-Chair, PPAC Chair and PSSAC Chair.

### 6.5 Election Process

6.5.1 The Director or designate shall call for oral nominations for the office of Chair. No seconder is required.

6.5.2 After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.

6.5.3 After all nominees have been identified in random order, they will be asked to declare whether they accept the nomination.

6.5.4 An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.

6.5.5 The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.

6.5.6 A vote by secret ballot shall then be conducted with each member present able to cast one vote.

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6.5.7 The member receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.

6.5.8 Should no member receive a majority of the votes cast, the Director or designate, shall announce the names of the members remaining on the ballot with the name of the member receiving the fewest number of votes being dropped from the list.

6.5.9 Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes.

In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.

6.5.10 A member may voluntarily withdraw their name between votes.

6.5.11 By motion, the ballots shall be destroyed.

6.6 Following the election, the newly-elected Chair shall at once take the chair and preside over the election of the Vice-Chair, PPAC Chair and PSSAC Chair.

6.7 Members shall then elect a Vice-Chair of the Board according to the same procedure followed for the election of the Chair.

6.8 Members shall then elect a PPAC Chair according to the same procedure followed for the election of the Chair.

6.9 Members shall then elect a PSSAC Chair according to the same procedure followed for the election of the Chair.

6.10 In the event the office of the Chair, Vice-Chair, PPAC Chair or PSSAC Chair becomes vacant for any reason, a new Chair, Vice-Chair, PPAC Chair or PSSAC Chair as is required, shall be elected at a special Board meeting called for this purpose (See 6.5 above).

6.11 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.

6.12 In order for the Chair or Vice-chair to be considered beyond two consecutive one-year terms, a two-thirds majority vote is required prior to the secret ballot commencing.

6.13 In the case of a partial term for the position of Chair, Vice-chair, PPAC Chair or PSSAC Chair of less than one year, six months or more shall be defined as a term (See 6.12 above).

## ARTICLE 7.0 – INAUGURAL MEETING OF THE BOARD

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7.1 Following a municipal election, the Board's inaugural meeting shall be held on the third working Monday in November in the Board room of the Waterloo Region District School Board Education Centre at 7:00 p.m. at a Special Board meeting.

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

7.3 At the inaugural meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chair 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*.

7.4 Following the election of the Chair, the Chair shall preside over the meeting and shall proceed with the election of the Vice-Chair, the Planning and Priorities Advisory Committee (PPAC) Chair, the Program and School Services Advisory Committee (PSSAC) Chair and other inaugural and organizational business.

## ARTICLE 8.0 – INAUGURAL MEETING OF THE CHAIR

8.1 On the years that do not follow a municipal election, the Chair's inaugural meeting shall be held in the Board room of the Waterloo Region District School Board Education Centre at 7:00 pm at a Special Board meeting to be held on the third working Monday in November.

8.2 The newly-elected Chair shall deliver an inaugural address.

## ARTICLE 9.0 – DUTIES OF THE CHAIR

9.1 The Chair of the Board shall be the official spokesperson unless otherwise determined.

9.2 The Chair, in consultation with the Director and the Agenda Development Committee, with opportunity for input from other members of the Board, shall set the agendas for the regularly-scheduled Board meetings and ensure that members have sufficient information for informed discussion. The Chair shall move proceedings through the approved agenda for the meeting.

9.3 The Chair of the Board shall preside at all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

9.4 The Chair shall call the meeting to order at the hour appointed, shall preserve order and decorum and decide upon all questions of order subject to an appeal to the Board.

9.5 The Chair, when called upon to decide a point of order or practice, shall, before stating a decision, give reasons for such decision.

9.6 The ruling of the Chair shall be final, subject only to a member appealing the ruling of the Chair.

9.7 When a member appeals the decision of the Chair, the member shall state the reasons for the appeal and the Chair shall have the opportunity to provide the rationale in support of the decision or if the reasons given for the appeal are convincing, the Chairperson may change their ruling accordingly, in which case the appeal is automatically dropped. Such appeal shall be decided with limited debate. The Chair shall ask "Shall the decision of the Chair be sustained?" The Chair

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may not vote on such an appeal and in the event that there is a tie vote, the decision of the Chair shall be deemed to be sustained.

9.8 The Chair shall not take part in any debate without leaving the Chair.

9.9 The Chair shall have voting rights on all matters, except when a member challenges the Chair for a ruling (See 9.7). The Chair may vote on all matters that Members vote on, thus providing consistency in voting.

9.10 The Chair shall ensure that any Trustee wishing to speak shall so indicate by upraised hand, and upon recognition by the Chair, who shall call the member by name (Trustee \_\_\_\_\_), the Trustee shall then address the Chair.

9.11 When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who is to speak.

9.12 The Chair shall ensure every Trustee speaks only to the matter under discussion. A Trustee may request one supplementary question. No Trustee shall speak longer than five minutes on the same question without leave of the Chair.

9.13 The Chair shall also ensure that Trustees direct all comments through the Chair and avoid all personal remarks and discourteous language.

9.14 No Trustee shall be interrupted while speaking except a point of order is raised by a Member for transgression of the rules of the Board, in which case the Trustee shall remain silent until the point of order has been decided by the Chair. A Member so interrupting shall speak to the point of order or in explanation only.

9.15 A Trustee called to order by the Chair shall at once remain silent but after the point of order has been decided, may explain and appeal to the Board, which, if appealed to, shall decide the point of order without debate. The decision of the Chair on the point of order shall be overruled only by a majority vote of the Members present in favour thereof. If there is no appeal, the decision of the Chair shall be final.

