WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, March 9 2020, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations
    K. Rana - Quebec's Bill 21
    A. Nawaz - Quebec's Bill 21

Staff Follow Up (*10 minutes*)
    OSSLT Special Considerations   S. Miller
    Maple Syrup Education Program Verbal Update   R. DeBoer

Policy and Governance
01	Board Policy 1003 - School Councils	L. Read
03	Board Policy 1005 - Safe Arrival	M. Weinert
05	Board Policy 4008 - Segregation of Duties and Cheque Signing Authority	M. Gerard
13	Board Policy 6010 - Student Dress Code	B. Lemon
15	Board Policy G200 - Governance Policy – Roles and Responsibilities	Chairperson

Reports
25	School Year Calendars for 2020-2021	E. Giannopoulos
30	2020-21 Extended Day Program Fee	M. Gerard
36	Annual French Immersion Enrolment Status Update	M. Gerard
	Novel Coronavirus (COVID-19) Verbal Update	A. Sloan
41	Motion: New Board Policy - Outdoor Education	Trustee C. Millar / Trustee J. Weston
43	Motion: Quebec's Bill 21	Trustee K. Meissner

Board Reports
45	Ad Hoc Bylaw Review Committee	Trustee N. Waddell / Trustee K. Woodcock
89	OPSBA Board of Directors	Trustee K. Woodcock

**Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca**

Question Period (*10 minutes*)

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

Adjournment

**Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca**

**Waterloo Region
District School Board**

Board Policy 1003

SCHOOL COUNCILS

Legal References:	*Education Act: Ontario Regulation 612/00* *Education Act: Ontario Regulation 613/00 – School Councils and Parent Involvement Committees*
Related References:	*Ministry of Education, Guide to School Councils, 2002* *Administrative Procedure 1570 – School Councils* *School Council Handbook by WRAPSC/PIC (2015)*
Effective Date:	*February 23, 1998*
Revisions:	*~~January 16, 2017,~~ April 16, 2018,* **March 9, 2020**
Reviewed:	

1. It is the policy of the Waterloo Region District School Board (WRDSB), in compliance with the legislative requirements contained in the Education Act, and in recognition of the valuable contributions of all the school councils of the ~~Waterloo Region District School Board~~ **WRDSB**, the Waterloo Region Assembly of Public School Councils (WRAPSC), Parent Involvement Committee (PIC) and all participants within our diverse community through this partnership of school and community, to:

   1.1 request that each school within the district establish and maintain a School Council, ranging in size from nine to fifteen members in elementary schools, and from eleven to fifteen members in secondary schools, where possible, which will be an advisory body to the school and to the Board;

   1.2 acknowledge that the implementation of School Councils will be a learning process unique to each school and its community, and that part of this process will be regular reflection and review of the Council's effectiveness according to WRDSB's policy and procedures for School Councils;

   1.3 encourage School Councils to focus on strategies and activities which support ***equity and inclusion,*** student learning, achievement and well-being;

   1.4 advocate that School Councils and WRAPSC work together with parents, caregivers, students, employees, band councils, PIC, Special Education Advisory Committee and other members of the community to bring a community perspective and support to school planning and the attainment of educational goals, and a shared responsibility and accountability for student learning, ***well-being*** and opportunities for success;

   1.5 consult with School Councils in accordance with s.19, 20, 21 of O. Reg. 612/00.

**Waterloo Region
District School Board**

SCHOOL COUNCILS

Legal References:	*Education Act: Ontario Regulation 612/00* *Education Act: Ontario Regulation 613/00 – School Councils and Parent Involvement Committees*
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    1.5 consult with School Councils in accordance with s.19, 20, 21 of O. Reg. 612/00.

![Waterloo Region District School Board logo]

Board Policy 1005

SAFE ARRIVAL

Legal References:	*Education Act*
Related References:	*Ministry of Education Policy/Program Memorandum No. 123* *AP 1520 Safe Arrival Program*
Effective Date:	*May 31, 1999*
Revisions:	*May 30, 2005, **March 9, 2020***
Reviewed:	*November 21, 2016, March 19, 2018, **March 9, 2020***

1. It is the policy of the Waterloo Region District School Board *(WRDSB),* as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:

    1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;

    1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;

    1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;

    1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;

    1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

**Waterloo Region
District School Board**

Board Policy 1005

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Related References:	*Ministry of Education Policy/Program Memorandum No. 123* *AP 1520 Safe Arrival Program*
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Revisions:	*May 30, 2005*
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    1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

Board Policy 4008

SEGREGATION OF DUTIES AND SIGNING AUTHORITY

Legal References:	*Public Sector Accountability Act (2010)*
Related References:	*Broader Public Sector (BPS) Procurement Directive, Ministry of Finance* *Board Policy 4005 - Procurement* *Board Policy 4018 - Fraud Management* *Administrative Procedure 4360 - Principles of Business Conduct* *For Board Employees* *Administrative Procedure 4315 - Fraud Management* *Administrative Procedure 4380 - Travel, Meals and Hospitality Expenditures* *Administrative Procedure 4400 - One-Over-One Approvals* *Administrative Procedure 4570 - Procurement*
Effective Date:	*November 29, 2010*
Revisions:	*February 12, 2018, March 9, 2020*
Reviewed:	

1. Preamble

1.1 Segregation of duties and the delegation of authority are essential controls within the procure-to-pay process. Together, they ensure process integrity by reducing exposure to inappropriate, unauthorized or unlawful expenditures.

2. Segregation of Duties

2.1 Segregation of duties prevents any one person from controlling the entire procurement process by segregating approvals for the key stages of the supply chain process.

2.2 The Waterloo Region District School Board (WRDSB) will segregate a minimum of three (3) of the following five procurement roles below:

Function	Responsibility	Accountable Party
Requisitioning	Authorize procurement services to place an order	Requisitioner
Requisition Approval	Authorize that funding is available to cover the cost of the requested order, and that the requested items/services are required	Budget Holder
Purchase Order	Authorize release of the order to the vendor under agreed terms	Procurement Services
Receiving	Authorize that the order was physically received, correct and complete	Individual Receiving The Goods/Services
Payment	Authorize release of payment to the vendor	Accounts Payable

3. **Approvals Authority Schedule (AAS)**

The following charts identify the approvals required for various levels of operating and capital procurement activities. These authority levels shall be adhered to by all WRDSB personnel.

Approvals for all procurement expenditures must be based on the total estimated value, inclusive of taxes and any agreed upon renewals.

3.1 **Contract Signing Authority**

All contracts, letters of intent or agreements shall be reviewed and signed by authorized signatories of the WRDSB only. These include the Director of Education, the Coordinating Superintendent, Business Services & Treasurer of the Board, or the Manager of Procurement Services.

In circumstances where a contract is required for a **one-time event**, such as reserving a banquet hall for graduation, or to book a guest speaker, an exception exists whereby the Superintendent, Principal or Manager may sign the contract; to a maximum of $10,000. No other staff shall commit to any contractual agreement, and cannot bind the WRDSB.

3.2 **Electronic Requisition Approval Authority Schedule**

Total Purchase Amount	Delegated Authority level
Less than or equal to $50,000	Principal/Manager (Online requisition processing may be delegated to Administrative staff)
Less than $100,000	Associate Director, Coordinating Superintendent, Human Resource Services, Superintendents, Controllers, Senior Managers
Greater than or equal to $100,000	Coordinating Superintendent, Business Services & Treasurer of the Board, or Director of Education
EXCEPTIONS:	
Less than or equal to $1,000,000 Computer Hardware & Software	Superintendent, Student Achievement & Well-Being (with IT portfolio)
Less than $1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to $1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

Note: The exceptions identified in 3.2 exist to ensure consistency with established WRDSB technology and building standards, as well as compliance with any existing contracts. The exceptions listed relate to requisition approval only.

3.3 Commitment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than or equal to $3,000	Principal/Manager (May include purchases Request for Cheque or Procurement Cards)
Greater than $3,000 and less than or equal to $50,000	Procurement Specialist, Junior Buyer, Project Coordinator
Greater than $50,000 and less than or equal to $100,000	Senior Procurement Specialist
Greater than $100,000 and less than $1,000,000	Manager of Procurement Services
Greater than or equal to $1,000,000	Two approvals required: Manager of Procurement and/or Controller, Financial Services and/or Coordinating Superintendent, Business Services & Treasurer of the Board

3.4 Receipt Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than $10,000	The WRDSB utilizes "positive receiving" for smaller value purchase orders. The Requisitioner/Budget Holder is accountable for ensuring all items ordered and charged to their budget have been received in good order. Any exceptions should be immediately reported to the Accounts Payable department.
Greater than or equal to $10,000	Principal/Manager
EXCEPTIONS:	
Less than $10,000 Construction Project	Facility Services Project Coordinators
Greater than or equal to $10,000 and less than $1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to $1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.5   Payment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
PAYMENTS WITH MATCHING PURCHASE ORDER	
Less than or equal to $5,000	Accounts Payable Clerk
Greater than $5,000 and less than or equal to $25,000	Accounting Officer
Greater than $25,000 and less than $50,000	Manager of Accounting Services
Greater than or equal to $50,000	Controller, Financial Services
PAYMENTS WITH NO PURCHASE ORDER **Invoice Must Include Requisition Level Approval Signature**	
Less than or equal to $1,000	Accounts Payable Clerk
Greater than $1,000 and less than or equal to $5,000	Accounting Officer
Greater than $5,000 and less than $25,000	Manager of Accounting Services
Greater than or equal to $25,000	Controller, Financial Services
EXPENSE REIMBURSEMENTS	
Less than $1,000	Associate Director, Coordinating Superintendent HRS, Superintendents, Controller, Principal, Vice-Principal, Manager, and Supervisor
Greater than or equal to $1,000 and less than $3,000	Coordinating Superintendent, Business Services & Treasurer of the Board
Greater than or equal to $3,000	Director of Education

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

3.6   Monthly Report to Chairperson of the Board

On a monthly basis, the **Coordinating** Superintendent, Business Services & Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all issued payments over $50,000.

**Waterloo Region
District School Board**

Board Policy 4008

SEGREGATION OF DUTIES
AND SIGNING AUTHORITY

Legal References:	*Public Sector Accountability Act (2010)*
Related References:	*Broader Public Sector (BPS) Procurement Directive, Ministry of Finance* *Board Policy 4005 - Procurement* *Board Policy 4018 - Fraud Management* *Administrative Procedure 4360 - Principles of Business Conduct* *For Board Employees* *Administrative Procedure 4315 - Fraud Management* *Administrative Procedure 4380 - Travel, Meals and Hospitality Expenditures* *Administrative Procedure 4400 - One-Over-One Approvals* *Administrative Procedure 4570 - Procurement*
Effective Date:	*November 29, 2010*
Revisions:	*February 12, 2018*
Reviewed:	

1. Preamble

1.1 Segregation of duties and the delegation of authority are essential controls within the purchase-to-pay process. Together, they ensure integrity of the process by reducing exposure to inappropriate, unauthorized or unlawful expenditures.

2. Segregation of Duties

2.1 Segregation of duties prevents any one person from controlling the entire purchasing process by segregating approvals for the key stages of the supply chain process.

2.2 The Waterloo Region District School Board (Board) will segregate a minimum of three (3) of the following five procurement roles below:

Roles	Explanation	Who
Requisition	Authorize the placement of an order to purchase	Customer requesting the product or service
Budget	Authorize that funding is available to cover the cost of the order	Cost Centre budget holder or Budget Services
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Procurement role within Procurement Services
Receipt	Authorize that the order was physically received, correct and complete	Individual receiving the goods
Payment	Authorize release of payment to the supplier	Accounts Payable role within Financial Services

3. Approvals Authority

The following charts identify the approvals required for various levels of operating and capital Procurement activity. These authority levels must be complied with for all items purchased within the Board.

Approvals for all procurements must be based on the total estimated value including any agreed upon renewals.

3.1. Requisition Approval Authority Schedule

Note: Technology equipment or facilities related items may require additional operational (non-monetary) approvals from the appropriate department (Information Technology Services, Facility Services) prior to procurement.

Total Purchase Amount	Delegated Authority level
Less than or equal to $50,000	Principal/Manager (Online requisition processing may be delegated to Administrative staff)
Less than $100,000	Coordinating Superintendents, Superintendents, Controllers, Senior Managers
Greater than or equal to $100,000	Coordinating Superintendent, Business Services & Treasurer of the Board, or Director of Education
EXCEPTIONS:	
Less than or equal to $1,000,000 Computer Hardware & Software	Superintendent, Student Achievement & Well-Being (with IT portfolio)
Less than $1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to $1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.2. Budget Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
The budget is approved and authorized annually by the Board of Trustees. Budget Services allocates the approved amounts to schools and departments. Authorized employees may procure up to their budget approval only. If items exceed the allocated budget in the respective areas, the following approvals are required.	
Lesser of 10% or less than $10,000 over budget	Manager, Budget Services, or designate
Between $10,000 and less than $50,000 over budget but not greater than 10% of Budget	Controller, Financial Services

3.3. Commitment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than or equal to $1,000	Principal/Manager (May include purchases Request for Cheque or Procurement Cards)
Greater than $1,000 and less than or equal to $50,000	Procurement Specialist/Project Coordinator
Greater than $50,000 and less than or equal to $100,000	Senior Procurement Specialist
Greater than $100,000 and less than $1,000,000	Manager of Procurement and Risk Services
Greater than or equal to $1,000,000	Two signatures required: Manager of Procurement and/or Controller, Financial Services and/or Coordinating Superintendent, Business Services & Treasurer of the Board

3.4. Receipt Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
Less than $10,000	The Board utilizes "positive receiving" for smaller value purchase orders. The Requisitioner/Budget Holder is accountable for ensuring all items ordered and charged to their budget have been received in good order. Any exceptions should be immediately reported to the Accounts Payable department.
Greater than or equal to $10,000	Principal/Manager
EXCEPTIONS:	
Less than $10,000 Construction Project	Facility Services Project Coordinators
Greater than or equal to $10,000 and less than $1,000,000 Facilities Maintenance & Construction Projects	Manager of Capital Projects
Greater than or equal to $1,000,000 Facilities Maintenance & Construction Projects	Controller, Facility Services

3.5. Payment Approval Authority Schedule

Total Purchase Amount	Delegated Authority level
PAYMENTS WITH MATCHING PURCHASE ORDER	
Less than or equal to $5,000	Accounts Payable Clerk
Greater than $5,000 and less than or equal to $25,000	Accounting Officer
Greater than $25,000 and less than $50,000	Manager of Accounting Services
Greater than or equal to $50,000	Controller, Financial Services
PAYMENTS – NO PURCHASE ORDER	**Must have Requisition Approval Signature**
Less than or equal to $1,000	Accounts Payable Clerk
Greater than $1,000 and less than or equal to $5,000	Accounting Officer
Greater than $5,000 and less than $25,000	Manager of Accounting Services
Greater than or equal to $25,000	Controller, Financial Services
EXPENSE REIMBURSEMENTS	
Less than $1,000	Principal, Vice-Principal, Controller, Manager, Supervisor and Coordinator
Greater than or equal to $1,000 and less than $3,000	Coordinating Superintendent, Business Services & Treasurer of the Board
Greater than or equal to $3,000	Director of Education

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

3.6. Monthly Report to Chairperson

On a monthly basis, the Coordinating Superintendent, Business Services & Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all issued payments over $50,000.

4. Segregation of Approvals

In all cases, at least three of the authorization roles must be from different authorized positions.

![Waterloo Region District School Board logo] **Waterloo Region District School Board**

Board Policy 6010

STUDENT DRESS CODE

Legal References*:*	*Education Act*
Related References:	*Canadian Charter of Rights and Freedoms* *Ontario Human Rights Code* *Board Policy 1003 – School Councils* *Board Policy 1012 - Equity and Inclusion*
Effective Date*:*	*June 25, 2001*
Revisions*:*	**March 9, 2020**
Reviewed:	

1. **Preamble**

    1.1 The Waterloo Region District School Board (WRDSB) provides students with learning environments that are safe, equitable, welcoming and inclusive, and recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are personal and important factors to a person's well-being and health.

    1.2 It is the policy of the WRDSB to create an environment that is appropriate for student learning through the establishment of student dress expectations in each school.

    1.3 It is the responsibility of the principal, in consultation with the School Council ***and a representative student group*** on a ***bi***annual basis, to ***review*** ~~establish~~ ~~these~~ expectations for student dress.

**Waterloo Region
District School Board**

Board Policy 6010

STUDENT DRESS CODE

Legal References*:*	*Education Act*
Related References:	*Canadian Charter of Rights and Freedoms* *Ontario Human Rights Code* *Board Policy 1003 – School Councils*
Effective Date*:*	*June 25, 2001*
Revisions*:*	*March 2014, September 2002*
Reviewed:	*September 18, 2017*

1.   Preamble

1.1   It is the policy of the Waterloo Region District School Board to create an environment that is appropriate for student learning through the establishment of student dress expectations in each school.

1.2   It is the responsibility of the principal, in consultation with the School Council on an annual basis, to establish these expectations for student dress.

Board Policy G200

GOVERNANCE POLICY –
ROLES AND RESPONSIBILITIES

Legal References*:*	*Education Act;* *Municipal Conflict of Interest Act.*
Related References:	*Board Policy G500 – Director of Education-Executive Limitations/Requirements*
Effective Date*:*	*May 2006*
Revisions*:*	*October 29, 2012, April 13, 2015*
Reviewed:	***February 10, 2020***

1. Preamble

1.1 This policy deals with the governance of the Board in relation to the:

1.1.1 Role of Board of Trustees;
1.1.2 Role of Individual Trustees;
1.1.3 Role of Board Chair;
1.1.4 Role of Director of Education - Accountability and Chief Executive Officer Position
1.1.5 Relationship between Board of Trustees and Director of Education
1.1.6 Trustees Conflict of Interest.

2. Role of Board of Trustees

2.1 The role of the Board of Trustees is as per the Education Act of the Province of Ontario, focusing on the following key responsibilities:

2.1.1 Oversight Accountability
- To be responsible for the legal, academic, operational, financial and political accountabilities and responsibilities of the Board to the Province and the members of the communities served across the District.
- To ensure the on-going sustainability, credibility and ability of the Board to realize its mandate and Mission on behalf of the communities and public served.
- To ensure the Board operates within the requirements of the Education Act, Ministry directives and relevant statutory and regulatory requirements.

2.1.2 Operational Accountability
- To establish the strategic directions, priorities and outcomes of the Board, and regularly monitor their achievement.
- To set annual system goals and outcomes, ensuring their measurement and undertaking regular reporting on what is being achieved.
- To approve an annual budget for the Board, and regularly monitor budgetary performance and priorities.
- To initiate, approve and review Board policies and monitor their achievement and outcomes.

2.1.3 Director of Education
- To recruit, evaluate and terminate a Director of Education.

- To establish Executive Limitations / Requirements for the Director of Education position that defines the position's authority to act and to monitor performance within the limitations set.

2.1.4 Representation
- To undertake directly and/or facilitate linkages with the communities and public served and represented by the Board.
- To advocate for a strong and vigorous public education system that benefits the learners and communities served within the District.

3. Role of Individual Trustees

3.1 The following points represent the roles and responsibilities of individual Trustees within the context of being a member of the Board of Trustees of the Waterloo Region District School Board.

3.1.1 To attend Board of Trustee meetings as identified in the Procedural By-law and Board Policies, giving prior notice to appropriate Chairs or staff individuals if unable to attend.

3.1.2 To read meeting materials and to undertake appropriate research prior to meetings in order to facilitate the Trustee's active engagement in meeting discussions and votes.

3.1.3 To actively participate in Board and Committee meetings, providing and encouraging a diversity of views and inputs, being open-minded and listening to all views throughout the course of the deliberations.

3.1.4 To support Board of Trustee efforts to move towards reaching a decision on individual items and being addressed.

3.1.5 To receive enquiries from district residents, responding as follows:
- Explaining the influences, impacts and rationales of the Education Act, Board Policies and directions and related considerations connected to their enquiry.
- Providing information on appropriate connecting points for and sources of further information.
- Where relevant, providing enquirer / respondent input into the work of the Board of Trustees within its various forums.

3.1.6 To undertake the role of the Trustee as per the Trustees Code of Conduct in the Board's Governance Policy.

3.1.7 To advocate for the enhancement and value / importance of public education in the district in a manner consistent with Board policies.

3.1.8 To communicate with constituents on Board initiatives, directions, decisions, events, consultation programs and activities.

3.1.1 To undertake research, attend educational forums, participate in educational development opportunities and to undertake other actions that support a Trustee to be informed on public education opportunities, issues, trends and policies.

4. Role of Board Chair

4.1 The Chair is the responsible person to ensure the effective operation of the Board of Trustee processes. This person is impartial in this role and has significant responsibilities in representing the Board. The following are the key roles and responsibilities of the Chair:

4.1.1 To facilitate preparation of, or to Chair an Agenda Development Committee, that prepares agendas for all Board and Committee of the Whole meetings.

4.1.2 To Chair all Board of Trustees or Committee of the Whole meetings, relying on the Education Act, the Board's Procedural By-law and Governance Policies to manage the meeting processes.

4.1.3 To ensure that discussions are fair and on topic, and undertaken in a timely and orderly manner.

4.1.4 To make decisions that are identified for the Chair within the Board's By-laws, or Governance and other policies.

4.1.5   To administer the Board of Trustees' relationship with the Director of Education, including the annual performance appraisal review.

4.1.6   To be one of the officially designated spokespersons on behalf of the Waterloo Region District School Board.

4.1.7   To represent the Board at meetings, forums, conferences, etc. or to assign designates where appropriate.

4.1.8   To ensure the Vice Chair is designated, or if they are not available, to designate a Trustee to fulfill the Board Chair's responsibility when the Chair is not available.

4.1.9   To be an ex officio member of all Board of Trustee statutory, standing, ad hoc and other committees.

5.1.10 To ensure that the work of standing committees and ad hoc committees is proceeding as directed by the Board of Trustees, and integrated into Committee of the Whole and Board of Trustees agendas on a timely basis.

5.1.11 To implement and oversee the Board of Trustee's Code of Conduct, speaking to/ working with individual Trustees on interpretation, compliance and related considerations.

5.   Role of Director of Education - Accountability and Chief Executive Officer Position

5.1   The Director of Education is the Board of Trustees' formal connecting point to Board operations. This relationship does not represent Trustees' only point of potential staff contact. The following items identify the accountability framework of the Director of Education:

5.1.1   The Director of Education is accountable to the Board of Trustees, acting as a corporate body.

5.1.2   The Board of Trustees provides direction to the Director of Education through its written policies, decisions and motions.

5.1.3   The Director of Education is responsible for interpretation of Board policies where discretion is provided, the implementation of Board policies and the provision of monitoring reports as outlined in the policies.

5.1.4   The decisions of the Board of Trustees, as undertaken in Committee of the Whole or Board of Trustees meetings, when it is acting as a corporate entity, are binding on the Director of Education unless otherwise identified in the Education Act.

5.1.5   Individual Trustees; officers; statutory; standing or ad hoc committees; work groups, etc. do not have the authority to make binding decisions on the Director of Education, except where identified in a policy, the Education Act, or approved by the Board of Trustees.

5.1.6   When individual Trustees and committee/work groups require information or support from the Director of Education to fulfill their roles and responsibilities, the Director of Education will undertake best efforts to respond on a timely basis, but may choose to decline or refer such requests to the Board of Trustees for approval if such requests were to unduly impact Board operations, or have other impacts that may contravene the Education Act, Board policies, etc.

5.1.7   The Director of Education has the sole responsibility for the direction of and accountability for Board staff, having full responsibility for the selection, evaluation and direction of their responsibilities within the Executive Limitations/Requirements, Human Resources or other relevant Board policies.

6.   Relationship between Board of Trustees and Director of Education

6.1   The Director of Education is the Board's senior staff person, through which the Board of Trustees implements its decisions. The quality of this relationship is important and managed through:

6.1.1   An annual performance appraisal of the Director of Education based on clear objectives and performance requirements established by the Board of Trustees.

6.1.2 The development of and on-going monitoring of an Executive Limitations/ Requirements Policy for the Director of Education position.

6.1.3 Identified reporting requirements, as per approved Board policies, projects and/or as directed by the Board of Trustees of the Director of Education.

6.2 A review of the Director of Education position description every three years, each time a new Director of Education recruitment occurs, or sooner as events warrant.

7. Trustees Conflict of Interest

7.1 In Ontario, the conflict of interest provisions for elected board members are set out in the Municipal Conflict of Interest Act. It speaks to Pecuniary Interest, which means a financial or monetary interest.

7.2 The Act defines "Indirect Pecuniary Interest" as follows:

7.2.1 where a Board member
- is a shareholder, director or senior officer of a private corporation;
- has a controlling interest in or is a director or senior officer of a public corporation;
- is a member of another body, that has a pecuniary interest in a matter which is before the Board.

7.2.2 where a Board member's business partner or employer has a pecuniary interest in a matter which is before the Board.

7.3 Where a trustee, either on his/her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, in any matter and is present at a meeting (including a committee or other meeting) of the Board at which the matter is the subject of consideration, he/she:

7.3.1 shall, prior to any consideration of the matter at the meeting, disclose his/her interest and the general nature thereof;

7.3.2 shall not take part in the discussion of, or vote on any question in respect of the matter;

7.3.3 shall not attempt in any way before, during or after the meeting to influence the voting on any such question.

7.4 For purposes of determining conflict of interest, the pecuniary interest, direct or indirect, of a parent, spouse or child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.

7.5 Where the meeting referred to 7.3 above is not open to the public, in addition to complying with the requirements of that section, the trustee shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

7.6 Where the interest of a trustee has not been disclosed by reason of his/her absence from the meeting referred to in 7.3 above, the trustee shall disclose his/her interest at the first meeting of the Board attended by him/her after the meeting at which a conflict would have been declared.

7.7 Every disclosure of interest and the general nature 7.3, 7.4, and 7.5 above shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the meeting secretary.

7.8 Every declaration of interest made in 7.3, 7.4, and 7.5 above, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting that is open to the public.

7.9   Where as a result of members declaring conflict of interest the remaining members are insufficient for a quorum, the remaining members are deemed to constitute a quorum if there are at least two present.

