

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, June 24, 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 Meeting of February 26, 2019
- Approve Minutes – Special Education Advisory Committee Meeting of May 8, 2019
- Receive Minutes – Board Meeting of May 27, 2019
- Approve Minutes – Committee of the Whole Meeting of June 10, 2019
- Approve Minutes – Special Committee of the Whole Budget Meeting of June 12, 2019
- Approve Minutes – Committee of the Whole Meeting of June 17, 2019
- Approve Minutes – Special Committee of the Whole Budget Meeting of June 19, 2019

Receipt/Approval of Monthly Reports:

- | | | |
|----|---|------------|
| 41 | Staffing Information – Retirements and Resignations | M. Weinert |
| 44 | Staffing Recommendations – Appointments | M. Weinert |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

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

Communications Department Good News Update

A. Russell

Delegations

Reports

- | | | |
|----|---|---------------|
| 46 | Strategic Plan | J. Bryant |
| 70 | Suspension/Expulsion Report as of May 31 2019 | P. Rubenschuh |
| 72 | Board of Trustee Annual Survey | Chairperson |
| 82 | OPSBA AGM Voting Direction and Consideration | Chairperson |

Board Reports

Board Communications

- 120 WRDB to the Minister of Education – Education Funding

**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

June 24, 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.

Staffing Statistics – Retirements
Current at June 24, 2019

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Arlene	Boyd-Koudys	Teacher, St. Jacob's PS	June 28, 2019	29
Kendra	Platt	Teacher & SERT, Conestogo PS	June 28, 2019	30
Heather	Hadden	Teacher, Empire PS	June 28, 2019	24
Ann	Holden	Teacher, Westmount PS	June 28, 2019	33

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Mark	Carlin	Teacher, Elmira District SS	June 28, 2019	23
Margie	Cressman	Teacher, Elmira District SS	June 28, 2019	35
Tracey	Kelly	Department Head, Kitchener-Waterloo CI & VS	June 28, 2019	32
Allan	Moore	Teacher, Waterloo-Oxford DSS	June 28, 2019	20
Lynn	Pavlik	Department Head, Elmira District SS	June 28, 2019	33
Christine	Stimakovits	Department Head, Glenview Park SS	June 30, 2019	29
Cynthia	Shepherd	Department Head, Huron Heights SS	June 28, 2019	29
Sean	Thomas	Teacher, Waterloo CI	June 28, 2019	25
Susan	Totzke	Teacher, Elmira District SS	June 28, 2019	30
Leslie	Witmer	Teacher, Waterloo CI	June 28, 2019	29

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Maureen	Baur	Orthopedic Educational Assistant, Cameron Heights CI	June 28, 2019	20
Dudley	Brown	Principal, Courtland Avenue PS	June 28, 2019	28
Jadwiga	Dudek	Custodian, Grand River CI	August 30, 2019	13
Sharon	Etwell	Library Technician, ITS, EdC	July 31, 2019	28
Daphne	Forler	Early Childhood Educator, Southridge PS	June 28, 2019	9
Cathy	Gilders	Human Resources Assistant, Human Resource Services, EdC	August 30, 2019	30
Vince	Graham	Vice-Principal, Wilson Avenue PS	June 28, 2019	29
Klaus	Krone	Tradesperson, Facility Services, EdC	June 28, 2019	25
Gina	Lammel	Vice-Principal, Galt CI & VS	June 28, 2019	21
Glenn	McLelland	Budget Control Clerk, Financial Services, EdC	August 31, 2019	38
Michael	Morgan	Senior Manager, IT Services, EdC	December 31, 2019	6
Susan	Schaffner	Principal, Franklin PS	June 28, 2019	46
Janet	Swan	Vice-Principal, Franklin PS	June 28, 2019	31
Shelby	Thornhill	Educational Assistant, Avenue Road PS	June 28, 2019	17
Ray	Teed	Principal, Cameron Heights CI	December 31, 2019	43
Helmut	Tinnes	Principal, Groh PS	June 28, 2019	36

Staffing Statistics – Resignations
Current at June 24, 2019

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Marc	d'Avernas	Assistant Supervisor, ITS, EdC	June 30, 2019
Paul	McNeil	Custodian, Lexington PS	June 21, 2019
Samuel	Streeter	Educational Assistant, St. Andrew's PS	June 5, 2019
Cristian	Soaca	Certified Tradesperson, Facility Services, EdC	June 17, 2019



Report to Board of Trustees

June 24, 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 June 24, 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 June 24, 2019

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

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

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Nick	Brayshaw	Custodian, Glenview Park SS	June 17, 2019
Robert	Duke	Supervisor, Client Support, IT Services, EdC	May 27, 2019
Falynn	Griffin	Custodian, Ayr PS	May 13, 2019
Harpreet	Pandher	Project Manager, IT Services, EdC	July 2, 2019
Kim	Radersma	Workplace Equity Officer, Human Resource Services, EdC	June 24, 2019
Matthew	Russell	Custodian, Galt CI & VS	June 5, 2019
Jeff	Sanderson	Supervisor, Client Support, IT Services, EdC	May 27, 2019
Katalin	Szentkiralyi	Custodian, Doon PS	June 10, 2019

New Hires - due to retirements, resignations or leaves and are to replace full or part time vacancies.

Human Resource Services



Report to Board of Trustees

June 24, 2019

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

Recommendation

This report is for the information of the Board and serves as an end-of year check-in on the work related to the implementation of the Strategic Plan and Operational Goals. The data in this report speaks to key measures of implementation and outcomes. Further data and evidence related to outcome measures (e.g., EQAO, report card) for the 2018-2019 school year will be made available at the Fall, 2019 Board Meeting.

Status

As we move to the end of another school year, we continue to rigorously monitor the implementation of strategies and related 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.

Since the implementation of our Strategic plan in 2016, **we have experienced improvements in seven EQAO measures, are above the provincial average in two measures, and we have closed the gap on the province in six measures. Another key marker of improvement is an increase in both our four and five year graduation rate.** While the Ministry of Education has yet to confirm graduation rates for Ontario School Districts, our internal data suggests that we are very near our target of an 85% five-year graduation rate. Most importantly, we know that as a result of our work, more students are poised for improved life outcomes. And while our EQAO results and graduation rate data are evidence of change and improvement taking root, we are not yet satisfied. 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](#). The Senior Team also holds itself accountable through the ongoing monitoring of student outcomes to ensure the work we are doing is making a difference in the lives of our students - each and every one.

Our staff has continued to solicit feedback and input on our operational plans with an emphasis on ensuring we hear from our diverse community. To that end, our engagement work this year has emphasized student voice and reaching into those families and communities who represent those who identify as being marginalized. A consolidation of the data gathered suggests that creating **equitable opportunities and equitable outcomes** is at the core of WRDSB's purpose. Whether it's supporting students with special needs to experience success, ensuring that teacher practices and resources are culturally relevant and responsive, cultivating an understanding of our historic truth with our Indigenous community as we work towards reconciliation, or building school and work communities that honour the lived experiences of all of our staff and students - our community is signalling that equity and inclusion is a big part of our collective "why".

This thinking is reflected in the key insights gained from our engagement efforts:

- **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. This year these included:

- Budget Survey
- Insights Survey
- Workforce Census
- School Improvement Planning, Implementation and Monitoring Tool

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**
- **Leadership, Governance and Human Resource Practices**
- **Data Collection, Integration and Reporting**
- **Organizational Culture Change**

[Annex B](#) is our Conditions For Learning Framework that also flows from our ongoing community engagement efforts. As a key tool to support “how” we must go about the work of the strategic plan, it clearly provides this informed approach where it states:

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

This directs all staff to continue to build a more equitable and inclusive learning community. We are learning how best to ensure relationships, learning environments, and pedagogy and assessment are working 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 Waterloo Region District School Board for the next 3-5 years.

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

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

Financial implications

Within existing budgets, the Board will be able to support the various engagement and focus group strategies utilized to seek feedback and input from our broader community. The Board’s 2018/2019 budget reflects our emphasis on these operational goals, as outlined at [Annex C](#).

In addition, the Waterloo Region District School Board Budget Survey continues to be structured to seek input on how resources might be allocated to support the strategic plan and the 3 operational goals.

To guide budget decisions for the 2019-2020 school-year, Trustees passed the following motion at the May 27, 2019 Board Meeting:

Recognizing that funding from the Ministry of Education may not be fully returned to the per pupil funding of 2018-19, direct the Director of Education to direct staff to consider that the

following guiding principles be approved for the 2019-20 budget process:

- *Maintain a focus on our strategic and operational priorities; and*
- *Maintain our commitment to ensuring our schools and communities are safe, caring and inclusive spaces where each student, staff member, family and community members feel valued; and*
- *Focus on supporting the education of our most vulnerable students.*

Communication

To aid in monitoring implementation of the strategic plan, staff has continued to present regular updates to trustees and the public at board meetings throughout the 2018-2019 school year, as outlined at [Annex D](#).

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

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

Prepared by: John Bryant, Director of Education,
Lila Read, Coordinating Superintendent, Student Achievement & Well-Being,
Dana Liebermann, Senior Manager of Research & Evidence-Based Practice, and
Senior Strategy Team, in consultation with Coordinating Council



STRATEGIC PLAN
IMPLEMENTATION
DASHBOARD
2016 – 2019

INNOVATING
TOMORROW
BY EDUCATING TODAY

June - 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:

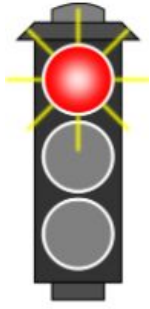
- Red indicates we are still in the planning phase and implementation is not yet underway.
- Yellow indicates that a plan is in place and that we are in the initial phases of implementation.
- Green means implementation is on track.
- A blue check means implementation of a given strategy is complete.

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.

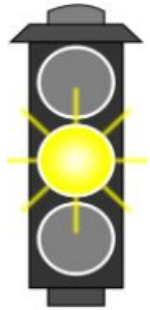
We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over the next couple of years. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

- 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/>

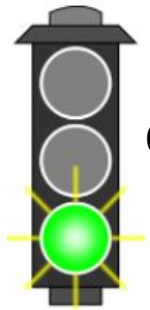
KEY



Still in the planning phase, implementation not yet begun



Plan in place and in early stages of implementation


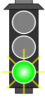

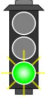

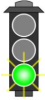

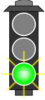
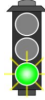
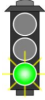
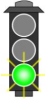

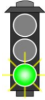
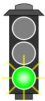

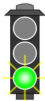
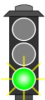

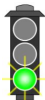
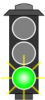

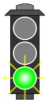





On track with implementation



Full implementation

MATHEMATICS

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

MATHEMATICS

Key Performance Indicators - Highlights

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

★ Indicates a new/revised strategy

SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT ANALYSIS

EXAMPLES OF ADMINISTRATOR ACTION CATEGORIES:

- Professional learning for staff: identifying needs, providing opportunities for/supporting
- Engage in own professional learning
- Support or provide opportunities for staff to identify, develop strategies, share experiences
- Provide tools/resources
- Establish focus for mathematics
- Consult/engage with central staff for support

EXAMPLES OF EDUCATOR ACTION CATEGORIES:

- Implement the Comprehensive Mathematics Approach
- Identify and implement instructional strategies
- Use a variety of resources/tools to support instruction
- Document/monitor student progress
- Engage in professional learning
- Take a leadership role by sharing knowledge and strategies to support instruction

ADMINISTRATOR REFLECTIONS ON COMPREHENSIVE MATHEMATICS APPROACH

97%

of 68 administrators who provided feedback reported some change in educator's mathematics practice

TOP 5 FACTORS CONTRIBUTING TO CHANGE IN EDUCATORS' MATHEMATICS PRACTICE:

1. Supports for mathematics instruction
2. Learning Support Teacher support
3. Site-based days or other School-Based PD
4. Consultant support
5. Principal Coach support

TOP 5 CHANGES SEEN IN EDUCATORS' MATHEMATICS PRACTICE:

1. Use/Increased use of math supports/tools (e.g., MathUP)
2. Differentiation, purposeful practice
3. Increased use, understanding or comfort with CMA
4. Learning through problem solving
5. Building fluency, number talks

ELEMENTARY INSTRUCTIONAL LEADERSHIP COACHES

392

The number times Elementary Instructional Leadership Coaches have provided support to schools since September 2018. This is a 138 increase since February 2019.

79

Elementary schools (75%) received support from an Elementary Instructional Leadership Coach at least one time since September 2018. This is an increase of 6 schools since February 2019.

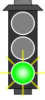






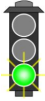


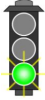
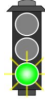

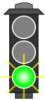

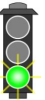
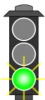

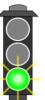
TOP 5 AREAS OF SUPPORT REQUESTED/PROVIDED:

1. School improvement planning
2. Providing support as a knowledgeable other
3. Planning supports (e.g., staff meetings, PA days, etc.)
4. Monitoring implementation of Comprehensive Mathematics Approach
5. Observing in classrooms

TOP 5 MOST BENEFICIAL ASPECTS OF SUPPORT RECEIVED:

1. Support of a knowledgeable other
2. Assistance with planning next steps
3. Assistance with data exploration/interpretation
4. Support for staff capacity building
5. One to one support

GRADUATION

OPERATIONAL GOAL		Overall Implementation Status		
Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy				
Lead	Strategies	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 a 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

SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT ANALYSIS

EXAMPLES of ADMINISTRATOR ACTION CATEGORIES:

- Professional learning for staff: identifying needs, providing opportunities for/supporting
- Engage in own professional learning
- Establish processes/framework for identifying, supporting, or monitoring students in risk
- Support or provide opportunities for staff to identify, develop strategies, share experiences and monitor students in risk
- Monitor the progress of students in risk/monitor the impact of strategies to support students in risk
- Provide tools/resources to support students in risk
- Promote message about the importance of supporting students in risk with school community
- Consult/engage central staff for support

60 SAMPLES of EDUCATOR ACTION CATEGORIES:

- Use data to identify students in risk
- Understand the learning needs of students in risk,
- Develop or identify strategies to support students in risk,
- Implement strategies/support/interventions for students in risk
- Document/monitor progress of students in risk
- Engage in professional learning
- Collaborate with colleagues to support students in risk
- Connect families of students in risk with resources

RE-ENGAGEMENT: CREDITS EARNED

269

Number of re-engaged students who needed credits to graduate since September 2018.