9.16 The Chair of the meeting is responsible for maintaining order and seeing that appropriate decorum of the Board meeting is maintained. Disruptions by the public will not be permitted.

9.17 The Chair 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-Chair of the Board to serve on any such committee in the absence of the Chair in which case the Vice-Chair shall have voice and vote.

9.18 The Chair of the Board, on completion of their duties as Chair, will hold the position of Past-Chair until they are no longer the immediate Past-Chair.

9.18.1 In an election year, where the Chair of the Board is not re-elected, the Past-Chair Position is held by the previous Past-Chair.

## ARTICLE 10.0 – DUTIES OF THE VICE-CHAIR

10.1 The Vice-Chair of the Board shall chair all Committee of the Whole In Camera meetings. In the Vice-Chair's absence, the Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

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10.2 The Vice-Chair will chair the Policy Working Group meetings. In the absence of the Vice-Chair, the committee members shall elect a chair from amongst the committee members present at the meeting.

10.3 In the absence of the Chair from any Board meeting, the Vice-Chair shall preside at the meeting. During the continued absence of the Chair from duty, or upon written request of the Chair, the Vice-Chair shall perform all the duties of the Chair.

## ARTICLE 11.0 – NOTICE AND HOLDING OF PUBLIC MEETINGS

11.1 The Director shall give notice of all meetings of the Board and of the Committee of the Whole In-Camera, 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 WRDSB designated e-mail address of each member at least 48 hours prior to the hour of each meeting.

11.2 Until members of the Board notify the Director 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.

11.3 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.

11.4 The Chair of the Board or the Vice-Chair, in the absence of the Chair, in consultation with the Director or designate, shall have the authority to call a special meeting of the Board during an emergency without having given the required 48 hours' notice.

11.5 Attendance of staff members at meetings will be determined by the Director.

## ARTICLE 12.0 – QUORUM

12.1 A quorum of the Board shall consist of a simple majority of the Board members elected or appointed to the Board under the statutes of Ontario.

12.2 Board members unable to attend scheduled Board and Standing Board Committee meetings should notify the Manager of Corporate Services and the Chair as early as possible, and if it should appear a quorum will be lacking, the Chair will instruct the Manager of Corporate Services to notify trustees of the postponement or cancellation of the meeting.

12.3 Should there be no quorum present at the time appointed for the meeting, the Chair 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.

12.4 The Chair, or Vice-Chair, as the case may be, shall count in forming a quorum.

12.5 Trustees who attend through electronic means shall not be included in the quorum count.



# WORKING DRAFT BOARD BYLAWS

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## ARTICLE 13.0 – BOARD AND STANDING BOARD MEETINGS

13.1 The Chair of the Board shall chair all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the PPAC Chair or the PSSAC Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.

13.2 The regular monthly meetings of the Board shall be held in public session on the last working Monday of each month during the school year September to June, commencing at 7:00 p.m. Board meetings will be held in the Board Room of the Waterloo Region District School Board Education Centre. Additionally, Board meetings may be held the first working Monday in July, if required, and the last working Monday in August, if required, unless otherwise ordered by special motion.

13.3 Regular meetings in any month may be cancelled or rescheduled by Board resolution at a preceding regular meeting.

13.4 In unusual circumstances, at the discretion of the Chair and in consultation with the Vice-Chair and the Director, a regular meeting may be cancelled or rescheduled.

13.5 Notice of all Board meetings, except as provided for in by-law #11 shall be made available by the Manager of Corporate Services to each Trustee on the Friday prior to the Board meeting.

Trustees not able to access the notice and the Board agenda by the Friday at 1:00 p.m. prior to the Board meeting will be responsible for notifying the Corporate Services Department of such. Trustees will also advise the Manager of Corporate Services and the Chair if they are unable to attend the meeting.

13.6 Copies of reports to be presented to a Board meeting shall be made available with the notice of such meeting. New items of business arising at the meeting may, by decision of two-thirds of those present, be considered at that meeting.

13.7 A quorum is necessary to hold a Board meeting. A majority of all the Trustees constituting the Board is required to form a quorum. A quorum is such a number as must be present in order that business can be legally transacted. The Chair will not call the meeting to order until a quorum is present. The only business that may be transacted in the absence of a quorum is to take measures to obtain a quorum or decide to cancel the meeting.

13.8 In case of the absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum is present, the Past Chair shall preside. In the event the Past Chair is not present, the Chair of either Standing Board Committee (PPAC/PSSAC) shall preside over the meeting until such time as the Chair or the Vice-Chair arrives.

13.9 When a quorum is no longer in attendance, the meeting is ended and no business may be legally transacted. It shall be the responsibility of the presiding Chair and the Director of Education to note the lack of a quorum and to have the fact recorded in the minutes.

13.10 All Board meetings will begin with the singing of the national anthem, O Canada followed by a territorial acknowledgement.

13.11 Out of respect for Indigenous students, staff and community, every effort will be made to schedule a smudging ceremony at a Board meeting once a year.

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13.12 An opportunity for the public to present as a delegation to the Board regarding issues of concern/interest will be included on the agenda of the Board meeting.

13.13 Minutes will be taken at all Board meetings and must be submitted for approval at the next regularly-scheduled Board meeting.