**Waterloo Region
District School Board**

GOVERNANCE POLICY –
ROLES AND RESPONSIBILITIES

Legal References*:*	*Education Act;* *Municipal Conflict of Interest Act.*
Related References:	*Board Policy G500 – Director of Education-Executive Limitations/Requirements*
Effective Date*:*	*May 2006*
Revisions*:*	*June 2006, October 29, 2012, April 13, 2015*
Reviewed:	

1. Preamble

1.1 This policy deals with the governance of the Board in relation to the:

    1.1.1 Role of Board of Trustees;
    1.1.2 Role of Individual Trustees;
    1.1.3 Role of Board Chair;
    1.1.4 Role of Director of Education - Accountability and Chief Executive Officer Position
    1.1.5 Relationship between Board of Trustees and Director of Education
    1.1.6 Trustees Conflict of Interest.

2. Role of Board of Trustees

2.1 The role of the Board of Trustees is as per the Education Act of the Province of Ontario, focusing on the following key responsibilities:

    2.1.1 Oversight Accountability
- To be responsible for the legal, academic, operational, financial and political accountabilities and responsibilities of the Board to the Province and the members of the communities served across the District.
- To ensure the on-going sustainability, credibility and ability of the Board to realize its mandate and Mission on behalf of the communities and public served.
- To ensure the Board operates within the requirements of the Education Act, Ministry directives and relevant statutory and regulatory requirements.

    2.1.2 Operational Accountability
- To establish the strategic directions, priorities and outcomes of the Board, and regularly monitor their achievement.
- To set annual system goals and outcomes, ensuring their measurement and undertaking regular reporting on what is being achieved.
- To approve an annual budget for the Board, and regularly monitor budgetary performance and priorities.
- To initiate, approve and review Board policies and monitor their achievement and outcomes.

    2.1.3 Director of Education
- To recruit, evaluate and terminate a Director of Education.

- To establish Executive Limitations / Requirements for the Director of Education position that defines the position's authority to act and to monitor performance within the limitations set.

2.1.4 Representation
- To undertake directly and/or facilitate linkages with the communities and public served and represented by the Board.
- To advocate for a strong and vigorous public education system that benefits the learners and communities served within the District.

3. Role of Individual Trustees

3.1 The following points represent the roles and responsibilities of individual Trustees within the context of being a member of the Board of Trustees of the Waterloo Region District School Board.

3.1.1 To attend Board of Trustee meetings as identified in the Procedural By-law and Board Policies, giving prior notice to appropriate Chairs or staff individuals if unable to attend.

3.1.2 To read meeting materials and to undertake appropriate research prior to meetings in order to facilitate the Trustee's active engagement in meeting discussions and votes.

3.1.3 To actively participate in Board and Committee meetings, providing and encouraging a diversity of views and inputs, being open-minded and listening to all views throughout the course of the deliberations.

3.1.4 To support Board of Trustee efforts to move towards reaching a decision on individual items and being addressed.

3.1.5 To receive enquiries from district residents, responding as follows:
- Explaining the influences, impacts and rationales of the Education Act, Board Policies and directions and related considerations connected to their enquiry.
- Providing information on appropriate connecting points for and sources of further information.
- Where relevant, providing enquirer / respondent input into the work of the Board of Trustees within its various forums.

3.1.6 To undertake the role of the Trustee as per the Trustees Code of Conduct in the Board's Governance Policy.

3.1.7 To advocate for the enhancement and value / importance of public education in the district in a manner consistent with Board policies.

3.1.8 To communicate with constituents on Board initiatives, directions, decisions, events, consultation programs and activities.

3.1.1 To undertake research, attend educational forums, participate in educational development opportunities and to undertake other actions that support a Trustee to be informed on public education opportunities, issues, trends and policies.

4. Role of Board Chair

4.1 The Chair is the responsible person to ensure the effective operation of the Board of Trustee processes. This person is impartial in this role and has significant responsibilities in representing the Board. The following are the key roles and responsibilities of the Chair:

4.1.1 To facilitate preparation of, or to Chair an Agenda Development Committee, that prepares agendas for all Board and Committee of the Whole meetings.

4.1.2 To Chair all Board of Trustees or Committee of the Whole meetings, relying on the Education Act, the Board's Procedural By-law and Governance Policies to manage the meeting processes.

4.1.3 To ensure that discussions are fair and on topic, and undertaken in a timely and orderly manner.

4.1.4 To make decisions that are identified for the Chair within the Board's By-laws, or Governance and other policies.

4.1.5   To administer the Board of Trustees' relationship with the Director of Education, including the annual performance appraisal review.

4.1.6   To be one of the officially designated spokespersons on behalf of the Waterloo Region District School Board.

4.1.7   To represent the Board at meetings, forums, conferences, etc. or to assign designates where appropriate.

4.1.8   To ensure the Vice Chair is designated, or if they are not available, to designate a Trustee to fulfill the Board Chair's responsibility when the Chair is not available.

4.1.9   To be an ex officio member of all Board of Trustee statutory, standing, ad hoc and other committees.

5.1.10   To ensure that the work of standing committees and ad hoc committees is proceeding as directed by the Board of Trustees, and integrated into Committee of the Whole and Board of Trustees agendas on a timely basis.

5.1.11   To implement and oversee the Board of Trustee's Code of Conduct, speaking to/ working with individual Trustees on interpretation, compliance and related considerations.

5.   Role of Director of Education - Accountability and Chief Executive Officer Position

5.1   The Director of Education is the Board of Trustees' formal connecting point to Board operations. This relationship does not represent Trustees' only point of potential staff contact. The following items identify the accountability framework of the Director of Education:

5.1.1   The Director of Education is accountable to the Board of Trustees, acting as a corporate body.

5.1.2   The Board of Trustees provides direction to the Director of Education through its written policies, decisions and motions.

5.1.3   The Director of Education is responsible for interpretation of Board policies where discretion is provided, the implementation of Board policies and the provision of monitoring reports as outlined in the policies.

5.1.4   The decisions of the Board of Trustees, as undertaken in Committee of the Whole or Board of Trustees meetings, when it is acting as a corporate entity, are binding on the Director of Education unless otherwise identified in the Education Act.

5.1.5   Individual Trustees; officers; statutory; standing or ad hoc committees; work groups, etc. do not have the authority to make binding decisions on the Director of Education, except where identified in a policy, the Education Act, or approved by the Board of Trustees.

5.1.6   When individual Trustees and committee/work groups require information or support from the Director of Education to fulfill their roles and responsibilities, the Director of Education will undertake best efforts to respond on a timely basis, but may choose to decline or refer such requests to the Board of Trustees for approval if such requests were to unduly impact Board operations, or have other impacts that may contravene the Education Act, Board policies, etc.

5.1.7   The Director of Education has the sole responsibility for the direction of and accountability for Board staff, having full responsibility for the selection, evaluation and direction of their responsibilities within the Executive Limitations/Requirements, Human Resources or other relevant Board policies.

6.   Relationship between Board of Trustees and Director of Education

6.1   The Director of Education is the Board's senior staff person, through which the Board of Trustees implements its decisions. The quality of this relationship is important and managed through:

6.1.1   An annual performance appraisal of the Director of Education based on clear objectives and performance requirements established by the Board of Trustees.

6.1.2   The development of and on-going monitoring of an Executive Limitations/ Requirements Policy for the Director of Education position.

6.1.3   Identified reporting requirements, as per approved Board policies, projects and/or as directed by the Board of Trustees of the Director of Education.

6.2   A review of the Director of Education position description every three years, each time a new Director of Education recruitment occurs, or sooner as events warrant.

7.   Trustees Conflict of Interest

7.1   In Ontario, the conflict of interest provisions for elected board members are set out in the Municipal Conflict of Interest Act. It speaks to Pecuniary Interest, which means a financial or monetary interest.

7.2   The Act defines "Indirect Pecuniary Interest" as follows:

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- is a shareholder, director or senior officer of a private corporation;
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7.9   Where as a result of members declaring conflict of interest the remaining members are insufficient for a quorum, the remaining members are deemed to constitute a quorum if there are at least two present.

Report to Committee of the Whole

March 9, 2020

Subject: School Year Calendars – 2020 - 2021

Recommendation

That the Waterloo Region District School Board approve the 2020-2021 School Year Calendars containing 194 school days, as outlined in Appendices A and B of the Report titled "School Year Calendars – 2020-2021".

Status

In preparation of the 2020-2021 School Year Calendars, a consultation process was established with representatives from stakeholder groups within the Waterloo Region District School Board, which included employee federations, associations and administrators. Members of this year's School Year Calendar Committee are:

- Deepa Ahluwalia, Human Rights and Equity Advisor;
- Jodi Albrecht, Waterloo Region Elementary Administrators (WREA);
- Cindy Benedetti, System Administrator;
- Dan Enns, Waterloo Region Elementary Administrators (WREA);
- Susan Fabers, President, Supervision Monitors and Cafeteria Assistants (SMACA);
- Evelyn Giannopoulos, Superintendent, Student Achievement & Well-Being (Committee Chair);
- Rob Gascho, President, OSSTF/FEESO, District 24;
- Matthew Gerard, Coordinating Superintendent, Business and Financial Services & Treasurer of the Board;
- Jayne Herring, Trustee, Chairperson;
- Shawn Hibbs, Vice-President, OSSTF/FEESO, ESS;
- Melissa Hilton, Manager Extended Day;
- Nick Landry, Controller, Financial Services;
- Sue Martin, Secondary School Vice-Principal Association;
- Jason Martz, President, CAMA;
- Kathy Mason, Supervisor of Client Support, ITS;
- Carrie Osborne, President, Professional Student Services (PSSP);

- Carrie Parking, Paraprofessional Supervisor;
- Kylie Penticost, Communications Officer;
- Andi Theissen Reghr, International Admissions Officer;
- Shannon Thompson, Manager of Review Services;
- Joanne Threndyle, Waterloo Region Elementary Teachers' Federation of Ontario (ETFO);
- Deborah Tyrrell, President, Secondary School Principals Association (SSPA);
- Jenn Wallage, President, Waterloo Region DECE;
- Michael Weinert, Coordinating Superintendent, Human Resource Services;
- Crystal Whetham, Trustee;
- Lynn Wilson, Educational Assistants Association (EAA);

In addition, discussions related to the alignment of School Year Calendars have occurred with the Waterloo Catholic District School Board (WCDSB) and neighbouring school boards. As in past years, it is our committee's goal to ensure that the calendar is aligned as closely as possible with the calendar proposed by the WCDSB.

The 2020-21 school year will begin on Tuesday, September 8, 2020 and end on Wednesday, June 30, 2021.

Background

In accordance with Regulation 304, district school boards are required to prepare, adopt, and submit to the Minister of Education, on or before the 1st day of May, a School Year Calendar. The Regulation also states that the school year calendar shall include a minimum of 194 school days of which 7 days may be designated by the board as professional activity days. Three of these days must be devoted to specific provincial education priorities. Furthermore, a board may designate up to 10 instructional days as examination days [Section 3. (3.1)].

Financial Implications

The school year calendar committee continues to make every effort to align our school year calendar with that of the WCDSB. However, three (3) unaligned days and this represents an additional cost to the Board in terms of providing student transportation.

The additional costs that will be incurred for unaligned days during the 2020/21 school year are estimated to be $255,000; the Waterloo Region District School Board's share of this cost is estimated to be $163,000, with the remainder being charged to the

WCDSB.

Communications

Subsequent to Board approval of the above recommendation, school year calendars will be submitted to the Ministry of Education for Ministry approval. Given the unique year ahead, the school year calendars will be shared, noting that they are pending Ministry approval, with students, staff and members of the public following Board approval. As per Ministry direction, schools must communicate the date and purpose of the Professional Activity (PA) Day ten days before each PA day.

Prepared by: John Bryant, Director of Education,
                 Evelyn Giannopoulos, Superintendent, Student Achievement &
                 Well-Being in consultation with Coordinating Council

School Year Calendar 2020 - 2021

Ontario — Ministry of Education

Legend ▶ **H -** Statutory Holiday Schedule **E -** Scheduled Examination Day **P -** Professional Activity Day **B -** Board Designated Holiday ▨ Half Day

WRDSB Elementary

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020	0	0	0	3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2020	17	2	0		1	2 P	3 P	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020	20	1	0				1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 P	24	25	26	27	30				
December 2020	14	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021	19	1	0					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29
February 2021	19	0	0	1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2021	18	0	0	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021	20	0	0				1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
May 2021	20	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021	20	2	0		1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30 P		
July 2021	0	0	0				1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	187	7	0																									

Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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School Year Calendar 2020 - 2021

Ministry of Education

Ontario

WRDSB Secondary

Legend ▶
- **H -** Statutory Holiday Schedule
- **E -** Scheduled Examination Day
- **P -** Professional Activity Day
- **B -** Board Designated Holiday
- Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020	0	0	0	3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2020	17	2	0		1	2 P	3 P	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020	20	1	0				1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 P	24	25	26	27	30				
December 2020	14	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021	20	0	3					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27 E	28 E	29 E
February 2021	18	1	2	1 E	2 E	3 P	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2021	18	0	0	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021	20	0	0				1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
May 2021	20	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021	20	2	5		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22 E	23 E	24 E	25 E	28 E	29 P	30 P		
July 2021	0	0	0				1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	187	7	10																									

Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

Report to Committee of the Whole

March 9, 2020

Subject: 2020-21 Extended Day Program Fee

Recommendation

That the Waterloo Region District School Board approve the Extended Day Program fee of $27.00 per day, per child, for the 2020-2021 school year.

Status

In September 2010, the Waterloo Region District School Board (WRDSB) began directly operating before and after school programs in 4 schools, offering care to 64 children. Since then, our program has expanded to 69 schools and now offers care to over 3,700 children; this is in addition to the 21 programs offered by our community partners in schools with purpose-built child care centres.

The Extended Day Program (EDP) fee is established annually in accordance with Ministry of Education (Ministry) guidelines outlined in O.Reg 221/11 and a costing template issued by the Ministry is used to calculate the fee. The underlying objective in establishing the fee is to ensure it bears a reasonable relationship to incremental operating costs incurred by the WRDSB, and that the program operates on a cost-recovery basis.

While there are many components that contribute to the overall rate (see Appendix A), the following represent key factors impacting the proposed rate for 2018-19.

- Wages and Benefits
    - o Change: Salary costs are forecast to increase by $0.61 per hour, on average, for the 2020-21 school year; associated benefit costs are also increasing by 1.29% on average.
    - o Rationale: These changes are the result of staff progressing through the salary grid as they gain more experience. Information used to calculate these figures is based on 2020-21 Estimates, which will be used to develop the 2020-21 Budget. The only contractual increase reflected in these figures for 2020-21 relates to the central agreement for the Education Workers' Alliance of Ontario. When other agreements are signed, any contractual increases will be reflected in the EDP rate for 2021-22.
    - o Impact: Direct staffing costs account for approximately 68.4% of total expenditures on the program; as such, any increases to salaries and benefits will have a proportionate impact on the EDP fee.
- Administrative Support
    - o Change: Expenditures on administrative support are forecast to decrease by 0.04% on a per student basis.

- o Rationale: During the 2016-17 school year, the WRDSB engaged PricewaterhouseCoopers (PwC) to conduct a review of the EDP. One of the key recommendations contained in this report was the need to hire an Extended Day Program Manager. This position was filled in October 2017, and two (2) additional program supervisor positions were added as part of the 2018-19 staffing process to enhance support for schools that offer the program.

  The advisory report from PwC was presented to the Board Audit Committee on May 31, 2017.

- o Impact: In total, administrative costs represent 6.5% of total expenditures on the program. These expenditures are necessary to provide the appropriate level of oversight and support to our schools, ensuring that the EDP achieves its mission of providing high-quality, affordable, care to students in our communities. The manager and supervisors also provide oversight and support for programs operated by our community partners, ensuring they are meeting the requirements of our contracts with them.

- Special Education Support
  - o Change: The per pupil amount to support additional resources for students with special needs is increasing by $0.12 per pupil, per day.

  - o Rationale: A core commitment of the EDP is that all students should have equity of access to the program, and should have access to the supports they need. As our program has grown over the years, the number of students participating in our program that require additional staffing has also grown. The increase noted above is based on actual costs incurred during the past three school years to support students with special needs.

  - o Impact: The increase noted above will help ensure that we continue to have the financial resources available to provide supports to students in our programs.

- Transaction Costs and Vacancy Rate
  - o Change: Expenditures incurred to manage the collection of fees for the program are forecast to increase by 0.51% on a per student basis; likewise, our bad debt expense is forecast to decrease by 0.19% on a per student basis.

  - o Rationale: The Board incurs fixed (staffing) and variable (merchant fees) costs in order to invoice and collect fees from parents. In order to operate on a cost recovery basis, these costs need to be included in the overall fee charged for the EDP. We also include a small amount to reflect fees that cannot be collected from parents (bad debt); there are a number of procedures in place to ensure we minimize this cost to the Board.

  - o Impact: To the extent that further improvements to our processes can be made to reduce costs or enhance service for families, we will pursue those as appropriate.

Non-Instructional Days

The Extended Day Program will continue to be offered on most non-instructional days (e.g. PD Days, Winter Break, March Break).

- Professional Development (P.D.) Days- The program will not operate on five (5) professional development days in 2020-21. This will allow Designated Early Childhood Educators to be released for professional development and addresses feedback received from staff and our labour partners. While the school year calendar committee has not yet solidified Professional Development dates for 2020-21, the following example illustrates the anticipated impact on the program:
  - September 2020 (Closed 2 P.D. days- Prior to school starting)
  - October 2020 (Closed 1 P.D. day)
  - November 2020 (Closed 1 P.D. day)
  - January 2021 (Open 1 P.D. day)
  - June 2021 (Open 1 P.D. day & Closed 1 P.D. day)

  When dates are confirmed, information will be made available to internal and external stakeholders regarding which dates the program will not run.

- Winter Break- The program will continue to operate during the non-statutory week of winter break; for the 2020-21 school year, Christmas Day and New Year's Day fall on a Friday. Our plan for winter break 2020-21 is to offer care on the following days:
  - Monday December 21st – Thursday December 24th 7:00 am to 6:00 pm (normal hours)
  - December 25th to January 1st (CLOSED)

- The schedule noted above will ensure that our community has access to the program during the non-statutory week, and is consistent with the language included in our child care contracts with Community Providers. We have also confirmed that these dates align with the terms included in the agreement with our Custodial & Maintenance staff, who are needed in the school while programs are in operation.

Fee Options

Parents may choose to purchase service in one of three ways: before school only, after school only, or both. They can also choose the number of days per week they wish to enroll their child, (i.e., Mondays only, or Wednesday and Friday). The recommended fee of $27.00 per pupil per day means parents will experience an increase of $1.00, or 3.85%, over the fee charged in 2019-20. This is the first fee increase since 2018-19 school year.

- Risk: It should be noted that the fee noted above does not contemplate any increases to salary grids for Designated Early Childhood Educators (DECEs) which may be negotiated as part of the central labour process which is still underway.

Background

The Full-Day Early Learning Statute Law Amendment Act was passed into legislation on Tuesday, April 27, 2010 mandating that EDP be offered by district school boards to all JK/SK children attending school in a Full Day Kindergarten school. Each year, a costing template issued by the Ministry of Education is used to calculate fees for a standard class of EDP students. The EDP fee regulations (O. Reg. 221/11) continue to require boards to establish fees that bear a reasonable relationship to operating costs. When functioning as the operator of the program, the WRDSB should make every effort to operate on a cost-recovery basis in delivering the EDP. Trustees are required to approve the fee at an open meeting of the WRDSB each year, and boards are required to disclose fees to coterminous boards and the Ministry of Education.

Financial Implications

Consistent with the direction provided by the Ministry of Education, the EDP fee has been developed to ensure it bears a reasonable relationship to operating costs and will allow the WRDSB to operate the EDP on a cost recovery basis.

Communications

The approved rate will be posted on our corporate website and will be reflected in communication material provided to parents.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nick Landry, Controller, Financial Services
Melissa Hilton, Manager, Extended Day Program
in consultation with Coordinating Council

Components of the Extended Day Program Fee

ESTIMATING DAILY BASE FEE					

	Average Board Enrolment				
Number of students in Extended day	25.20				
# of ECEs / staff	2.00				

2020-21 Extended Day Program Fee				2019-20 Amount	Change
Benchmark	**Benchmark Unit**	**# Hours / day**	**5**		
ECE/STAFF COSTS					
$27.37	Hourly	(a) Wage compensation	$51,186.06	$26.76	$0.61
29.39%	as % of hourly wage	(b) Benefits (including Pension contributions)	$15,043.58	28.10%	1.29%
13.40%	as % of hourly wage + benefits	(c) Vacation + Statutory Holidays	$8,876.14	13.40%	0.00%
2.00%	as % of hourly wage + benefits	(d) Professional Development	$1,324.59	2.00%	0.00%
6.01%	as % of hourly wage + benefits + Vacation + Statutory holidays	(e) Supply ECEs for Extended day	$4,594.51	7.01%	(1.00%)
		Total ECE/Staff Costs	**$81,024.88**		
9.46%	per staffing unit costs	Administrative costs	$7,667.09	9.50%	(0.04%)
PER PUPIL COSTS					
$0.21	per-pupil per hour	School Operations (up to $0.40 per pupil)	$4,948.02	$0.20	$0.01
$0.50	per-pupil per day	Materials for Extended day	$2,356.20	$0.50	$0.00
$2.74	per-pupil per day	Food / Snacks	$12,914.33	$2.70	$0.04
$1.48	per pupil per day	Special Education	$6,962.57	$1.36	$0.12
		Total Costs (excluding vacancy)	**$115,873.10**		
0.21%	as a % of Total Cost (before vacancy)	Vacancy Allowance (up to 5%)	$238.44	0.39%	(0.19%)
1.98%	as a % of Total Cost (after vacancy)	Transaction Costs	$2,295.43	1.46%	0.51%
		Total Costs	**$118,406.98**		
	Extended Day Program Fee (includes non-instructional days during the school year (e.g., P.D. days, Winter Break and March Break)		**$ 27.00**	**$26.00**	**$1.00**

Waterloo Region DSB- Extended Day Program Fee Breakdown

Current Rate: $26.00 per day
Proposed Rate for 2020-21: $27.00 per day

1.9%

4.2%

5.9%

6.5%

12.9%

68.4%

- Direct Staffing (DECEs & Educational Assistants-Salaries, Benefits, PD, Supply)- 68.4%
- Program Materials and Supplies (Food, Paper, Crayons, Glue etc.)- 12.9%
- Indirect Staffing (Program Manager, Supervisors, Secretary, Deployment)- 6.5%
- Special Education Amount- 5.9%
- Facility Costs (School Maintenance, Utilities)- 4.2%
- Transaction Costs (Accounts Receivable Function, Mercheant Fees)- 1.9%
- Bad Debt Expense- 0.2%

-Designated Early Childhood Educators (DECE) and Educational Assistants (EA) staff the program.

March 2020

Report to Committee of the Whole

March 9, 2020

Subject: **Annual French Immersion Enrolment Status Update**

Recommendation

This report is for the information of the Board.

Status

For the 2019-2020 school year, there are 42 elementary schools offering a French Immersion program. All schools currently offering French Immersion will continue and no additional sites will be added for the 2020-2021 school year.

Projected Grade 1 Enrolment

A total of 1457 students have registered their interest in the French Immersion program for the 2020-2021 school year during the first phase of registration. This is an increase of 6.9 per cent (100 students) over last year. To date, 1324 students have placed in Grade 1 French Immersion classes (see by school break-down in Appendix A).

There are 127 French Immersion home school and out of area students on waiting lists. Four other students not placed selected their home school only and French Immersion programs will not be offered at these sites for 2020-2021. Additionally, 37 students have registered during Phase 2 and will be placed on a first-come, first-served basis.

If all designated sites open with full Grade 1 classes, 56 student spaces will be available across the district for families interested in transporting their child to a French Immersion site. These spaces will be offered to families on waiting lists, based on position established by lottery followed by students who register in Phase 2.

Background

Appendix A lists the sites selected to offer Grade 1 of the French Immersion program in September 2020. Students may continue to register for the program until October 4, 2020 (Phase 2).

For 2020-2021, there are 14 elementary French Immersion sites with limitations on Grade 1 out of area registrations. The criteria for designating a school as limited enrolment includes but is not limited to issues related to student enrolment, portables, and parking. Families were allowed to choose these sites as their second or third choices; however, an assessment was made on how many out of boundary students to include in the preparation of the class lists. This new approach provides greater flexibility in filling classes, restricting out of boundary enrolment where it is necessary, creating more choices for families, and providing better data points to determine which schools are generating a large volume of demand from out of boundary.

The French Immersion program began in the Waterloo Region District School Board (WRDSB) in 1977 and since then the program has continued to expand.

It is the practice of the WRDSB to consider implementing the French Immersion program in school communities when a sufficient demand exists as defined in Administrative Procedure 1000 – French Immersion.

The Grade 1 component of the French Immersion program represents approximately 28 per cent of the total Grade 1 enrolment. French Immersion Grade 1 classes are organized to accommodate the greatest number of students in the program.

Financial implications

No financial implications.

Communications

All current WRDSB Senior Kindergarten (SK) students received a brochure about the WRDSB's French Programs in November 2019. This information was also provided electronically through SchoolDay.

There were three French Program information sessions held in December 2019 to inform families of Senior Kindergarten students about their options for French language instruction. To increase the reach of this information, slides from the presentation as well as a Facebook Live Stream of the information session was made available on the WRDSB's website.

Families will be notified of their placements through the online French Immersion registration system. Business Services staff will facilitate communication between waiting list registrants and the approved schools.

Prepared by: Matthew Gerard, Coordinating Superintendent Business Services &Treasurer of the Board
Lauren Agar, Manager of Planning
in consultation with Coordinating Council

Grade 1 French Immersion Classes for September 2020

When generating Grade 1 French Immersion class lists and program locations, the following procedural guidelines have been followed:

- Due to the enrollment cap of 23 on Grade 1 French Immersion classes, the minimum number of students required to open a class in any site with an existing French Immersion program (contingent on the availability of physical space at the school site) is:
  - o 18 students for one class;
  - o 36 students for two classes; and
  - o 54 students for three classes.
- A minimum of 20 students is required to open a class at a school site that currently does not have an existing French Immersion program, contingent on the availability of physical space and a number of other factors.
- Based on registrations received during Phase 1 (between January 8 and 31, 2020), all Grade 1 French Immersion classes are created through a lottery system in this order:
  - o Students with a sibling presently in French Immersion at the school (if the sibling will be attending French Immersion at the school when the student enters Grade 1)
  - o Home school students
  - o Out of boundary students
  - o Waiting list students (waiting lists are created when the number of applicants exceeds the number of spaces available. Students not offered a placement as a result of a random selection will be placed on a waiting list)
  - o After January 31, 2020 all registrants are added to the class list on a first-come, first-served basis (Phase 2) until October 11, 2020.
- Every effort is made to accommodate students with their first choice site selection. If the first choice site has already been filled to a maximum of 23 students, students are placed in the lottery at their second and/or third choice site (space permitting). Should no space be available in the applicant's selected sites, the applicant is placed on a waiting list at one of their choice sites.
- Some sites are considered limited enrolment sites and may not be able to accommodate out of area students. An assessment of a schools' ability to handle out of area enrolment is done at the school and board-level. These sites are marked with an asterisk.