475

Number of credits earned by the 269 students who were re-engaged and needed credits to graduate since September 2018.

RE-ENGAGEMENT: STUDENTS ON THE PATHWAY

428

Number of students re-engagement teachers have reached out since September 2018. This is 111 more students since February 2019.

272

Number of students re-engaged at each secondary school at district level since September 2018. This is 30 more students since February 2019.

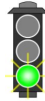
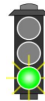


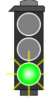








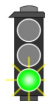


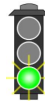


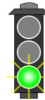


108

Number of re-engaged students who received their diploma/certificate as of June 19, 2019.

KINDERGARTEN EDUCATORS' SUPPORTING THE DEVELOPMENT OF SELF-REGULATION SKILLS

- 46 classes in 12 schools participated in the Kindergarten Self-Regulation Initiative (KSI)
- All educators (teachers and DECEs):
 - Completed the Kindergarten Self-Regulation (KSR) Tool in the fall and spring to assess self-regulation skills in the cognitive, social, and emotional domains
 - Participated in a central session to learn about self-regulation development in Kindergarten as well as to interpret their KSR class profiles
 - Participated in inquiry based professional learning to identify, implement, and monitor specific self-regulation skill development goals relevant to the needs of their classes
 - Met with KSI team members on at least three occasions throughout the year to develop goals and implementation plans as well as to monitor progress

STUDENT WELL-BEING

OPERATIONAL GOAL		Overall Implementation Status		
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.				
Lead	Strategies	Oct 18	Feb 19	Jun 19
Learning Services	★Build the capacity of staff and administrators to develop a deeper understanding of themselves and their practices that promote culturally relevant and responsive schools and classrooms			
Learning Services	Build the capacity of students, staff, parents/caregivers and community members to develop strong positive relationships that promote student achievement and well-being: <ul style="list-style-type: none"> ● Student to Staff ● Student to Student ● Staff to Staff ● Staff to Parent/Caregivers ● Staff to Community 			
Learning Services	Build the capacity of students, staff, parents/caregivers and community members to promote the conditions for learning: <ul style="list-style-type: none"> ● Equity and Inclusion ● Safe and Accepting Schools ● Positive Mental Health ● Healthy Schools 			
Learning Services	Develop processes and professional learning for early identification of in-risk students to facilitate access to both WRDSB and community resources, supports and services			
Learning Services	Establish engagement processes that facilitate effective communication and feedback to support the implementation and monitoring of student well-being: <ul style="list-style-type: none"> ● School Improvement Plans ● Safe Caring and Inclusive School Teams and Leads ● Advisory Committees ● Surveys 			
Business Services	Implement the recommendations contained in the "Design Guidelines for K to 12 Outdoor Play and Learning Environments"			
Business Services	Identify strategies to continue to increase access to gender neutral washrooms			

STUDENT WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> ● Participants reactions ● Participants learning ● Participant understanding as it relates to their understanding of: <ul style="list-style-type: none"> ● Identity ● Social Location ● Cultural Competence ● Power and Privilege
	A comprehensive list of resources, supports and services, with clear pathways to intervention and care that are linked to the strategies identified within the student well-being dashboard
	Students identified and referred through the Student Support Model - School-Based Teams/ Student Success Teams, Multidisciplinary Teams to access specialized support or program services
Monitoring Outcomes	Safe, Caring and Inclusive Schools (Middle Years Development Instrument) survey data - establishing a baseline for all schools
	EQAO results: both attitudinal and achievement data
	Number of type of student referrals tracked through the Supports for Students (S4S) system.

★ Indicates a new/revised strategy

LEARNING SESSIONS

Session	Presenter(s)	Participants
Culturally Relevant and Responsive Pedagogy (CRRP) Training	Deepa Ahluwalia and Nicole Robinson	Speech-language pathologists
	Deepa Ahluwalia	Social workers
	Nicole West-Burns and Jeff Kugler	Program consultants, special education consultants, learning support teachers, members of ITS, resource teachers
CRRP video release	Multiple presenters	All educators, administrators
Woke Wednesdays weekly emails	Leanne Hughes, Deepa Ahluwalia and Denise O'Toole	All members of Learning Services
Equity Continuum	Nicole West-Burns	All system leaders
Assessing for Suicide in Kids (ASK) Training	Barbara Ward	Voluntary elementary administrators

PERIOD POVERTY PROJECT

In the month of May, the WRDSB community engaged in a period product drive and we collected:

3732 tampons

9307 pads

8 Diva Cups

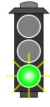
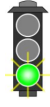
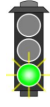

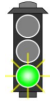
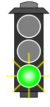

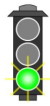


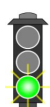
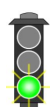
















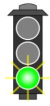





All of these products went to WRDSB schools for students to access. Providing these products to students for free is one step WRDSB is taking towards menstrual equity, which will allow our students to attend school physically and emotionally, without stigma or barriers.

SUPPORTS TRACKED THROUGH S4S

Service Supports (September 5 to June 4 2019)	Number of Referrals
Area Enrichment- Gifted	401
Behaviour Referral	462
BMS Liaison	60
Developmental Education Referral	528
Enrichment-Gifted Referral	531
Hearing Referral	129
Hearing Tier 2	28
Integrated Support Program (ECO)	19
Intensive Behaviour Supports	107
Learning Disabilities Services Referral	476
Orthopaedic_Complex Medical Referral	150
Psychological Services Referral	814
School Based Enrichment Referral	23
School Based Learning Disabilities Referral	14
Social Work Referral	1723
Speech Language Services Referral	2244
Transition Facilitator	64
Vision Referral	99

**TOAL # OF
REFERRALS
7876**

STAFF WELL-BEING

OPERATIONAL GOAL		Overall Implementation Status		
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.				
Lead	Strategies	Oct 18	Feb 19	Jun 19
Human Resource Services	Provide learning opportunities for staff on well-being			
Human Resource Services	Refine and implement measures of staff well-being			
Human Resource Services	Increase awareness of organizational benefits and programs that support the employees psycho-social well-being			
Human Resource Services	Support a Psychologically Healthy Workplace by adopting the Standard and through creating targeted programming that addresses the National Standard workplace factors			
Human Resource Services	★ Expand fair and equitable recruitment, hiring and promotion through enhanced diversity hiring of school staff and system leaders			
Human Resource Services	★ Build leaders capacity focused on equity, inclusion and human rights through the creation of mandatory professional development for system leaders			
Human Resource Services	★ Develop a consistent approach to the collection and application of voluntarily provided staff identity data			
Human Resource Services	To foster safe learning and working environments by ensuring comprehensive workplace health and safety inspections are occurring at our sites by our Workplace Inspection Teams (WIT's)			
Corporate Services	Conduct audit of communication tools, expectations and workflow and implement key recommendations			
Corporate Services	Redevelop the staff website to provide an easy-to-use platform for information sharing and interaction			
Business Services	Support physical resources in classrooms to ensure a productive learning environment for staff and students.			

STAFF WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Number of staff and system leaders who participate in training and learning sessions
	Increase in the rate of participation in the two staff well-being surveys (Guarding Minds at Work and Plasticity Insight Surveys)
	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> ● Participants reactions ● Participants learning ● Participants beliefs and attitudes ● Use of new knowledge and skill ● Organizational support and change
Monitoring Outcomes	Course evaluations and analysis of system leaders survey
	Guarding Minds at Work and Plasticity Insight survey results
	Employee and Family Assistance Program utilization data

★ Indicates a new/revised strategy

PLASTICITY INSIGHT SURVEY RESULTS

2806

employees responded to the survey in November 2018. This is 470 more responses than were received in November 2017.

Engagement, Performance and Well-being highly rated
 while responses indicated we need to pay attention to recognition, communication and feedback.

ACTIONS TAKEN SINCE NOVEMBER 2018 BASED ON FEEDBACK:

- Schools and department reports shared with Administrators and Managers
- Based on results, Administrators invited to subject specific professional development sessions
- Department specific professional development sessions provided to service departments
- Ongoing access to LifeSpeak for all WRDSB employees and their families
- Invitation to complete survey again in May-June 2019

FEEDBACK ABOUT LEARNING SESSIONS

2957

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

737

instances of System Leaders (Administrators, Managers and Supervisors) participating in learning session

Session	Presenter	Feedback
School Workplace Culture	Jim Moss, Plasticity Labs	"The workshop was thought provoking and inspiring. Jim really made me think about how to protect the culture that already exists at my school and how to move forward especially around recognition."
Department Workplace Culture Session	Jim Moss, Plasticity Labs	"We need more of this work and knowledge. As busy working managers we need to be more aware of the needs within our departments. Communication and workplace culture are key to a happy team. Jim was great. Thanks for incorporating this into your programming for our group."
Mental Health for Leaders	Nancy Carse, Manager Employee Wellness	"Even though these resources are available on the website, I appreciated the opportunity to watch, share and discuss with colleagues. The focus on well-being and mental health is SO important for administrators. Your support is awesome! Thank you for providing an informative and safe/brave space!"
Mindfulness Practice	Carla Waites, Mindfulness Everyday	"Thank you for providing this session. It's the little things that make a huge impact, and the fact that these mini sessions are available, show compassion, understanding and support."
Building Your Ideal Week	Organization for Leaders: KW Organizers	"It was excellent and I have already implemented some ideas shared. I will also share this info with my school staff!"

EMPLOYEE AND FAMILY ASSISTANCE PROGRAM

84%

usage of in person counselling

15%

usage of preventative services

Psychological, Marital and Family

are the top 3 presenting issues

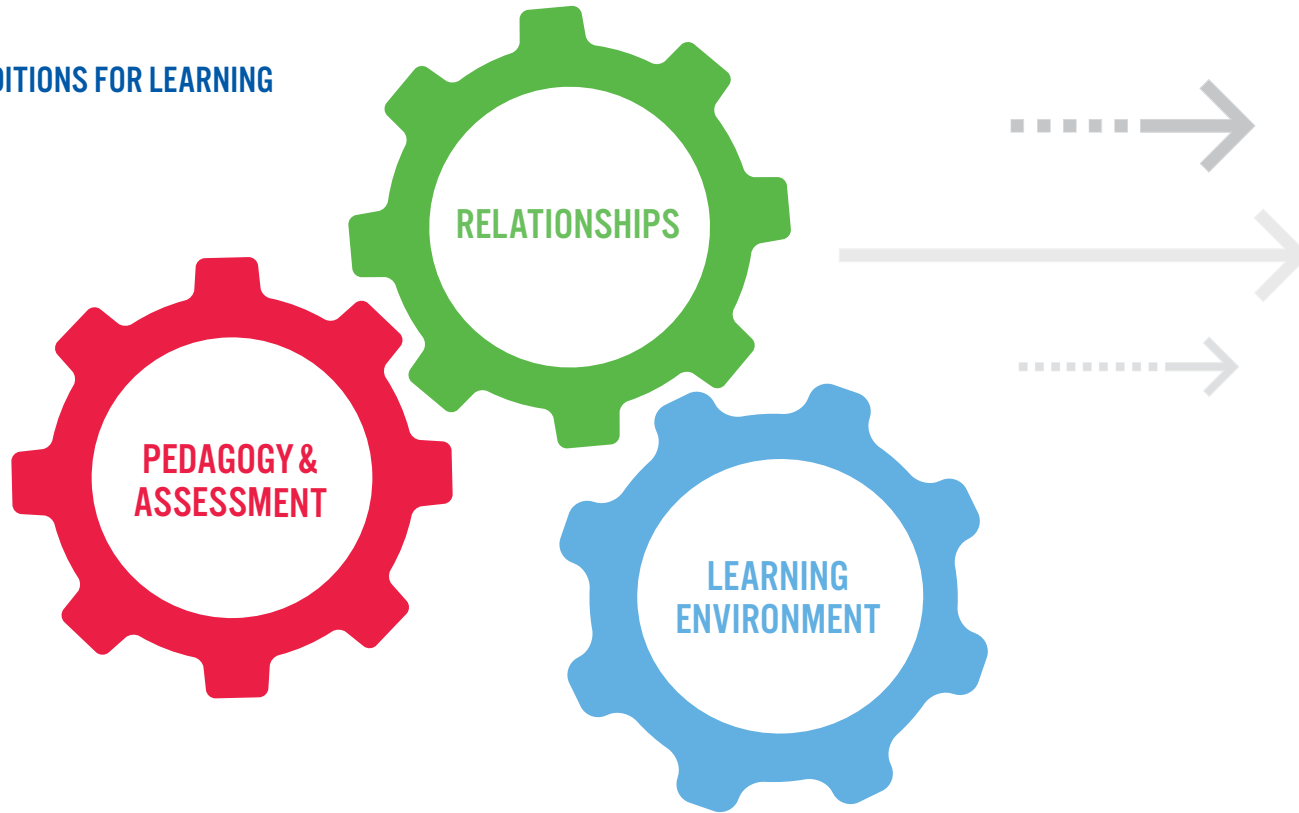


CONDITIONS FOR LEARNING FRAMEWORK

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

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

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

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

March 2019

25: Report to Board of Trustees
Trustee Seminar
Senior Strategy Team
Community & Student Engagement

April 2019

Staff Advisory Committee
Senior Strategy Team
Community & Student Engagement

May 2019

Staff Advisory Committee
System Leadership Team
Senior Strategy Team
Community & Student Engagement

June 2019

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



Report to Board of Trustees

June 24, 2019

Subject: Student Suspension/Expulsion Report May, 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 May 2018 and May 2019, elementary suspensions have increased by 153 and secondary suspensions have increased by 247.