13.14 The agenda for every Board and Standing Board meeting will include an open question period for the public.

13.15 The Manager of Corporate Services shall record the names of the Trustees present and absent. The times of arrival and departure of Trustees not attending the entire meeting shall be recorded in the minutes. Absence during any vote will be recorded.

## **Special Board and Special Standing Board Meetings**

13.19 Within 24 hours before the meeting is to take place, Special Board and Standing Board meetings shall be held at the call of the Chair or at the written request of five members of the Board made to the Chair. The meeting may be held at a date, time and place established by decision of the Chair, or if absent, the Vice-Chair, or if absent, the Director of Education.

13.20 The written notice of every special meeting of the Board and Standing Board Committees shall state all business to be transacted or considered. No other business shall be considered unless all the members of the Board are present and agree unanimously.

## **Adjournment of Meetings**

13.21 All public Board and Standing Board Committee meetings will adjourn at 9:30 pm unless otherwise agreed to by trustees.

13.22 An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.

13.23 At 10:00 pm a second extension of an additional 30 minutes requires two-thirds support of all trustees present at the meeting.

13.24 At 10:30 pm a third extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.

## **ARTICLE 14 – DELEGATION PROCEDURES**

14.1 The Waterloo Region District School Board recognizes the need to foster effective communication between the educational system and the community.

14.2 Delegations wishing to appear before the Waterloo Region District School Board at a Board or Standing Board Committee 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.

14.3 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

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(<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. *(Note: Delegation Submission Template will need to be updated per MFIPPA)*

14.4 At Standing Board Committee meetings, delegations may speak only to matters relevant to the Standing Board Committees Terms of Reference. All other presentations will be referred to the appropriate Board meeting or Standing Board Committee meeting.

14.5 Delegations will be permitted to address members of the Board or Standing Board Committee for a period of up to ten minutes. Exceptions to this rule will be permitted only by a majority vote of the members present.

14.6 Delegations will be scheduled to appear at the beginning of the Board or Standing Board Committee meetings. A maximum of eight (8) delegates will be scheduled per meeting.

14.7 The Standing Board Committee will consider or act on any request from a delegation during the same meeting at which the delegation 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.

14.8 At Board meetings, the Board, if approved by a vote of two-thirds (2/3) of the members present at the meeting, may refer the topic to Agenda Development Committee for scheduling at the appropriate Standing Board Committee for discussion.

14.9 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

14.10 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).

14.11 Delegations may be received at Committee of the Whole in camera meetings as per the *Education Act*. The procedures for delegations, as set out in Article 14 will apply. *(Note: Further investigation to follow)*.

## **Special Delegation Meetings**

14.12 Special Meetings to hear delegations may be scheduled, when warranted (e.g. accommodation reviews, budget, etc.)

14.13 Delegations wishing to appear before the Waterloo Region District School Board at a Special Delegation Meeting must register with the Manager of Corporate Services two working days prior to the meeting.

14.14 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.

14.15 Delegations who have submitted their delegation submission two working days prior to the meeting 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

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topic and have submitted their delegation submission by two working days prior to the meeting. Delegations who wish to speak for a second time on the same topic, or those who have not submitted their delegation submission two working days prior to the meeting, will be placed on a waiting list. The Manager of Corporate Services will review the list of delegations two working days prior to the meeting and will contact the delegations on the waiting list to advise them if they will be scheduled on the agenda. *(Note: Further revision to be developed)*

14.16 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

14.17 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).

## **ARTICLE 15.0 PUBLIC QUESTION PERIOD** *(Note: Implementation requires further development)*

In keeping with Waterloo Region District School Board Policy 2006 Consultation, the Waterloo Region District School Board welcomes opportunities for the public to engage with Members of the Board.

15.1 Members of the public are invited to pose questions of a general nature or regarding Board processes to the Board at all regular meetings of the Board.

15.2 The Board encourages questions on a wide variety of topics, while making sure that adequate time is available for regular business. The Chair shall establish time limitations as necessary to achieve these objectives and may group together questions of a similar nature.

15.3 At the discretion of the Chair, questions shall not be entertained if they relate to a matter which is under consideration by the Board and for which another public input and questioning process is available (e.g., school boundaries, accommodation reviews, school naming).

### **15.4 New Policy XXXX (to be developed) will define the process for Public Question Period.**

15.4 The following procedure applies to public question period:

- ~~Each person shall be allowed to ask one question and one supplementary question;~~
- ~~Before the beginning of the Board meeting, the questioner shall submit the question in writing to the Chief Communication Officer;~~
- ~~The questioner or, if the questioner prefers, the Chair, shall read the question;~~
- ~~The question shall be addressed by the Chair who may direct staff to answer;~~
- ~~The questioner may ask a supplementary question for clarification;~~
- ~~Questions to individual trustees will not be addressed at public question period.~~

15.5 Members of the public are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair 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.