Projected 2020-2021 Grade 1 French Immersion Enrolment

School Name	# Classes 2020/21	Total Class List Count	Placed Home School Count	Placed Out of Area Count	Home School Waiting List Count	Out of Area Waiting List Count	Total Waiting List
Abraham Erb PS	2	40	31	9			
Baden PS	1	23	18	5		3	3
Breslau PS*	1	23	23		7		7
Brigadoon PS*	2	46	46		2	5	7
Cedar Creek PS	1	20	19	1			
Chicopee Hills PS*	1	23	23		3	4	7
Clemens Mill PS	1	22	21	1		1	1
Crestview PS	1	23	18	5		1	1
Driftwood Park PS	1	23	23		5		5
Edna Staebler PS	1	23	23				
Elgin Street PS	1	23	19	4			
Elizabeth Ziegler PS	2	39	31	8			
Empire PS*	3	65	65				
Franklin PS	2	43	32	11			
Groh PS*	2	45	39	6			
Hespeler PS*	2	46	38	8		16	16
Highland PS	2	46	42	4		5	5
J F Carmichael PS	1	23	23		2		2
J W Gerth PS	1	23	23		4	2	6
Janet Metcalfe PS*	1	23	19	4			
Jean Steckle PS*	1	23	23		5		5
John Mahood PS	1	23	23		3		3
Keatsway PS*	1	20	19	1			
Laurelwood PS*	1	23	23		4		4
Lester B Pearson PS	2	46	39	7			
Mary Johnston PS	2	40	38	2			
Millen Woods PS	1	23	23		2	9	11
Moffat Creek PS*	1	23	23		1	11	12

School Name	# Classes 2020/21	Total Class List Count	Placed Home School Count	Placed Out of Area Count	Home School Waiting List Count	Out of Area Waiting List Count	Total Waiting List
N A MacEachern PS	1	23	23		4	1	5
Ryerson PS	1	23	23		2	5	7
Saginaw PS	1	23	17	6			
Sandhills PS	2	44	38	6			
Sandowne PS	1	22	18	4			
Sheppard PS	2	46	36	10			
Southridge PS	1	23	17	6		2	2
Suddaby PS	2	46	43	3			
Tait Street PS	1	23	23		7		7
Vista Hills PS*	2	38	38				
W T Townshend PS*	2	39	37	2			
Westmount PS	2	42	35	7			
Westvale PS	1	23	23		8		8
Williamsburg PS*	2	46	41	5		3	3
TOTAL	60	1324	1199	125	59	68	127

Report to Committee of the Whole

March 9, 2020

Subject: Motion: New Board Policy - Outdoor Education

Recommendation

That the Waterloo Region District School Board approve the development of a new policy that, within existing financial resources, encourages and supports outdoor and environmental education programs operated by the WRDSB; and

That is responsive to the needs of our students to receive equitable experiential learning opportunities in subject areas including, but not limited to, science, environmental education, geography and Indigenous learning.

Status

This report contains a Notice of Motion served by Trustees C. Millar and J. Weston at the January 27, 2020 Board Meeting and was supported by Trustee K. Woodcock.

Background

The following recitals were included with the motion:

Whereas WRDSB operated outdoor and environmental education centers provide an equitable opportunity for students to receive hands on science, environmental education, geography and Indigenous learning opportunities, at minimal cost to families;

Whereas the five outdoor and environmental education centers currently operated by WRDSB staff provides consistent and quality instruction directly linked to curriculum, ensuring pedagogical integrity;

Whereas the programs at WRDSB outdoor and environmental education centers teach students about "Aboriginals peoples' historical and contemporary contributions to Canada", a recommendation of the Truth and Reconciliation Commission;

Whereas concerns for youth mental health rates and the environment are increasing,

and experiential learning opportunities which allow children to connect with nature have been shown to have a positive impact on student mental health and well being as well as increase environmental stewardship;

Financial implications

Financial implications are not known at this time.

Communications

All Board policies are posted to the WRDSB external and staff websites.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Trustees C. Millar and J. Weston in consultation with Coordinating Council

Report to Committee of the Whole

March 9, 2020

Subject: Motion: Quebec's Bill 21

Recommendation

That the Waterloo Region District School Board denounces Bill 21's intent and substance and reaffirms its commitment to its Strategic Plan and related priorities of human rights and equity, and safe and healthy workplace environments, which includes the freedom to practice one's creed or religion with dignity and respect; and

That the Waterloo Region District School Board is urging the province and provincial advocacy bodies to affirm their commitment to policies, legislation, and practices that promote religious freedom, anti racism, as well as promote human rights, equity, inclusion, and belonging in neighbourhoods, communities, and workplaces; and

That this resolution be forwarded to the Honourable Premier of Ontario, local Members of Provincial Parliament, and the Minister of Education.

Status

This report contains a Notice of Motion served by Trustee K. Meissner at the February 24, 2020 Board Meeting and was supported by Trustees C. Millar and S. Piatkowski.

Background

The following recitals were included with the motion:

WHEREAS, according to a [Statistics Canada](#) report there has been a 207% increase in hate crimes reported by Muslims in Ontario.

WHEREAS, [Islamophobia and religious intolerance are prevalent and longstanding problems in Waterloo Region](#).

WHEREAS, the Province of Quebec has recently passed [Bill 21](#) which prohibits public servants in positions of authority from wearing religious symbols.

WHEREAS, this bill directly affects the health, well-being, and sense of belonging of members of the growing Muslim Community in Waterloo Region, and disproportionately Muslim women, who fear this bill might incite similar systemic policies, legislation, and

practices in other provinces and communities, such as the province of Ontario and the Region of Waterloo.

WHEREAS, the Waterloo Region District School Board is committed to the human rights and dignity of all students, staff, parents/caregivers and the community it serves.

Financial implications

Financial implications are not known at this time.

Communications

All Board policies are posted to the WRDSB external and staff websites.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Trustee K. Meissner in consultation with Coordinating Council

Report to Committee of the Whole

March 9, 2020

Subject: **Ad Hoc Bylaw Review Committee - Review of Working Draft**

Recommendation

That the Waterloo Region District School Board approve the expenditure of $4,500 plus HST to undertake a legal review of the Working Draft Bylaws as presented at the March 9, 2020, Committee of the Whole meeting.

Status

At the October 21, 2019 Committee of the Whole meeting, trustees approved "That the Waterloo Region District School Board put forward the Draft Working Bylaws as attached to this report dated October 21, 2019 for consultation with the general public and committees of the Board, namely Parent Involvement Committee, Special Education Advisory Committee, Equity and Inclusion Committee and Student Senate." Trustees approved a public deadline of January 15, 2020 and a committee deadline of February 15, 2020.

With the completion of the public consultation, the committee is recommending a legal review of the Working Draft Bylaws. The cost to undertake a review will be $4500 plus HST. This expense can be covered by existing budgets.

In order to maintain the Timelines to Completion (Appendix C), the Ad Hoc Bylaw Review Committee asks that Trustees consider moving into a Special Board Meeting after the Committee of the Whole on March 9, 2020 if this motion is passed. The purpose would be to ratify this decision and provide legal counsel additional time to complete the review.

It is important to note that this document (Appendix B, Working Draft) remains a "Working Draft" and is not ready for trustee approval.

Public Consultation

On December 1, 2019, a request for feedback was provided to the public through the WRDSB News and Announcements. A reminder of the consultation was published on social media on January 7, 2020. Five emails were received from the general public, none of which provided any specific feedback. These emails were each responded to, but nothing further resulted from them. They can be found as Appendix A.

Ad Hoc Bylaw Review Committee Co-Chairs emailed the Parent Involvement Committee (PIC), Special Education Advisory Committee (SEAC), Equity and Inclusion Advisory Group (EIAG) and Student Senate on November 30, 2019 seeking feedback. Committees were invited to contact the Co-Chairs with any questions, comments or requests for more information. At the request of SEAC, Trustee N. Waddell provided a presentation at their February 12, 2020 meeting. The main topic of discussion was filling vacancies. No other committee provided feedback.

Given no specific concerns were raised through the consultation process, no changes to the Working Draft Bylaws have been made.

Next Steps

The Ad Hoc Bylaw Review Committee is recommending the report undergo a legal review. Upon approval of the recommendation in this report, the working draft document will be provided to legal counsel.

After the legal review process, the Ad Hoc Bylaw Review Committee will review the findings, discuss the input received and make any revisions to the Working Draft document accordingly. The Ad Hoc Bylaw Review Committee will bring forward a final draft and a report to the Board for approval as outlined in the Timelines to Completion in Appendix C.

Background

The Ad Hoc Bylaw Committee was formed on March 19, 2018 to review the current Board By-laws (last revised January 2015) and make recommendations for updates/revisions commensurate with current legislation, policies and procedures.

The committee met more than 25 times to discuss, research, refine and develop the revised working draft bylaws. Members of the committee committed to additional research and editing 'homework' between committee meetings and discussions at the Board table.

Sections of the draft working bylaws have been the subject of generative discussions by Trustees on the following dates (Appendix E, Content Discussions):
February 25, 2019
March 25, 2019
April 1, 2019
April 15, 2019
April 29, 2019
June 17, 2019
September 23, 2019
October 21, 2019

Membership and Attendance

The Bylaw Review Ad Hoc Committee was established by way of a trustee motion at the March 19, 2018 Committee of the Whole meeting.

The committee currently consists of the following members:

- Natalie Waddell, Trustee (Committee Co-Chair)
- Kathleen Woodcock, Trustee (Committee Co-Chair)
- Jayne Herring, Board Chair
- Kathi Smith, Trustee
- John Bryant, Director of Education
- Stephanie Reidel, Manager of Corporate Services

The committee met on the following dates in 2020:

	N. Waddell	K. Woodcock	J. Herring	K. Smith
March 2, 2020	✓	✓	✓	

Additional background information and meeting history can be found on October 21, 2019, June 17, 2019 and February 25, 2019 Ad Hoc Bylaw Review Committee reports to the Board of Trustees.

Financial Implications

The cost to have a legal review of the Working Draft Bylaws is $4,500 plus HST.

Communications

Upon the completion of the legal review, trustees will be provided a report outlining the results.

Appendix A: Public Consultation Feedback

Appendix B: Working Draft Bylaws

Appendix C: Timelines to Completion

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

WATERLOO REGION
DISTRICT SCHOOL BOARD

Stephanie Reidel <stephanie_reidel@wrdsb.ca>

Educational tax base

1 message

⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛   Sun, Dec 1, 2019 at 9:19 AM
To: stephanie_reidel@wrdsb.ca

I think it is about time that boards should approach the region and get them to either make the tax based on 2 or 3 children.....and stop single family homes being used as multiple family homes with as many as 6 to 8 children but only taxed as single family. I can understand a young family taking in mom & dad(grandparents). Maybe there should be a base educational tax of one per house ...then either per child or 2or3 then 4or5...this way more funds would be available to our system.

**WATERLOO REGION
DISTRICT SCHOOL BOARD**

Stephanie Reidel <stephanie_reidel@wrdsb.ca>

Bylaw Consultation

1 message

Sun, Dec 1, 2019 at 10:36 AM

To: stephanie_reidel@wrdsb.ca

Hi Stephanie,

It would be nice to see 1 document with "track changes" to see what the obvious wording changes are from current to proposed.
It's time consuming to have to look at the current and then figure out what the changes are to the proposed.

I don't care as much about the design changes, as I do to the wording changes, having those obvious, would be great.

Thank you very much for your consideration.

Have a great weekend.

Kind Regards,

WATERLOO REGION DISTRICT SCHOOL BOARD

Appendix A - Committee Structure Flow Chart

1 message

▓ : ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓   Mon, Dec 2, 2019 at 12:17 PM
To: "stephanie_reidel@wrdsb.ca" <stephanie_reidel@wrdsb.ca>

Hello Stephanie,

I hope you are doing well!

I received an email from WRDSB regarding feedback for Bylaw Consultation. I looked at the Proposed Bylaws draft and in the Table of Contents the last item mentioned is Appendix A - Committee Structure Flow Chart. However, I did not find the Appendix at the end of the document. Is there a separate link for the Appendix?

Thank you for your time and consideration.
Best,
▓▓▓▓▓▓▓▓

WATERLOO REGION DISTRICT SCHOOL BOARD

Stephanie Reidel <stephanie_reidel@wrdsb.ca>

By-Laws for 2020, changes

1 message

Sun, Dec 8, 2019 at 8:30 PM

To: stephanie_reidel@wrdsb.ca

　　To submit some input from thoughts Via E-mail to all Boards with-in, which e-mail To use to reach all with-in the boards?　Thank You

WATERLOO REGION DISTRICT SCHOOL BOARD

Stephanie Reidel <stephanie_reidel@wrdsb.ca>

Re: By Law markup copy?

1 message

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮   Tue, Jan 7, 2020 at 9:47 PM
To: Stephanie Reidel <stephanie_reidel@wrdsb.ca>

Thank you for your help. I'll see how I can best get caught up or if it's a lost cause of sorts at this point.

I appreciate the quick reply and the links to try and did the process.

Cheers,

▮▮▮▮▮▮▮▮▮
▮▮▮▮▮

▮▮▮▮▮▮▮▮▮▮▮▮

From: Stephanie Reidel <stephanie_reidel@wrdsb.ca>
Sent: Tuesday, January 7, 2020 9:38:24 PM
To: ▮▮▮▮▮▮▮▮▮▮▮▮
Subject: Re: By Law markup copy?

Good evening Jim

As these Bylaws have been transformed over the course of nearly 2 years and the new ones are using an updated template, it is difficult to match each change directly to the current version.
We have had a number of reports to board indicating major changes over the review process.
I would suggest reviewing the most recent report to trustees from October 21, 2019. It will also refer back to other reports to Board which can be found on the meeting links below.
At one point there was a document of comparison on June 17, 2019 but the article numbers have since changed in some cases, so it may not be as useful as it was on June 17.

Oct 21 Committee of the Whole Agenda Package - folio 41
https://www.wrdsb.ca/wp-content/uploads/2019-10-21-COW-Package.pdf
2019-2020 Board of Trustee Meetings
https://www.wrdsb.ca/trustees/meetings/
Archived Board of Trustee Meetings
https://www.wrdsb.ca/trustees/archive/
June 17 Committee of the Whole Agenda Package - folio 41
https://www.wrdsb.ca/wp-content/uploads/2019-06-17-Agenda-Package.pdf

Thank you for your interest.

Stephanie Reidel
Manager of Corporate Services
Waterloo Region District School Board
51 Ardelt Avenue, Kitchener ON, N2C 2R5

Desk:

519-570-0003 press 2, extension: 4336
Email:

stephanie_reidel@wrdsb.ca

On Tue, Jan 7, 2020 at 8:34 PM Jim ████████████████████████ wrote:

Hi Stefanie

I was wondering if there is a marked up copy of the proposed bylaws that highlights the portions proposed for change and what they are being changed from?

Or do we need to print them both and compare line by line?

Thanks and Happy New Year!

--
Stephanie Reidel
Manager of Corporate Services
Waterloo Region District School Board

WORKING DRAFT BOARD BYLAWS

November 2019

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WORKING DRAFT BOARD BYLAWS

November 2019

WORKING DRAFT BOARD BYLAWS

November 2019

ARTICLE 1.0 – OVERVIEW

1.1 Statutory Provision

1.1.1   The following bylaws of the Waterloo Region District School Board shall be observed for the order and dispatch of its business. All former bylaws of the Waterloo Region District School Board are hereby repealed.

1.1.2   The bylaws of the Waterloo Region District School Board shall be subject to the provisions of any Statute of the Province of Ontario and the Dominion of Canada and, in the event of any conflict between a statutory provision and anything contained in these bylaws, the statutory provision shall have precedence.

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

1.2 Definitions

1.2.1   For the purpose of these bylaws:

- "Act" means the *Education Act of Ontario*, R.S.O. 1990, as amended from time to time;
- "Ad Hoc Committee" means a committee established for a specific time frame and purpose;
- "Board" means the Board of Trustees of the Waterloo Region District School Board;
- "Board Committee" means an ongoing committee established by the Board;
- "Board meeting" means an official, regularly-scheduled or special Board meeting as defined in the *Education Act;*
- "Chair" means the Chair of the Board;
- "Committee Chair" means the Chair of statutory, Committee of the Whole, board, community or ad hoc committee of the Board;
- "Committee of the Whole" refers to an ongoing committee established by the Board, which meets on a regular basis, and with a membership that consists of all Trustees;
- "Committee of the Whole In Camera" means an in camera, closed meeting of the Board or any committee of the Board from which the public is excluded pursuant to *the Education Act*, the *Young Offenders' Act* or the *Municipal Freedom of Information and Protection of Privacy Act*;
- "Community Committee" refers to a committee(s) established to address operational/system needs, initiatives and community partnerships;
- "Director" means the Director of Education and Secretary who is also the Chief Executive Officer and Secretary of the Board;
- "Member" means a voting member of a Board committee;
- "Past Chair" means the most recent previous Chair currently a trustee of the Board;
- "Quorum" means such a number of trustees as must be present in order that business can be legally transacted;
- "Staff Committee" refers to a committee established by staff whereas a trustee may be invited to attend in order to provide guidance or feedback;
- "Statutory Committee" means a committee struck as a requirement of government legislation;
- "Student Trustee" means a student elected to represent the interests of students, pursuant to the *Education Act;*
- "Treasurer" means the Coordinating Superintendent of Business Services and Treasurer of the Board;

WORKING DRAFT BOARD BYLAWS

November 2019

- "Trustee" means a person elected, or acclaimed, or appointed to the office of Trustee on the Board pursuant to the provisions of the *Municipal Elections Act* and the *Education Act*;
- "Two-thirds majority" means a vote of two-thirds of trustees present at a meeting. It is calculated by multiplying the number of trustees present by .66 and rounding up to the nearest whole number e.g., 11 x .66 = 7.26 and would be rounded up to 8;
- "Vacancy" means when due to death, resignation, removal, or disqualification for reasons pursuant to the *Education Act*, a trustee does not complete the term;
- "Vice-Chair" means the Vice-Chair of the Board;
- "Working day" means any regular day of business of the WRDSB Education Centre.

1.3 Amendments and Additions to Existing Bylaws

1.3.1   No amendment, alteration, or addition to the bylaws shall be made unless written notice outlining the proposal is presented at the meeting previous to the meeting during which the item will be considered. A majority vote of the trustees present is required to support the scheduling of the proposal at the next meeting.

1.3.2   To adopt an amendment, alteration or addition to the bylaws requires the support of two-thirds of all trustees present at the meeting during which the proposal is considered.

1.4 Corporate Seal and Execution of Documents

1.4.1   Documents required to be executed under the Corporate Seal of the Board shall be signed by the Director of Education or designate, as deemed appropriate. The Corporate Seal of the Board is located in Corporate Services.

1.4.2   The Corporate Seal of the Board shall be in the form impressed on the original copy of bylaws located in the Administrative Offices of the Waterloo Region District School Board.

1.4.3   The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.

1.4.4   The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.

1.4.5   The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.

1.4.6   The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank in respect to parts 1.4.3, 1.4.4, and 1.4.5 of this resolution.

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

1.4.8   The Treasurer has the authority to negotiate property matters on behalf of the Board.

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1.5 Electronic Meetings

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

1.5.1   At every Board and Committee of the Whole meeting, the following persons shall be physically present in the meeting room of the Board:
(a) The Chair of the Board or their designate;
(b) At least five additional Trustees;
(c) The Director of the Board or their designate;
(d) The Manager of Corporate Services or their designate.

1.5.2   At the request of any Trustee, the Board shall provide the Trustee or representative with electronic means of participating in one or more meetings of the Board or Committee of the Whole except where to do so would not comply with the legislation pursuant to the *Education Act.*

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

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

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

1.5.6   The electronic means shall permit the trustee to hear and be heard by all other participants in the meeting and a method of conveying votes and gaining the floor will be determined prior to the meeting.

ARTICLE 2.0 – TRUSTEE DETERMINATION AND DISTRIBUTION

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

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

2.3   The Waterloo Region District School Board is a public corporate entity composed of eleven trustees, elected by public school ratepayers for a four year term representing the seven municipalities within the Regional Municipality of Waterloo:

● City of Cambridge/Township of North Dumfries - three trustees
● City of Kitchener - four trustees

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- City of Waterloo/Township of Wilmot - three trustees
- Township of Wellesley/Township of Woolwich - one trustee

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

2.5 Qualification/Disqualification *(Education Act, Section 219)*

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

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

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

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

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

ARTICLE 3.0 – STUDENT TRUSTEES

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

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

ARTICLE 4.0 – TRUSTEE RESPONSIBILITY

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

4.2   **Principles of Policy Governance**

   (a)   The Board of Trustees as a body has the responsibility to serve the general public rather than groups of the population or professionals whom the Board employs.
   (b)   The Board of Trustees exists to govern the school system, not manage it.

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(c) The Board of Trustees has multiple and varied responsibilities, but involvement in the details of these concerns should never displace students as the central focus of the system.

Areas of Responsibility

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

4.3   Expectations of Trustees

4.3.1   In addition to the responsibilities set down in the *Education Act* and incorporated in the bylaws and procedures of the Board, an individual trustee shall be expected to:
(a) Attend regular Board meetings;
(b) Serve on statutory, standing, board, community and ad hoc committees of the Board as required;
(c) Notify the Chair of the Committee when unable to attend a meeting;
(d) Safeguard and keep confidential, materials and information discussed or placed in confidence with trustees.
(e) Be prepared for and actively participate in discussions and decision-making;
(f) Ensure, when making public statements, that it is clear whether they speak on behalf of the Board or as an individual trustee;
(g) Exercise their power to govern only as a trust of the corporate body, not as an individual;
(h) Be aware that they can be held personally liable if they are guilty of bad faith, neglect or willful or malicious use of power;
(i) Reflect community attitudes while also providing leadership in decision-making.

4.3.2   Trustees as full participating members of the Board may be expected to:
(a) Act as a representative of the Board at official functions;
(b) Be involved in provincial trustee organizations and committees;
(c) Attend conferences, workshops, etc. in order to be kept informed of current educational issues.

4.3.3   Trustees shall be expected to model ethical practices which include:
(a) Making decisions in a manner which is open, accessible and equitable;
(b) Approaching all Board issues with an open mind, and be prepared to make the best decisions for stakeholders as a whole;
(c) Respecting different points of view;
(d) Conducting Board business through appropriate channels;
(e) Ensuring that public office is not used for personal gain;
(f) Protecting the integrity of the Board.

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4.4 Trustee Vacancies on the Board

4.4.1 Resignations

4.4.1.1 Pursuant to the *Education Act* (Section 220), a member of a board, with the consent of a majority of the members present at a meeting, entered in the minutes of it, may resign as a member, but he or she shall not vote on a motion as to his or her own resignation and may not resign as a member if the resignation will reduce the number of members of the board to less than a quorum.

4.4.1.2 Where it is necessary for a member of a board to resign to become a candidate for some other office, the member may resign by filing his or her resignation, including a statement that the resignation is for the purpose of becoming a candidate for some other office, with the secretary of the board and the resignation shall become effective on November 30 after it is filed or on the day preceding the day on which the term of the office commences, whichever is the earlier.

4.4.2 Removal from Office

Pursuant to the *Education Act* (section 228), a member of a board vacates his or her seat if he or she,

(a) is convicted of an indictable offence;

(b) is absent without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;

(c) ceases to hold the qualifications required to act as a member of the board;

(d) becomes disqualified under subsection 219 (4); or

(e) fails to meet the requirements of section 22, which reads, "a member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board in each 12-month period beginning December 1. 1997."

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

4.4.3 Filling Vacancies

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

(a) require the municipality to hold a by-election, or

(b) appoint a qualified person to the position.

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

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

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4.4.3.4 **By-Election or Appointment.**The following steps/decisions need to be considered:

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

(b) If appointment, the *Education Act* requires the vacancy to be filled within ninety days after the office becomes vacant and priority will be given to candidates who ran for the position of trustee in the current election.

(c) A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office.

4.4.3.5 **Qualifications**

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

(a) qualified to vote for members of the Board;

(b) a resident in the area of jurisdiction of the Board;

(c) disqualifications are outlined in the *Education Act, 1998 Section 291 (4) (5) (67).*

4.5 Leave of Absence of Trustees

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

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

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

ARTICLE 5.0 – WATERLOO REGION DISTRICT SCHOOL BOARD OF TRUSTEES RESPONSIBILITIES

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

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

- Nurture a culture that supports student academic success and provides an environment that promotes well-being
- Provide a safe environment to promote student learning
- Promote programming opportunities for each and every student in the region

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- Make decisions that reflect the belief that each and every student can learn
- Use student achievement and well-being data to make informed decisions
- Foster a professional climate that puts educators in the role of champions of their students

5.2 Accountability to the Provincial Government

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

5.3 Accountability to the Community

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

5.4 Policy Development, Implementation and Review

- Develop policies that outline how the Board will successfully function
- Ensure the processes for policy development, implementation and review comply with Board Policy G300, Governance Policy – Policy Development and Reviews

5.5 Director/Board Relations

- Select the Director of Education
- Provide the Director with a clear job description and corporate direction
- Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations
- Evaluate the Director in the first year of service and annually thereafter. Use the Director's job description and Waterloo Region District School Board Strategic Plan as basis for the evaluation
- At the Director's request, provide the Director with the opportunity to meet alone with the Board in closed session

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- To establish and review the contract of the Director in consultation with the Director and the Coordinating Superintendent of Human Resources

5.6 Board Development

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

5.7 Strategic Planning

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

5.8 Fiscal Responsibility

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

5.9 Political Advocacy

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

5.10 Recognition

- Ensure that the Waterloo Region District School Board makes efforts toward recognizing all students and student achievements
- Ensure that the contributions of all staff are recognized and appreciated
- Ensure that the Waterloo Region District School Board recognizes community members and volunteers

5.11 Additional responsibilities include but are not limited to:

- Approval of school year calendars;

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

ARTICLE 6.0 – ELECTION OF CHAIR AND VICE-CHAIR

6.1   The Chair and Vice-Chair for the ensuing year, effective November 15, shall be elected at the annual inaugural meeting.

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

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

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

6.5 **Election Process**

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

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

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

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

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

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

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

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

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6.5.9   Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes. In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.