Comparing year to date from May 2018 and May 2019 school expulsions have increased by 4 and board expulsions have increased by 11.

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

Suspensions

- Total elementary school suspensions in May 2018 - 218, year to date - 1245
- Total elementary school suspensions in May 2019 - 245, year to date - 1398
- Total secondary school suspensions in May 2018 - 195, year to date - 1681
- Total secondary school suspensions in May 2019 - 259, year to date - 1928

Expulsions

- Total school expulsions in May 2018 - 0, Year to Date 3
- Total school expulsions in May 2019 - 2, Year to Date 7
- Total board expulsions in May 2018 - 2, Year to Date 14
- Total board expulsions in May 2019 - 4, Year to Date 25

Violent Incidents

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

- Total elementary/secondary violent incidents in May 2018 - 5, year to date 34
- Total elementary/secondary violent incidents in May 2019 - 9, year to date 47

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 Committee of the Whole

June 24, 2019

Subject: Board of Trustees Annual Survey

Recommendation

This report is for information.

Status

The purpose of the Board evaluation is to:

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

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

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

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

Background

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

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

Trustees currently have an Ad Hoc Committee designated to review this process.

Financial implications

There are no financial implications.

Communications

No additional communication is planned at this time.

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

2019 Board of Trustees Annual Evaluation Questionnaire

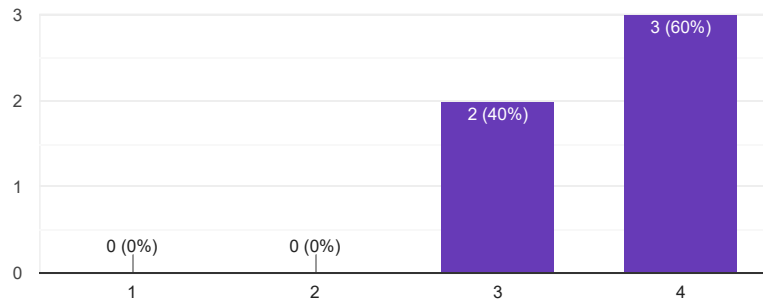
5 responses

For this Section, please rate each statement according to your perception of how well the Board attends to each of these factors.

1-Strongly Disagree 2-Disagree 3-Agree 4-Strongly Agree

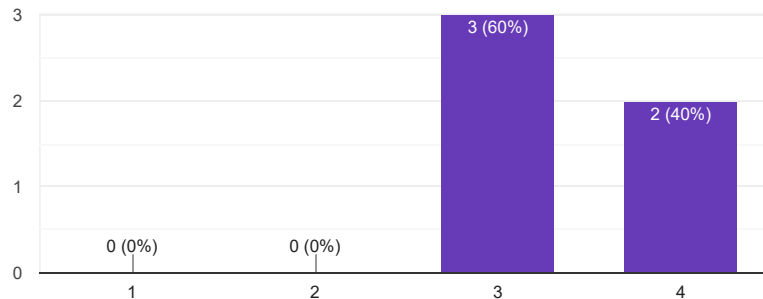
Board members demonstrate commitment to this organization's mission and values.

5 responses



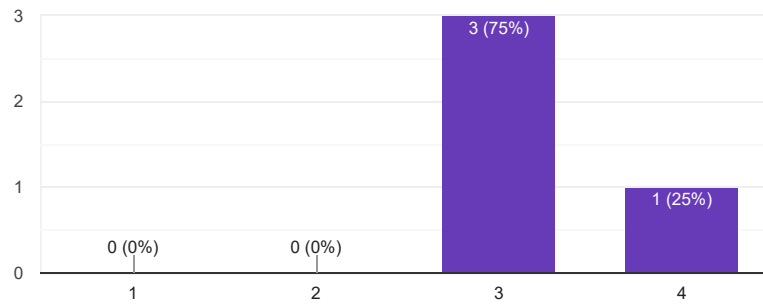
Board members comply with requirements outlined in key elements of the governance structure (by-laws, policies, code of conduct, conflict of interest, traditional/cultural norms, etc.).

5 responses



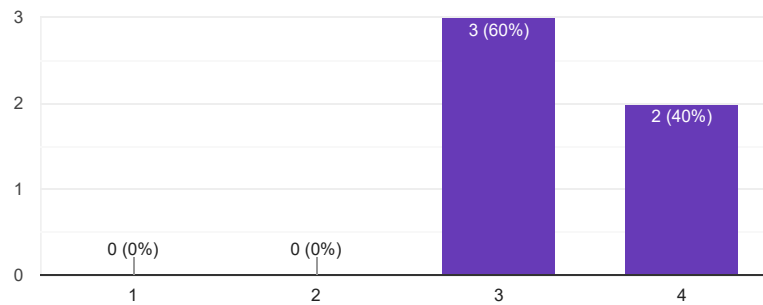
Board members review agenda materials and come to meetings on time and prepared to consider issues and make decisions.

4 responses



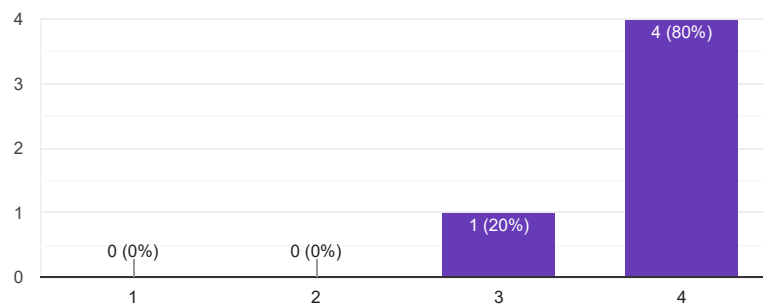
There is a productive working relationship within the Board (characterized by good communication and mutual respect).

5 responses



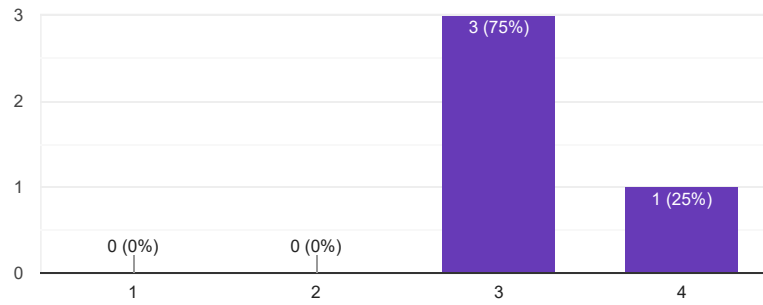
There is a productive working relationship between the Board and the Director (characterized by good communication and mutual respect).

5 responses



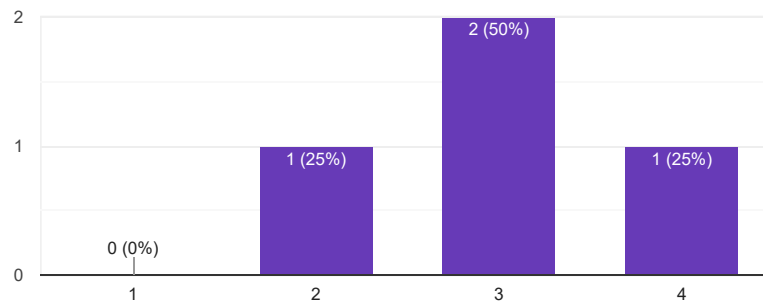
Board members demonstrate clear understanding of the respective roles of the Board and the Director.

4 responses



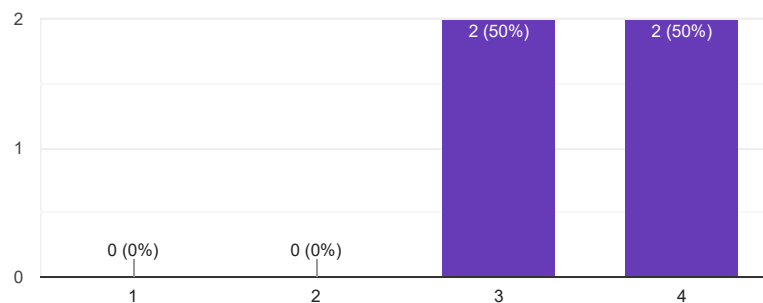
The Board is actively involved in planning the policy direction and priorities of the organization.

4 responses



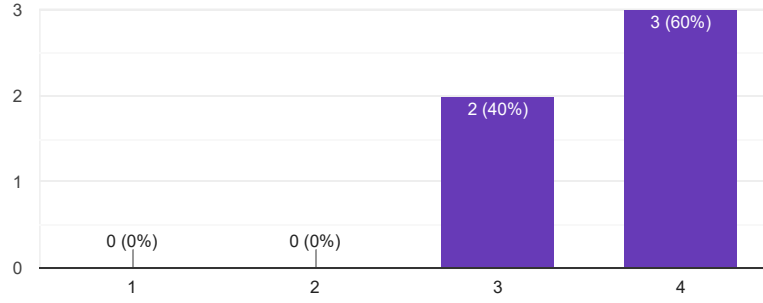
I am confident that this Board would effectively manage any organizational crisis that could be reasonably anticipated.

4 responses



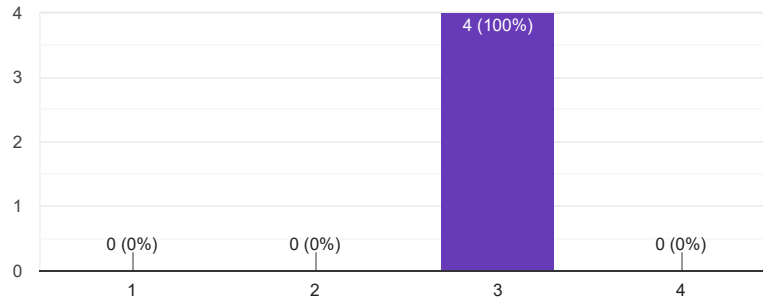
Board and committee meetings are well managed.

5 responses



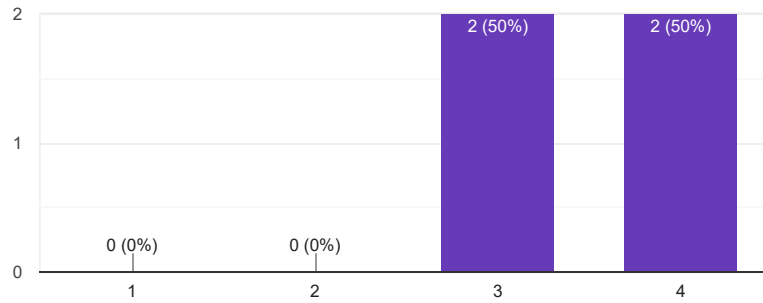
The Board uses sound decision-making processes (focused on Board responsibilities, factual information, efficient use of time, items not frequently revisited, and effective implementation).

4 responses



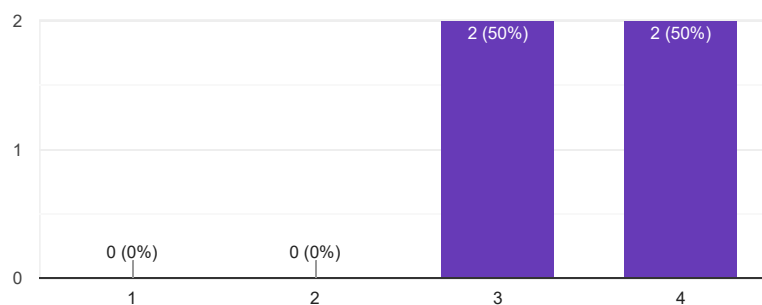
The Board exercises its fiduciary responsibilities.

4 responses



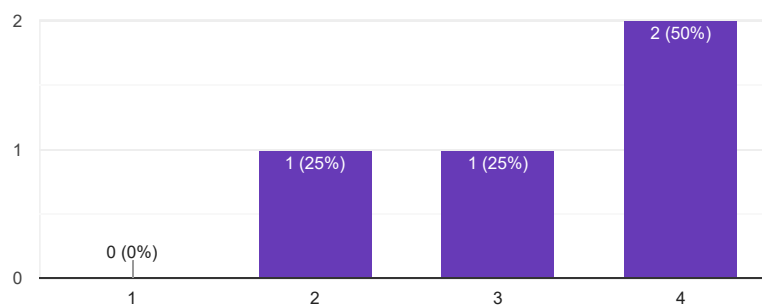
The organization's resources are used efficiently (good value for money spent.)

4 responses



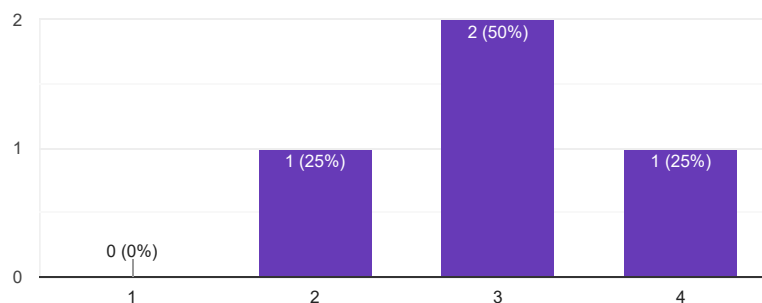
This organization has a good balance between organizational stability and innovation.