## **ARTICLE 16.0 – COMMITTEES**

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16.1 The Board's Committee structure and operation consists of the following:

- a) **Statutory Committees** are established as requested per the *Education Act* or other legislation/regulation.
  - i. Audit Committee
  - ii. Discipline Committee
  - iii. Parent Involvement Committee (PIC)
  - iv. Special Education Advisory Committee (SEAC)
  - v. Student Program Review/Student Alternative Learning Committee (SAL)
- b) **Standing Board Committees** exist to address ongoing matters specific to their individual mandates and include the whole Board.
  - i. Planning and Priorities Advisory Committee (PPAC)
  - ii. Program and School Services Advisory Committee (PSSAC)
- c) **Committee of the Whole In-Camera** exists to address ongoing confidential matters per the *Education Act* and includes the full membership of the Board.
- d) **Board Committees** means an ongoing committee established by the Board;
  - i. Agenda Development Committee
  - ii. Director Performance Appraisal Committee
  - iii. Policy Working Group
  - iv. Student Trustee & Student Senate Mentor
  - v. **School Year Calendar Committee**
- e) **Community Committees** are established to address operational/system needs, initiatives and community partnerships.
  - i. Accessibility
  - ii. Early Years Advisory Group
  - iii. Equity and Inclusion
  - iv. **Mental Health and Addiction Strategy**
- f) **Ad Hoc Committee** means a committee established to respond to specific issues. They have a defined task and timeline for completion.

16.2 The membership, tenure, terms of reference, powers, and duties of Statutory, Standing Board, Standing, Committee of the Whole In-Camera, Board, Community and Ad Hoc Committees shall be as required by law, collective agreement, or as approved by the Board and set forth in these bylaws.

16.3 Minutes will be taken at all Audit Committee, PIC, SEAC, PPAC, and PSSAC meetings and must be submitted for approval at regular monthly Board meetings.

16.4 For Statutory, Board, Community and Ad Hoc committees, only members of that committee shall elect a Chair and Vice-Chair from among themselves.

16.5 The Board Chair shall not be eligible to be elected as the Chair or Vice-Chair of any Statutory, Standing Board, Board, or Community committee.

16.6 Other Members are not eligible to serve as Chair of more than one Statutory Committee at the same time. Members shall not be elected as Vice-Chair of more than two Statutory Committees at the same time, unless otherwise approved by the Board of Trustees.

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16.7 A majority of the members constituting a committee shall be a quorum unless otherwise indicated in a committee terms of reference. Should there be no quorum present at the time appointed for the meeting, the Committee Chair 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 unless otherwise stated in the terms of reference.

16.8 The Chair or Vice-Chair of the committee, as the case may be, shall count in forming a quorum.

16.9 Members of the Board may attend meetings of committees of which they are not members and, unless otherwise limited by law legislation, collective agreement or Board motion, shall have voice but not vote but may use their voice in such a way that it does not hinder the actions or work of the committee.

16.10 Unless otherwise directed, all Committee recommendations shall be reported to the Board in the form of a report to a Standing Board Committee meeting, and shall be subject to the approval of the Board.

16.11 ~~Special Meetings:~~ If a Statutory, Standing Board, Board or Community Committee 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 Statutory, Standing Board, Board or Community Committee has a report they wish to have scheduled on a Board, PPAC or PSSAC meeting agenda.
- b) This report shall be submitted, 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 Board, PPAC or PSSAC 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 Chair.
- d) The minutes of the Statutory, Board and Community Committee meetings (containing the recommendation requiring immediate consideration) will appear on the Board meeting agenda.

16.12 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 Chairs, in consultation with the Committee Vice-Chair, 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.

16.13 By November 14th of each year, trustees will express interest in Statutory, Board and Community Committee membership (as applicable) to the Manager of Corporate Services using the template provided. In an election year, the form will also be distributed to trustee elects.

16.14 ~~Trustees shall adhere to term limits as expressed in committee's Terms of Reference. In special circumstances, the Board may appoint trustees to committees beyond term limits set out by the committee's Terms of Reference.~~

16.15 On the second working Monday in December at a combined PPAC and PSSAC meeting, trustees will elect Vice-Chairs for the PPAC and PSSAC following the election procedures outlined in 6.5.

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16.15<sup>16</sup> At the Board meeting on the third working Monday in December, trustees will vote on trustee committee membership for Statutory, Board and Community Committees. (*Note: Process development is required.*)

## ARTICLE 17.0 – COMMITTEE OF THE WHOLE IN CAMERA MEETINGS

17.1 The Board may move into Committee of the Whole In Camera upon any confidential matter brought for its consideration 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.
- (f) an ongoing investigation under the *Ombudsman Act* respecting the board.

17.2 The committee is comprised of the full membership of the Board.

17.3 The Committee of the Whole in camera meeting will meet as required before a Standing Board Committee meeting or a Board meeting.

17.4 Meetings of the Committee of the Whole In Camera shall be closed to all but Board members, the Student Trustees (with the exception of items that involve the disclosure of intimate, personal and/or confidential 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**), **Director of Education**, Supervisory Officers, and the Manager of Corporate Services. Others may be asked to attend as appropriate or to speak to specific agenda items.

17.5 The Committee of the Whole In Camera will meet at 6:00 pm or 6:30 pm prior to a Standing Board Committee meeting or Board meeting, unless otherwise determined by members of the Agenda Development Committee, in the Board Room of the Waterloo Region District School Board Education Centre.

17.6 In unusual circumstances, at the discretion of the Chair and in consultation with the Vice-Chair and the Director, a Committee of the Whole In Camera meeting may be cancelled or rescheduled.

17.7 With at least 48 hours' notice, a Special Committee of the Whole In Camera meeting, to be immediately followed by a Special Meeting of the Board, may be held on the call of the Chair, or on the written request of the majority of members of the Board made to the Chair, or if absent, the Vice-Chair, or if absent, the Director. The meeting may be held at a date, time and place established by decision of the Chair, or if absent, the Vice-Chair, or if absent, the Director.

17.8 Committee of the Whole In Camera meetings normally will adjourn by 7:00 pm or recess and reconvene prior to the adjournment of the Board or Standing Board Committee meeting as necessary.