6.5.10   A Trustee may voluntarily withdraw their name between votes.

6.5.11   By motion, the ballots shall be destroyed.

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

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

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

6.11   The Officers of the Waterloo Region District School Board shall be:

- The Chair of the Board;
- The Vice-Chair of the Board;
- The Director of Education and Secretary;
- The Coordinating Superintendent of Business Services and Treasurer of the Board.

6.12   The following table sets out the term and tenure for Board Chair and Vice-Chair as noted:

Office	Length of Term	Maximum Number of Consecutive Allowable Terms
Board Chair	1 year	2 terms
Board Vice-Chair	1 year	2 terms

Following the completion of the maximum number of terms noted in the table above, the member officer in question shall step down for a period of one year before holding that office again, except in the case of a member making a bid for a higher office.

6.13   In the case of a partial term for the position of Chair or Vice-Chair of less than one year, six months or more shall be defined as a term.

ARTICLE 7.0 – INAUGURAL MEETING OF THE BOARD

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

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7.2   In accordance with the provisions of the *Education Act*, the Director shall preside until the election of the Chair of the Board. If the Director is absent, the Director shall designate who shall preside at the election of the Chair.

7.3   At the inaugural meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chair <u>pro tem</u> (temporary), shall read the return (if any) of the municipal clerks along with a statement that the Declaration of Office and Oath of Allegiance have been completed and filed, pursuant to the provisions of the *Education Act.*

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

ARTICLE 8.0 – INAUGURAL MEETING OF THE CHAIR

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

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

ARTICLE 9.0 – DUTIES OF THE CHAIR

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

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

9.3   The Chair of the Board shall preside at all Board and Committee of the Whole meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of all, Trustees shall elect a chair from amongst the trustees present at the meeting.

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

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

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

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

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The Chair shall ask "Shall the decision of the Chair be sustained?" The Chair may vote on such an appeal and in the event that there is a tie vote, the decision of the Chair shall be deemed to be sustained.

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

9.9   The Chair shall have voting rights on all matters. The Chair may vote on all matters that Trustees vote on, thus providing consistency in voting.

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

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

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

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

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

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

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

9.17   The Chair of the Board shall be an ex-officio member of all Committees, shall have voice and vote, and shall have the power to delegate the Vice-Chair of the Board to serve on any committee in the absence of the Chair in which case the Vice-Chair shall have voice and vote.

9.18   The Chair of the Board, on completion of their duties as Chair, will hold the position of Past-Chair until they are no longer the immediate Past-Chair or a two year term whichever shall occur first.

9.18.1 In an election year, where the Chair of the Board is not re-elected, the Past-Chair position is held by a previous Chair as recommended by the Chair and Vice-Chair and determined by Board approval.

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ARTICLE 10.0 – DUTIES OF THE VICE-CHAIR

10.1   The Vice-Chair of the Board shall chair the Agenda Development Committee. In the Vice-Chair's absence, the Chair shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of all, trustees shall elect a chair from amongst the Trustees present at the meeting.

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

ARTICLE 11.0 – NOTICE AND HOLDING OF PUBLIC MEETINGS

11.1   The Director shall give notice of all meetings of the Board and of the Committee of the Whole, together with all matters so far as known, that are to be brought before the Board or the Committee at such meeting, to every Trustee of the Board at least 48 hours in advance. Notice of meetings of the Board and its Committees shall be delivered to the WRDSB designated email address of each Trustee at least 48 hours prior to the hour of each meeting.

11.2   Until Trustees of the Board notify the Director in writing of their official addresses for the receipt of all notices or communications, all such notices or communications delivered or mailed to the Trustees at their addresses, as set out in their nomination papers, shall be deemed to have been received by them.

11.3   Accidental omission to give notice to any Trustee or member of a committee, or the non-receipt of any notice, or any error in any notice not affecting the substance thereof shall not invalidate any action taken at any meeting held pursuant to such notice or founded thereon.

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

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

ARTICLE 12.0 – QUORUM

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

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

12.3   Should there be no quorum present at the time appointed for the meeting, the Chair shall seek the advice and consent of Trustees as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Manager of Corporate Services shall record the names of the Trustees present and the time, and the meeting shall be cancelled, unless Trustees present direct that the meeting continue, recognizing that no formal action may be taken.

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

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

ARTICLE 13.0 – BOARD MEETINGS

13.1   The Chair of the Board shall chair all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of both, Trustees shall elect a chair from amongst the Trustees present at the meeting.

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

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

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

13.5   Notice of all Board meetings, except as provided for in by-law #13.15 shall be made available by the Manager of Corporate Services to each Trustee on the Friday prior to the Board meeting.

Trustees not able to access the notice and the Board agenda by the Friday at 1:00 p.m. prior to the Board meeting will be responsible for notifying the Corporate Services Department of such.

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

13.7   A quorum is necessary to hold a Board meeting. A majority of all the Trustees constituting the Board is required to form a quorum.

13.8   In case of the absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum is present, the Past Chair shall preside. In the event the Past Chair is not present, Trustees shall elect a chair from amongst the Trustees present at the meeting who shall preside over the meeting until such time as the Chair or the Vice-Chair arrives.

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

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

13.11   An opportunity for the public to present as a delegation to the Board regarding issues of concern/interest will be included on the agenda of the Board and Standing meetings.

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

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

Special Board and Special Committee of the Whole Meetings

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

13.15   The written notice of every special meeting of the Board and Committee of the Whole shall state all business to be transacted or considered. No other business shall be considered unless all the Trustees of the Board are present and agree unanimously.

Adjournment of Meetings

13.16   All public Board and Committee of the Whole meetings will adjourn at 9:30 pm unless otherwise agreed to by trustees.

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

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

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

ARTICLE 14 – DELEGATION PROCEDURES

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

14.2   Delegations wishing to appear before the Waterloo Region District School Board at a Board or Committee of the Whole meeting should register with the Manager of Corporate Services by noon on the Thursday prior to the meeting. Delegations not making prior arrangements by noon on Thursday may speak at the following Monday meeting only on the approval of a majority vote of the trustees, up to a maximum of eight (8) delegates.

14.3   Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented, and recommendation(s) for resolving the matter. A Delegation Submission Template can be accessed via the Board's website (http://www.wrdsb.ca/board-meetings/delegations/delegation-form) and can be completed online, or a hard copy can be submitted to the Manager of Corporate Services.

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14.4   At regular Board meetings, delegations may speak only to matters relevant to those items listed on the agenda. All other presentations will be referred to the Committee of the Whole meetings.

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

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

14.7   The Committee of the Whole will consider or act on any request from a delegation during the same meeting at which the delegation is made only if approved by a vote of two-thirds (2/3) of the Trustees present at the meeting, or if consideration of the matter was included on the meeting agenda.

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

14.9   Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.

14.10   A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

14.11   Delegations may be received at Committee of the Whole in camera meetings as per the *Education Act*. The procedures for delegations, as set out in Article 14 will apply.

Special Delegation Meetings

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

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

14.14   Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented. A Delegation Submission Template can be accessed via the Board's website at (http://www.wrdsb.ca/board-meetings/delegations/delegation-form) and can be completed online, or a hard copy can be submitted to the Manager of Corporate Services.

14.15   Delegations who have submitted their delegation submission two working days prior to the meeting who wish to speak for the first time on a topic will be given precedence over those who wish to speak a second time on the same topic and have submitted their delegation submission by two working days prior to the meeting. Delegations who wish to speak for a second time on the same topic, or those who have not submitted their delegation submission two working days prior to the meeting, will be placed on a waiting list.

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The Manager of Corporate Services will review the list of delegations two working days prior to the meeting and will contact the delegations on the waiting list to advise them if they will be scheduled on the agenda.

14.16   Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chair may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual (e.g. props, placards) demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.

14.17   A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

ARTICLE 15.0 - CONFLICT OF INTEREST

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

15.1.1 The written statement should include the following information:

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

15.2   The Manager of Corporate Services will maintain a registry which shall contain a copy of each written statement filed under section 15.1, as well as a copy of each declaration recorded.

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

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

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

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

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

ARTICLE 16.0 – COMMITTEES

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

a) **Statutory Committees** are established as requested per the *Education Act* or other legislation/regulation.
   i. Audit Committee
   ii. Discipline Committee
   iii. Parent Involvement Committee (PIC)
   iv. Special Education Advisory Committee (SEAC)
   v. Student Program Review/Student Alternative Learning Committee (SAL)

b) **Committee of the Whole** exists to assist the Board in fulfilling its duties related to governance and oversight with a system wide focus by providing advice on system issues related to Programming and School Services, Business, Finance and Facilities/Capital Planning. This committee is comprised of the full membership of the Board.

c) **Committee of the Whole In-Camera** exists to address ongoing confidential matters per the *Education Act* and includes the full membership of the Board.

d) **Board Committees** means an ongoing committee established by the Board:
   i. Agenda Development Committee
   ii. Director Performance Appraisal Committee
   iii. Long Term Fiscal Sustainability and Stability Task Force (Fiscal Task Force)
   iv. Student Trustee and Student Senate Mentor
   v. School Year Calendar Committee

e) **Community Committees** are established to address operational/system needs, initiatives and community partnerships:
   i. Accessibility
   ii. Equity and Inclusion Advisory Group
   iii. Mental Health and Addiction Strategy Working Group

f) **Ad Hoc Committee** means a committee established to respond to specific issues. They have a defined task and timeline for completion.

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

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16.3   Minutes will be taken at all Committee of the Whole, Audit Committee, Parent Involvement Committee (PIC), and Special Education Advisory Committee (SEAC) meetings and must be submitted for approval at regular monthly Board meetings.

16.4   For Statutory, Board, Community and Ad Hoc committees, only members of that committee shall elect a Chair and Vice-Chair from among themselves with the exception of Agenda Development Committee which is chaired by the Vice-Chair.

16.5   The Board Chair shall not be eligible to be elected as the Chair or Vice-Chair of any Statutory, Board, or Community committee with the exception of the Director Performance Appraisal Committee.

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

16.7   A majority of the members constituting a committee shall be a quorum unless otherwise indicated in a committee terms of reference. Should there be no quorum present at the time appointed for the meeting, the Committee Chair shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Secretary shall record the names of the members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken unless otherwise stated in the terms of reference.

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

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

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

16.11   If a Statutory, Board or Community Committee makes a recommendation that requires immediate consideration by the Board, the process noted below is to be followed:

a)   The Agenda Development Committee must be advised that the Statutory, Board or Community Committee has a report they wish to have scheduled on a Board or Committee of the Whole meeting agenda.

b)   This report shall be submitted, providing the background information necessary for trustees to make an informed decision on the recommendation.

c)   The report will normally be scheduled for the first Board or Committee of the Whole meeting following the Agenda Development Committee meeting where the report is considered. If the recommendation is time-sensitive, any alternative action will be at the discretion of the Board Chair.

d)   The minutes of the Statutory, Board and Community Committee meetings (containing the recommendation requiring immediate consideration) will appear on the Board meeting agenda.

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16.12   Meetings of Committees shall be held in accordance with committee approved schedules subject to any terms and conditions contained in the Board's bylaws. Committee Chairs, in consultation with the Committee Vice-Chair, may convene additional meetings as may be deemed necessary, or may cancel a scheduled meeting where there is insufficient agenda material to warrant the holding of a meeting.

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

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

16.15   At the Board meeting in December, trustees will vote on the recommended trustee committee membership for Statutory, Board and Community Committees.

ARTICLE 17.0 – COMMITTEE OF THE WHOLE IN CAMERA MEETINGS

17.1   The Board may move into Committee of the Whole In Camera upon any confidential matter brought for its consideration when the subject matter under consideration involves (*Education Act*, Section 207(2)):

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board.

(f) an ongoing investigation under the *Ombudsman Act* respecting the board.

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

17.3   The Committee of the Whole In Camera meeting will meet as required before a Committee of the Whole meeting or a Board meeting.

17.4   Meetings of the Committee of the Whole In Camera shall be closed to all but Trustees, the Student Trustees (with the exception of items that involve the disclosure of intimate, personal and/or confidential information in respect of a member of the Board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian), Director of Education, Supervisory Officers and the Manager of Corporate Services. Others may be asked to attend as appropriate or to speak to specific agenda items.

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

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

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

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

17.9   The Chair of the Board or if absent, the Vice-Chair of the Board shall chair all Committee of the Whole In Camera sessions. In the case of absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum is present, the Past Chair of the Board shall preside. In the event the Past Chair is not present, Board members shall elect a chair from amongst the Trustees present at the meeting.

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

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

17.12   As part of its in camera procedures, the Waterloo Region District School Board allows any Trustee to rise on a point of order dealing with the appropriateness of agenda items to be considered during an in camera meeting, and the decision to consider an agenda item which might be called into question will be based on the willingness of a majority of Trustees present at the meeting to consider the item as an in camera matter.

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

ARTICLE 18.0 - STATUTORY COMMITTEES

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

18.2   **Audit Committee** – The Audit Committee shall function in accordance with the terms of the Education Act and the regulations made thereunder. (*Education Act*, Section 253.1; Ontario Regulation 361/10 – Audit Committees)

18.3   **Discipline Committee** - In accordance with Section 23 (6) of the *Education Act*, R.S.O. 1990, the Waterloo Region District School Board directed its powers and duties with respect to the hearing of appeals to suspensions/expulsions to a Committee comprised of three or more trustees appointed annually by the Board.

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

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18.5 **Special Education Advisory Committee (SEAC)** - The Special Education Advisory Committee shall function in accordance with the terms of the *Education Act* and the regulations made thereunder. (*Education Act*, Section 206; Ontario Regulation 464/97)

18.6 **Student Program Review/Student Alternative Learning Committee (SAL)**– The Student Program Review/Student Alternative Learning Committee shall function in accordance with the *Education Act* and the regulations made thereunder (Ontario Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School).

Article 19.0 - COMMITTEE OF THE WHOLE

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

19.2 The Chair of the Board shall chair all Committee of the Whole meetings. In the Chair's absence, the Vice-Chair of the Board shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of all, Trustees shall elect a chair from amongst the Trustees present at the meeting.

19.3 The role of the Committee of the Whole is to assist the Board in fulfilling its duties related to governance and oversight with a system wide focus by providing advice on system issues related to Programming and School Services, Business, Finance, and Facilities/Capital Planning.

19.4 The committee will maintain an ongoing strategic dialogue with and through the Director to ensure matters related to school programs and school services; business and finance; capital planning and facilities; student transportation; and human resources are in alignment with the Board's strategic plan and operational goals. The Committee deals with such matters as may be referred to the committee by the Board and receives reports as requested or as appropriate.

19.5 The Committee of the Whole shall meet monthly on the second and third working Mondays between September and June commencing at 7:00 p.m., unless otherwise determined by members of the Agenda Development Committee. Committee of the Whole meetings will be held in the boardroom of the Waterloo Region District School Board Education Centre.

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

ARTICLE 20.0 BOARD COMMITTEES

20.1 Agenda Development - shall be struck each year for the following purposes:
   a)   to set meeting agendas;
   b)   to ensure the flow of business to be brought before the Board or any of its committees, including timed, regular reports;

c) to track to completion all business brought before the Board by motion, and provide to all trustees on a monthly basis a current schedule of meetings and pending agenda items.

20.1.1 The committee shall be comprised of the following: Board Chair; Board Vice-Chair; Past Chair; one trustee assigned on an alphabetical rotation; one trustee appointed for the period January to May; one trustee appointed for the period June to December; Director of Education and Secretary, and Manager of Corporate Services.

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

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

20.2 Director Performance Appraisal Committee
20.2.1 The committee consists of the Board Chair, the Board Vice-Chair, Board Past Chair, Coordinating Superintendent Human Resources, and Manager, Research and Data Department.

20.2.2 The Director Performance Appraisal Committee is designed to help the Waterloo Region District School Board achieve its strategic and annual goals and to help foster and build a strong working relationship between the Director and the Board.

20.2.3 The Director Performance Appraisal Committee will meet as per the timelines established in the Director of Education Performance Appraisal Guidebook.

20.2.4 The Committee may be chaired by the Board Chair or the Board Vice-Chair, in the absence of the Chair, or by another trustee designated by the Board Chair and will report directly to the Board.

20.3 Long Term Fiscal Sustainability and Stability Fiscal Task Force (Fiscal Task Force)
20.3.2 The committee is chaired by the Coordinating Superintendent, Business Services & Treasurer of the Board.

20.3.3 The committee periodically meets to discuss topics as they relate to the fiscal mandate of the Waterloo Region District School Board and in context with the Board's strategic plan.

20.3.4 The committee undertakes an engagement process whereby staff, students, caregivers, and other stakeholders are invited to submit suggestions/ideas that can assist in meeting the criteria of long term sustainability and stability of the Waterloo Region District School Board's fiscal situation.

20.3.5 The committee is guided by the Long Term Fiscal Sustainability and Stability Task Force's Terms of Reference.

20.4 Student Trustee and Student Senate Mentor

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20.4.1   Two student trustees are elected annually by Student Senators.

20.4.2   A Student trustee mentor will be assigned using the committee membership process set out in sections 16.13-16.15 above.

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

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

20.4.5   The Student Trustees and Student Senate Mentor are guided by Board Policy 3006, Student Trustees and Student Representation within the Board and the *Education Act*.

20.5 School Year Calendar Committee

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

ARTICLE 21.0 COMMUNITY COMMITTEES

21.0.1   Trustees may attend meetings of committees of which they are not members and, unless otherwise limited by law, collective agreement or Board motion, shall have voice but no vote.

21.1 Accessibility Committee

21.1.1   This committee is guided by the Accessibility Committee Terms of Reference.

21.2 Equity and Inclusion Advisory Group

21.2.1   This committee is guided by the Equity and Inclusion Advisory Group Terms of Reference.

21.3 Mental Health and Addiction Strategy Working Group

21.3.1   This committee is guided by the Mental Health and Addiction Strategy Working Group Terms of Reference.

ARTICLE 22.0 - AD HOC COMMITTEES

22.1   Ad Hoc Committees of the Board may only be established by Board approval. The recommendation to form such committee must include a completed Terms of Reference stating a mandate, time frame for reporting to the Board and committee membership.

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

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

ARTICLE 23.0 – TRUSTEE REPRESENTATION ON STAFF COMMITTEES

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

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

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

ARTICLE 24.0 – RULES OF ORDER

The rules and regulations contained within these bylaws and procedures shall be the rules and regulations for the order and dispatch of business of the Waterloo Region District School Board. In all cases not provided for by these rules, the rules and practice of *Robert's Rules of Order* shall govern as applicable.

24.1 Notice of Motion

24.1.1   A Trustee may provide a written notice of motion at the appropriate agenda item of a Committee of the Whole or Board meeting to be referred to the Agenda Development Committee for scheduling.

24.1.2   The notice of motion must indicate the rationale of the motion and must be accurate and complete since it will determine what amendments are in order when the motion (e.g. "To raise the annual fee to $20.00") is considered. The notice of motion will become invalid if the motion is amended beyond the scope of the notice.

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

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

24.1.5   The wording of the motion and appropriate signatures must be provided to the Manager of Corporate Services for scheduling on the next Agenda Development Committee agenda, no later than noon on the Friday prior to the Agenda Development Committee meeting.

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24.2 Motions

24.2.1 A motion will be moved and seconded and then debate on the motion can occur. After debate has concluded the Chair will state the motion prior to the vote on the motion.

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

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

(a) adjourn or take a recess;

(b) raise a question under point of order, privilege or question;

(c) lay on the table;

(d) call for the previous question;

(e) postpone to a certain time;

(f) refer;

(g) amend;

(h) postpone indefinitely;

(i) main motion.

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

24.2.4 A motion to "Call the Question" (or "move the previous question") may be moved at any time when a motion, with or without amendment or amendments, is before the Board, provided always that no Trustee while speaking is interrupted for this purpose.

(a) A motion to call the question is undebatable and shall be put in the following words, "I move that we call the question".
(b) If carried by two-thirds of those present, the Chair shall then call for the vote on the pending motion and amendments (if more than one is before the Board at the time the question is called), in the appropriate order as required by these rules, and these items shall be voted upon and disposed of without further debate, and no other motion or amendment shall be entertained until the motion and amendment(s) are disposed of.
(c) If the vote on the amendment is negative, further amendments may then be moved, and the motion and all amendments shall continue to be debated in the same manner.

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

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

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

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

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

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

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

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

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

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

24.2.15   After a motion has been moved and seconded and before the question has been put by the Chair, any Trustee may informally suggest one or more modifications (a friendly amendment) to the motion about which there is unlikely to be a difference of opinion. The mover of the motion may accept or reject the suggested modification.

24.3 Motions Considered at Board and Committee of the Whole Meetings

24.3.1   Motions shall be related to an agenda item.

24.3.2   Every motion shall be seconded and shall be disposed of only by a vote of the Board unless the mover and seconder, by permission of the Chair, withdraw the motion, as long as the motion has not been 'put' or stated by the Chair.

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

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

WORKING DRAFT BOARD BYLAWS

November 2019

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

24.3.6   A Trustee may introduce a motion and to provide clarification only on the wording before the motion is seconded. No other Trustee is permitted to speak to a motion before it is seconded.

24.4 Motion to Suspend the Rules

24.4.1   Any Trustee may make a motion to suspend the rules in order to do something, which cannot ordinarily be done without violating these rules. Such a motion is not debatable and requires a two-thirds vote of Trustees present at the meeting to pass. It may not be used in such a manner that would be seen as taking away a Trustee's rights.

24.5 Reconsideration of a Motion Previously Approved by the Board

24.5.1   Once a motion has been decided upon by the Board at a regular or special Board meeting, and confirmed by a resolution of the Board recorded in its minutes, it shall not be reconsidered during the ensuing twelve-month period unless:

a)   at least 72 hours written notice has been given to all members of the Board; and

b)   the motion to reconsider is made by a Trustee who voted with the prevailing side (whether it was for or against);* and

c)   the affirmative vote of two-thirds of all Trustees of the Board present at the meeting is received to reopen the matter.**

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

A tie vote would consider the vote against the motion (or the No vote) to be the prevailing side.

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

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

24.6 Voting

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

WORKING DRAFT BOARD BYLAWS

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

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

24.6.4   After the Chair has put a question to vote, there shall be no further debate. The decision of the Chair as to whether the question has been finally put shall be conclusive. This includes once the vote has occurred we will move onto the next item on the agenda. Trustees are not permitted to continue to debate the motion by making a comment on the outcome of the vote that has just occurred as this could be seen as the final word.

24.6.5   A Trustee may call for a recorded vote as long as the request is made prior to the vote. The Manager of Corporate Services will conduct the recorded vote.

24.6.6   The request for a recorded vote shall record the votes of those participating in the vote indicating a nay, yea or abstention. The resulting number of yeas, nays and abstentions shall be declared by the Manager of Corporate Services.

24.6.7   Unless a recorded vote is requested, all votes at meetings shall be taken by a show of hands. The resulting number of yeas, and nays, shall be declared by the Chair. The Manager of Corporate Services will restate and reconfirm the outcome of a recorded vote if it is in question.

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

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

24.7 Other Business/Requests for Information

24.7.1   A period of time is scheduled just prior to the adjournment of each regular Board and Standing Committee meeting for other business from Trustees. Trustees are advised to contact the appropriate administrative official(s) regarding the item on which they intend to speak so that staff are prepared to respond appropriately, if possible.

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

WORKING DRAFT BOARD BYLAWS

24.8 Reports from Trustees

24.8.1   Presentations made under the "Reports from Trustees" section on the regular Board meeting agenda shall be limited to information concerning events or activities at which the Trustee or Student Trustee presenting the report was acting on behalf of or representing the Board.

24.8.2   When trustees attend a conference or workshop on behalf of the board, they are required to submit a written report of that event to the Chair of the Board and this report will be posted on the Board website.

Working Draft – V6

Appendix A

BOARD

Committee of the Whole In Camera

Audit

Discipline

Parent Involvement (PIC)

Student Program Review/Student Alternative Learning Committee (SAL)

Special Education Advisory (SEAC)

Committee of the Whole

Agenda Development

Student Trustee & Student Senate Mentor

Director Performance Appraisal

Fiscal Task Force

Policy Working Group (new)

School Year Calendar Committee

Accessibility

Early Years Advisory Group

Equity & Inclusion Advisory Group

Mental Health & Addiction Strategy (Committee)

Statutory Committees of the Board

Standing Committee

Board Committees

Community Committees

Appendix C

Timelines to Completion

Ad Hoc Bylaw Review Committee

	November				December					January				February				March					April				May				June					July			
Week	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4

Public Consultation — Break ... MB

Committee Consultation — Break ... MB

Legal Review — Break ... MB

Legend

	Working Draft Reviewed by Trustees
	Review Feedback from Trustees
	Consultation Period
	Review Feedback from Consultation
	Preparation of Final Report
	Notice to Board of Final Report
	Debate and Vote on Amended Bylaws
	Ratification at Board Meeting

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Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

OPSBA Board of Directors Meeting – February 21 and 22, 2020

The Ontario Public School Boards' Association (OPSBA) Board of Directors held a meeting on February 21 and 22, in Toronto. Lucille Kyle, Vice-Chair of OPSBA's Indigenous Trustees' Council (ITC), gave an acknowledgement that the meeting was being held on the traditional territory of the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nation and the Métis Nation.

Dr. Eileen de Villa, the City of Toronto's Medical Officer of Health, attended the meeting on Friday evening of the meeting to discuss the response to coronavirus/COVID-19 and the role of school boards in working with public health.

Labour Relations and Collective Bargaining
A private session update on collective bargaining was provided to board members. OPSBA is fully engaged in its role as the bargaining agent for all English public school boards in the province. For additional status updates, visit the OPSBA website. OPSBA continues to work towards negotiating an agreement that is fully-funded, fair and fiscally responsible, while ensuring a stable and productive learning environment for our students.

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

Government and Public Affairs
Take Your MPP to School Day: Tuesday, April 14 to Friday, April 17, 2020
As part of the Association's advocacy efforts, OPSBA is working on a new initiative called "Take Your MPP to School Day." Trustees have been asked to invite their MPPs to spend a morning or afternoon at a local school, to see first-hand some of the successes and challenges that exist in our schools. The goal is to build and increase the awareness among MPPs of the role of trustees and local impacts of OPSBA's key priorities.

OPSBA Awards
The deadline for most OPSBA Award nominations is April 2, 2020, with the deadline for the Bernardine Yackman Memorial Award (for northern trustees) being June 11, 2020. For more information, head to the OPSBA website.

Media Statements and News Releases

1

Legislative Update
The Legislative Assembly of Ontario resumed on February 18, 2020.