4 responses



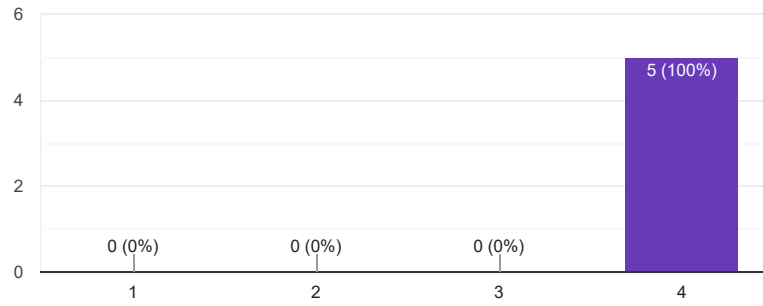
The Board has good relationships with key stakeholders (e.g. parents/guardians, students, staff, donors, and other school districts, provincial agencies).

4 responses



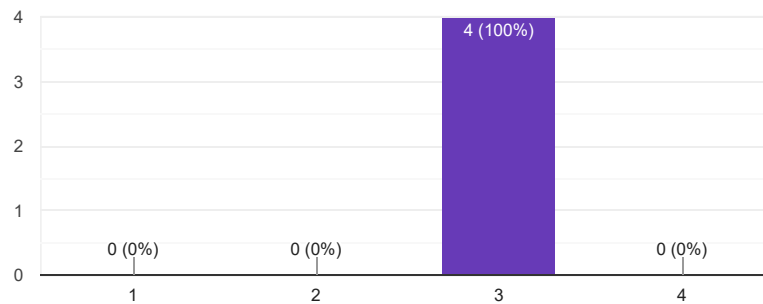
The Board is focused on the interests and needs of students.

5 responses



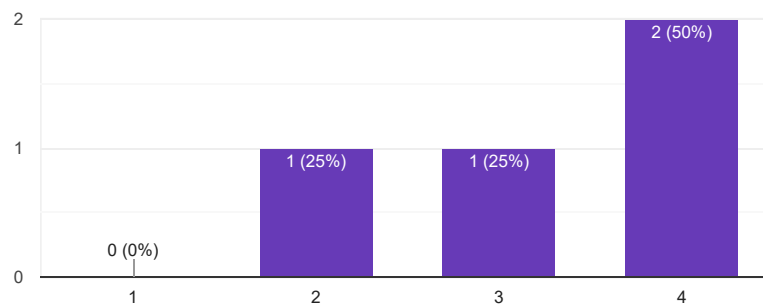
The Board's orientation for Board members adequately prepares them to fulfill their governance responsibilities.

4 responses



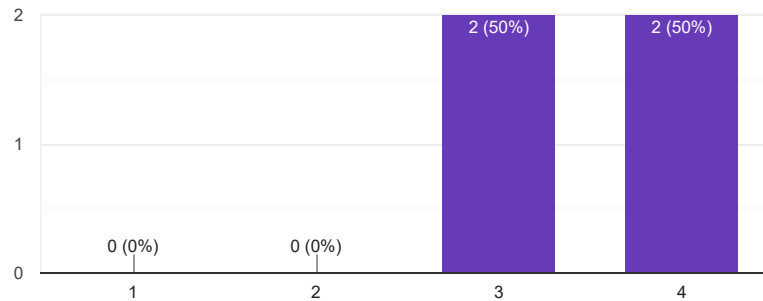
The Board's capacity to govern effectively is not impaired by conflicts between members.

4 responses



The Board does a good job of evaluating the performance of the Director (measuring results against objectives).

4 responses



General Questions

What do you consider to be the strengths of the Waterloo Region District School Board of Trustees?

3 responses

The staff and Trustees who genuinely care about student achievement and well-being

Good balance of experience and new ideas. Everyone has the opportunity to be heard.

Trustees have focused their discussions at the Board table on what is best for students in our community. Trustees this year have, for the most part, listened and responded respectively to each topic. There have been respectful disagreements, as is to be expected and encouraged during discussions, but Trustees have remained focused on the topic at hand.

The Chair works to ensure all voices and points of view are heard.

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

2 responses

Budget restraints and limits in the role of the trustee as determined by the Ed Act

Some (most) Trustees appear to take the role more seriously than others.

Describe at least two important changes you believe could be made by the Board as an entity and/or by Board members that would improve

the overall functionality and effectiveness of the Board of Trustees'?
Please do not make comments about individual members.

3 responses

Increased governance responsibility for Trustees under the Ed Act in certain areas only might increase our effectiveness

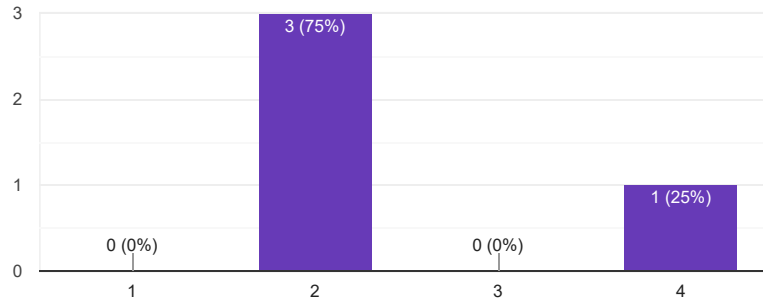
More training in meeting process.

It would be helpful to revisit the meeting norms to discuss how body language and being present in the moment can assist with a respectful discussion.

On a scale of 1 to 4, how would you rate the performance of the Board of Trustees one year ago?

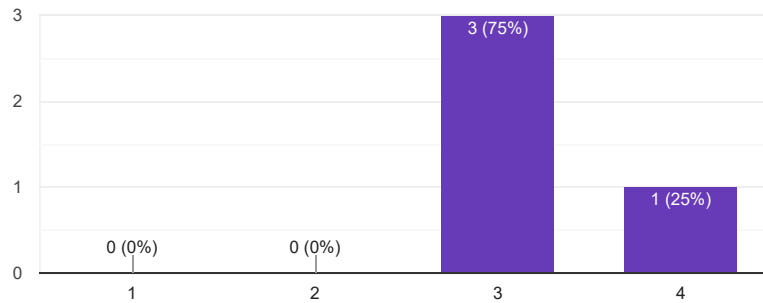
4 responses

1 - Needs Improvement > 4 - Excellent



On a scale of 1 to 4, how would you rate the performance of the Board of Trustees today?

4 responses



General Comments are welcomed below:

1 response

Many of these questions are difficult to answer because I am being asked how others are doing and I can't fairly comment on their preparedness, relationships or commitment. I am looking forward to seeing the new evaluation tool.

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Google Forms



Report to Committee of the Whole

June 24, 2019

Subject: Ontario Public School Boards' Association AGM Direction for Voting Delegate

Recommendations:

- (1) That the Waterloo Region District School Board supports the OPSBA Strategic Direction Priorities 2019-2020 Recommendations at the AGM.**
- (2) That the Waterloo Region District School Board supports Member Board Policy Resolution (a) School Trip Template and Training for Boards; and

That the Board supports Member Board Policy Resolution (b) Autism Funding Supports.**
- (3) That the Waterloo Region District School Board supports the Constitutional amendments that were approved by the OPSBA Board of Directors at their May 3-4, 2019 meeting and in accordance with Section 19.01 of the OPSBA Constitution and By-Laws**
- (4) That the Waterloo Region District School Board empower the voting delegate to use her discretion when voting for the OPSBA Board of Directors at the Annual General Meeting.**

Status

The purpose of this report is to provide direction for Chairperson J. Herring (or alternate) as voting delegate at the OPSBA AGM. As is the usual practice, OPSBA sent several items slated for consideration at the OPSBA 2019 AGM, in order that they may be reviewed and discussed as necessary at the board table prior to the General Meeting in July. This review will help prepare the Voting Delegate for the AGM. This year's AGM is being held July 4-6, 2019, at the Westin Harbour Castle in Toronto.

(1) Appendix A - OPSBA Strategic Priorities for 2019-20

The attached document, 'OPSBA Priorities report for AGM' reflects the input of trustees from across the province through regional meetings and the input received by the Board of Directors of OPSBA, and has been endorsed by the OPSBA Executive Council.

(2) Appendix B - Member Boards' AGM Policy Resolutions

The OPSBA Constitution states that "Policy Resolutions may be submitted by Member Boards for consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year."

(3) Appendix C - 2019 Amendments to the OPSBA Constitution for Confirmation at the AGM

In order to make a change to the OPSBA Constitution, Section 19.01 of the OPSBA Constitution requires that the Board of Directors examine and approve a proposed change, following which the approved change is forwarded to the Annual General Meeting for consideration and confirmation by the voting delegates.

(4) [Appendix D - OPSBA Election Nomination Forms Received as of June 7, 2019.](#)

Please use the web link above to access the list of nominees and their profiles (where provided). The Appendix links will not work.

Further information about the [OPSBA Roles and Responsibilities](#) can be found on their website as can the [Call for Nominations](#) instructions.

Financial implications

The financial implications are not known at this time.

Communications

The Chairperson J. Herring, the Voting Delegate for WRDSB, will vote at the OPSBA AGM based on the decisions made during the June 24, 2019 Board Meeting.

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

Date: June 5, 2019
Issue: OPSBA Strategic Priorities for 2019-20

Background

Since 2010, OPSBA has focused its advocacy and actions on multi-year strategic priorities. The most recent priority, Advancing Reconciliation: First Nation, Metis and Inuit Education, was added in 2016 in response to the Truth and Reconciliation Commission's final report, as recommended by all regions within OPSBA, as well as the Indigenous Trustees' Council.

Mission Statement

The mission of the Ontario Public School Boards' Association (OPSBA) is to promote and enhance public education by: helping member boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

Locally elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

The Association's current multi-year strategic priorities are:

The Whole Child and Student Well-Being for Today and Tomorrow

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Status:

At the May 3 and 4, 2019, meeting of the OPSBA Board of Directors, staff presented a report on this year's input to our multi-year strategic priorities. Included in the report was background on the strategic planning process, as well as the input received from regional meeting discussions in January and April, and the electronic input from the Northern Region and the Indigenous Trustees' Council.

There was broad support from across the regions for the following:

- maintaining OPSBA's five multi-year priorities;
- adding actions to four priority belief statements;
- focusing on government relations and public affairs/strategic communications.

Actions in support of the five priorities evolve based on various factors including progress to date, government priorities, and funding levels. The update provided at the May Board of Directors meeting provided a full record of these areas of emphasis, including actions taken over the past year and the current status of the particular action (**see updated Appendix A attached**).

At the June meeting of the Executive Council further discussion took place on the five multi-year priorities in light of the recent changes and possible changes to public education as a result of the provincial government's mandate and direction. Executive Council supported the multi-year priorities, as well as the incorporation of action statements into the four priorities that currently do not have one. The annual planning session for the Executive Council takes place in August, where detailed discussion takes place regarding the implementation of our strategic priorities. For this year a strong focus on government relations and strategic communications is being recommended.

Recommendations:

- 1) **That the August strategic planning session for the Executive Council be focused on government relations and public affairs.**
- 2) **That the multi-year priorities be modified in title as follows:**

Recommendation: #2(a): The Whole Child and Student Well-Being for Today and Tomorrow

This priority be renamed: "Advocating for the Whole Child and Student Well-Being"

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth for today and tomorrow.

Recommendation #2(b): Trustees as Leaders in Public Education

That this priority be renamed: “Supporting Trustees as Leaders in Public Education”

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Recommendation #2(c): Labour Relations

That this priority be renamed: “Strengthening Positive Labour Relations”

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Recommendation #2(d): Education Funding

That this priority be renamed: “Advocating for Sustainable and Equitable Education Funding”

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Advancing Reconciliation: First Nation, Métis and Inuit Education

(No changes recommended.)

OPSBA believes that through education we will move toward a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Staff Resource:

W.R. (Rusty) Hick
Executive Director

2018-2019 Areas of Emphasis: Progress to Date

The areas of emphasis below were approved as a focus for strategic action for 2018-2019 on OPSBA's multi-year priorities. A brief summary of actions taken to date is included with each area of emphasis.

It is important to note that the 2018-19 Areas of Emphasis were developed in the spring of 2018, under the previous government. OPSBA staff will be reviewing and considering these areas, as well as future directions prior to the 2019-20 OPSBA multi-year priorities being discussed at the Board of Directors in May and at the OPSBA Annual General Meeting in July. OPSBA will continue to ensure that we remain flexible and adaptable as an organization in light of the changing landscape in education.