17.9 The Vice-Chair of the Board or if absent, the Chair of the Board shall chair all Committee of the Whole In Camera sessions.

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In the case of absence of both the Vice-Chair and the Chair for five minutes after the hour appointed, as soon as a quorum be present, the Past Chair of the Board shall preside. In the event the Past Chair is not present, the Chair of either Standing Board Committee shall preside over the meeting.

17.10 The Committee of the Whole In Camera shall report at the next regularly-scheduled Board meeting, or Standing Board Committee meeting or at the Special Board meeting called specifically for this purpose.

17.11 Trustees will ensure that all in-camera material not collected by staff, (paper and electronic) is stored in a secure, confidential location or shredded/deleted following the meeting.

17.12 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.

17.13 Attendance of staff members at meetings will be determined by the Director.

~~17.14 The Education Act provides that student trustees may attend and participate in In Camera meetings, with the exception of those that require "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."~~

## ARTICLE 18.0 - STATUTORY COMMITTEES

18.1 Statutory committees will operate in accordance with the legislation or regulation by which they were established. In all cases where these Bylaws conflict with the legislative or regulatory provisions governing statutory committees, the legislative or regulatory provisions shall prevail.

18.2 **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)

18.3 **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.

18.4 **Parent Involvement Committee (PIC)** – The Parent Involvement Committee shall function in accordance with Regulation 612/00 from Bill 177 (The Student Achievement and School Board Governance Act).

18.5 **Special Education Advisory Committee (SEAC)** - 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)

~~18.6 **Student Program Review/Student Alternative Learning Committee (SAL)**– 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).~~

## Article 19.0 - STANDING BOARD COMMITTEES

19.1 **Planning and Priorities Advisory Committee (PPAC)**



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- 19.1.1 The committee is comprised of the full membership of the Board.
- 19.1.2 The Chair of the Committee is elected as per Board bylaws, (See Article 5.0, Election of Chair, Vice-Chair, PPAC Chair and PSSAC Chair). The Vice-Chair of the committee shall be elected at the first meeting of the committee.
- 19.1.3 The PPAC Chair shall chair all Planning and Priorities Advisory Committee meetings. In the PPAC Chair's absence, the PSSAC Chair shall chair such meetings. In the absence of both, the Chair or the Vice-Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.
- 19.1.4 The role of the Planning and Priorities Advisory Committee is to assist the Board in fulfilling its duties related to governance and oversight with a system wide focus by providing advice on system issues related to Business, Finance, or Facilities/Capital Planning.
- 19.1.5 The committee will maintain an ongoing strategic dialogue with and through the Director to ensure matters related to business and finance; capital planning and facilities; student transportation; and human resources are in alignment with the Board's strategic plan and operational goals. The Committee deals with such matters as may be referred to the Committee by the Board and receives reports as requested or as appropriate.
- 19.1.6 The PPAC shall meet monthly on the second working Monday between September and June.
- 19.1.7 In a month when there are only three working Mondays, the Standing Board (PPAC and PSSAC) meetings will occur consecutively on the second working Monday.
- 19.1.8 Delegations may appear as related to the Committee's Terms of Reference topics.
- 19.2 Program and School Services Advisory Committee (PSSAC)**
- 19.2.1 The committee is comprised of the full membership of the Board.
- 19.2.2 The Chair of the Committee is elected as per the Board Bylaw 5.0, Election of Chair, Vice-Chair, PPAC Chair and PSSAC Chair, Bylaw. The Vice-Chair of the committee shall be elected at the first meeting of the committee.
- 19.2.3 The PSSAC Chair shall chair all Program and School Services Advisory Committee meetings. In the PSSAC Chair's absence, the PPAC Chair shall chair such meetings. In the absence of both, the Chair or the Vice-Chair shall chair such meetings. In the absence of all, Board members shall elect a chair from amongst the Members present at the meeting.
- 19.2.4 The role of the Program and School Services Advisory Committee is to assist the Board of Trustees in fulfilling its duties related to governance and oversight with a system-wide focus by providing advice on system issues related to programming and school services.

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- 19.2.5 The committee will maintain an ongoing strategic dialogue with and through the Director of Education to ensure school programs and school services are in alignment with the Board's strategic mission, vision and commitments. The Committee deals with such matters as may be referred to the committee by the Board.
- 19.2.6 Delegations may appear as related to the agenda.
- 19.2.7 The PSSAC will meet monthly on the 3<sup>rd</sup> working Monday between September and June.
- 19.2.8 In a month when there are only three working Mondays, the Standing Board (PPAC and PSSAC) meetings will occur consecutively on the second working Monday.
- 19.2.9 The Chair of PSSAC will sit on the School Year Calendar Committee.

## ARTICLE 20.0 BOARD COMMITTEES

**20.1 Agenda Development** - 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.

20.1.1 The Committee shall be comprised of the following people: Board Chair; Board Vice-Chair, PPAC Chair, PSSAC Chair, one trustee assigned on an alphabetical rotation, Director of Education and Secretary, and Manager of Corporate Services.

20.1.2 The Committee may be chaired by the Board Chair or the Board Vice-Chair, in the absence of the Chair, or by another member designated by the Board Chair and will report directly to the Board. The committee will serve in an advisory capacity only, having no power to act.

20.1.3 The Agenda Development Committee will meet on the first working Monday of each month, as well as at the call of the Committee Chair.