2020 Pre-Budget Consultations
At the end of January, the Standing Committee on Finance and Economic Affairs held Pre-Budget Consultation public hearings in Toronto, Sioux Lookout, Thunder Bay, Kitchener-Waterloo, Belleville, and Niagara. Four member boards were chosen to speak at the hearings to advocate for stable, responsive and equitable funding to support student achievement and well-being. OPSBA did provide a brief [submission](#) to the Committee.

Bill 172, Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder)
Liberal MPP Kathleen Wynne introduced private member's [Bill 172](#), Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder), which would require school boards to develop policies and guidelines regarding FASD and establish related training for teachers and early childhood educators.

Student Transportation
On January 27, Sam Oosterhoff, the parliamentary assistant to the education minister, [announced the province](#) is moving ahead with a review of its school bus funding model. The province has established a Student Transportation Advisory Group to guide the review that will include representatives from school board associations and school bus stakeholder groups.

Cannabis Consultation
On February 10, the government announced a consultation on the potential implementation of additional cannabis business opportunities in the future, with a deadline for feedback of March 10. The consultation will include:

- facilitating the sale of cannabis for consumption in establishments like lounges and cafes (cannabis consumption establishments); and,
- cannabis special occasion permits (SOPs).

Poverty Reduction Strategy
Last December, the provincial government announced its intention to develop a new poverty reduction strategy for Ontario. Recently, the online survey was launched to seek feedback in the following areas:

- encouraging job creation and connecting people to employment
- providing people with the right supports and services
- lowering the cost of living and making life more affordable
- the current Poverty Reduction Strategy

Full Legislative Updates are available on the [OPSBA Connects blog](#).

Indigenous Education
The Indigenous Trustees' Council (ITC) meeting on January 23 at the Public Education Symposium attended by one of the largest turnout of members and interested school board administration in recent memory. In total, 12 school boards had representation present including trustees and several Directors of Education, in addition to OPSBA staff and Executive Council members. Discussion

included the pressing issue of mandatory Indigenous education curriculum, and The process for electing or appointing Indigenous Student Trustees at various boards.

The ITC reaffirmed its identified four priorities: building our capacity, indigenous student well-being, enabling Indigenous education, and advancing reconciliation.

Education Funding

OPSBA sent a clear and concise message of support for public education on January 31 in its annual Grants for Student Needs submission. The priorities identified in the submission were informed by OPSBA's comprehensive member engagement process and focused on increasing student achievement and well-being.

Ontario Coalition for Children and Youth Mental Health

The Coalition meeting held on January 14, 2020, finalized the theme of the April 15 and 15, 2021, Summit on Children and Youth Mental Health – *Mind, Body, Spirit: An Integrated Community Approach*. Gabor Maté is to be the keynote speaker. The Coalition submitted a letter of response regarding Bill 116, *An Act to enact the Mental Health and Addictions Centre of Excellence Act, 2019 and the Opioid Damages and Health Costs Recovery Act*, 2019. The Coalition response emphasized the importance of supporting children and youth mental health and addictions and the integration of any new centre of excellence with the existing Ontario Centre of Excellence for Child and Youth Mental Health.

French as a Second Language (FSL) Labour Market Partnership Project

OPSBA continues to lead a labour market partnership project, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario,* for English and Catholic public school boards. This is a three-year initiative and the ultimate goal of this project is to uncover workable solutions to the current worsening imbalance between the growing demand province-wide for qualified French language teachers and support staff and the related supply pipeline. Phase II of the three year initiative has now been completed. The executive summary and the full report are now available on the OPSBA website. Phase III of the FSL Labour Market Partnership has now been approved, and started February 1, 2020. All partners have committed to continuing with this project.

Revised Elementary Mathematics Curriculum

The Ministry of Education approached OPSBA to provide input on aspects of the revised elementary mathematics curriculum. In response, Judith Nyman used the prior Fall consultation with expert mathematics board staff across the province and feedback from members to provide input. It is hoped that there will be a further opportunity to review the revised curriculum prior to its release. OPSBA continues to ask for a soft launch of the revised curriculum prior to a full implementation date of September 2021.

Q1 The objectives of OPSBA's Advocacy Day were to: Re-introduce OPSBA and its priorities to MPPs Highlight recent OPSBA/Nanos polling results and three specific issues: Indigenous Education, the Whole Child & Student Well-Being, and Education Funding; and Position the Association as a trusted non-partisan advisory body and source of information and feedback. In your opinion would you say those objectives were met?

Answered: 27   Skipped: 0
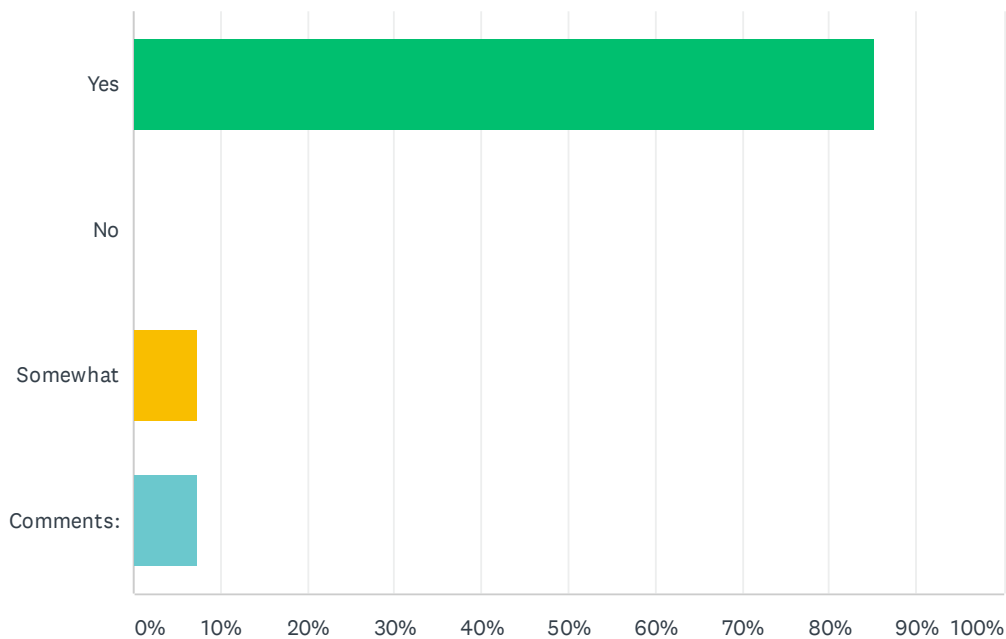
ANSWER CHOICES	RESPONSES	
Yes	85.19%	23
No	0.00%	0
Somewhat	7.41%	2
Comments:	7.41%	2
TOTAL		27

#	COMMENTS:	DATE
1	Not all MPPs were available and some staff members filled in for MPPs had no interest.	12/9/2019 12:17 PM
2	Yes, but I believe that the OPSBA objectives need to be grounded in the local MPP context; speaking about the Toronto OPSBA objectives need to resonate locally	12/9/2019 12:09 PM

Q2 In advance of Advocacy Day, members were provided with: "Advocacy Day - Overview" – This document provided information on the overall schedule of events, the structure and purpose of MPP meetings "Advocacy Day - Tips and Tricks" – This document provided a combination of logistics, protocol, and advice for meetings.　MPP Handouts – Three handouts that focused on The Whole Child and Student Well-Being, Indigenous Education, and Education Funding. BOD Member Schedule – Individual board members received a personalized meeting day schedule that included information about attending Question Period and the evening's reception. MPP Backgrounder – Individual overviews of the MPP(s) each BOD member was to meet with A Full Meeting Schedule – An overview of all the meetings that were arranged Polling Data Results – Presentation by Nik Nanos and a slide deck summarizing the research results. Did you find this material helpful/useful in preparing for the day and its meetings?

Answered: 27　　Skipped: 0
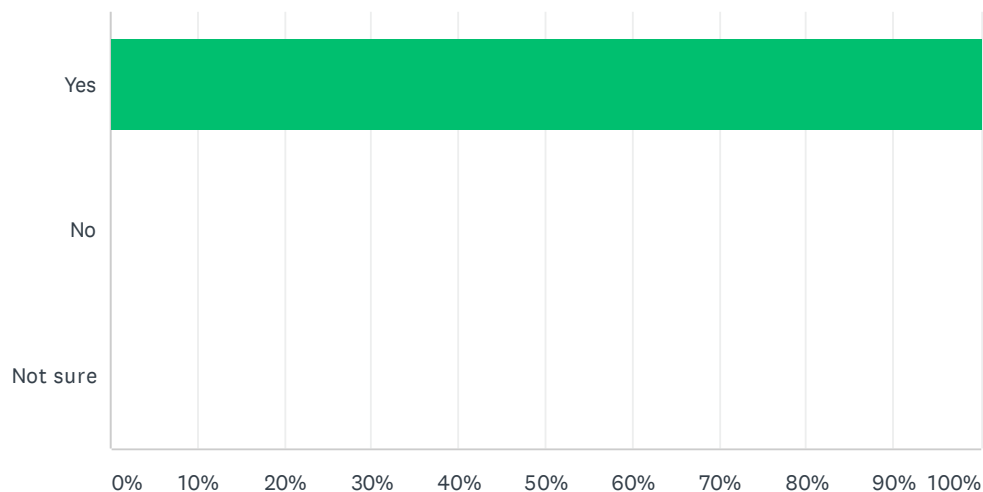
ANSWER CHOICES	RESPONSES	
Yes	100.00%	27
No	0.00%	0
Not sure	0.00%	0
TOTAL		27

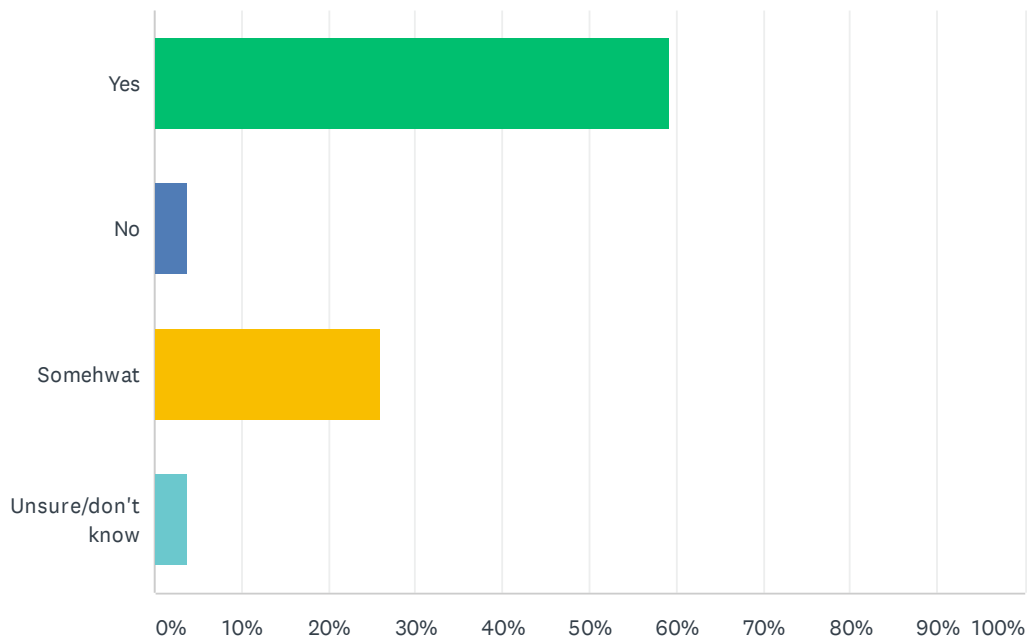| #	COMMENTS:	DATE
1	Also found it useful that my board admin provided me with a tailored backgrounder for my board that focused on our 3 main areas.	12/11/2019 9:59 AM
2	I was extremely pleased with the information provided - as a matter of fact they were excellent resources that included what we needed to know. Thanks to those who worked on them	12/10/2019 1:44 PM
3	There were a few hiccups but all in all very well. I would like to see moving forward on our individual schedules who would also be in our group meetings	12/9/2019 4:50 PM
4	I would have liked more time spent preparing on Sunday. Getting the Nanos info was important but then Board of Directors chose to take too much commenting and raising issue with the poll and that left too little time to prepare for the next day to make sure we were all on a consistent message	12/9/2019 1:52 PM
5	I don't recall seeing the "advocacy day tips and tricks" but also there needed to be a one pager on messaging.	12/9/2019 1:17 PM
6	All preparation materials were excellent and I appreciated them being shared well in advance as well as discussed during prep meeting. A few of trustees expected printed packages complete with schedules and MPP bios to be distributed the day before. Perhaps this could be considered for future Advocacy Days, or ensure clear expectations for trustees to print and organize these materials themselves prior to travelling in TO for Advocacy Day.	12/9/2019 1:06 PM
7	Receiving some of the materials earlier would have also been useful. Most materials were received within the week before, some the day before, and because trustees have other jobs, and commitments, it may have been easier to prepare if more time was given.	12/9/2019 12:35 PM
8	I thought it was well done.	12/9/2019 12:29 PM
9	It would have been nice to get results ahead of time to have a more fulsome discussion. But great that we had them to present.	12/9/2019 12:17 PM
10	please plan for more time in the prep session	12/4/2019 3:30 PM

Q3 What other resources, if any, would you like to have had?

Answered: 17   Skipped: 10

#	RESPONSES	DATE
1	Resources were great.	12/10/2019 2:58 PM
2	I wish I had remembered my cards! They were in my other purse. I think I need reminders. I think we had enough resources - too much and you don't use it all.	12/10/2019 1:44 PM
3	A folder or something to put the materials in so they look more professional	12/9/2019 3:05 PM
4	We brought a hand out for our own board specific issues and handed it to our local MPPs. It wasn't OPSBA branded....so I wonder if it would be wise to create an optional OPSBA template that boards could use to provide local info about their board to local MPPs, but maintain the OPSBA connection?	12/9/2019 3:03 PM
5	A sturdy folder or a reminder to bring one. Single or two-page infographic for the Nanos research for quick discussion and distribution.	12/9/2019 1:56 PM
6	A 30 minute tutorial/guideline done verbally	12/9/2019 1:52 PM
7	The bios were great...it might have been useful to indicate which political reps were already "engaged" with OPSBA so we'd know we weren't starting from scratch. We had such limited time that the "what does OPSBA do" speech might have been skipped	12/9/2019 1:35 PM
8	one pager on messaging. something that really fosused us all on in primary and a few secondary messages, with supporting facts and arguments.	12/9/2019 1:17 PM
9	See note above regarding organized folios.	12/9/2019 1:06 PM
10	Maps!	12/9/2019 1:04 PM
11	This particular time being my first attending, I felt the material provided for our intended goal was great - a map possibly would have been helpful...	12/9/2019 12:56 PM
12	The handouts, backgrounds, and polling information was great.	12/9/2019 12:35 PM
13	Tips and tricks being in the Gallery. No smart watches, no recording devices including pens!	12/9/2019 12:17 PM
14	It was my first time attending an advocacy day and I wasn't really sure what to expect. Perhaps a bit of a 'what to do during down time' and a 'places to have lunch' would be helpful.	12/9/2019 12:15 PM
15	as stated earlier, taking the OPSBA objectives and translating them into local-language would help make it resonate with the MPP	12/9/2019 12:09 PM
16	cell phone #'s so if there was a question it didn't require going from one end of the building to the basement in the other end	12/9/2019 12:03 PM
17	a package or holder to keep our papers together	12/4/2019 3:30 PM

Q4 Would you say the people you spoke with had a better understanding of public education issues, the roles of school board trustees and school boards after your conversations?

Answered: 27   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	59.26%	16
No	3.70%	1
Somehwat	25.93%	7
Unsure/don't know	3.70%	1
TOTAL		27

#	COMMENTS:	DATE
1	I think they had a better idea of what OPSBA stands for and that we are committed to education and need all the help we can get. I was impressed with my three MPP's they knew their stuff and then some. They were NDP.	12/10/2019 1:44 PM
2	They're politicians. Try to keep everybody happy or at least at bay. Who knows what they were thinking?	12/9/2019 4:29 PM
3	Speaker - yes Other MPP was not very receptive.	12/9/2019 1:56 PM
4	2 did. One did not	12/9/2019 1:35 PM
5	We had some great conversations. In instances where the MPP didn't appear to be too engaged, their staff made up the difference.	12/9/2019 1:06 PM
6	Considering I spoke in my meetings with NDPers, I feel that they had a supportive knowledge base and background in education, however, deepening their knowledge with the information we brought to the table was an excellent strategy.	12/9/2019 12:35 PM
7	Those that were interested in listening.	12/9/2019 12:17 PM
8	One MPP wasn't a very good listener and thought that he knew more about public education than we did. But others that I spoke with were very open to hearing our perspective	12/9/2019 12:15 PM
9	I have met with the MPPs several times and they have an understanding of school boards and trustees, and also an awareness of OPSBA	12/9/2019 12:09 PM
10	Some were engaged some were not	12/9/2019 12:04 PM
11	I think the one on one meetings were successful	12/4/2019 3:30 PM

Q5 If you attended Question Period, did you find it a worthwhile experience and use of your time?

Answered: 26   Skipped: 1
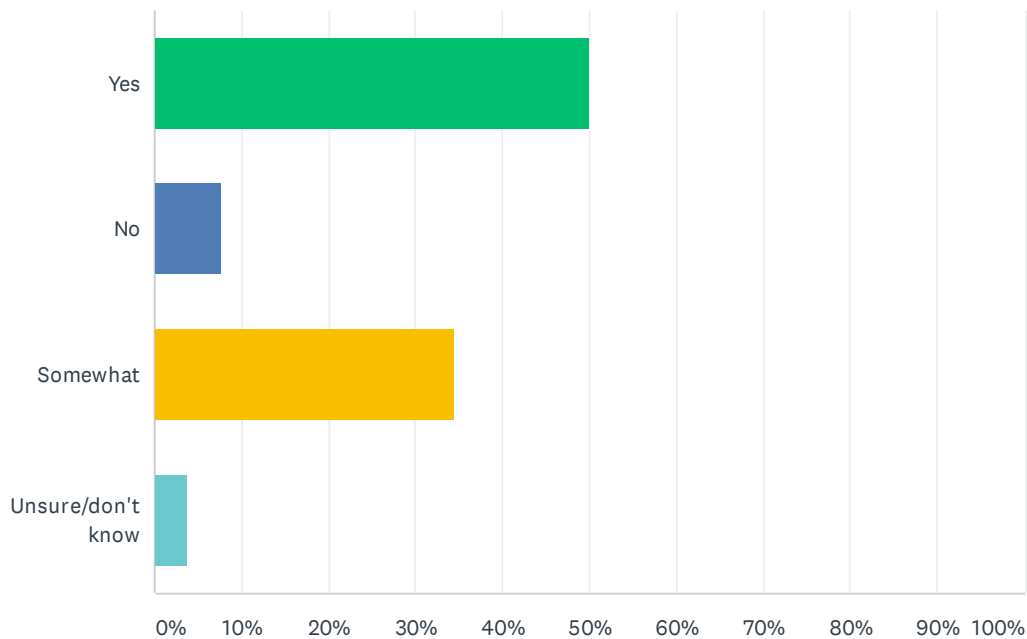
ANSWER CHOICES	RESPONSES	
Yes	50.00%	13
No	7.69%	2
Somewhat	34.62%	9
Unsure/don't know	3.85%	1
TOTAL		26

#	COMMENTS:	DATE
1	However, it was only good in the sense that I saw the government and it confirmed to me how incredibly horrible it all is. I do not like lock step politics and that is what I saw.	12/10/2019 1:44 PM
2	It's nice for individual trustees to be publicly recognized and for MPPs to see faces and numbers of trustees....but it has no value aside from that. Perhaps the intros could be more strategically organized so that MPPs could intro their local trustee and highlight a part of their bio that publicizes an effort that they were a part of to improve public education in their board....	12/9/2019 3:03 PM
3	It let me see how things really happen in the house. It also gave a flavor of what the issues were at that time.	12/9/2019 2:55 PM
4	It was interesting and provides the opportunity to refer to points made during that time.	12/9/2019 1:56 PM
5	It was very eye opening to see how they behave. What made this impactful was the acknowledgment of all the trustees in the building, often by name. It sent a very clear message that we were there	12/9/2019 1:52 PM
6	Did not attend	12/9/2019 1:04 PM
7	Observationally, yes. Question period was an interesting illustration of how our government works, and outlines its shortfalls well.	12/9/2019 12:35 PM
8	It was an experience but no real answers given during question period. It just gave you an indication of who read the material.	12/9/2019 12:17 PM
9	Amazing day!	12/9/2019 12:15 PM
10	It would be appreciated that if an OPSBA Board Member is attending Question Period that, in advance, it might be suggested that we be asked to let our MPPs know so that everyone is acknowledged by their local MPP; this should have been included as a specific step in the pre-Advocacy Day package - while a personal invitation was sent to the MPP they did not make the connection or acknowledgement; I think this would have been much more impactful	12/9/2019 12:09 PM
11	Question period is NOT about asking questions but it does give a clear picture of behavour of the government etc	12/9/2019 12:03 PM
12	not sure if it was valuable...it was interesting....	12/4/2019 3:30 PM

Q6 Were you able to refer to any of the key messages during conversations with guests at the reception?

Answered: 27   Skipped: 0
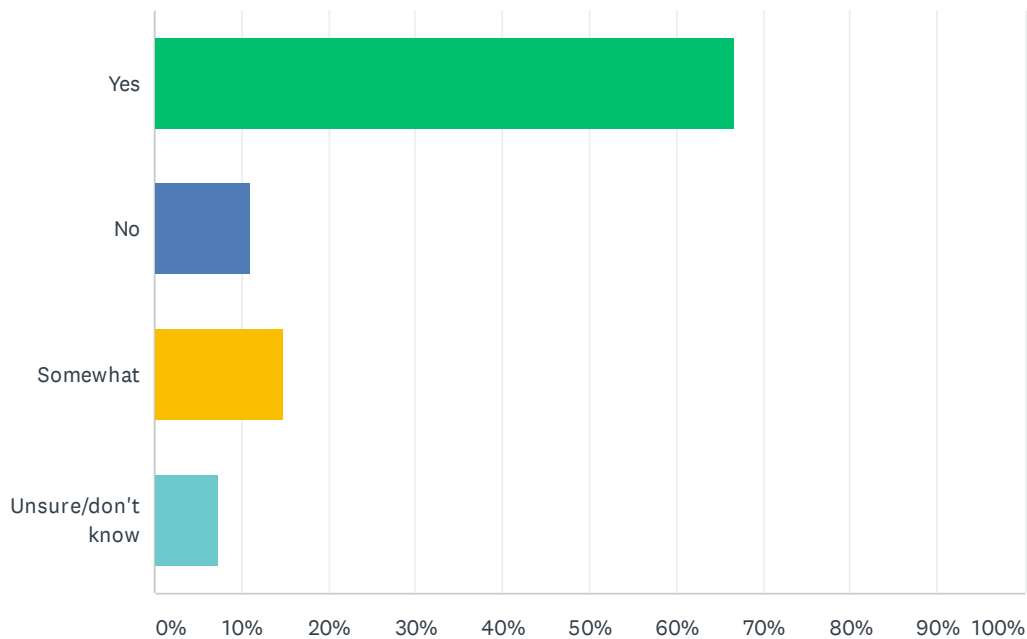
ANSWER CHOICES	RESPONSES	
Yes	66.67%	18
No	11.11%	3
Somewhat	14.81%	4
Unsure/don't know	7.41%	2
TOTAL		27

#	COMMENTS:	DATE
1	It was more of a social than a time to talk about the key messages. As one meets random people it was more about introductions, and where we were from, and some information about our board.	12/11/2019 9:59 AM
2	We, the northern directors had excellent conversations with several MPP's and assistants including Kathleen Wynne, and the Minister of Education. We invited the Minister to visit the north and see our reality and what we are doing in Indigenous Education - making the point of mandatory Indigenous courses.	12/10/2019 1:44 PM
3	Was able to speak directly with Marit Stiles and Minister Lecce	12/9/2019 1:56 PM
4	We decided ahead who who address each issue	12/9/2019 1:35 PM
5	wasn't able to stay for it	12/9/2019 1:17 PM
6	I did not attend reception as I needed to get back to Belleville for our board meeting the same night.	12/9/2019 12:56 PM
7	The Northern trustees seemed to stick together and continue to relay their messages to key attendees at the reception including Minister Lecce, staff of Minister Rickford, MPP Wynne and others.	12/9/2019 12:35 PM
8	Especially the funding - the MPPs know that most things come down to money and they understand that part more easily than the other pieces	12/9/2019 12:15 PM
9	Helpful to have these as conversation starters etc	12/9/2019 12:03 PM
10	this was hard to do at the reception	12/4/2019 3:30 PM

Q7 As was done this year and to minimize travel, would you support planning our Advocacy Day connected to the timing of a Board of Directors meeting?

Answered: 27   Skipped: 0
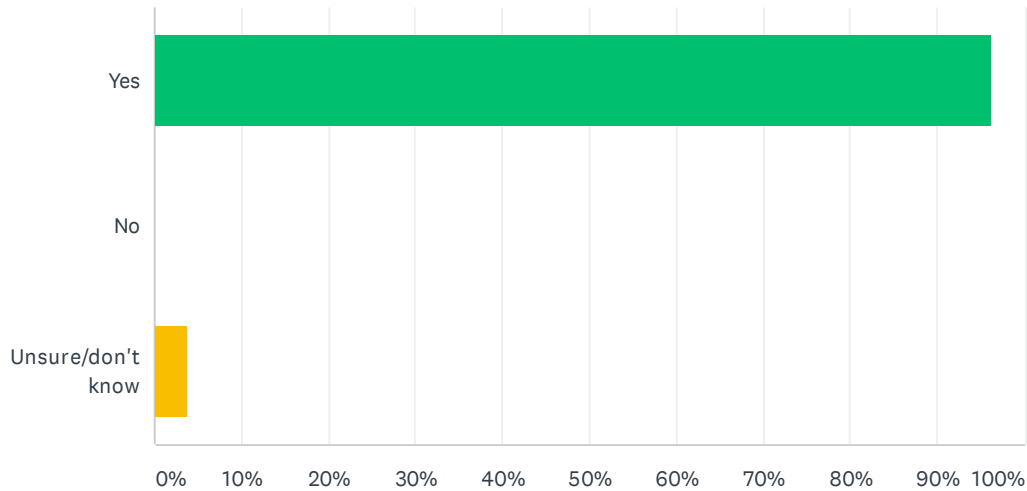
ANSWER CHOICES	RESPONSES	
Yes	96.30%	26
No	0.00%	0
Unsure/don't know	3.70%	1
TOTAL		27

Q8 A large part of this year's Advocacy Day was the release of our polling results. Understanding there is a cost factor, how often do you think OPSBA should undertake this type of research/polling activity?