Multi-Year Priority	Areas of Emphasis	Actions Taken in 2018-19	Status
The Whole Child and Student Well-Being for Today and Tomorrow	Participate in processes to implement Ontario's vision for education	<ul style="list-style-type: none"> Advocating for resumption of key education partner committees related to key program initiatives. 	Ongoing (Ministry Initiatives and EQAO Advisory Committees have resumed)
		<ul style="list-style-type: none"> Regular discussion with the Education Program Work Team to identify and act on opportunities for collaboration, advocacy and action. 	Ongoing
		<ul style="list-style-type: none"> Regular contact with Ministry staff regarding key issues. 	Ongoing
		<ul style="list-style-type: none"> Participated in all government consultations regarding education program policy and services. These included: <ul style="list-style-type: none"> December 12, 2018 - OPSBA Submission to Ministry of Education's Consultation: Education in Ontario October 11, 2018 - OPSBA Submission re: Bill 36, Cannabis Statute Law Amendment Act, 2018 	Completed

		<ul style="list-style-type: none"> • August 10, 2018 - Second OPSBA Letter to Minister of Education re: Health & Physical Education Curriculum • July 25, 2018 - OPSBA Letter to Minister of Education re Health & Physical Education Curriculum • OPSBA Letter to Ministers MacLeod and Thompson regarding changes to the Ontario Autism Program • February 25, 2019 - OPSBA Submission to the Standing Committee on Social Policy re: Bill 48, Safe and Supporting Classrooms Act • March 29, 2019 - Education Program Work Team response to mathematics curriculum and mathematics teacher content test • April/June 2019 - Education Program and Policy Development Work Team response to the government's Autism, Service Animal and E-learning consultations • May 23, 2019 - OPSBA submission to the Consultation Document regarding Proposed Regulatory Amendments under the Child Care and Early Years Act, 2014 and the Education Act • On-going Education Program Development Work Team Consultation regarding EQAO modernization <p><i>Additional public submissions are available at:</i> http://www.opsba.org/advocacy-and-action.</p>	
	<p>Collaborate with relevant provincial ministries to ensure strong, equitable, accessible, and responsive services and supports for children and youth mental health</p>	<ul style="list-style-type: none"> • Continued role as founding member of the Ontario Coalition for Children and Youth Mental Health, is now working to re-establish itself in an advisory capacity with the various Ministries to support and model collaborative efforts to positively impact children and youth mental health. 	<p>Ongoing</p>

		<ul style="list-style-type: none"> • Preparations underway for a provincial roundtable on children and youth mental health. Coordination and hosting of a Summit on Children and Youth Mental Health has been delayed until April 2021 • OPSBA and the Coalition’s advocacy has contributed to significant GSN mental health investments for 2018-19 and beyond. This has been consistently advocated for by the Ontario Coalition of Children and Youth Mental Health and highlighted annually in OPSBA’s GSN consultation document. As a result of ongoing advocacy, in January 2019, a Transfer Payment Agreement (TPA) was approved for School Mental Health Assist and is now known under the new name School Mental Health Ontario. • Coalition for Children and Youth Mental Health is speaking with the Premier’s office to try to influence Hallway Medicine as it relates to children and youth mental health . 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	<p>Continue leadership and advocacy for social justice, equity and inclusion</p>	<ul style="list-style-type: none"> • Advocating for and participation in a planning committee for trustee professional development in the area of human rights, equity and ethical leadership. • Participation in an inaugural training session for trustees in the area of human rights, equity and inclusion and provided feedback for improvement. • Continue to support and promote school board efforts linked to culturally relevant and responsive classrooms/curriculum to support student success. • Input into the revision of the leadership framework to include accountability for equity, human rights and inclusive classroom and school practices. 	<p>Restarting Fall 2019</p> <p>Initiative restarted for Fall 2019</p> <p>Ongoing</p> <p>Initiative Paused</p>

		<ul style="list-style-type: none"> • Regular contact with Ministry staff regarding key issues. 	Ongoing
	Work to support equitable and diverse learning opportunities for all students in our member school boards	<ul style="list-style-type: none"> • OPSBA has annually surveyed school boards and posted exemplary practices on its website to support school board efforts. For 2018-19 the focus is on skilled trades and apprenticeships. 	Ongoing
	Build on progress achieved for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas	<ul style="list-style-type: none"> • OPSBA continues to work with northern school boards and advocate on their behalf with the Minister and Ministry staff. • The 2019-20 GSN submission continued to identify the need for differentiated funding and recognition of the unique needs of northern, rural and remote school boards. • The annual northern conference was not held this year due to the election but will occur in October 2019, in Thunder Bay. 	Ongoing Completed
	Continue to provide input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy	<ul style="list-style-type: none"> • Well-being and mental health continues to be a core belief that is integral to all Ministry discussions and included within all consultation feedback. • Representation on the provincial advisory committee on student well-being and the Ministry Initiatives sub-committees on student well-being and staff well-being. • School Climate surveys will be updated based on input and resulting data has been confirmed as the sole property of school boards. 	Ongoing Ministry Committees Paused Initiative Paused

	<p>Monitor and promote increased opportunities, supports and coordinated services for students with developmental disabilities and special needs with a focus on early intervention to maximize learning outcomes for students</p>	<ul style="list-style-type: none"> • Regular contact with Ministry staff regarding key issues. • Letter and follow-up with the Minister/Ministry staff regarding the impact of the proposed government changes to autism supports and services. • OPSBA included a reference to concerns regarding sufficient special education funding in the GSN submission, letters and consultation submissions. • Continuing to monitor feedback from member boards. • Contributing member of the Provincial Advisory Group for the Integrated Delivery of Rehabilitation Services to influence the coordination and integration of supports and services. • Presentation to the standing committee and submission re: Bill 48 regarding service dog policies in school boards • May 3, 2019 - OPSBA Letter to Minister Thompson regarding school board policies on service animals • May 30, 2019 - OPSBA Submission to the Ontario Autism Program Consultations 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Complete</p> <p>Complete</p>
	<p>Monitor the implementation of the pending federal legalization of cannabis and its implications for school boards through 2020</p>	<ul style="list-style-type: none"> • October 11, 2018 - OPSBA Submission re: Bill 36, Cannabis Statute Law Amendment Act, 2018. • Provided input on store locations/distances relative to schools. • Continue to gather any feedback now that cannabis has been legalized. 	<p>Completed</p> <p>Completed</p> <p>Ongoing</p>

	<p>Continue to advocate for teacher training and professional development that meets the learning needs of students, and reflects the diverse nature of Ontario, including its Indigenous Peoples</p>	<ul style="list-style-type: none"> • Discussions held with the executive of the Deans of Faculties of Education. • Advocating for continuation of EPO grants that have been discontinued to support targeted teacher training. • Continue to support and promote school board efforts linked to culturally relevant and responsive classrooms/curriculum to support student success. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	<p>Advocate for technological programs and skilled trades as viable student options, and for support for individuals working in the trades to become teachers</p>	<ul style="list-style-type: none"> • Proposed approaches and strategies in the Fall 2018 Government Education consultation document. • Participate together with CUPE, OSSTF and the Crown to create apprenticeship opportunities for employees. • Contributing member of the Highly Skilled Workforce sub-committee, which is focused on increasing student pathways, experiential learning, cooperative education experiences and career options. • Continued advocacy for increases in guidance counsellors and associated professional development on current labour market information in both secondary and elementary schools, especially in the middle years. 	<p>Completed</p> <p>Completed</p> <p>Initiative Paused</p> <p>Ongoing</p>
	<p>Advocate for a graduation diploma or equivalent that has value for students no matter what program pathway they choose, including directly into the world of work</p>	<ul style="list-style-type: none"> • Contributing member of the Transformation Steering Committee that is reviewing all aspects of secondary programming leading to graduation and post-secondary pathways. 	<p>Initiative Paused</p>

		<ul style="list-style-type: none"> • OPSBA staff continue to raise this issue in meetings with Ministry and Minister's staff and in consultation documents. 	Ongoing
	Continue to support environmental sustainability practices in curriculum and capital planning	<ul style="list-style-type: none"> • OPSBA has surveyed school boards and posted exemplary practices linked to environmental sustainability on its website to support school board efforts. This is now integrated into the practices of all school boards. 	Complete
	Advocate for a comprehensive government review of the current delivery of French as a Second Language	<ul style="list-style-type: none"> • Included in the 2019-20 GSN submission. • OPSBA is leading the Ministry of Training, Colleges and University's Labour Market Partnership Project with all education partners, including the Ministry of Education, to determine recommendations to support increasing the supply pipeline with qualified and language proficient French language teachers. This is a one-year project that can be extended by application for MTCU approval up to three years. • Regular meetings with Ministry and Minister's staff to discuss issues related to the delivery of FSL programs. • OPSBA staff provided submissions to access federal grant dollars to support the FSL teacher hiring and retention efforts. • Membership in the FSL Working Group that is focused on the effective delivery of FSL including increasing resources, supports and professional development opportunities. 	<p>Completed</p> <p>Year 2: Nov 2018-Nov 2019 is ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Initiative Paused</p>
Trustees as Leaders in Public Education	Continue promotion of the role of trustees as members of the board, including advocacy for clear government support	<ul style="list-style-type: none"> • Worked with OESC in the development of resources for the 2018 Municipal and School Board Elections. This included: <i>Making a Difference for Kids: Running for</i> 	Complete

	<p>for the role of trustees as a matter of public confidence in education</p>	<p><i>Election as a School Board Trustee, Your Guide to Hosting a School Board Trustee All Candidates Meeting</i>, Public Education Resources (posters and newspaper ads), and the centralized School Board Elections Website</p> <ul style="list-style-type: none"> • Creation and distribution of OPSBA’s Guide to Good Governance 2018-22 • Creation of free templates and resources for member boards (Revised Code of Conduct template, Updated Conflict of Interest requirements, Trustee Pregnancy and Parental Leave Policy) • Letter of support to Quebec English School Board’s Association (re-affirmation of CSBA membership) • Regular communications with Minister Thompson’s political staff and other ministries and critics • OPSBA Advocacy Day at Queen’s Park on Monday April 8, 2019. Meetings with Ministry of Education, Municipal Affairs, Premier’s Office, the Treasury Board Secretariat and members of the other parties (NDP, Liberal and Green) 	<p>Complete</p> <p>Complete</p> <p>Ongoing</p> <p>Ongoing</p> <p>Complete</p>
	<p>Advocate for public education on the significant role and value of local, democratically elected school board trustees</p>	<ul style="list-style-type: none"> • OPSBA’s 2019 Public Education Symposium dedicated to orientation for new trustees and a refresh for returning trustees • Letter sent to new AMO President, staff to staff meeting with AMO 	<p>Complete</p> <p>Complete and Ongoing</p>

	<ul style="list-style-type: none"> • Education Labour Relations and Human Resources Symposium • Planning for Annual General Meeting and CSBA • May 22, 2019 - OPSBA Letter to the Association of Municipalities of Ontario (AMO) and the City of Toronto regarding Bill 107, Getting Ontario Moving Act 	Complete
		Ongoing
		Complete
Provide supports for first-term trustees and new chairs in the 2018-2022 term of office, including mentorship and active promotion of OPSBA and OESC resources developed specifically to support trustees in their multi-faceted role	<ul style="list-style-type: none"> • OPSBA's 2019 PES • Education Labour Relations and Human Resources Symposium • Planning for Annual General Meeting and CSBA • Several OESC modules undergoing a refresh 	Complete
		Complete
		Ongoing
		Ongoing
Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, including accountability and governance, collaboration with municipal partners, conflict management and relationship building	<ul style="list-style-type: none"> • Creation and review of 2018 Trustee Exit Survey • OPSBA's 2019 PES • Education Labour Relations and Human Resources Symposium • Planning for Annual General Meeting, National Trustee Gathering on Indigenous Education and CSBA Congress 2019 	Ongoing
		Complete
		Complete
		Ongoing
Support the development of communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities	<ul style="list-style-type: none"> • Creation and distribution of social media recommendations for trustees 	Complete

	<ul style="list-style-type: none"> • Creation and distribution of Summer 2018, Fall 2018 and Winter 2019 electronic editions of Education Today 	Complete
	<ul style="list-style-type: none"> • Creation and distribution of OPSBA’s Key Work 	Complete
Further strengthen the role of Regional Vice-Presidents and Board of Directors members as OPSBA ambassadors to boards in their region	<ul style="list-style-type: none"> • Creation and distribution of a two-page overview entitled, “Quick Start Introduction 2018-2019.” 	Complete
Advocate for improvements in communication from the Ministry to OPSBA, including meaningful consultation and partnership in strategies that affect school boards	<ul style="list-style-type: none"> • New Minister of Education Lisa Thompson spoke at December Board of Directors and January’s PES • Information summarized and provided in regular Legislative Updates, and through OPSBA Connects, the OPSBA website, Twitter and Instagram 	Complete Ongoing
Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)		Ongoing
Continued advocacy for greater school board autonomy in hiring	<ul style="list-style-type: none"> • Part of submission to the consultation regarding Ontario Regulation 274 - Hiring Practices 	Ongoing
Enhance representation of student voice through elected student trustees within OPSBA and at member boards	<ul style="list-style-type: none"> • Creation of the OPSBA-OSTA Liaison Committee. This includes: <ul style="list-style-type: none"> ○ Board of Director presentations by OSTA ○ OSTA membership on OPSBA work teams ○ Survey regarding local practices • December 11, 2018 - OPSBA Letter to Minister Thompson in support of OSTA-AECO 	Ongoing Complete

Labour Relations	Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective	<ul style="list-style-type: none"> Monitoring of legislative and regulatory changes that impact school boards and participation in consultations regarding such matters Develop a comprehensive data set from all school boards to support the development of bargaining priorities. 	Ongoing
			Ongoing
	Continue leadership as a Designated Employer Bargaining Agent in the bargaining of central agreements under the School Boards Collective Bargaining Act	<ul style="list-style-type: none"> Provide support for 2017-2019 implementation of extension agreements Preparations for 2019 collective bargaining continues, complete items include critical path, consultation on central items, and mandate. Development of bargaining positions and bargaining brief continues. 	Ongoing
			Ongoing
	Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being	<ul style="list-style-type: none"> Participate in central committees generated through Provincial Discussion Tables: <ul style="list-style-type: none"> Future Role of the Principalship Committee / Recruitment & Retention Committee 	Ongoing
			Ongoing
Provide support to all OPSBA member boards in ongoing labour relations/collective bargaining services	<ul style="list-style-type: none"> Hearing grievances and disputes through the central grievance/arbitration process Maintain and improve the OESC/OPSBA Portal 	Ongoing	
		Ongoing	
Facilitate information and learning exchange through the OPSBA Board of Directors, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education	<ul style="list-style-type: none"> Training sessions to support collective bargaining at Public Education Symposium in January 2019 and Labour Relations Symposium in April 2019 to enhance and frame Trustees' understanding of their role in bargaining and implementation of collective agreements. 	Complete	