20.1.4 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.

## **20.2 Director Performance Appraisal**

*(NOTE: Requires further development)*

## **20.3 Policy Working Group** *(NOTE: Requires further development)*

20.3.1 This committee consists of the Vice-Chair and three trustees, appointed annually by Board motion at the Board meeting held in December. Additionally, one trustee is assigned on an alphabetical rotation.

20.3.2 The Policy Working Committee initiates and/or considers draft policies and reviews existing policies as required by Board Policy G300 – Policy Development and Review and Bylaw Article 5.4 related to the Board's Strategic Plan and

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makes recommendations for approval to the Board. Additionally, this committee considers the addition or removal of existing policies.

20.3.3 This Board Committee ensures that community input and input from PIC/WRAPSC and SEAC, is sought on all policies prior to being referred to the Board for approval. It is responsible for directing the maintenance of accurate and current records of all Board policies and may conduct a review of policies every three years or when referred to the Committee for review. New or substantively changed policies will be referred to staff review for compliance with legislative requirements.

20.3.4 It normally meets the first working Monday of each month between September and June.

20.3.5 The Vice-Chair of the Board is the chair of the committee.

20.3.6 The committee reports to the Board of trustees.

20.3.7 This committee is guided by the Policy Working Group Terms of Reference. (Appendix E)

## **20.4 Student Trustee & Student Senate Mentor**

*(NOTE: Requires further development)*

20.4.1 Two student trustees are elected annually by Student Senators.

20.4.2 A Student trustee mentor will be assigned by the Chair of the Board to advise student trustees.

20.4.3 Student trustees will provide a report to The Board at least twice per year to inform The Board of Student Senate activities.

20.4.4 Student Trustees co-chair Student Senate meetings which are held monthly throughout the year.

## **20.5 School Year Calendar Committee**

20.5.1 This committee is guided by the Education Act, legislation, Ministry of Education timelines and collective bargaining agreements.

## **ARTICLE 21.0 COMMUNITY COMMITTEES**

21.0.1 Members of the Board attending committee meeting who are not voting members may use their voice in such a way that it doesn't hinder the actions or work of the committee.

### **21.1 Accessibility Committee**

21.1.1 This committee is guided by the Accessibility Committee Terms of Reference. (Appendix F)

### **21.2 Early Years Advisory Group**

21.2.1 This committee is guided by the Early Years Advisory Group Terms of Reference. (Appendix G)

### **21.3 Equity and Inclusion**

21.3.1 This committee is guided by the Equity and Inclusion Advisory Group Terms of Reference. (Appendix H)

### **21.4 Mental Health and Addiction Strategy**

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21.4.1 This committee is guided by the Mental Health and Addiction Strategy Terms of Reference. (Appendix )

## ARTICLE 22.0 - AD HOC COMMITTEES

22.1 No Ad Hoc Committee shall be struck without Board approval.

22.2 Ad hoc committees of the Board may be established by Board motion. The motion/recommendation shall include a mandate, time frame for reporting to the Board and committee membership.

22.3 An Ad Hoc Committee shall be permitted to request the Board for an extension of its reporting timeline, if required.

22.4 Any motion establishing an Ad Hoc Committee shall have a completed terms of reference, with membership, included with the motion. See Ad Hoc Committee Terms of Reference template.

22.5 A formal Board motion should be presented to dissolve an Ad Hoc Committee once the final report has been presented to the Board.

## ARTICLE 23.0 – TRUSTEE REPRESENTATION ON STAFF COMMITTEES

23.1 Trustee representatives may be required to serve on staff (administrative) committees which are chaired by a senior administrator or designate.

23.2 Staff Committee Chairs are to submit any requests for trustee representation to the Chair of the Board who will seek trustee volunteers and determine appointments in consultation with the Vice-Chair of the Board and the Director.

23.3 If necessary, actions taken by staff committees will be reported to the Board as information as determined by the Staff Committee Chair.

## ARTICLE 24.0 – RULES OF ORDER

The rules and regulations contained within these bylaws and procedures shall be the rules and regulations for the order and dispatch of business of the Waterloo Region District School Board. In any case for which provision is not made herein, the procedure to be followed shall be, as near as may be, that followed according to *Robert's Rules of Order*.

### 24.1 Notice of Motion

24.1.1 A Member may provide a written notice of motion at the appropriate agenda item of a Board meeting to be heard at the next regular Board meeting.

24.1.2 The notice of motion need only indicate the purpose but such a statement must be accurate and complete since it will determine what amendments are in order when the motion is considered, e.g. "To raise the annual fee to \$20.00". The notice of motion will become invalid if the motion is amended beyond the scope of the notice.

24.1.3 Trustees may orally serve notice of a motion that they intend to present at a future meeting during a Board or Standing Committee Meeting under the "Future Agenda Items" portion of the meeting.

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24.1.4 Trustees require the signed support of at least one additional trustee before the notice of motion would be accepted and scheduled for consideration by the Board.

24.1.5 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.

## 24.2 Motions

24.2.1 No motion or amendment shall be debated or put to a vote unless seconded and read before the vote is taken, except that the reading may be omitted before the vote if the motion is based on a written recommendation in the agenda or is a motion to refer, to postpone, to rise and report, to table, or to adjourn. Upon the request of any Member, the Chair shall direct the mover to put the motion in writing.

24.2.2 A privileged motion, in order of precedence, shall be considered over all other business and may be moved without notice.