Answered: 27   Skipped: 0
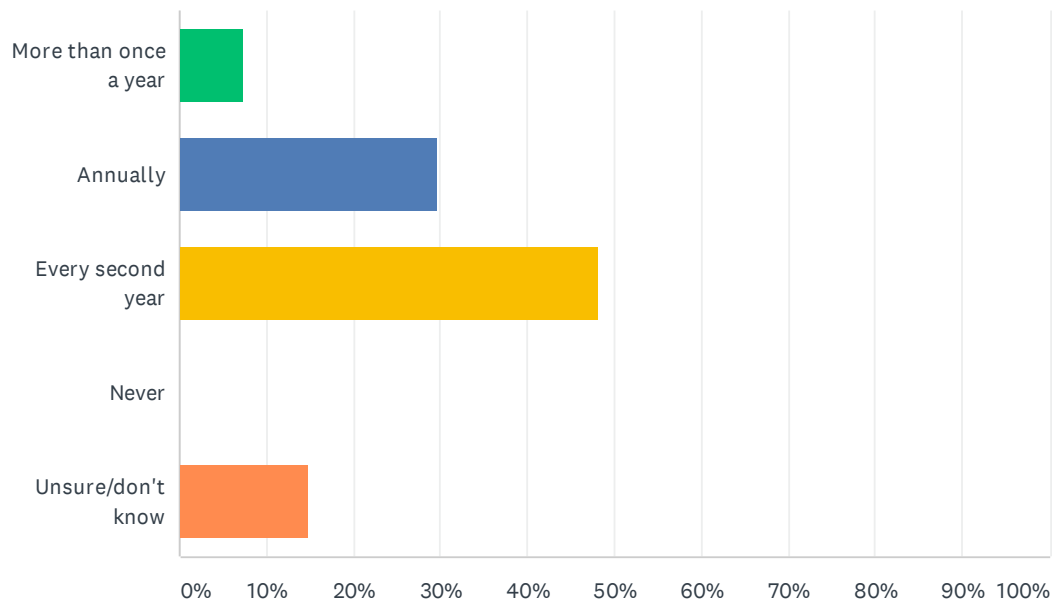
ANSWER CHOICES	RESPONSES	
More than once a year	7.41%	2
Annually	29.63%	8
Every second year	48.15%	13
Never	0.00%	0
Unsure/don't know	14.81%	4
TOTAL		27

Q9 Would you support OPSBA conducting future polls on specific issues?

Answered: 27   Skipped: 0
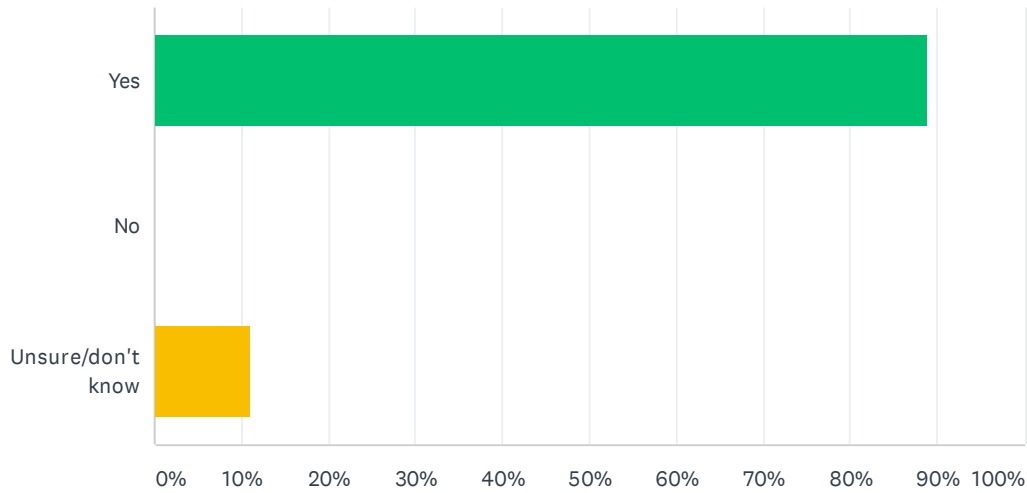
ANSWER CHOICES	RESPONSES	
Yes	88.89%	24
No	0.00%	0
Unsure/don't know	11.11%	3
TOTAL		27

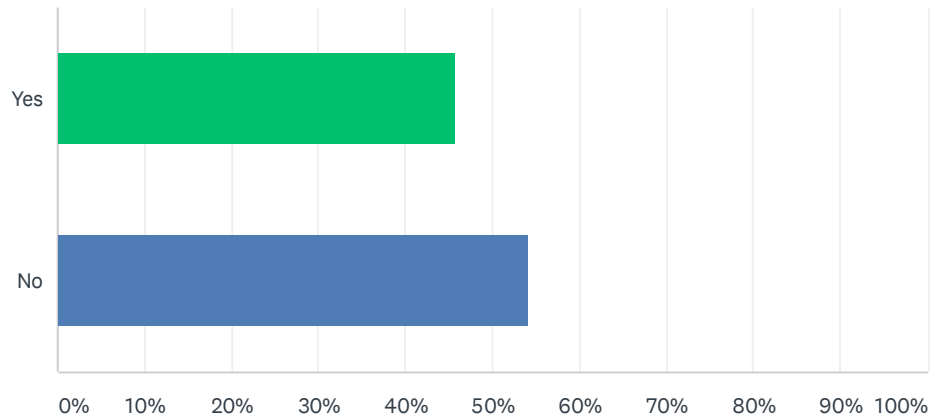| #	IF YES, WHAT TOPICS WOULD YOU LIKE OPSBA TO RESEARCH?	DATE
1	transportation, distance & times on busses	12/11/2019 9:59 AM
2	Mental health and special education services in education	12/10/2019 1:44 PM
3	Research topics in public eye hen we feel we have a message that could shape opinion and policy.	12/9/2019 4:29 PM
4	polling topics should support specific advocacy initiatives and be responsive to government's stated or intended goals/initiatives. OPSBA polling should be easy to distinguish from government polling.	12/9/2019 3:03 PM
5	Public perception of need for 4 independent school boards in Ontario.	12/9/2019 2:55 PM
6	the poll was super effective... got media, gave us a platform and entré to discussions, and frankly helped position the organization with allies, media, parents... and gave our member boards and trustees a "good news" story to share in a time with not a lot of great news.. i suggest in future we do more to capitalize on the poll.	12/9/2019 1:17 PM
7	I agree with the premise of public polling, however I don't see an imminent need for anything further right now. In general, the polls need to be grounded in OPSBA priorities and the data should further this work or help to course correct if results are different than anticipated. I think it's also important to avoid duplicating data already being collected by member boards. On that note, I see a need for internal collection of data from member boards to both avoid duplication and to more accurately understand board/trustee needs. Happy to see some of this happening now.	12/9/2019 1:06 PM
8	Special Education	12/9/2019 1:04 PM
9	Special education and public confidence in our system.	12/9/2019 12:56 PM
10	More research on the social determinants of health as related to education, poverty, graduation fluctuations, Indigenous Education (continuing), Well-being and Mental Health (as it relates to Engagement and Achievement), and Education Investments and Funding.	12/9/2019 12:35 PM
11	some reoccurring questions to get longitudinal data. How does the general public how the school is used? When was the last time they used a school facilities and for what purpose. What other resources are they aware of available at their local school.	12/9/2019 12:17 PM
12	High impact topics that will have long term effects on public education	12/9/2019 12:15 PM
13	I think polling is done on issues of the day.	12/9/2019 12:03 PM
#	IF YES, WHAT TOPICS WOULD YOU LIKE OPSBA TO RESEARCH?	DATE

Q10 Do you think anything could have been done differently?

Answered: 24   Skipped: 3

ANSWER CHOICES	RESPONSES	
Yes	45.83%	11
No	54.17%	13
TOTAL		24

#	IF YES, PLEASE EXPLAIN:	DATE
1	I would have liked to have access to MPP's that I have never met before. I met with my own MPP who I meet with all the time.	12/10/2019 2:57 PM
2	I think it was perfect. I do not think that OPSBA staff should or need to collate our packages for us. If you read your emails ahead of time it was all explained and besides you can just wait and hear it at the time. We are adults and can take responsibility for our own things.	12/10/2019 1:44 PM
3	There is always room for improvements the group I'm sure is aware of them alreafy	12/9/2019 4:50 PM
4	Split up the Trustees from the same Board if not a local MPP.	12/9/2019 1:56 PM
5	there were a few logistical things that were off... we got a schedule saying we were meeting with Toronto NDP caucus but didn't know that others were joining us... all versions of itinerary should have all attendees on it...	12/9/2019 1:17 PM
6	Minor suggestions: 1) Already mentioned above - pre-printed and organized folios to be distributed day before. 2) More detail around what you can and can't bring into question period would be helpful and perhaps shorten the line up at check in of items for Queen's Park staff. Considering that this was the first large scale advocacy day, it was really well done - kudos to staff!	12/9/2019 1:06 PM
7	Calm the masses...it all worked out great....	12/9/2019 1:04 PM
8	A bit more prep time for trustees, and more fluid talking points when with MPPs. Perhaps scheduling meetings closer together if possible as mine and many others were scheduled one in the early morning, one in the late afternoon. It presents challenges for those that are sitting and waiting.	12/9/2019 12:35 PM
9	Information given about MPP was great but had no info on staff that took MPPs place.	12/9/2019 12:17 PM
10	sending out the polling report document late did not allow me time to review the document in advance of the board meeting or the advocacy day	12/9/2019 12:09 PM
11	It was well organized by our very professional staff.	12/9/2019 12:04 PM
12	Nothing is ever perfect	12/9/2019 12:03 PM
13	well done!!!	12/9/2019 11:58 AM
14	more student trustees	12/4/2019 3:30 PM

Q11 Please share any additional feedback.

Answered: 12   Skipped: 15

#	RESPONSES	DATE
1	I was disappointed that neither of my local MPPs who represent my area were willing to meet with me, nor responded to your or my personal emails.	12/11/2019 9:59 AM
2	I thought the day was great!	12/10/2019 2:58 PM
3	I loved the day. It was long, and it may not have changed the government, but we gave them our best. The survey was perfect, perfectly timed and we should use it to our advantage as much as possible. Thank you everyone at OPSBA who made this happen.	12/10/2019 1:44 PM
4	Was pleased to be part of it and impressed by the professional event-planning by staff as well as the guidance for consistent messaging.	12/9/2019 4:29 PM
5	It was a great day and well organized. Kudos especially to Shane, TJ and Jennifer - they were the glue that held all of this together	12/9/2019 1:52 PM
6	Great work to everyone. This was such a leap forward in terms of professionalism in government and media relations... we made ourselves more relevant, to the legislature, to the media, to our members, to parents to allies in education. It showed by how much people shared our content that day and beyond.	12/9/2019 1:17 PM
7	Thanks for collecting feedback and always trying to improve. ☺	12/9/2019 1:06 PM
8	I felt the meeting we were able to have with the Minister who honoured the appointment was worthwhile. I hope to be attending next year as well.	12/9/2019 12:56 PM
9	This extremely well designed and worthwhile. There was much confusion at BOD about meeting with MPPs and what to say. Info in advance would be helpful. This survey wouldn't let me comment in the comment box.	12/9/2019 12:41 PM
10	Well Done. The team at OPSBA is top-notch. It was an excellent political move and a really successful day.	12/9/2019 12:35 PM
11	I thought the day was great. I feel that it increased my knowledge as well as that of my MPP and the staff that I met with.	12/9/2019 12:29 PM
12	In my meeting with Speaker of the House Arnott, I brought up EDCs. He understood our position and asked me to send him more details. I sent him the information and he has committed to speaking with Minister Lecce. I felt very heard and respected and it was a good interaction. Fingers crossed for a positive outcome.	12/9/2019 12:15 PM

STRENGTHENING SCHOOL BUS SAFETY IN CANADA

**REPORT OF THE TASK FORCE
ON SCHOOL BUS SAFETY**

FEBRUARY 2020

TABLE OF CONTENTS

1   EXECUTIVE SUMMARY

School buses are the safest way to transport children to and from school, more so than any other means of transportation. That is because school buses are built – inside and out – to protect children. They are painted a distinctive shade of yellow, and are equipped with flashing red lights and a stop arm designed to help children get on and off the bus safely. Governed by some 40 federal regulations[1] and a robust set of standards, school buses also have a series of structural safety features built in that are specifically designed to safeguard children in the event of a collision. For example, they are mandated to have reinforced joints, high roof crush standards, electronic stability control to help prevent rollovers, window retention to mitigate ejection, emergency exit requirements, and a highly effective seat design referred to as compartmentalization.

Even with this excellent safety record, there is room for improvement. As school bus safety is a shared responsibility among federal, provincial and territorial (FPT) governments, school bus operators, and a diverse road safety community, on January 21, 2019, the FPT Council of Ministers Responsible for Transportation and Highway Safety (Council of Ministers) established an expert Task Force on School Bus Safety, comprised of FPT governments and the full range of school bus safety stakeholders, to identify opportunities to further strengthen school bus safety, with an emphasis on seatbelts.

In June 2019, the Standing Committee on Transport, Infrastructure and Communities published a report on bus passenger safety, noting that while buses - particularly school buses - are among the safest modes of transportation available, there are opportunities for improved safety. In parallel, early findings from the Task Force identified a range of opportunities to further strengthen school bus safety, including driver assistance, safety features outside the bus, and occupant protection measures.

1.1   Recommendations

Since then, the Task Force has studied these opportunities further, considered the key areas of risk, and developed a set of prioritized recommendations for the Council of Ministers to consider. Recognizing that the greatest risk to school children is outside the bus, either from the bus itself or from passing motorists (79% of school aged fatalities involving a school bus occur outside the bus, in or near school bus loading zones), the Task Force's consensus-based recommendations, informed by existing evidence, focus on supporting the bus driver with the driving task and deterring illegally passing motorists. Specifically, the Task Force recommends that all jurisdictions explore the application of the following safety measures based on their assessed needs:

1.   **Infraction Cameras**, to help prevent dangerous incidents caused by passing motorists;

2.   **Extended Stop Arms**, to further deter motorists from passing while children are entering or leaving the bus;

3.   **Exterior 360° Cameras**, as a means of better detecting and protecting children and other vulnerable road users around the exterior of the bus; and

4.   **Automatic Emergency Braking**, to help reduce the severity of a collision or avoid it entirely. Consideration should also be given to exploring ways to pair this feature with other technologies for increased safety.

True to its mandate, three-point seatbelts/occupant protection measures have been an important element of the Task Force review, with careful consideration given to the potential benefits and implications of installing and using seatbelts on school buses. Notably, school buses have a strong occupant protection record, owing largely to the extensive suite of protective safety features built into

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[1] Transport Canada, https://www.tc.gc.ca/eng/motorvehiclesafety/tp-tp2436-rs200407-menu-130.htm

the bus. At the same time, there is acknowledgement that three-point seatbelts on school buses, when they are installed correctly and worn properly, can offer an additional layer of safety by reducing the risk of ejection and lowering the risk of serious injury, particularly in the context of collisions involving rollover, side-impact, or vertical lift scenarios. That is why a July 2018 regulatory requirement now governs how three-point seatbelts are installed on school buses. At present, such installation remains optional in recognition of the strong safety record of school buses and the considerations associated with seatbelt installation and use (e.g. consequences of misuse, emergency evacuations, liability). In view of the Task Force's ongoing efforts to work through these considerations (e.g. development of draft Guidelines for the Use of Seatbelts on School Buses, to be validated by way of a pilot with interested jurisdictions), there is merit in further exploring whether to move toward future mandatory seatbelt requirements, and in encouraging the development by manufacturers of other occupant protection features, such as energy-absorbing side-structure padding and inflatable "curtain" airbags.

Taken together, the recommendations set out above, paired with ongoing efforts to further explore options to strengthen occupant protection, will support improved safety outcomes for the 2.2 million Canadian school children[2] who travel to and from school every day on Canada's 51,670 school buses[3].

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[2] Estimate based on total student population numbers from Statistics Canada table 37-10-0007-01
[3] Task Force on School Bus Safety jurisdictional assessment of fleet data – any missing values estimated with best available information

2   INTRODUCTION

School buses have an excellent safety record in Canada and are the safest way to transport children to and from school. At the same time, the importance of proactively reviewing and implementing measures to improve road safety cannot be overlooked, particularly in the context of safeguarding school children. This is why the Task Force on School Bus Safety was established in January 2019 with a commitment to take a fresh look at school bus safety, including the possibility - and implications - of mandating the installation of seatbelts on school buses.

Since then, the Task Force, which brings together federal/provincial/territorial (FPT) government representatives, safety associations, manufacturers, and school board representatives to support a cohesive pan-Canadian approach to this issue, has undertaken a comprehensive review of vehicle standards and vehicle operations, both inside and outside the bus, as well as a jurisdictional assessment of bus fleet composition and an assessment of operational and financial considerations for seatbelt installation and use.

This report is a culmination of the Task Force's findings to date and outlines a proposed way forward for school bus safety which is rooted in the following principles:

- commitment to transparency through early consultations and ongoing communication;

- thorough, evidence-based approach for an informed way forward;

- maintain public confidence in the credibility of Canada's motor vehicle safety regime; and

- continuous efforts to reduce fatalities and injuries on Canadian roads.

2.1   CONTEXT

Every school day throughout the country, over 50,000 school buses transport approximately 2.2 million children to and from school and activities, resulting in an estimated 792 million student trips annually across Canada.

Statistics derived from the National Collision Database show that children traveling to school by school bus are 72 times safer than those traveling to school by car, and 45 times safer than those walking and cycling to school. This exceptional level of safety afforded by school buses is in large part owing to extensive research conducted over decades in both Canada and the United States. This research has resulted in school buses that are equipped with unique occupant protection features, including electronic stability control to help prevent rollovers; stringent roof crush standards; window retention and emergency exit requirements; and compartmentalized seating (high-backed seats that are padded and closely spaced together). In addition, school buses are driven by trained, professional drivers, mostly during daylight hours and are not typically used in inclement weather.

There has been one school age fatality in a school bus in the last decade, and the number of school bus passenger deaths recorded since 1984 accounts for less than 1% of all motor vehicle related fatalities[2] involving school children in Canada. In fact, the greatest risk to the safety of children using school bus transportation is outside the bus, either from the bus itself or from the surrounding traffic. To address these dangers, buses are painted a distinctive shade of yellow to make them stand out. They have a set of warning lamps on the front and rear to indicate to drivers of other vehicles that the bus is stopped or stopping, and that children may be on the road. The bus also has a stop arm on the left-hand side to warn motorists that children are entering or leaving the bus and it is equipped with special mirrors. Many buses also have a pedestrian crossing control arm so that children will cross far enough in front of the bus that the driver can see them.

2.1.1   Roles and Responsibilities

School bus safety is a shared responsibility among FPT governments, owners/operators, school boards, and a diverse road safety community. The "yellow school bus" design familiar to Canadians is unique to Canada and the United States, with federally defined school bus classes and specific safety regulations. In both countries, standards committees comprised of industry and government officials working together (e.g. CSA D-250 Committee on School Bus Construction Standards) develop further technical specifications for the safety and durability of school buses. This approach is consistent with *Canada's Road Safety Strategy 2025*, in which FPT governments have committed to work together to support Vision Zero – zero fatalities, zero injuries – on Canada's roads.

Transport Canada is responsible for establishing regulations and setting safety equipment requirements in the Canada Motor Vehicle Safety Standards, including specific safety requirements for buses, such as brake systems, window retention to help prevent passengers from being ejected in the event of a rollover collision, and electronic stability control, a technology mandated by Transport Canada in June 2017 to reduce the risk of rollovers on school buses and other vehicles. Similar to other classes of vehicles, school buses are also required to meet stringent requirements for lighting, tires, wheels and other safety equipment. Transport Canada works with all orders of government to keep these standards up to date, and performs tests to ensure compliance.

As set out in the *Motor Vehicle Safety Act,* manufacturers are responsible for certifying that their vehicles, including school buses are designed and constructed in accordance with federal safety requirements.

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[2] National Collision Database

Provinces and territories are responsible for the enforcement of safety on Canada's roads and highways. They prescribe driver and vehicle licensing requirements and rules of the road, such as seatbelt use and speed limits, and enforce the CSA D-250 school bus standard, which complements federal requirements (e.g. bus colour, crossing arm). Some provinces choose to delegate certain authorities to municipalities, leveraging their expert knowledge of local traffic conditions, while provincial requirements apply on rural roads.

In the current context, the decision rests with school bus owners/operators and school boards, together with provinces and territories, as to whether to install seatbelts on school buses, bearing in mind a complex set of operational considerations and risk factors set out below (e.g. misuse). Any such installation must comply with Transport Canada's technical standard for school bus seatbelt installation without compromising the safety afforded by the existing compartmentalized seat design.

The Task Force on School Bus Safety is responsible for identifying and assessing potential measures to further improve school bus safety in Canada, with an emphasis on seatbelts, thereby supporting FPT Transport Ministers in establishing a cohesive pan-Canadian approach to the issue of school bus safety.

SCHOOL BUS SAFETY IS A SHARED RESPONSIBILITY AMONG FEDERAL AND PROVINCIAL/TERRITORIAL GOVERNMENTS AND OWNERS/OPERATORS

TRANSPORT CANADA

- Establishes regulations (includes authority to mandate seatbelts)
- Sets safety equipment requirements in the Canada Motor Vehicle Safety Standards (e.g. electronic stability control, window retention)
- Establishes technical standards enshrined in regulation (e.g. July 2018 school bus seatbelts)

PROVINCES AND TERRITORIES

- Enforce safety on Canada's roads and highways
- Prescribe driver and vehicle licensing requirements and rules of the road (e.g. seat belt use, speed limits)
- Enforce CSA D-250 school bus standard, which complements federal requirements (e.g. colour, crossing arm)

SCHOOL BUS OWNERS/OPERATORS/SCHOOL BOARDS

- Decide whether to install seatbelts on school buses (any such installation must comply with Transport Canada's new technical requirement without compromising the safety afforded by compartmentalization)
- Consider important factors such as unintentional misuse, unbuckling, and belt adjustment
- Ensure protocols in place for proper use so as not to compromise the safety afforded by the existing design

MANUFACTURERS

- Certify that vehicles, including school buses, are designed and manufactured to comply with the requirements of federal safety standards

2.1.2   Progress

Over the last three decades, considerable progress has been made to enhance school bus safety through a number of collaborative initiatives among all orders of government and industry (Figure 1). These include a broad range of activities that span the full safety and security continuum, including legislation; regulations and standards; research and testing; and policy and programs. Highlights of these efforts are set out below, and explained on Transport Canada's updated School Bus Safety web page, which hosts an annotated inventory of the extensive body of research on this topic.

Figure 1 - Progress to enhance school bus safety

Timeline (regulatory milestones):

1982 — Compartmentalization – Standards to eliminate rigid, metal backed seats with hard grab handles.

1996 — Stop arms – Stop arms installed on the driver side to reinforce need for other traffic to stop.

1997 — Mirrors – New school bus requirements for mirror systems; extending the driver's view of blind spots.

1999 - 2000 — Cross-country consultation – Public consultation on school bus & motor coach safety issues, including seat belts in school buses, safety devices (e.g.: mirrors and crossing gates), driver training, and more.

2000 — Joint Strength – Updated regulation that helps prevent injuries from exposed edges or from being ejected through openings in a collision.

2007 — Universal Anchorage System (UAS) – Proportion of school bus seats must have the necessary anchorage for child seats to protect preschool age children.

2009 — Window retention – Technical updates to existing regulations that help ensure passengers are not thrown from the bus in the event of a collision.

2012 — Electronic Stability Control (ESC) - ESC systems requirement for buses under 10,000 lbs.

2014 — Roof Crush Resistance – Updated regulations to reduce safety risk in the event of a rollover collision.

2017 — ESC on Large Buses –ESC systems required on large school buses / heavy vehicles with air brakes.

2018 — Seat belt standards – Requirements when seat belts are added to a school bus, preventing lap-only belts, and updated seat-height requirements for improved protection.

Studies and reports:

1984 — Transport Canada test program to evaluate lap belts in school buses

1987 — School Bus Seat Development Study (TP 8445)
"Lap seat belts in any of the three sizes of recent model school bus which were tested may result in more severe head and neck injuries for a belted occupant than for an unbelted one, in a severe frontal collision."

Background Paper on School Bus Occupant Protection in Canada (TP 8013)

1998 — Review of Bus Safety Issues (TP13330E)
"Without a local decision to positively manage seat belt use programs, federally mandated seat belts in school buses could have a detrimental safety effect."

1999 — School Bus Collision Summary (1989-1997) (TP13412E)
"Seat belts were an issue in four cases. [...] the small number of serious injuries which are thought to have been preventable by seat belts seems to indicate that current buses perform very well in protecting occupants from injury."

2001 — North American Survey of Experiences with Pedestrian Safety Devices on School Buses (TP 13713)

2002 — Evaluation of Occupant Protection in Buses – TP14006E
"Unlike every other type of passenger vehicle, buses are not required to have seat belts. Their introduction has not been favoured for a number of reasons including the relatively low additional safety benefit, the fact that their effectiveness depends on their proper use and concern from past testing that seat belts may introduce new hazards."

The Relative Risks of School Travel – National Research Council (U.S.), Committee on School Transportation Safety
"Each year approximately 800 school-aged children are killed in motor vehicle crashes. [...] About 20 (2%) —5 school bus passengers and 15 pedestrians— are school bus–related. The other 98% of school-aged deaths occur in passenger vehicles or to pedestrians, bicyclists, or motorcyclists. A disproportionate share of these passenger vehicle-related deaths (55%) occur when a teenager is driving."

Report to Congress, School bus safety – U.S. NHTSA
"The use of the combination lap/shoulder belts could provide some benefit, unless misused. Lap/shoulder belts can be misused and NHTSA's testing showed that serious neck injury and perhaps abdominal injury could result when lap/should belts are misused."

2008 — Alabama School Bus Seat Belt Pilot Project
Out of 170,000 observations, average seat belt use rate of 61.5% and improper use was 8%.

2010 — Optimizing the protection of School Bus Passengers (TC)
"Three-point seat belts can mitigate ejection, however appropriate injury criteria should be considered in future regulatory initiatives to ensure that this countermeasure does not increase the risk of head and leg injuries for those children who for whatever reason, may not be wearing the seat belt."