	<ul style="list-style-type: none"> Regular presentations at Labour Relations Council, Senior Negotiators and the Public Council of Ontario Directors of Education 	Ongoing
Track board experience with contract implementation for forward planning	<ul style="list-style-type: none"> Track grievances, disputes and arbitrations through the Grievance Tracking System (GTS) in coordination with the Council of Trustees' Associations and the Ministry of Education 	Ongoing
Maintain relationships with key education partners	<ul style="list-style-type: none"> Regular participation in: Technical Advisory Group (TAG), Labour Relations Council (LRC), Council of Trustees' Association (CTA) 	Ongoing
	<ul style="list-style-type: none"> Meet regularly with the Labour Relations Council (LRC) to facilitate system-wide information exchange. 	Ongoing
	<ul style="list-style-type: none"> Scheduled meetings of Central Labour Relations Committees (CLRC) for all union groups to problem solve and build relationships. 	Ongoing
	<ul style="list-style-type: none"> To date, all committees generated through collective bargaining have completed their work. 	Complete
	<ul style="list-style-type: none"> Provide annual professional development to CEN, NAEN, SOQP and OPSBA Board of Directors 	Ongoing
Participate in the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in classrooms as it affects the safety, health and well-being of all employees	<ul style="list-style-type: none"> "Workplace Violence in School Boards, A Guide to the Law" was released on March 9, 2018. 	Complete
	<ul style="list-style-type: none"> Communication of material from this committee will be disseminated throughout the 2018-19 school year including B memos regarding heat guidelines and the Roadmap training materials. 	Ongoing

		<ul style="list-style-type: none"> • A memo addressing the funding for a common online reporting tool for staff to report violent incidents was released in April 2019 	Complete
Education Funding	Advocate for an ongoing cycle of review of the funding model grant categories to ensure that they support the current local needs of all school boards	<ul style="list-style-type: none"> • Two main submissions: <ul style="list-style-type: none"> ○ December 14, 2018 - OPSBA Submission Regarding 2019-20 Education Funding ○ January 22, 2019 - OPSBA Submission to the 2019-20 Provincial Pre-Budget Consultations 	Complete and Ongoing
	Advocate for more flexibility in local spending	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions • Preparing highlights and overview from both Provincial Budget release on April 11 and GSN by the end of April 	Ongoing Ongoing
	Advocate for resolution of pressing problems in funding, such as Special Education and student transportation	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions • February 27, 2019 - OPSBA Letter to Ministers MacLeod and Thompson regarding changes to the Ontario Autism Program • February 25, 2019 - OPSBA Submission to the Standing Committee on Social Policy re: Bill 48, Safe and Supporting Classrooms Act • October 15, 2018 - OPSBA statement regarding seat belts on school buses • OPSBA waiting for next steps from the transportation working group led by Joan Green and Michel Paulin 	Ongoing Complete Complete Complete Ongoing
	Advocate for expanded funding and services to support children and youth mental health and well-being	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions 	Ongoing

	<ul style="list-style-type: none"> • August 10, 2018 - Second OPSBA Letter to Minister of Education re: the Health and Physical Education Curriculum • July 25, 2018 - OPSBA Letter to Minister of Education re: the Health and Physical Education Curriculum 	Complete
	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions • OPSBA maintaining a list of the changes to various funding lines and grants • February 15, 2019 - OPSBA statement regarding possible school board amalgamations • December 17, 2018 - OPSBA statement regarding government education funding announcements (EPO) • OPSBA, along with COSBO and OASBO, will be working with the Ministry of Education to provide supports to the sector regarding the announcement on centralized procurement 	Complete
Continue to advocate for full funding by the Ministry of any new initiative		Ongoing
		Ongoing
		Complete
		Complete
		Ongoing
Promote collaboration among the four school board systems and enhancement of partnership among boards	<ul style="list-style-type: none"> • OPSBA continues to work with OESC on common school board resources 	Ongoing
Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects, alignment between government priorities and capital funding	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions • Advocating for a change to the EDC regulation and connecting with the COSBO working group who are reviewing the EDC policy framework 	Ongoing
		Ongoing

		<ul style="list-style-type: none"> • May 31, 2019 - OPSBA Submission regarding Bill 108, More Homes, More Choice Act 	Complete
	Participate and advocate for OPSBA member board issues during the Ministry's 2018-19 Urban Student Accommodation Engagement	<ul style="list-style-type: none"> • This initiative has not moved forward 	Initiative Paused
	Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the Community Hubs Strategic Framework and Action Plan	<ul style="list-style-type: none"> • The Community Hubs Secretariat is no longer active 	Initiative Paused
	Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements	<ul style="list-style-type: none"> • Part of the work considered by OPSBA's Indigenous Trustees Council 	Ongoing
	Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years	<ul style="list-style-type: none"> • See 2018-19 GSN and Provincial Budget submissions • February 25 – OPSBA Submission to the Standing Committee on Social Policy re: Bill 48, Safe and Supporting Classrooms Act (proposed service animal policy) • Provided information updates to member boards and the OPSBA Board of Directors regarding the proposed provincial service animal policy and the Hon. David Onley's 2019 Legislative Review of the AODA 	Complete Complete Ongoing
Advancing Reconciliation: First	Advocate for a comprehensive Ontario curriculum that contains clear expectations that every Ontario student	<ul style="list-style-type: none"> • OPSBA's Indigenous Trustees' Council (ITC) is supporting school boards in working as partners with First Nation communities, and focusing, with student-centred 	Ongoing

Nation, Métis and Inuit Education	will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact on First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians	principles, on developing Education Service Agreements and Reciprocal Education Service Agreements	
	Advocate for sufficient provincial funding to cover curriculum resources, and staff training, to support the implementation of the comprehensive Ontario curriculum	<ul style="list-style-type: none"> • OPSBA's Indigenous Trustees' Council (ITC) continues to advocate for this area of emphasis in discussions with the provincial government and other stakeholders • See 2018-19 GSN and Provincial Budget submissions 	Ongoing Complete
	Ensure the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other priority areas	<ul style="list-style-type: none"> • OPSBA's Indigenous Trustees' Council (ITC) continues to advocate for this area of emphasis in discussions with the provincial government and other stakeholders 	Ongoing
	Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages in Ontario schools, taught by fluent Indigenous speakers	<ul style="list-style-type: none"> • OPSBA's Indigenous Trustees' Council (ITC) continues to advocate for this area of emphasis in discussions with the provincial government and other stakeholders • May 9, 2019 - OPSBA Letter to Standing Committee on Finance and Economic Affairs regarding Bill 100, Protecting What Matters Most Act (Budget Measures), 2019 	Ongoing Complete

	Expand capacity of First Nation trustees and increase understanding by all trustees of First Nation, Métis and Inuit issues	<ul style="list-style-type: none"> • OPSBA’s Indigenous Trustees’ Council (ITC) continues to advocate for this area of emphasis in discussions with the provincial government and other stakeholders • Continue to promote OESC professional developments Modules 16 and 20, via the OPSBA website and social media accounts (See http://modules.ontarioschooltrustees.org/) 	Ongoing Ongoing
	Advocate for equity at the federal level in education funding for First Nations students	<ul style="list-style-type: none"> • OPSBA’s Indigenous Trustees’ Council (ITC) continues to advocate for this area of emphasis in discussions with the government and other stakeholders 	Ongoing
	Explore the issues of representation of First Nation, Métis and Inuit students in urban environments		Ongoing
	Support the development of mechanisms to increase the hiring of Indigenous staff, including in leadership roles	<ul style="list-style-type: none"> • OPSBA’s Indigenous Trustees’ Council (ITC) continues to advocate for this area of emphasis in discussions with the government and other stakeholders 	Ongoing
	Advocate for supports needed to ensure the well-being of Indigenous students	<ul style="list-style-type: none"> • Continued ITC membership on and contributions to the Ministry of Education’s subcommittee on Indigenous student well-being. 	Ongoing

Origin: Executive Office
ISSUE: Member Boards' AGM Policy Resolutions

Background:

The OPSBA Constitution states that "Policy Resolutions may be submitted by Member Boards for the consideration by way of Notice of Motion to the Board of Directors of the Association at any time throughout the year." Policy resolutions may also be submitted by Member Boards for consideration during the Annual General Meeting.

On May 3, 2019 Executive Council, acting as OPSBA's Policy Resolution Review Committee, reviewed the policy resolutions received from Member Boards for consideration at the Annual General Meeting in July.

The information on the following pages includes the rationale and motions that were submitted by the Boards, and Executive Council's comments following their review.

- (a) School Trip Template and Training for Boards – Near North DSB**
- (b) Autism Funding Supports– Ottawa Carleton DSB**

Action:

These Member Board policy resolutions are presented for the consideration of the AGM.

OPSBA Board of Directors

Origin: Executive Office
Date: May 3, 2019
Issue: Near North DSB – AGM Policy Resolution

School Trip Preparedness

Whereas, Boards of Education have school trip policies and guidelines that are constantly being update and teachers, coaches and volunteers working within a school are encouraged and often obligated to take on professional development training, such as concussion protocol, first aid etc.

Whereas, there is a lack of consistent "foundations" training and a school trip visual template(s) for all those involved in school trip preparedness (administrators, teachers, parents and third party providers) Third parties are often utilized and enter agreements with boards with regards to insurance and should take on the same preparation.

Whereas, there is no repository ("*learning hub*") for those undertaking the planning and implementation of school trips to review exemplary or best practices.

Whereas, risk need not be a frightening word to those involved in school trips.

The risk management, mitigation solution premise. *"Those involved in planning and directing school trips should visit the destination/site and initially prepare an introductory visual overview/summary of the planned trip. This becomes the precursor to board policies and guidelines. The on line training and template to be complementary to the process."*

Whereas, school trips for elementary and secondary students include community day trips, trips near and afar; including, extra-curricular activities, (sports, music, clubs) and international.

Whereas, consistency of delivery through a coordinated approach (training and template) will enhance risk management procedures and existing board polices/guidelines.

Whereas, Federations, OCT, OSBIE, OPHEA and third party providers (Ontario Camping Assoc. and Alive Outdoors etc...) to be complementary benefactors of the solution.

Be it resolved, that OPSBA, research and recommend modular/on line training for teachers, administration, parents (involved) and third party service providers involved in school trips (near and afar) and provide a school trip template(s) for school trips and a forum/host for school trip exemplars/best practices that reflects on the "foundations" training. OPSBA policy or programming committee to integrate their findings. The solutions to be shared with all boards and identified audiences.

OPSBA Executive Council Comments:

Executive Council members see this resolution as being operational in nature and would like to see it referred back to the Near North Board staff, along with support in connecting the NNDSB to other boards with exemplary practices as well as OPHEA (Ontario Physical and Health Educators' Association).

Many boards base their respective procedures on OPHEA guidelines, and so in that way there already exists a significant degree of board by board alignment. The OPHEA website has a great number of resources for teachers/administration including this type of thing.

Origin: Executive Office
Date: May 3, 2019
Issue: Autism Funding Support, Ottawa Carleton DSB – AGM Policy Resolution

Autism Funding Supports

THEREFORE, BE IT RESOLVED:

THAT OPSBA advocate, as a priority for children with autism to meaningfully access education that the Ministry provide school boards with dedicated funding for an array of autism supports best configured to meet each board's needs, including but not limited to:

- A. Specialized staff such as Applied Behaviour Analysis (ABA) coordinators, Board Certified Behaviour Analysts (BCBAs) and Registered Behavioural Technicians (RBTs)
- B. Additional educational assistants to support children with autism entering the school system without having first received intensive IBI and ABA therapies;
- C. Access to professional support staff such as Speech and Language Pathologists and Psychologists in support of programs and services for students with autism;
- D. Training to allow staff, including teachers, early childhood educators and educational assistants, to become Registered Behavioural Technicians (RBTs);
- E. Funding to continue pilots and expansions of specialized programs for students with autism such as "Art of Play," "Art of Conversation" and "PEERS"; and
- F. Retrofitting designated space in schools where individual and group Intensive Behavioural Intervention (IBI) and ABA therapies can be delivered by community therapists;

OPSBA Executive Council Comments:

The resolution is timely and addresses the proposed funding change that may result in school boards registering students who have been unable to access ABA/IBI and other support programs prior to entering the school system. If this occurs, schools will need to provide very different types of supports and interventions to assist the student. This will require significant supplemental Ministry funding. By listing a variety of different types of supports in the resolution, it will allow OPSBA to advocate in a way that will allow flexibility to reflect local context.

It is important to ensure that the Ministry does not see this resolution as advocating for taking on the delivery of ABA/IBI by school board staff, but rather to collaboratively work with and facilitate registered third party personnel to deliver the ABA/IBI therapy in a school designated location, if available, or in a community based setting. Building school staff awareness through professional development opportunities will help to reinforce these strategies within a classroom setting.

Date: July 5, 2019

ISSUE: 2019 Amendments to the OPSBA Constitution for Confirmation at the AGM

Background:

In order to make a change to the OPSBA Constitution, Section 19.01 of the OPSBA Constitution requires that the Board of Directors examine and approve a proposed change, following which the approved change is forwarded to the Annual General Meeting for consideration and confirmation by the voting delegates. The amendments to the OPSBA Constitution being presented to the AGM for confirmation have been approved by the Board of Directors at their May 3-4, 2019 meeting. These amendments will take effect when they are confirmed by at least two-thirds of the votes cast at a General Meeting of Members.

Proposed Changes for 2019

This spring we received a submission from the Governance Review Steering Committee, Project Compass: Charting the Course, that was established by resolution at the September 2018 OPSBA Board of Directors meeting. Some housekeeping changes to language as well as several other changes are being recommended. The proposed changes are outlined in the reference chart that follows, which describes each of the modifications recommended as well as the committee's explanation for the changes.

ACTION:

That the AGM Delegates consider the Constitutional amendments that were approved by the Board of Directors at their May 3-4, 2019 meeting and in accordance with Section 19.01 of the OPSBA Constitution and By-Laws, confirm the changes with a two-thirds vote in order that they may take effect.

Constitutional Amendments as proposed by the Governance Review Committee 2019

The following are proposed amendments to the OPSBA Constitution for 2019 for consideration and approval at the Annual General Meeting.