24.2.3 When a question is under debate, the only motions in order shall be:

- (a) adjourn or take a recess;
- (b) raise a question under point of order, privilege or question;
- (c) lay on the table;
- (d) call for the previous question;
- (e) postpone to a certain time;
- (f) refer;
- (g) amend;
- (h) postpone indefinitely;
- (i) main motion.

Each motion shall have precedence in the order listed; and (a), (b), (c) and (d) shall be decided without debate except as provided under point of order, privilege or question by majority vote other than Motion (d) which shall require a two-thirds vote of those present to adopt.

24.2.4 The motion for the previous question shall preclude all further amendment and debate, and shall be submitted by the Chair in this form: "Are you ready for the main question?" If adopted, the Chair shall at once proceed to put the main question, first putting any amendments pending, to the vote of the Board.

24.2.5 A motion to lay on the table, done only in the case of an emergency, is not debatable; but a motion to lay on the table with any other condition involved is subject to debate and amendment with a majority vote. Generally, a motion to defer or postpone discussion to a future date will be put forward.

24.2.6 A question having been postponed indefinitely shall not be taken up again at the same meeting.

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24.2.7 After a motion is made and seconded, a motion to amend may be made, and a motion to amend the amendment; but no further motion to amend shall be made until those have been decided.

24.2.8 An amendment modifying the subject of a motion shall be in order, but an amendment relating to a different subject or completely changing the intent of a motion shall not be considered.

24.2.9 All amendments shall be put in the reverse order to which they are moved.

24.2.10 Every amendment submitted shall be decided upon or withdrawn before the main question is put to a vote; and if the vote on an amendment is decided in the affirmative the main question as amended shall be put to a vote.

24.2.11 A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to adjourn only shall not be open to amendment or debate; but a motion to adjourn to a particular time may be amended or debated.

24.2.12 No second motion to adjourn shall be made until some business has been transacted after the first motion to adjourn has failed.

24.2.13 Requests by individual Trustees for information, which will require a significant time commitment by Administration, must be formulated into a motion and receive Board approval prior to the task being undertaken. A request approved by "will of the Board" is acceptable when the request does not require significant time commitment by staff as determined in consultation with the Director of Education.

24.2.14 Student Trustees may not move a motion but may suggest a motion on any matter at a meeting of the Board or of one of its committees on which the student Trustee sits. If no member of the Board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.

## **24.3 Motions Considered at Board and Standing Board Meetings**

24.3.1 Motions shall be related to an agenda item.

24.3.2 Every motion shall be seconded and shall be disposed of only by a vote of the Board unless the mover and seconder, by permission of the Chair, withdraw the motion.

24.3.3 Any Member may request the motion under discussion be read for information at any time in the course of the debate, provided that no such request is made so as to interrupt a member speaking to the question.

24.3.4 The mover and seconder shall be recorded in the official minutes of all Board and Standing Board meetings.

24.3.5 After a motion is moved and seconded, it shall be deemed to be in possession of the Board.

24.3.6 A Member may introduce a motion and before it is seconded, speak to it for clarification or direction on wording only. No other Member may speak to the motion before it has been seconded. Once seconded, the mover will be asked to speak to the motion and be the final speaker to the motion.

## **24.4 Motion to Suspend the Rules**

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24.4.1 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.

## 24.5 Reconsideration of a Motion Previously Approved by the Board

24.5.1 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).

24.5.2 When a Member has properly moved for reconsideration of any question which has been decided, no discussion of the main question shall be allowed until the motion for reconsideration has been decided in the affirmative.

## 24.6 Voting

24.6.1 No member shall have more than one vote, as Chair or otherwise, either at Board meetings, or on any committee.

24.6.2 Any member may abstain from voting. An abstention maintains a quorum. The number of yea and nay votes will determine the approval or defeat of a motion under consideration. If the vote required is a majority or 2/3 of the members present, an abstention will have the same effect as a no vote". In any case an abstention is not a vote and cannot be counted as a vote, but can be noted in the minutes of the meeting.

24.6.3 As ruled by the Chair, every Member of the Board or a committee as the case may be, may vote on a question put in a telephone poll or e-mail submission conducted by the Manager of Corporate Services or designate. In all cases where there is an equality of votes, the question is defeated. See Electronic Voting Guidelines.

24.6.4 After the Chair has put a question to vote, there shall be no further debate. The decision of the Chair as to whether the question has been finally put shall be conclusive.

24.6.5 The yeas, nays and abstentions shall be recorded on any question when requested by at least one member at a Board or Standing Board Committee meeting. Such a request for a recorded vote must be made before the Chair calls upon the Members to vote on the question.

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24.6.6 The request for a recorded vote shall require all members including the Chair to participate in the vote indicating a nay, yea or abstention. The resulting number of yeas, nays and abstentions shall be declared by the Manager of Corporate Services.

24.6.7 Unless a recorded vote is requested, all votes at meetings shall be taken by a show of hands. The resulting number of yeas, nays, and abstentions shall be declared by the Chair. If this declaration is questioned, the Members voting shall rise and stand until they have been counted.

24.6.8 Voting by proxy will not be allowed in any meeting under the jurisdiction of the Board in that proxy voting is incompatible with the essential characteristics of the Board in which membership is individual, personal and non-transferable.

24.6.9 Where a Member attends a Board meeting via electronic means, the Member may vote via teleconference or electronically or by a pre-arranged secret ballot in the case of Board elections given to the Manager of Corporate Services in a sealed envelope.