2011 — U.S. Proposed Rule (76 FR 53102)
Given the low incremental benefit from seat belts, and that local jurisdictions differ in their ability to adjust to the costs of a belt mandate, the U.S. NHTSA concluded that a national requirement may place school children at greater risk from the use of other forms of transportation.

2015 — Cost-Benefit Assessment
Transport Canada assessed earlier research completed by the U.S. NHTSA (in the context of seatbelts on motor coaches), which found that seatbelts would reduce the probability of fatalities in a collision by 77% in the event of a rollover, and by 36% in other types of collisions

2.1.3   Legislation

Bill S-2 came into force on March 1, 2018, introducing extensive amendments to the *Motor Vehicle Safety Act*, including strengthening the federal Minister of Transport's enforcement and compliance authorities in the area of road safety. In particular, the amendments afford greater flexibility to keep pace with new and emerging technologies. This includes modernized Ministerial Order provisions for exempting, modifying, or suspending vehicle safety standards and regulations; an Administrative Monetary Penalty regime; and new powers to order recalls at no cost to the consumer. Transport Canada is working to implement the full range of legislative amendments to further the safety and security of Canada's road transportation network, including school bus safety.

2.1.4   Regulations and Standards

On July 11, 2018, closely aligned with the current regulatory approach in the U.S., Transport Canada published amendments to the *Motor Vehicle Safety Regulations* with a view to improving bus occupant safety. As part of this regulatory initiative, Transport Canada introduced technical requirements for school bus companies that choose to install seatbelts on school buses. This regulatory measure ensures that lap-only seatbelts cannot be installed, and that if a school bus operator chooses to install seatbelts, there is a technical standard for manufacturers to follow that ensures correct installation (e.g. they must include a three-point lap and shoulder belt, and be anchored a certain way). This helps ensure the safety afforded by the existing compartmentalized seat design is not compromised. Transport Canada is an active member of the Canadian Standards Association CSA D-250 Committee on School Bus Construction Standards to help ensure provincial/territorial regulations complement federal requirements.

In June 2017, Transport Canada published a regulatory amendment mandating electronic stability control (ESC) for heavy vehicles, including school buses. These control systems are a crash avoidance technology designed to reduce motor vehicle collisions by improving driver control, preventing rollovers, and enhancing directional stability. This regulatory amendment is in alignment with the U.S. However, unlike the U.S., Transport Canada requires that ESC be installed on school buses as well.

2.1.5   Research and Testing

Transport Canada's crash avoidance research program monitors motor vehicle technologies that are related to safety to provide the Department the scientific basis to develop standards and regulations. Because evidence shows that the majority of injuries and fatalities involving school buses take place outside the bus[3], Transport Canada is assessing emerging vehicle technologies, including lane-keeping assist, lane departure warning, and automatic emergency braking. In addition, Transport Canada is continuing its research activities on sensors and camera technologies to support safety measures to protect pedestrians and cyclists around school buses and other heavy vehicles.

Transport Canada's Collision Investigations Team also has the mandate and expertise to conduct collision investigations and provides support to law enforcement for ongoing investigations, including vehicle inspections. Motor vehicle collision investigations allow Transport Canada to review existing safety standards and evaluate the need for further regulatory action under the *Motor Vehicle Safety Act*. To support these efforts, a pan-Canadian network of investigation teams was established in high-density traffic regions across Canada. In recent years, investigations have focused on crashes involving airbag deployments, moderately severe side impacts, and restrained rear occupants. Transport Canada also conducts special investigations of high-profile collisions, including incidents involving school buses.

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[3] National Collision Database

2.1.6   Policy and Programs

On June, 2018, Canada's Minister of Transport chaired a Roundtable on Distracted Driving which brought together provincial/territorial government representatives, industry partners, law enforcement, and telecommunications service providers. Taking action in this area, the Canadian Council of Motor Transport Administrators (CCMTA) worked with Transport Canada to: conduct a survey of electronic device use by drivers across Canada; estimate the impact of these devices on collisions; and examine distracting technologies currently available.

Building on this progress, FPT partners are working to implement a pan-Canadian action plan on distracted driving to support data collection, public awareness, and a consistent approach to penalties across jurisdictions. In addition, in February 2019, Transport Canada published guidelines with respect to the installation and use of in-vehicle video monitor displays to reduce the risk of driver distraction.

In September 2016, a task force was established to examine safety measures to help protect pedestrians and cyclists around heavy vehicles. Following extensive consultation with the road safety community, and support from all jurisdictions, the task force published *Safety Measures for Cyclists and Pedestrians around Heavy Vehicles* in Fall 2018, which serves as a springboard for action to support all jurisdictions as they address safety challenges within their communities. In particular, the report outlines 57 safety measures to better protect vulnerable road users, including visibility and conspicuity measures; intersection and cross-walk designs; and roadway and cycling infrastructure.

3   What We've Heard

In order to support the Task Force's mandate to examine school bus safety, members collectively undertook a jurisdictional assessment of bus fleet composition, as well as data collection on current safety features and an assessment of operational and financial considerations related to the installation of seatbelts on school buses. Although the emphasis was on seatbelts, efforts also focused on other safety measures and supporting communications/awareness strategies, including advanced driver assistance technologies, safety measures outside the bus, and occupant protection features to further improve school bus safety in Canada.

The findings from this assessment are presented below. Taken together, they provide a snapshot of school bus safety in Canada, with a view towards:
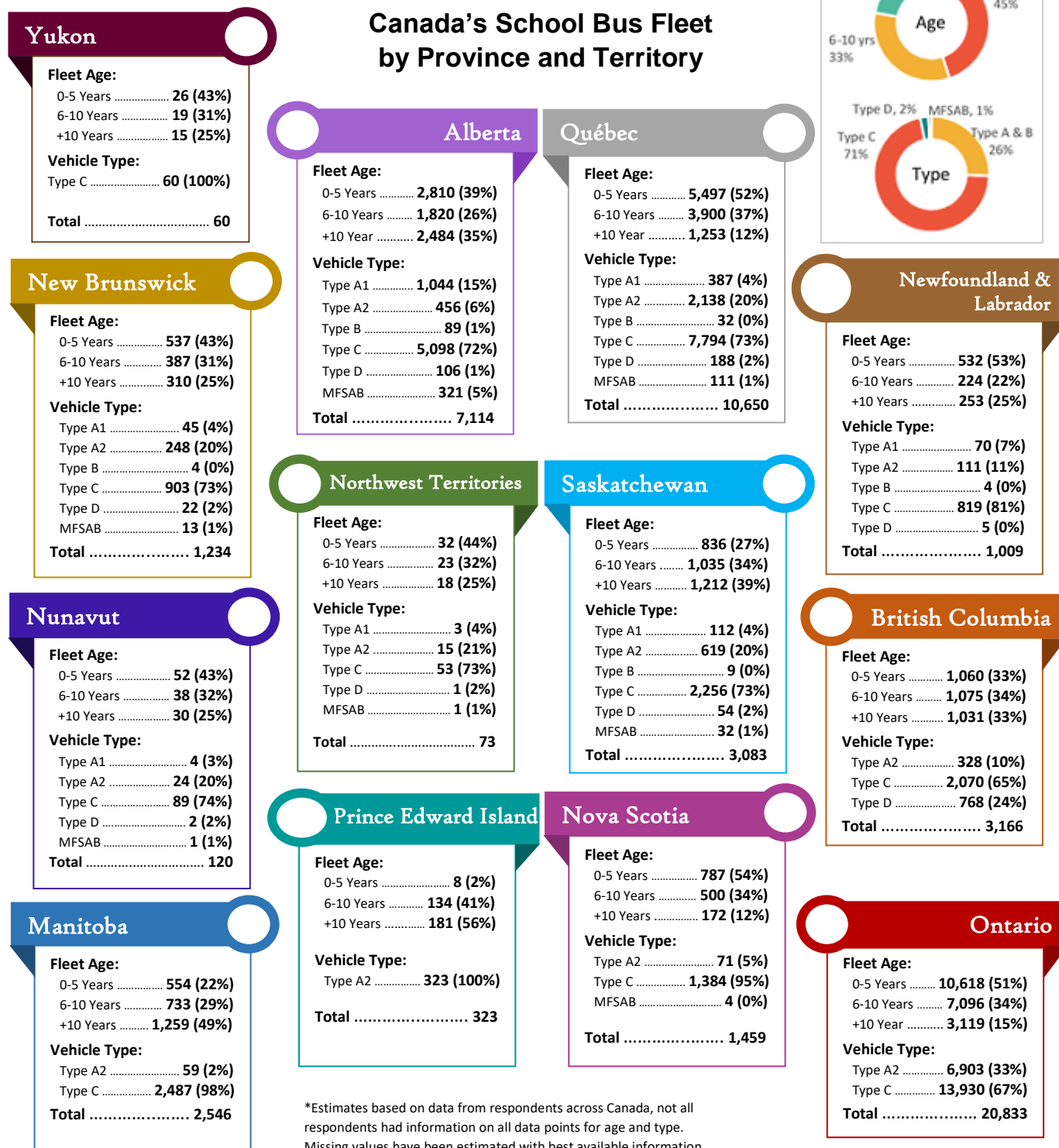
- strengthening the evidence base with statistics at a pan-Canadian level;
- developing Guidelines for the Use of Seatbelts on School Buses to help those implementing seatbelt programs ensure that seatbelts, if installed, are used properly and worn at all times by all passengers;
- identifying jurisdictions willing to undertake school bus seatbelt pilot projects; and
- presenting options for equipping new buses and retrofitting existing fleets with additional safety features.

3.1.1   *Fleet Composition in Canada*

There are six types of school buses available in Canada. The CSA D250 standard identifies these by category, as defined below:

Type of School Bus		Description	Registered in Canada
	A1	A conversion or body constructed on a cutaway front section with an original equipment manufacturer chassis, and a left side driver's door. The service door is behind the front wheels. Gross Vehicle Weight Rating (GVWR) of 4581 kg (10,100 lbs) or less.	1,665
	A2	Same as Type A1, but with a GVWR greater than 4581 kg.	11,295
	B	A conversion or body constructed on a van, a front section vehicle chassis, or a stripped vehicle chassis, with a GVWR greater than 4581 kg.	139
	C	A body installed on a flat back cowl chassis with a GVWR greater than 4,581 kg. The service door is behind the front wheels, and the engine is mounted in front of the windshield.	36,920
	D	A body installed on a chassis with a GVWR greater than 4,581 kg, and an engine mounted: - Behind the windshield and beside the driver's seat; - At the back of the bus behind the rear wheels; or - Between the front and rear axle.	1,169
MFSAB		Multifunction School Activity Bus designed to pick up and drop off students where there is no need to control traffic.	483

APPROX. 51,670 SCHOOL BUSES REGISTERED IN CANADA - AVERAGE AGE OF 6 YEARS

In order to develop a shared understanding of fleet composition across Canada and inform future policy direction and regulatory action in this area, the Task Force surveyed provincial and territorial school bus safety authorities to collect data on a range of school bus characteristics, including the number of buses in service, age of the fleet, service areas, category/type of buses and the installation of safety features (e.g. seatbelts, lighting systems, electronic stability control). The following provides a summary of the key findings based on the Task Force's jurisdictional assessment.

Canada's School Bus Fleet by Province and Territory

Yukon
Fleet Age:
- 0-5 Years .... **26 (43%)**
- 6-10 Years .... **19 (31%)**
- +10 Years .... **15 (25%)**

Vehicle Type:
- Type C .... **60 (100%)**

Total **60**

New Brunswick
Fleet Age:
- 0-5 Years .... **537 (43%)**
- 6-10 Years .... **387 (31%)**
- +10 Years .... **310 (25%)**

Vehicle Type:
- Type A1 .... **45 (4%)**
- Type A2 .... **248 (20%)**
- Type B .... **4 (0%)**
- Type C .... **903 (73%)**
- Type D .... **22 (2%)**
- MFSAB .... **13 (1%)**

Total **1,234**

Nunavut
Fleet Age:
- 0-5 Years .... **52 (43%)**
- 6-10 Years .... **38 (32%)**
- +10 Years .... **30 (25%)**

Vehicle Type:
- Type A1 .... **4 (3%)**
- Type A2 .... **24 (20%)**
- Type C .... **89 (74%)**
- Type D .... **2 (2%)**
- MFSAB .... **1 (1%)**

Total **120**

Manitoba
Fleet Age:
- 0-5 Years .... **554 (22%)**
- 6-10 Years .... **733 (29%)**
- +10 Years .... **1,259 (49%)**

Vehicle Type:
- Type A2 .... **59 (2%)**
- Type C .... **2,487 (98%)**

Total **2,546**

Alberta
Fleet Age:
- 0-5 Years .... **2,810 (39%)**
- 6-10 Years .... **1,820 (26%)**
- +10 Year .... **2,484 (35%)**

Vehicle Type:
- Type A1 .... **1,044 (15%)**
- Type A2 .... **456 (6%)**
- Type B .... **89 (1%)**
- Type C .... **5,098 (72%)**
- Type D .... **106 (1%)**
- MFSAB .... **321 (5%)**

Total **7,114**

Northwest Territories
Fleet Age:
- 0-5 Years .... **32 (44%)**
- 6-10 Years .... **23 (32%)**
- +10 Years .... **18 (25%)**

Vehicle Type:
- Type A1 .... **3 (4%)**
- Type A2 .... **15 (21%)**
- Type C .... **53 (73%)**
- Type D .... **1 (2%)**
- MFSAB .... **1 (1%)**

Total **73**

Prince Edward Island
Fleet Age:
- 0-5 Years .... **8 (2%)**
- 6-10 Years .... **134 (41%)**
- +10 Years .... **181 (56%)**

Vehicle Type:
- Type A2 .... **323 (100%)**

Total **323**

Québec
Fleet Age:
- 0-5 Years .... **5,497 (52%)**
- 6-10 Years .... **3,900 (37%)**
- +10 Year .... **1,253 (12%)**

Vehicle Type:
- Type A1 .... **387 (4%)**
- Type A2 .... **2,138 (20%)**
- Type B .... **32 (0%)**
- Type C .... **7,794 (73%)**
- Type D .... **188 (2%)**
- MFSAB .... **111 (1%)**

Total **10,650**

Saskatchewan
Fleet Age:
- 0-5 Years .... **836 (27%)**
- 6-10 Years .... **1,035 (34%)**
- +10 Years .... **1,212 (39%)**

Vehicle Type:
- Type A1 .... **112 (4%)**
- Type A2 .... **619 (20%)**
- Type B .... **9 (0%)**
- Type C .... **2,256 (73%)**
- Type D .... **54 (2%)**
- MFSAB .... **32 (1%)**

Total **3,083**

Nova Scotia
Fleet Age:
- 0-5 Years .... **787 (54%)**
- 6-10 Years .... **500 (34%)**
- +10 Years .... **172 (12%)**

Vehicle Type:
- Type A2 .... **71 (5%)**
- Type C .... **1,384 (95%)**
- MFSAB .... **4 (0%)**

Total **1,459**

Newfoundland & Labrador
Fleet Age:
- 0-5 Years .... **532 (53%)**
- 6-10 Years .... **224 (22%)**
- +10 Years .... **253 (25%)**

Vehicle Type:
- Type A1 .... **70 (7%)**
- Type A2 .... **111 (11%)**
- Type B .... **4 (0%)**
- Type C .... **819 (81%)**
- Type D .... **5 (0%)**

Total **1,009**

British Columbia
Fleet Age:
- 0-5 Years .... **1,060 (33%)**
- 6-10 Years .... **1,075 (34%)**
- +10 Years .... **1,031 (33%)**

Vehicle Type:
- Type A2 .... **328 (10%)**
- Type C .... **2,070 (65%)**
- Type D .... **768 (24%)**

Total **3,166**

Ontario
Fleet Age:
- 0-5 Years .... **10,618 (51%)**
- 6-10 Years .... **7,096 (34%)**
- +10 Year .... **3,119 (15%)**

Vehicle Type:
- Type A2 .... **6,903 (33%)**
- Type C .... **13,930 (67%)**

Total **20,833**

*Estimates based on data from respondents across Canada, not all respondents had information on all data points for age and type. Missing values have been estimated with best available information.

In addition to those safety features that are already required and integral to the current bus design, such as emergency roof hatches, window retention, high roof crush standards, compartmentalized seats, the stop arm and bright yellow colour, other safety features currently found on the Canadian fleet include:

- Approximately 2% of school buses (small type only) are equipped with seatbelts. None of these seatbelt-equipped buses are among the Type C category, which account for the vast majority of the Canadian fleet (71%).

- An estimated 2% of buses in circulation are considered "seatbelt ready," that is, they have been built to accommodate the aftermarket installation of seatbelts.

- Few buses on the road today are equipped with electronic stability control (ESC) technology to reduce the risk of rollover. This is owing to the very recent coming into force of mandatory ESC. As the fleet turns over, the ESC penetration will increase accordingly. There is no requirement to retrofit the existing fleet with this technology.

Routes

- Of the 36% of jurisdictions who provided information about the routes serviced by their fleets:
  - 45% of buses operate in an urban environment;
  - 51% commute in a rural setting; and
  - 4% travel on urban/rural mixed routes.

3.1.2   Safety Features – Looking Ahead

The following outlines a set of school bus safety measures that can provide an additional layer of safety. These are set out in three key areas of focus: **Driver Assistance**; **Safety Features Outside the Bus**; and **Occupant Protection**. Measures identified herein are at varying stages of maturity and have been labeled accordingly. This approach enables FPT Ministers to consider measures that can be adopted in the near term, as well as those that warrant further research and exploration.

3.1.2.1   Driver Assistance

School Bus drivers in Canada undergo specialized training prior to assuming their role. All provinces/territories require that school bus drivers have a particular class of commercial licence that qualifies them to drive a vehicle of that size and type, and all require some level of school bus-specific training that covers such topics as legal frameworks and responsibilities, driver condition (fatigue, impairment), defensive driving, passenger behaviour, vehicle safety features, and emergency procedures. The hours of training, however, vary greatly from one province/territory to the next. For example, some school bus driver training programs require a minimum of 6.5 hours of training, whereas others, such as the Province of Alberta (effective March 1, 2019), require that school bus drivers participate in a provincial Mandatory Entry Level Training program for commercial drivers, where school bus drivers must undergo 53.5 hours of training.

On January 21, 2019, the Council of Ministers responsible for Transportation and Highway Safety tasked the Canadian Council of Motor Transport Administrators (CCMTA) with developing a standard on entry-level training for commercial drivers by January 2020. This measure will help ensure that commercial drivers can develop the necessary skills and expertise to safely operate their vehicles across Canada. The standard would address topics such as basic driving techniques, off-road tasks/manoeuvres, knowledge of regulatory requirements (e.g. hours of service), and vehicle inspection activities. The standard would

be broad in scope, covering a wide range of drivers of heavy vehicles (e.g. trucks, motor coaches, transit buses). Consideration could be given to including school bus drivers in the future.

Advanced vehicle technologies, including automated safety features, have the potential to improve the safety of Canadians by helping the driver with certain elements of the driving task, thereby reducing the number and severity of collisions on our roads. Advanced driver assist systems (ADAS) can be applied in the context of school buses as a means to help mitigate the risk of driver error.

ADAS technologies are becoming more common and are available in many types of vehicles. Some examples include Automatic Emergency Braking (AEB), Lane Keeping Assist, Adaptive Cruise Control, Forward Collision Warning and Braking. The new technologies work to aid, warn and assist drivers in the driving task. Electronic stability control systems are another collision avoidance technology with proven safety benefits that are becoming increasingly prevalent in school buses as operators update their existing fleet.

Lane Keeping Assist and Adaptive Cruise Control technologies (to avoid a collision or lessen its impact) typically operate at set speeds (e.g. 70 km/hr for Lane Keeping Assist) and may not be suitable or cost-effective for school buses that make frequent stops on defined routes within a community.

AEB systems are recognized as an effective new vehicle safety technology with a practical application in school buses. Evidence shows these systems can improve safety by reducing the severity of rear-end collisions or helping to avoid them altogether. For example, there has been a 38% reduction of rear-end injury crashes in vehicles with AEB compared to those without (Fildes et al., 2015).The latest automatic emergency braking systems also have the ability to help avoid collisions with pedestrians, cyclists, and other vehicles crossing at intersections.

AEB systems are often paired with forward collision warning systems that sense when the vehicle ahead is slowing or stopped and alert the driver of the risk of a possible crash. While most systems use radar, some use a laser, or a camera. The system monitors the relative speed and following distance to the vehicle in front. When a vehicle gets too close to the vehicle in front, a signal (audible and/or visual) alerts the driver. Some systems offer collision warning with brake support. If the driver does not react after the collision warning has been given, the brake support function prepares the brake system to react quickly, and the brakes are applied slightly. A light jolt may be experienced. In the event of an imminent crash and the driver has not applied the brakes, some of the newer systems apply strong braking automatically to help reduce the impact of the crash. Many systems will also activate the seatbelt pre-tensioners, pre-charge airbag systems and brakes.

Recognizing that the greatest risk to the safety of children is outside the school bus, research efforts are underway relating to visibility and detection systems that provide in-vehicle warnings when there are nearby pedestrians. Transport Canada is actively conducting on-road field trials of new camera sensor technologies in collaboration with provincial/territorial, and municipal partners to evaluate their effectiveness and explore their applicability moving forward.

Using a single camera mounted on the windshield of a vehicle, these sensors can work in combination with AEB to identify an imminent collision and brake without any driver intervention. Passive warning systems also exist which alert the driver of a potentially dangerous situation so that the driver can take action to correct it.

3.1.2.2 Safety Features Outside the Bus

Statistics show that school children navigating outside the bus are far more vulnerable – either from the bus itself or from the surrounding traffic – than those riding inside the bus. According to the National Collision Database, of the (24) school aged fatalities involving a school bus between 1998 and 2017, 79% (19 instances) involved children outside the bus, in or near the school bus loading zone. Of these 19 exterior fatalities, 79% (15 instances) were caused by the school bus itself and 21% (4 casualties) were caused by another vehicle. Five (5) of the 24 fatalities over this 20 year period were school bus passengers. To address these dangers, school buses are designed with a series of exterior safety features. They are painted bright yellow to help them stand out. They have strategically placed flashing lights that warn other drivers of the presence of children on the road. The bus also has a stop arm on the left-hand side to prevent motorists from passing while children are entering or leaving the bus, and it is equipped with a series of special mirrors. Many buses also have a pedestrian crossing control arm so that children will cross far enough in front of the bus that the bus driver can see them.

	School Age Fatalities Involving a School Bus
School Bus Passenger	5
Pedestrian/Cyclist	19

Data for 1998 to 2017. Source: National Collision Database
Note: data filtered for school-related travel, ie, weekdays from Sept to June during school hours (6:00am-9:59am) and (2:00pm-5:59pm)

Despite the many external bus features aimed at keeping children safe and penalties in place for those who pass a school bus illegally, the safety of school children outside the bus can be improved with certain safety measures. Notable examples of exterior countermeasures include infraction cameras, exterior 360° cameras, and physical barriers, such as stop arm extenders and telescopic arms emanating from the rear of the bus.

While some additional external safety features require further study (e.g. rear telescopic arm), others, such as 360° cameras, and stop arm extenders that impose a physical barrier, are more widely available and have been shown to help deter passing motorists and significantly reduce violations. For example, a recent school bus safety pilot study[4] in the U.S. saw a 89% reduction in violations with the implementation of extended stop arms on a sample grouping of school buses in Charlottesville, Virginia. Specifically, "[…] on the three test routes, there were 55 violations between May 7 and 18 without the use of the extended stop arms, but between May 21 and June 5, the number of violations were reduced to six, an 89 percent improvement." In addition, many manufacturers now offer 360° exterior cameras that provide a full view around the exterior of the bus to detect and protect pedestrians. On their own, camera technologies and barrier arms that intentionally block adjacent lanes of traffic are effective add-on features to complement the current exterior bus design. Together, these features can form an effective system to help reduce dangerous infractions by passing motorists.

3.1.2.3 Occupant Protection

Evidence shows that school buses have a strong occupant safety record in Canada, meaning that children are safer traveling to and from school by school bus than by any other form of transportation. This is owing largely to the extensive occupant protection features built into the bus, including the highly effective seat design referred to as compartmentalization. As occupant protection features evolve and mature, add-on safety features, such as passenger airbags and seatbelts, can provide an additional layer of safety to complement the existing design.

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[4] www.cvilletomorrow.org (*NB: information not available re. data collection methodology*)

Studies show[5] that compartmentalization is highly effective in protecting school bus passengers in rear and frontal collisions, but offers less protection for passengers who experience a side-impact collision, a rollover, or a vertical lift scenario. While the latter school bus collision scenarios are seen infrequently, there are opportunities to explore additional occupant protection countermeasures with a view to improving passenger safety in this context.

Preliminary investigation into improved side impact protection[6] features suggest that energy absorbing side-structure padding and inflatable "curtain" airbags have been found to reduce head and chest injuries. Recognizing that these countermeasures can help mitigate the risk of head injury and ejection in rare collision scenarios (i.e. side impact, rollover), further work is needed to explore options to incorporate such features into the school bus, noting the challenges associated with identifying: a low profile design that is sufficiently energy-absorbent and does not interfere with or compromise existing safety features, such as compartmentalized seats and the bus structure; a model that can offer protection to all sizes of passengers (e.g. kindergarten students and high school students alike); and a cost-effective, tamper-resistant, low- (or no-) maintenance design. Further work is needed by manufacturers to help address these considerations.

School buses have unique occupant protection features that make them different – and safer – than light duty vehicles, even in the absence of seatbelts. At the same time, evidence shows[7] that seatbelts – already an important feature of motor vehicle safety in Canada – can provide an additional layer of safety to the existing bus design by reducing the risk of ejection and lowering the risk of serious injury, particularly in the event of a severe collision such as a rollover, side impact, or vertical lift scenario.

Of note, a U.S. [Alabama] school bus cost-effectiveness study[8] found that, based on a 61% seatbelt usage rate assessed through a 2009 school bus pilot[9], the reductions of injuries and fatalities would result in 0.13 lives saved per year (a decrease from the 0.33 annual average), and would prevent 7.6 injuries annually (down from a 59.15 annual average). This translates to an annual 39% reduction in fatalities, and a 13% decline in injuries, on average.