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
2.01 (No. 1)	The Head Office of the Association shall be situate in the Municipality of Metropolitan Toronto in the County of York in the Province of Ontario, or at such other place as the Board of Directors may from time to time determine.	The Head Office of the Association shall be situate in the City of Toronto in the Municipality of Metropolitan Toronto in the County of York in the Province of Ontario, or at such other place as the Board of Directors may from time to time determine.	(a) shall be amended by inserting the words, <i>in the City of Toronto</i> and (b) shall be amended by deleting the words, <i>in the Municipality of Metropolitan Toronto in the County of York</i> .	The regional municipality of Metropolitan Toronto amalgamated in January 1998 to form a new single municipality called the City of Toronto.
3.05 (No. 2)	Trustee Defined "Trustee" means each and every duly elected or appointed trustee of each Member Board and includes the Delegate or Alternate Delegate of the Member Board. Trustees may attend and participate in Regional Council Meetings and in the annual and general meetings of the Association, but only Delegates (or their Alternates) may present or second motions or vote. Any Trustee is eligible to be elected or appointed a Director or Officer of the Association.	Trustee Defined "Trustee" means each and every duly elected or appointed trustee of each Member Board who is not a student trustee. and includes the Delegate or Alternate Delegate of the Member Board. Trustees may attend and participate in Regional Council Meetings and in the annual and general meetings of the Association, but only Delegates (or their Alternates) may present or second motions or vote. Any Trustee is eligible to be elected or appointed a Director or Officer of the Association.	(a) shall be amended by inserting the words, <i>who is not a student trustee</i> and (b) shall be amended by deleting the words, <i>and includes the Delegate or Alternate Delegate of the Member Board</i> .	(a) This is intended to clarify that all trustees in Member Boards, with the exception of student trustees, are members of the Association.
3.06 (No. 3)	Associate Member: Any person or organization with an interest in education and a desire to participate in the work of the Association other than any district school board or school	Associate Member: Any person or organization with an interest in education and a desire to participate in the work of the Association other than any district school board or school	(a) shall be amended by inserting the words, <i>for a fee</i> .	This is a clarification that fees are required to receive the benefits of Association membership.

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>authority that is eligible to be a member board shall be eligible to apply to the Board of Directors of the Association to become an Associate Member. Associate Members shall enjoy all the rights and privileges conferred upon such members or class thereof from time to time, but shall not be entitled to vote or hold office in the Association. Associate members shall be divided into the following classes, or such other classes as the Board of Directors of the Association may determine from time to time:</p> <ul style="list-style-type: none"> (i) Former public school board trustees; (ii) Individuals; (iii) Not-for-profit organizations; and (iv) For profit organizations. 	<p>authority that is eligible to be a member board shall be eligible to apply to the Board of Directors of the Association to become an Associate Member, <u>for a fee</u>. Associate Members shall enjoy all the rights and privileges conferred upon such members or class thereof from time to time, but shall not be entitled to vote or hold office in the Association. Associate members shall be divided into the following classes, or such other classes as the Board of Directors of the Association may determine from time to time:</p> <ul style="list-style-type: none"> (i) Former public school board trustees; (ii) Individuals; (iii) Not-for-profit organizations; and (iv) For profit organizations. 		
<p>7.03 (No. 4)</p>	<p>Regional Meetings The Regional Councils may advise the Executive Council and the Board of Directors of issues and matters affecting their Member Boards. The Member Boards of a Regional Council may hold such meetings as are deemed necessary for the purposes of the Regional Council but there shall be no fewer than two such meetings per year, in addition to the regional meeting held at or about the time of the Annual General Meeting or other centrally organized meetings. The regional meetings shall be organized by the Association’s administration. Each Regional Council shall hold a meeting at or about the time of the Annual General</p>	<p>Regional Meetings The Regional Councils <u>through the Regional Vice-President</u> may advise the Executive Council and the Board of Directors of issues and matters affecting their Member Boards, <u>including recommending items for the agenda of Executive Council and/or general meetings of the association.</u> The Member Boards of a Regional Council may hold such meetings as are deemed necessary for the purposes of the Regional Council but <u>Except in the year of Member Board Trustee elections, a Regional Council shall hold</u> There shall be no fewer than two such meetings per year, in addition to the regional meeting held at or about the time of the Annual</p>	<p><u>Recommendation:</u></p> <p>(a) shall be amended by inserting the words, <i>through the Regional Vice-President and including recommending items for the agenda of Executive Council and/or general meetings of the association.</i></p> <p>(b) shall be amended by deleting the words, <i>The Member Boards of a Regional Council may hold such meetings as are</i></p>	<p>(a) This is intended to clarify/outline the process to be followed should a Regional Council want something to be considered by the Executive Council and the Board of Directors.</p> <p>(b) The intent is to avoid scheduling regional meetings during the fall election period as well as during the post-election time prior to new boards being sworn in.</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>Meeting for the purpose of holding regional elections pursuant to Article 9. In the case of the Northern Regional Council, apart from the Regional Council Meeting at the time of the Annual General Meeting, a sub-regional meeting in each of the sub-regions may be substituted for the other required Regional Council Meeting. Such substitution may be approved by a majority of Delegates in the Regional Council at any Regional Council Meeting.</p>	<p>General Meeting or other centrally organized meetings. <u>In a year when Member Board Trustee elections are held, only one such additional meeting need be held.</u> The regional meetings shall be organized by the Association’s administration. Each Regional Council shall hold a meeting at or about the time of the Annual General Meeting for the purpose of holding regional elections pursuant to Article 9. In the case of the Northern Regional Council, apart from the Regional Council Meeting at the time of the Annual General Meeting, a sub-regional meeting in each of the sub-regions may be substituted for the other required Regional Council Meeting. Such substitution may be approved by a majority of Delegates in the Regional Council at any Regional Council Meeting.</p>	<p><i>deemed necessary for the purposed of the Regional Council but</i></p> <p>(c) shall be amended by inserting the words, <i>Except in the year of Member Board Trustee elections, a Regional Council shall hold</i></p> <p>(d) shall be amended by inserting the sentence, <i>In a year when Member Board Trustee elections are held, only one such additional meeting need be held.</i></p>	
<p>8.01 (No. 5)</p>	<p>Board of Directors: The affairs of the Association shall be managed and supervised by a Board of Directors composed of the President, First Vice-President, Second Vice-President, the Past President, the five Regional Vice-Presidents and the number of Directors appointed or elected in accordance with the provisions of Article 9, including those Directors appointed Vice-Presidents in accordance with Section 10.04. The following matters shall be the sole responsibility of the Board of Directors: submission to the Member</p>	<p>Board of Directors: The affairs of the Association shall be managed and supervised by a Board of Directors composed of the President, First Vice-President, Second Vice-President, the Past President, the five Regional Vice-Presidents and the number of Directors appointed or elected in accordance with the provisions of Article 9, including those Directors appointed Vice-Presidents in accordance with Section 10.04. The following matters shall be the sole responsibility of the Board of Directors: submission to the Member</p>	<p><u>Recommendation:</u></p> <p><i>(a) shall be amended by deleting the words, Emphasis will be placed on political direction. and</i></p> <p><i>(b) shall be amended by deleting the words, Save for the President, First Vice-President, Second Vice-President, Past President, the Director elected by the First Nations</i></p>	<p>(a)The deleted wording was evidently missed during previous edits of the constitution, since the wording is not relevant to the surrounding paragraph.</p> <p>(b) Legal counsel is recommending that this part be deleted because the purpose of 8.01 is to describe the composition of the</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>Boards of any matter or questions requiring the approval of the Member Boards including any policy resolutions submitted by Board Members to the Board of Directors of the Association by way of Notice of Motion which may be brought at any time throughout the year; the filling of a vacancy in the office of auditor between Annual General Meetings, the appointment or removal of the President, First Vice-President, Second Vice-President and the Executive Director, the approval of budgets and financial statements; the amendments of the By-laws of the Association; the approval of the establishment of Core Issue Work Groups or the granting of Honorary Life Membership. Emphasis will be placed on political direction. Save for the President, First Vice-President, Second Vice-President, Past President, the Director elected by the First Nations Trustees pursuant to Section 9.05 and the five Regional Vice-Presidents, Directors shall be appointed and/or elected by the Member Boards of the Association. One Trustee elected by each Regional Council shall be the Chair of the Regional Council and Vice-President of the Association. One Director elected by each Regional Council shall be the Vice-Chair of that Regional Council.</p>	<p>Boards of any matter or questions requiring the approval of the Member Boards including any policy resolutions submitted by Board Members to the Board of Directors of the Association by way of Notice of Motion which may be brought at any time throughout the year; the filling of a vacancy in the office of auditor between Annual General Meetings, the appointment or removal of the President, First Vice-President, Second Vice-President and the Executive Director, the approval of budgets and financial statements; the amendments of the By-laws of the Association; the approval of the establishment of Core Issue Work Groups or the granting of Honorary Life Membership. Emphasis will be placed on political direction. Save for the President, First Vice-President, Second Vice-President, Past President, the Director elected by the First Nations Trustees pursuant to Section 9.05 and the five Regional Vice-Presidents, Directors shall be appointed and/or elected by the Member Boards of the Association. One Trustee elected by each Regional Council shall be the Chair of the Regional Council and Vice-President of the Association. One Director elected by each Regional Council shall be the Vice-Chair of that Regional Council Vice-President Alternate of that Regional Council.</p>	<p><i>Trustees pursuant to Section 9.05 and the five Regional Vice-Presidents, Directors shall be appointed and/or elected by the Member Boards of the Association. One Trustee elected by each Regional Council shall be the Chair of the Regional Council and Vice-President of the Association. One Director elected by each Regional Council shall be the Vice-Chair of that Regional Council.</i></p>	<p>Board of Directors and the matters the Board of Directors are responsible for. The recommended deletion is about how persons are elected or appointed to the Board of Directors. This would be better kept in only one section which is Article 9 Appointment and Election of Directors. This would prevent future discrepancies or confusion when a future change to either 8.01 or 9.0 is made without remembering to change the other section to be consistent. In effect the part now recommended to be deleted is a duplication of 9.01 and 9.02.</p> <p>Also, the committee recommended that the deleted paragraph be amended to state that the vice-chair of a Regional Council is an alternate for the</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
				Regional Council Vice-President. This concept would be captured below in recommended amendments to s.9.02.
8.06 (No. 6)	Observers: Any Member Board is entitled to send a Trustee as a non-voting observer to Board of Directors' meetings.	Observers: Any Member Board is entitled to send a Trustee as a non-voting observer to Board of Directors' meetings <u>but the Trustee may not be present and observe in-camera/private session meetings of the Association.</u>	(a) shall be amended by inserting the words, <i>but the Trustee may not be present and observe in-camera/private session meetings of the Association.</i>	(a) It is standard governance practice that private sessions are for the board of directors, alternate and staff only.
9.01 (No. 7)	Appointment and Election of Directors: Pupil Enrolment Qualification for appointed trustees: Each District School Board that is a Member shall be entitled to appoint one Trustee to the Board of Directors. Each District School Board that is a Member and which has a pupil enrolment of more than five per cent of the total enrolment of all Member Boards shall be entitled to appoint an additional Trustee from that District School Board to the Board of Directors. Each District School Board that is a Member and which has a pupil enrolment of more than fifteen percent of the total enrolment of all Member Boards shall be entitled to appoint a further additional Trustee from that District School Board to the Board of Directors. For the purpose of such	Appointment and Election of Directors: Pupil Enrolment Qualification for appointed trustees: Each District School Board that is a Member shall be entitled to appoint one Trustee to the Board of Directors. Each District School Board that is a Member and which has a pupil enrolment of more than five per cent of the total enrolment of all Member Boards shall be entitled to appoint an additional Trustee from that District School Board to the Board of Directors. Each District School Board that is a Member and which has a pupil enrolment of more than fifteen percent of the total enrolment of all Member Boards shall be entitled to appoint a further additional Trustee from that District School Board to the Board of Directors. For the purpose of such	(a) shall be amended by inserting the words, <i>or attending schools pursuant to Education Service Agreements</i>	(a) The addition of pupils attending Board schools through Education Service Agreements in the total enrolment of the Board would allow First Nation students to be included when factoring entitlement of OPSBA director. The intent is to more accurately reflect the actual enrolment of the board.