24.6.10 In accordance with the Education Act, Section 55 (3), the student Trustees are not entitled to exercise a binding vote on any matter before the board or any of its committees. They may request to have their non-binding vote recorded in the Board minutes and may request that a matter before the Board, or any of its committees, be put to a vote.

## **24.7 Other Business/Requests for Information**

24.7.1 A period of time is scheduled just prior to the adjournment of each Regular Board and Standing Board meeting for other business from members. 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, if possible.

24.7.2 Requests by individual Trustees for information, which will require a significant time commitment by Administration, must be formulated into a motion and receive Board approval prior to the task being undertaken. A request approved by "will of the Board is acceptable when the request does not require significant time commitment by staff as determined in consultation with the Director of Education.

## **24.8 Reports from Members**

24.8.1 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.

24.8.2 When trustees attend a conference or workshop on behalf of the board, they are required to submit a written report of that event to the Chair of the Board for public consumption.

## **ARTICLE 25.0 - CONFLICT OF INTEREST (Note: This article will be moved to Section 4.4)**

25.1 At a meeting where a member discloses a conflict of interest, or as soon as possible afterwards, the member shall file a written and signed statement of the interest and its general nature with the Manager of Corporate Services.

25.1.1 The written statement should include the following information:



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- (a) Name of member
- (b) Type of Meeting
- (c) Date of meeting matter was considered
- (d) Subject matter/report title/agenda item
- (e) General nature of the conflict (except if it was an in-camera meeting)
- (f) Date of meeting at which Conflict of Interest was declared (this may have been declared at the next meeting because the trustee was absent from the actual meeting)

25.2 The Manager of Corporate Services will maintain a registry which shall contain a copy of each written statement filed under section x.a, as well as a copy of each declaration recorded.

25.3 The registry maintaining the conflict of interest declarations and statements will be available for public inspection when requested.

25.4 When a member is present at a public meeting at which a matter is being considered for which they have declared a conflict of interest, they shall:

- (a) prior to any consideration of the matter at the meeting, disclose the interest and the general nature thereof,
- (b) not take part in the discussion of, or vote on any question in respect of the matter; and
- (c) not attempt in any way whether before, during or after the meeting to influence the voting on any such question.

25.5 When a member is present at an in-camera meeting at which a matter is being considered for which they have declared a conflict of interest, they shall leave the meeting or part of the meeting during which the matter is under consideration.

25.6 When a member's conflict of interest has not been disclosed because of absence from a meeting, the member shall disclose the conflict at the first meeting attended by the member after the meeting in question.

March 11, 2019

The Honorable Doug Ford  
Legislative Assembly of Ontario  
111 Wellesley St. W.  
Toronto, Ontario  
M7A 1A2

Dear Premier Ford:

On behalf of the Board of Trustees of the Waterloo Region District School Board, I am writing to share our concerns regarding the recent decision to repeal the Provincial Advocate for Children and Youth Act.

On November 15, 2018, your government announced that the Provincial Advocate for Children and Youth Act would be repealed and the Office of the Ombudsman would assume the duties of this office. This decision will leave Ontario as one of the only provinces without an independent child advocate.

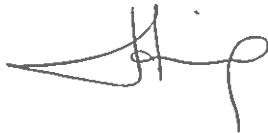
This Provincial Advocate is an independent officer of the Ontario legislature and provides an independent voice, including First Nations, children and youth. They educate children, youth, and their caregivers on the rights of children and youth. They make connections between families and organizations that provide them with services while encouraging dialogue and communication.

In addition, they conduct investigations and make recommendations to children's aid societies and services provided by residential licensees where a children's aid society is the placing agency.

The Advocate's review and investigations have helped to identify gaps and failures in the system that has put children and youth at risk.

I and my fellow trustees encourage you to keep the Provincial Advocate for Children and Youth an independent officer and not repeal the Act. The children and youth of Ontario deserve to have their voices heard and know they are protected.

Sincerely,



Jayne Herring  
Chairperson, Waterloo Region District School Board



51 Ardelt Avenue  
Kitchener, ON N2C 2R5  
T: 519-570-0003  
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YOUTUBE.COM/WRDSBVIDEO

March 11, 2019

Ontario Public School Boards' Association (OPSBA)  
1850-439 University Avenue  
Toronto, Ontario M5G 1Y8

Dear OPSBA,

Recently, our Board of Trustees approved a motion to send a letter to Premier Ford regarding the decision to repeal the Provincial Advocate for Children and Youth Act.

On November 15, 2018, the Provincial government announced that the Provincial Advocate for Children and Youth Act would be repealed and the Office of the Ombudsman would assume the duties of this office. This decision will leave Ontario as one of the only provinces without an independent child advocate.

This Provincial Advocate is an independent officer of the Ontario legislature and provides an independent voice, including First Nations, children and youth. They educate children, youth, and their caregivers on the rights of children and youth. They make connections between families and organizations that provide them with services while encouraging dialogue and communication.

In addition, they conduct investigations and make recommendations to children's aid societies and services provided by residential licensees where a children's aid society is the placing agency.

The Advocate's review and investigations have helped to identify gaps and failures in the system, that have put children and youth at risk.

We request that OPSBA and our member Boards support our decision to send a letter to Premier Ford by sending their own letter. The children and youth of Ontario deserve to have their voices heard and know they are protected.

Sincerely,



Jayne Herring,  
Chairperson, Waterloo Region District School Board

cc: Chairs of all District School Boards



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