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>calculation, “pupil enrolment” means full time equivalent pupil enrolment of all pupils enrolled in grantable programs, as of the immediately preceding October 31. For the purposes of calculating such enrolment, the definitions of the Education Act and regulations thereunder shall govern. The Executive Director of the Association shall be responsible for determining the pupil enrolment of each Member Board and of the Association as a whole and shall certify, no later than one month prior to the Annual General Meeting, those Member Boards entitled to appoint an additional Trustee or additional Trustees to the Board of Directors. The Executive Director’s determination and certification of pupil enrolment shall be final and binding. In the absence of the Executive Director, the Board of Directors may, by resolution, appoint another person to make the determination and certification required by this Section.</p>	<p>calculation, “pupil enrolment” means full time equivalent pupil enrolment of all pupils enrolled in grantable programs <u>or attending schools pursuant to Education Service Agreements</u>, as of the immediately preceding October 31. For the purposes of calculating such enrolment, the definitions of the Education Act and regulations thereunder shall govern. The Executive Director of the Association shall be responsible for determining the pupil enrolment of each Member Board and of the Association as a whole and shall certify, no later than one month prior to the Annual General Meeting, those Member Boards entitled to appoint an additional Trustee or additional Trustees to the Board of Directors. The Executive Director’s determination and certification of pupil enrolment shall be final and binding. In the absence of the Executive Director, the Board of Directors may, by resolution, appoint another person to make the determination and certification required by this Section.</p>		
<p>9.02 First paragraph (No. 8)</p>	<p>Elections Held at Regional Council Meetings Regional Council Chair/Vice-President: Contemporaneously with the Annual General Meeting of the Association, each Regional Council shall meet separately to elect a Trustee of one of the Member Boards of that Regional Council as Regional Vice-President and as</p>	<p>Elections Held at Regional Council Meetings Regional Council Chair/Vice-President and Vice-Chair: Contemporaneously with the Annual General Meeting of the Association, each Regional Council shall meet separately to elect a Trustee of one of the Member Boards of that Regional Council as</p>	<p><u>Recommendation:</u> (a) shall be amended to add Vice-Chair to the margin title. (b) shall be amended to insert the words <i>to serve</i></p>	<p>Legal counsel is recommending this change to clarify the role of a Regional Vice-President.</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>Director of the Association. The Regional Vice-President shall be a Member of the Executive Council.</p>	<p>Regional Vice-President and <u>to serve as a Director of the Association and member of the Association’s Executive Council.</u> <u>The chair of a Regional Council shall be its Regional Vice-President.</u> The Regional Vice-President shall be a Member of the Executive Council.</p> <p>Following the election of a Regional Vice-President, a vice-chair of the Regional Council shall be elected to preside at the Regional Council meetings in the absence of the chair. A vice-chair of a Regional Council must be a Trustee of one of the Member Boards of that Regional Council and appointed or elected by their District School Board to the Association’s Board of Directors. The vice-chair of a Regional Council may attend Board of Director’s or Executive Council meetings as the alternate Regional Vice-President for that Region in the absence of the Regional Vice-President. The alternate Regional Vice-President shall have all the rights, including the right to vote at those meetings as the Regional Vice-President.</p>	<p>and insert the words <i>and member of the Association’s Executive Council. The chair of a Regional Council shall be its Regional Vice-President.</i></p> <p>And to delete the sentence: <i>The Regional Vice President shall be a Member of the Executive Council.</i></p> <p>(c)shall be amended to add the paragraph, <i>Following the election of a Regional Vice-President, a vice-chair of the Regional Council shall be elected to preside at the Regional Council meetings in the absence of the chair. A vice-chair of a Regional Council must be a Trustee of one of the Member Boards of that Regional Council and appointed or elected by their District School Board to the Association’s Board of Directors. The vice-chair of a Regional Council may attend Board of Director’s or Executive Council meetings as the alternate</i></p>	<p>(a)Description of Vice-Chair of Executive Council to be added.</p> <p>(b)To clarify the role of a Regional Vice-President and make it clear he/she chairs the Regional Council meetings.</p> <p>(c)It is legal counsel’s understanding that the committee wished to clarify any confusion regarding the position of Chair and Vice-Chair of a Regional Council versus Regional Vice-President and to clarify that the Vice-Chair of a Regional Council may be the Regional Vice-President’s alternate at meetings of the Board of Director’s and Executive Council.</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
			<i>Regional Vice-President for that Region in the absence of the Regional Vice-President. The alternate Regional Vice-President shall have all the rights, including the right to vote at those meetings as the Regional Vice-President.</i>	
9.02 Second paragraph (No. 8)	Elections Held at Regional Council Meetings: Contemporaneously with the Annual General Meeting of the Association, one Trustee from each Member Board in each Region also shall be appointed by each Member Board as a Director, and in the case of Member Boards, entitled to appoint an additional Trustee or additional Trustees to the Board of Directors, an additional Trustee or additional Trustees shall be appointed as Directors from such Member Boards.		<u>Recommendation:</u> (a) Delete the entire paragraph	It will be up Member Boards when they appoint a Trustee to the Board of Directors.
9.02 Third paragraph (No. 8)	Contemporaneously with the Annual General Meeting of the Association, each Regional Council shall elect a Trustee of one of the Member Boards forming part of that Regional Council who has already been appointed as a Director by a Member Board to Regional Council, a Vice-Chair of the Regional Council. The Regional Vice-Chairs of the Association shall serve as alternates to the Regional Chairs on the Executive Council.		<u>Recommendation:</u> (a) Delete the entire paragraph.	Legal Counsel is recommending that the entire paragraph be deleted as the concepts are captured above.
10.06 (No.9)	Term of Office re-election: The elected Officers shall hold office for one year or	Term of Office re-election: The elected Officers shall hold office for one year or until their successors are elected. They	<u>Recommendation:</u> (a) shall be amended by inserting the words,	The officers elected in 10.02 are the President,

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
	<p>until their successors are elected. They shall be eligible for re-election.</p>	<p>shall be eligible for re-election. <u>Effective commencing with the elections in 2020, the Association’s Officers elected pursuant to section 10.02 shall hold office for two years or until their successors are elected. They shall be eligible for re-election.</u></p>	<p><i>Effective commencing with the elections in 2020, the Association’s Officers elected pursuant to section 10.02 shall hold office for two years or until their successors are elected. They shall be eligible for re-election.</i></p>	<p>First Vice-President and Second Vice-President</p> <p>To insure continuity, and time for the executive to learn the role better.</p> <p>The AGM could focus on education not the election every second year.</p>
<p>10.07 (No. 10)</p>	<p>Term of Office Past-President: The Past President shall serve for a maximum term of one year. A President who resigns part way through the term shall become Past President on the date that the resignation is accepted by the Board of Directors and shall serve for one year or until the incoming President becomes Past President, whichever occurs sooner.</p>	<p>Term of Office Past-President:The Past President shall serve for a maximum term of one year. The Past President shall serve until there is a new immediate Past President or a two year term whichever shall first occur. A President who resigns part way through the term <u>shall not serve as Past President. shall become Past President on the date that the resignation is accepted by the Board of Directors and shall serve for one year or until the incoming President becomes Past President, whichever occurs sooner. In the event that the immediate Past President is unable to serve, the position may be filled by a previous President as determined by the Executive Council.</u></p>	<p><u>Recommendation:</u> (a) shall be amended by deleting the first sentence, and replacing it with <i>The Past President shall serve until there is a new immediate Past President or a two year term whichever shall first occur.</i> (b) shall be amended by inserting the words, <i>shall not serve as Past President</i> after the words <i>through the term.</i> (c) shall be amended by deleting the words, <i>shall become Past President on the date that the resignation is accepted by the Board of Directors and</i></p>	<p>If a President is elected who has not served on the Executive, the Past President could aid in a thoughtful meaningful transition. A one year overlap discounts the knowledge base that a past president can offer.</p> <p>We can strengthen the organization by retaining the knowledge and talent.</p>

Item #	Original Section	Original Section with changes inserted	Proposed Amendments	Explanation for the Change
			<p><i>shall serve for one year or until the incoming President becomes Past President, whichever occurs sooner.</i></p> <p>(d) shall be amended by inserting the sentence at the end of the section, <i>In the event that the immediate Past President is unable to serve, the position may be filled by a previous President as determined by the Executive Council.</i></p>	
11.01 (No. 11)	Duties of the President: The President shall preside at all meetings of the Association and of the Board of Directors.	Duties of the President: The President shall preside at all meetings of the Association and of the Board of Directors. <u>The First Vice-President shall preside at those meetings in the absence of the President.</u>	<u>Recommendation:</u> (a) shall be amended by inserting the words, <i>The First Vice-President shall preside at those meetings in the absence of the President.</i>	This is to allow for unforeseen circumstances where the President has to miss all or part of one of these meetings.
11.03 (No. 12)	President: The President shall be responsible for the general supervision of the affairs of the Association and shall be an ex-officio member of all committees.	President: The President shall be responsible for the general supervision of the affairs of the Association and shall be an ex-officio member of all committees, <u>and the President shall act as the official spokesperson for the Association.</u>	<u>Recommendation:</u> (a) shall be amended by inserting the words, <i>and the President shall act as the official spokesperson for the Association.</i>	This is standard practice.
Various Parts (No. 13)	Renaming of the Position of Regional vice-President to Regional Chair:		(a) all references to Regional Vice-President in By-Law No. 5 shall be deleted and replaced with Regional Chair .	The Association has several Vice-Presidents, the renaming of the position of Regional Vice-President to Regional Chair would

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				be less confusing for Members.

OPSBA Election Nomination Forms received as of June 7, 2019

Appendix D

President		Cathy Abraham , Kawartha Pine Ridge				
First Vice-President		Michael Barrett , Durham				
Second Vice-President		Carol Ann Sloat , Grand Erie				
REGION	REGIONAL VICE PRESIDENT/CHAIR	Regional Vice-Chair (Alternate)	POLICY DEVELOPMENT WORK GROUP	Policy Development (Alternate)	EDUCATION PROGRAM WORK GROUP	Education Program (Alternate)
CENTRAL EAST	Angela Lloyd , Kawartha Pine Ridge Corrie McBain , York Region	Donna Edwards , Durham	Shelley Laskin , Toronto Donna Edwards , Durham	Donna Edwards , Durham	Jaine Klassen Jeninga , Kawartha Pine Ridge	
CENTRAL WEST	Donna Danielli , Halton	Kathleen Woodcock , Waterloo	Jeanne Gray , Halton Linda Busuttill , Upper Grand	Joanna Oliver , Halton	Amy Collard , Halton Alex Johnstone , Hamilton-Wentworth	Joanna Oliver , Halton
EASTERN	Dave Shields , Renfrew County Keith Penny , Ottawa-Carleton	David McDonald , Upper Canada	Michael Rush , Hastings & Prince Edward	Michael Rush , Hastings & Prince Edward	Donald Cram , Upper Canada Marjorie Adam , Renfrew County Michael Rush , Hastings & Prince Edward Lucille Kyle , Hastings & Prince Edward	Michael Rush , Hastings & Prince Edward Lucille Kyle , Hastings & Prince Edward
NORTHERN	Mark Mannisto , Superior-Greenstone (NW) Gerald Kleist , Keewatin-Patricia (NW)	Bob Clement , Rainbow (NE)	Bill Steer , Near North (NE) Dave Cornish , Keewatin-Patricia (NW) Jennifer Kitowski , Keewatin-Patricia (NW) Sheryl Evans-Price , Algoma (NE)	Bill Steer , Near North (NE)	George Saarinen , Lakehead (NW) Tom Henderson , Ontario North East (NE) Jennifer Sarlo , Algoma (NE)	Trudy Tuchenhagen , Lakehead (NW)
WESTERN	Robert Hunking , Avon Maitland	Robert Hunking , Avon Maitland	Julia Burgess , Greater Essex County	Julia Burgess , Greater Essex County	Jan Johnstone , Bluewater Lynette Geddes , Avon Maitland	Lynette Geddes , Avon Maitland
Indigenous Trustee – BOD Director: Alternate Director:						
School Authorities – BOD Director: Alternate Director:						
Treatment School Authorities – BOD Director: Alternate Director:						

Note: Nomination deadline for table officers and regional vice-president positions is June 4, 2019

June 17, 2019

The Honourable Lisa Thompson
Minister of Education
14th Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1Y4

Dear Minister Thompson,

Trustees are mandated by the Education Act to enhance student achievement and well-being, and close gaps in student achievement. With this focus, Trustees with the Waterloo Region District School Board have directed me to voice our significant concerns regarding the proposed changes to classroom operations and funding the Government of Ontario has proposed to public education.

Changes to the Grants for Student Needs (GSN) has created challenges for our staff as they work diligently to prepare a balanced budget for the 2019-2020 school year. The WRDSB is facing an estimated loss of \$12 million as a result of changes to the GSN. Per-pupil funding has reduced by \$2 million from the 2017-18 budget year, which means each and every one of our students will receive \$110.44 less in funding. Our staff will continue to provide exemplary support for our students despite these changes; however, funding is essential to ensure our students have the necessary resources in place to support their academic achievement and their well-being.

The change that is causing the most concern for both my fellow trustees and staff, especially as we look beyond the current school year, are the proposed changes to class sizes. Moving from an average of 22 to 28 students in a classroom in secondary school might not seem like it will have much of an impact on student achievement and well-being, but I can assure you that this change will drastically alter the experiences our students have at school. We are anticipating that this change will affect the courses schools can offer students. Specialized courses and electives with lower enrollment numbers, such as technology courses and the arts may be limited, which will impact our students' optional areas of study and pathways opportunities. We also anticipate that an average class size of 28 students may result in some mandatory courses having a reduced number of sections available. Reduced sections may lead to students on wait lists to receive the course they require to graduate, and class sizes that may stretch the capacity of our classroom facilities. Furthermore, the increase in the average class size will result in fewer caring adults in our schools - caring adults who play an important role in the lives of students, who have an impact on the well-being of students in classrooms, and who supervise extra-curricular activities that keep students engaged.



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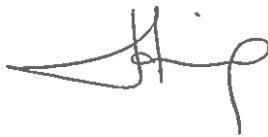
 [YOUTUBE.COM/WRDSBVIDEO](https://www.youtube.com/wrdsbvideo)

The four mandatory online learning courses that secondary students will be required to complete starting in 2020 as a requirement of graduation are also of concern. All students learn in different ways. For some, online learning is a clear choice and an effective way to accumulate credits. For others, online learning does not suit their needs. Some students need one-on-one interactions with educators and peers to stay engaged and focused on their work. This new requirement also has an equity component that currently, has not been addressed. Not all students and their families have access to the internet or have limited access and not all students have access to computers after school hours. Research has shown that e-learning is not an effective platform for all students to learn. This proposal is a one-size fits all approach to education that does not address the learning needs of all students. We believe that enacting a mandatory four online courses for secondary students will lead to a rise in disengaged learners and hinder graduation rates.

We urge you to reconsider the decrease in per pupil funding, the increase in secondary class sizes and the mandatory four e-learning credits, and to consider the impact these changes will have on our students' achievement and well-being. We ask you to affirm your support for public education. An investment in public education is an investment in our youth, our communities and the future of Ontario.

Trustees of the Waterloo Region District School Board look forward to your response and would welcome a meeting at your convenience to discuss our concerns.

Sincerely,



Jayne Herring
Chairperson of the Board

cc: The Honorable Doug Ford
MPP Belinda Karahalios
MPP Laura Mae Lindo
MPP Amy Fee
MPP Mike Harris
MPP Catherine Fife
Ontario Public School Boards' Association (OPSBA)
Chairs of all District School Boards



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