Crash testing by the U.S. National Highway Traffic Safety Administration (NHTSA) found that three-point seatbelts may reduce the risk of moderate to serious injury by an estimated 30-35% in collision types with a high probability of ejection, and could lower the risk of serious to severe injury in frontal impacts by approximately 4-10%[10]. A NHTSA cost-effectiveness analysis estimates that three-point seatbelts on school buses could save 2 lives per year across the U.S., assuming 100% seatbelt usage nationwide[11]. Applying this same methodology in a Canadian context, preliminary estimates suggest that the installation of seatbelts on school buses could save approximately 0.02 lives per year across Canada.

Recognizing that seatbelts can offer additional protection, in July 2018, Transport Canada published a technical standard for the optional installation of seatbelts on school buses. That said, seatbelts alone will not reduce the risk to zero and there are a number of operational concerns and risk factors to address in advance of any potential regulatory action to require seatbelt installation (e.g. potential misuse, impact of cost on bus purchases). These topics are discussed below under *Seatbelt Considerations*.

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[5] https://www.tc.gc.ca/en/services/road/school-bus-safety/publications.html
[6] Internal Research Report: Optimizing the Protection of School Bus Passengers (2010), Transport Canada
[7] https://www.tc.gc.ca/en/services/road/school-bus-safety/publications.html
[8] Cost-Effectiveness of Lap/Shoulder Seat Belts on Large Alabama School Buses - Tuner, Lindly, and Brown, 2010
[9] Brown and Turner 2009
[10] 2008 NHTSA Final Rule to Upgrade School Bus Passenger Crash Protection in FMVSS Nos. 207, 208, 210, and 222
[11] 2010 NHTSA Response to Petition. Federal Register, 75(209), 66686-66698

For example, seatbelts, if used improperly, could have a negative impact on overall safety. Bus seats, must be stiffened[12] to some degree in order to work effectively with seatbelts, which runs counter to the principles of compartmentalization. This means that, even when equipped with three-point seatbelts, all school bus occupants must wear them properly, at all times, or there is greater risk to unbelted occupants. Any mandatory installation of seatbelts on school buses should be considered in a manner that does not compromise the safety provided by existing school bus occupant protection features and does not encourage the adoption of less safe modes of transportation.

Recognizing that, since July 2018, there is a technical requirement in place for the safe (optional) installation of seatbelts on school buses in Canada, the Task Force has developed a set of draft Guidelines for the Use of Seatbelts on School Buses based on the key findings, best practices and operational guidance developed by U.S. jurisdictions in support of their school bus seatbelt programs. A pilot project, in partnership with interested jurisdictions, will serve to validate and, as appropriate, augment the Guidelines to support Canadian jurisdictions in addressing the operational challenges identified above and below.

Seatbelt Considerations

With some school buses carrying up to 72 children, there are a number of operational challenges relative to seatbelts, including those associated with:
- seatbelt adjustment relative to the size of child;
- winter clothing and its impact on proper seatbelt use;
- misuse, compounded by children moving around in their seats or unbuckling;
- a potential increase in use of child seats ("car seats") for small children who may not meet the minimum size requirement for school bus seatbelts* (in accordance with Transport Canada regulations, all school buses in Canada have a minimum number of seats equipped with special anchorage points to accommodate child seats);
- unfastening in emergency exit situations;
- loss of efficiency in routing solutions (additional time to secure seatbelts);
- driver liability/responsibility for ensuring children wear seatbelts, including securing and unbuckling students;
- contract impacts of increased cost of transportation; and
- funding challenges.

* Manufacturers now offer "integrated child seat" solutions with five-point harnesses for children 10kg-38kg.

School bus owners/operators and school boards (together with provinces and territories) who have seatbelts installed on their school buses are ultimately responsible for ensuring that effective protocols are in place to mitigate these issues. The draft Task Force Guidelines for the Use of Seatbelts on School Buses have been developed to help address key operational concerns and are further supported by a strong culture of seatbelt use in Canada, where children have been conditioned to "buckle up" in a moving vehicle. In addition, the draft guidelines will serve to highlight additional training requirements for students, drivers, parents and schools.

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[12] Internal Research Report: Optimizing the Protection of School Bus Passengers (2010), Transport Canada

3.1.3   Retrofit: Adding Seatbelts to the Existing Fleet

Some bus manufacturers in Canada are already producing new school buses that are "seatbelt ready." The issue of retrofitting, however, continues to be the subject of debate, including as it relates to the risk of perceived inequity if some buses are equipped with seatbelts and others are not. Some manufacturers indicate that retrofitting a bus to include seatbelts is impossible on the basis that the integrity of the bus structure after market is difficult to assess, rendering the manufacturer unable to certify the safe anchorage of new seatbelt-equipped seats.

Other manufacturers confirm that their newer model buses are in fact designed to be "seatbelt ready" and would require minimal effort to retrofit with belted seats. Should newer model buses be required to be retrofitted, the retrofit would occur at a licensed school bus dealership, and be conducted in accordance with the manufacturers' specifications, based on Transport Canada's technical standard for the installation of seatbelts on school buses. In general, buses with a model year greater than 4 years old would be deemed ineligible for retrofit due to exposure and aging structural features.

3.1.4   Financial Considerations for Bus Purchase and Retrofit

In 2011, the U.S. published a report[13] on the implications of mandating the installation of seatbelts on large school buses. It was found that the increased costs associated with the installation of seatbelts would result in fewer school bus purchases. This would lead to fewer children being transported in school buses, placing school children at greater risk from the use of alternate modes of transportation. NHTSA's cost-effectiveness analysis estimates that three-point seatbelts on school buses could save two lives per year across the U.S. At the same time, it suggests an overall increase in school transportation fatalities as a result of the redistribution of students to other modes (e.g. passenger vehicle, walking, cycling).

In order to establish a baseline understanding of the financial aspects applicable to school buses in Canada, Task Force members, including manufacturers, provided information on the purchase cost for new school buses, along with the costs associated with retrofitting a bus with seatbelt-equipped seats, where possible.

Manufacturers and operators confirm that:
- Type C school buses, which account for approximately 71% of the Canadian fleet, cost between $110,000 and $120,000 to purchase new.
- New Type A school buses, which represent some 25% of the Canadian fleet, cost approximately $75,000.
- Adding seatbelts increases the purchase price by $8,000-$18,000, depending upon factors such as bus size and number of seats. Adding integrated child seats for small children (as an alternative to traditional "car seats") may increase this cost further.
- Retrofitting a bus to add seatbelt-equipped seats would cost in the range of $15,000 - $36,000 (depending on bus size, configuration, etc.), double the cost of a seatbelt "add-on" in a new bus.
- A limited number of buses are available for purchase "off the lot" at dealerships. The typical lead time to acquire a new bus is 2-4 months.

Based on a fleet turnover rate of 10% per year, the annual capital cost to install seatbelts on replacement buses is estimated at $68M per year across Canada, not accounting for any additional

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[13] 2011 NHTSA Denial of Petition for Rulemaking

operational costs (e.g. human resources, maintenance costs). Moving forward, it will be important to explore the impact of these additional costs, including from a financial sustainability perspective.

To retrofit the entire existing fleet of buses 4 years old and newer, it would cost an estimated $255M. However, according to manufacturers, not all buses in the 0-4 age range are indeed eligible for retrofit.

3.1.5   U.S. Approach to Seatbelts on School Buses

Canada's existing school bus seatbelt regulations align with equivalent U.S. regulations, which came into effect in November 2016 and outline a set of standards that manufacturers must follow when a school bus operator chooses to install seatbelts on its buses. This Canada-U.S. alignment is supported by extensive research, conducted over decades in both countries. This has culminated in a consistent Canada-U.S. approach to school bus safety, featuring compartmentalized seats that are specifically designed to protect school children in the event of a crash. At the same time, similar to Canada, the U.S. National Highway Traffic Safety Administration (NHTSA) supports the installation of three-point lap and shoulder belts on school buses for added protection in the event of a lateral or side collision. Following two separate U.S. collisions in 2016 involving fatalities, the U.S. National Transportation Safety Board recommended that states consider implementing lap-shoulder belts in school buses. The agency explained it as "closing the lid on the egg crate" of compartmentalization.

At the moment, eight states have introduced school bus seatbelt requirements within their jurisdiction, including Louisiana, Texas, California, Florida, New York, New Jersey, Arkansas, and Nevada. California and Florida are the only states that consistently implement this requirement, though it should be noted that Florida requires lap-only belts (which do not meet Canadian school bus standards), and that the provision of school transportation in the State of California is not mandatory for school boards. The rule in the other states is subject to available funding, and in practice, this means that the rule is often not implemented.

For additional context, in California, the installation of seatbelts on school buses has been viewed positively. When seatbelts were mandated on new buses in that state, retrofitting with seatbelts was not required and is permitted only if approved by the bus manufacturer. To ensure that all passengers are wearing their seatbelts properly, school bus drivers are allowed to get up out of their seats to buckle young children and are responsible for checking that everyone is properly buckled before driving away. While in transit, the driver is not liable if a child unbuckles their seatbelt. Prior to field trips, safety briefings are provided which include information on emergency exists, seatbelts, fire extinguishers, and first aid kits. Of note, one occurrence of an engine fire California[14] demonstrated the effectiveness of this training when a three point seatbelt-equipped bus carrying 35 students was forced to evacuate. In terms of student behaviour, fleet operators note very isolated instances of misconduct involving the use of seatbelts and, historically, these cases were limited to buses that were fitted with lap-only belts (e.g. buckling the lap belt across the aisle preventing movement up and down the aisle).

The state also offers environmental grants to replace buses that were manufactured prior to 1992, in an effort to reduce air pollution resulting from older diesel buses. This has allowed operators to purchase new buses that are equipped with seatbelts.

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[14] McMahon, 3-Point Belts on Buses: Real World Experience Mitigates Most Concerns, 2015)

The table below summarizes seatbelt requirements in the U.S.

States	Lap belt only	Lap/shoulder belts	Additional information
Florida	✓		New school buses purchased since January 2001 had to be equipped with seatbelts or other federally-approved restraint system.
New York	✓		New York State does not mandate seatbelt use on school buses, leaving the decision to each school district.
New Jersey	✓	✓ *	*New buses built on or after Feb 21st, 2019 require lap/shoulder belts.
California		✓	Requires all new school buses to have seatbelts but does not require school boards to provide school transportation (school buses are typically only available in affluent communities)
Nevada		✓	New school buses purchased by a school district as of July 1st, 2019 must be equipped with lap/shoulder belts. The state's largest district which buys 100-110 school buses each year, estimates the capacity reduction from seatbelts and the cost of the restraint systems will have an annual cost impact of $1.4 million to $1.8 million.
Louisiana		✓	Subject to funding.
Texas		✓	Subject to funding.
Arkansas		✓	State law now mandates if 10 percent of a school district's electors sign a petition to outfit its buses with seatbelts, the district must propose a levy for the added cost. The issue would then be decided by voters during the annual school election

Note: According to manufacturers, the latest seating designs offer maximum flexibility with up to three 3-point belted seating positions and the option of integrated child seating, resulting in little to no seating capacity loss.

4   CONCLUSION

A review of evidence by the Task Force on School Bus Safety confirms that school buses continue to be the safest form of transportation for school children in Canada. At the same time, the work of the Task Force has served to underscore that school bus safety can be strengthened – and that success in this regard demands a cohesive, pan-Canadian approach.

Consistent with the direction from the federal, provincial, territorial (FPT) Council of Ministers Responsible for Transportation and Highway Safety in January 2019, the Task Force has identified a shortlist of opportunities to further improve school bus safety. Driven by the supporting evidence that confirms school children are at greater risk in or near the school bus loading zone than they are as school bus passengers, the Task Force focused on developing recommendations intended to help address this challenge. Specifically, the Task Force submits that consideration be given to adding the following safety features to school buses, and encourages all jurisdictions to explore the application of these measures based on their assessed needs:

1. **Infraction Cameras**, to help prevent dangerous incidents caused by passing motorists;

2. **Extended Stop Arms**, to further deter motorists from passing while children are entering or leaving the bus;

3. **Exterior 360° Cameras**, as a means of better detecting and protecting children and other vulnerable road users around the exterior of the bus; and

4. **Automatic Emergency Braking**, to help reduce the severity of a collision or avoid it entirely. Consideration should also be given to exploring ways to pair this feature with other technologies for increased safety.

Three-point seatbelts were also carefully considered in the context of this review, and the four recommended safety measures set out above were found to have a comparatively stronger safety case. At the same time, the Task Force recognizes that seatbelts can provide an additional layer of safety on school buses in certain rare but severe collision scenarios. As such, it would be prudent to continue working through the considerations associated with seatbelt installation and use (e.g. consequences of misuse, emergency evacuations, liability), and to encourage manufacturers to develop additional occupant protection features to complement the school bus design, such as energy-absorbing side-structure padding and inflatable "curtain" airbags.

Collaborative FPT efforts across these areas will lay the foundation for improved school bus safety outcomes, while ensuring that the level of safety afforded by the current design is not compromised.

Moving forward, FPT partners, together with key stakeholders, will continue working to promote a consistent, transparent approach to enhancing school bus safety. Transport Canada will provide regular updates to the Department's web presence regarding current and future school bus safety initiatives, and the publication of key school bus safety-related research.

5   ANNEX A: Members of the School Bus Safety Task Force

Members of the Steering Committee

Organization	Names
Transport Canada	Michael DeJong, Co-chair
Saskatchewan	Kwei Quaye, Co-chair
CCMTA	Allison Fradette, Executive Director
Prince Edward Island	Doug MacEwen
Ontario	Derek Deazeley Ryan Bailey Jason Burke
Manitoba	Sheila Champagne
Newfoundland and Labrador	Krista Cull
New Brunswick	Cynthia Reese
Alberta	Wendy Doyle
Nunavut	John Hawkins
Quebec	Lyne Vézina Marie-Michele Dion
Yukon	Ryan Parry
Nova Scotia	Peter Hackett
Northwest Territories	Stephen Loutitt
British Columbia	Cole Delisle Patricia Boyle

Members of the Advisory Panel

	Organization	Representative(s)
Chair	Transport Canada	Ibrahima Sow, Director of Road Safety Programs
Fleet Operators	Stock Transportation	Terri Lowe, COO
	Ontario School Bus Association	Michele O'Bright, Association Director Alex Bugeya, Safety and Legislation Consultant Robert Monster, Safety & Legislation Consultant
	Student Transportation of Eastern Ontario (STEO)	Janet Murray, General Manager
	Student Transportation Association of Saskatchewan	President, Trish Anderson
	Consortium de transport scolaire d'Ottawa	Patrick Pharand, Director
	Fédération des transporteurs par autobus (FTA)	Luc Lafrance , President and CEO
	Independent School Bus Operators Association (ISBOA)	Frank Healey, President Rob Murphy, Vice-President Brian Crow
	Pacific Western	Murray Glass, Vice-President, Student Transportation
	Sudbury Student Consortium	Renee Boucher, Executive Director
	Transportation Services at Grand Erie District School Board	Philip Kuckyt, Manager
	Windsor Essex Student Transportation Services	Gabrielle McMillan, General Manager
	Niagara Student Transportation Services	Lori Powell, Executive Director
	Halton Student Transportation Services	Karen Lacroix, General Manager
	Renfrew Country Joint Transportation Consortium	Robert White, General Manager
	Huron Perth Student Transportation Services	Janice White, General Manager
	Wellington-Dufferin Student Transportation Services	David Frier, CAO
	Northwestern Ontario Student Services Consortium	Judi Green, General Manager
	Consortium de transport scolaire de l'Est	P. Rouleau, Directeur
	Chatham-Kent and Lambton Counties School Bus Info	Patti Authier, Transportation Coordinator
	Ottawa School Bus	Vicky Kyriaco, General Manager
Bus Manufacturers	Girardin Blue Bird	Michel Daneault, Vice-President
	Leeds Transit	Kelly Backholm, President & National Sales Manager
	The Lion Electric Co.	Yannick Poulin, Chef de l'exploitation, COO Yves Desjardins, Product Architect
	IC Bus	Joe Labonte, Product Safety Compliance Officer
	Safe Fleet	Christopher Akiyama, Vice President
	Rosco Vision Systems	Dave McDonald, Vice President
	Daimler	Ricky Stanley, Senior Designer
	Daimler	David Cook, Senior Engineer
School Boards	Canadian School Boards Association	Laurie French, President Nancy Pynch-Worthylake, Executive Director
	Saskatchewan School Board Association	Shawn Davidson, President
	Manitoba School Boards Association	Alan Campbell, President
	La Fédération des commissions scolaires du Québec (FCSQ)	Alain Fortier, President
	Campbell River School District	Richard Franklin, Board Chair
	Toronto Catholic District School Board	Kevin Hodgkinson, General Manager
	Conseil scolaire catholique de district des Grandes Rivières	Linda Geno, Coordonnatrice des services du transport scolaire

	CLASS Shared School Services Chatham-Kent Lambton Kent District School Boards	Kent Orr, General Manager
	Saskatchewan School Board Association	Catherine Vu, Director of Corporate Services
Coroners	Chief Coroner of Ontario	Dr. Dirk Huyer, Chief Coroner for Ontario
	Chief Coroner of Nova Scotia	Matthew Bowes, Chief Medical Examiner
Safety Groups and Key Partners	Saskatchewan Working Advisory Group on Bus Safety	Phil Benson, Saskatchewan Association of School Board Officials Darren McKee, Saskatchewan School Board Association Ben Grebinski, League of Educational Administrators, Directors and Superintendents of Saskatchewan Josh Kramer, Ministry of Education
	Saskatchewan Government Insurance (SGI)	Ron Foord, Director, Carrier & Vehicle Standards Services
	Canada Standards Association (CSA)	Ken MacLean, Chair
	Canadian Association of Road Safety Professionals (CARSP)	Rob Wilkinson, Coordinator of Safer Roads Ottawa
	Traffic Injury Research Foundation (TIRF)	Mavis Johnson, Community Development Advisor
	Canadian Automobile Association (CAA)	Jason Kerr, Senior Director of Government Relations
	Canadian Association Of Chiefs Of Police (CACP)	Charles (Chuck) Cox, Chief Superintendent
	Canada Safety Council	Raynald Marchand, General Manager
	School Bus Safety Awareness Nova Scotia	Jackie Norman, President and CEO
	Motor Coach Canada	Jennifer Fox, Director, Regulatory Affaires
	Ontario Safety League (OSL)	Brian Patterson, President and CEO
	Manitoba Association of School Business Officials	Roger VanDeKerckhove, Provincial Transportation Director
	Nova Scotia Transportation and Infrastructure Renewal	Bradley Bryden, Motor Carrier Division
	Government of Alberta	Chris Yanitski, Vehicle Standards Engineer
	Association of Student Transportation Services of BC	Robyn Stephenson, President Frank Marasco, Association Manager
	Western Canada Bus	Doug De Hoop, Vice President and GM
	Alberta Education	Rick Grebenstein, Senior Manager, Transportation
	Alberta Transportation	Joan Mmbaga, Senior Policy Advisor
	Ministry of Education BC	Michael Nyikes, Director, Program and Policies Unit, Capital Management Branch
	Ministère des Transports du Québec	Catherine Bouillon, Agente de recherche en droit Marie-Eve Lancup, Agente de recherche en droit
	Société de l'assurance automobile du Québec (SAAQ)	Nathalie Drouin, Conseillère en sécurité routière
	Student Transportation Association of Alberta (STAA)	Lisa Weder, President
	Alberta Student Transportation Advisory Council (ASTAC)	Scott Hucal, Chair
	Ontario Ministry of Transportation	Ryan Bailey, Special Projects, Road Safety Policy Office
	Government of Saskatchewan, Ministry of Education	Sheldon Ramstead, Executive Director
Labour Union	UNIFOR	Len Poirier, Director Road Transportation

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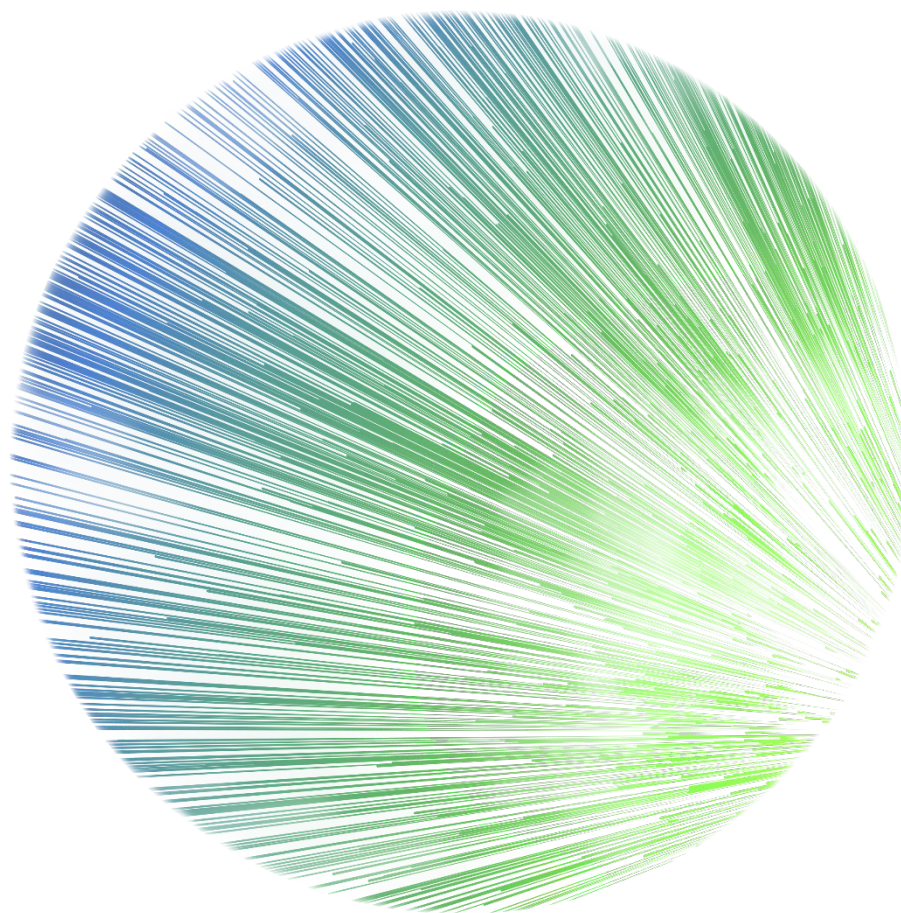
Regional internal audit: Model review

Re-envisioning internal audit delivery for
Ontario School Boards

January 2020

Introduction

Executive summary

The history of internal audit in Ontario school boards
The Ministry of Education (the Ministry) established the Regional Internal Audit Team (RIAT) model in 2009-2010 with the aim of contributing to good governance, transparency, and accountability. The program has three main objectives:

- Promote the efficient use of resources through collaboration amongst boards
- Share best practices in internal audit and risk management using a team approach
- Distribute resources equitably taking into consideration board size, language and geographic coverage

To meet these objectives teams were created in eight regions across the province to serve the wide variety of needs in each distinct geographic area. A host school board received the funding for each RIAT and the Senior Business Official (SBO) of the host school board oversaw their operations.

The RIAT Model has now been in place across the province for 10 years and has delivered great value to the sector while also facing some challenges. These challenges have become apparent over the years in the daily workings of the RIATs and through a number of reports conducted over that time.

A number of fundamental issues exist with the design of the current model
Through provincial stakeholder consultations and review of relevant documentation, a number of common challenges emerged. These challenges were of concern to numerous stakeholder groups including SBOs, RIAT Managers, Audit Committee Chairs, and the Ministry.

The key findings are organized across three categories; governance and oversight, people management, and the host board model:

- **Governance and oversight –** The design of the model results in a lack of accountability for the effective functioning of internal audit. This includes: a) a perceived conflict of interest for the SBO as a both an auditee while conducting performance assessments of the RIAT manager b) limited mechanisms for review of audit work for quality, compliance, and standardization across the province and c) vast differences in the sophistication of Audit Committees across the province resulting in differing expectations on the delivery of internal audit services
- **People management –** The current model has inherent weaknesses related to sustaining a high performing talent base including: a) challenges in recruiting and retention given differences in talent pools across geographic regions in the province b) a highly variable pay-grid due to pay being determined with each individual host board c) inconsistency of performance management for RIAT managers and teams and d) capacity and skillsets being limited by talent availability in a given region
- **Processes and standardization –** The variances in skillsets and capacity described above, along with a highly decentralized governance structure limit the ability to achieve standardization in audit process, quality, and approach. This includes a) the use of audit software (MKI) b) approaches to completing risk assessments for each board and c) sharing of audit plans and programs to drive similar levels of quality and insight

These challenges create an opportunity for a fundamental shift delivering internal audit across Ontario's 72 school boards. Throughout Deloitte's consultations, stakeholders acknowledged the value of the function while expressing a readiness for change. It has also become readily apparent that a fundamental change in the structure would be required to address the available opportunities. The lack of sufficient governance,

accountability, and incentives to work across RIATs in the current model creates significant impediments to sustainable change.

Re-envisioning a future state model for school board internal audit
Guiding questions
Any new model should solve for the challenges noted above. To guide the analysis of potential future options, the key issues were expressed in the form of guiding questions that should be satisfactorily answered by an effective future model. These are:

1. Can the new model support the required independence, oversight and accountability of an internal audit function?
2. Can the new model support consistent internal audit quality, implementation of best practices and approaches across the province?
3. Can the new model support a flexible resourcing model with access to a wide range of skillsets and capacity needs?
4. Can the new model ensure fair and equitable distribution of locally relevant audit services to all regions?
5. Can the new model support long-term sustainability with growth of deep sector expertise?

The first question that we assessed examined the structural options for delivering internal audit services. Three basic structural models were developed and analyzed for initial alignment against the guiding questions.

- **Centralized model:** delivery of internal audit to the entire province through a single entity
- **Regional model:** delivery of internal audit based on multiple entities organized by geography or other organizing segments (e.g. size / language etc.)
- **Localized model:** distributing funding and responsibility for fulfilling internal audit to each individual school board

Structural recommendation
Based on the analysis conducted, a centralized delivery model is recommended in principle. This model best supports independence, consistency and access to talent, while providing flexibility in its implementation to meet local and regional needs. Furthermore, a central model can allow for provincial investments in specialized tools, technologies, and skillsets to more readily benefit all school boards in the province. A centralized model also supports the government's objectives around integration of services and driving system efficiencies through a shared delivery structure.

Governance recommendation
An important secondary question to the basic structure of how internal audit is delivered is the enabling governance mechanisms. To assess this question we considered the potential governance roles of existing school board audit committees, existing education sector entities, as well as the potential for establishing a new independent governance body.

In most organizations, the Audit Committee is seen as the key oversight function for internal audit. However, given the Ontario school board context of 72 school boards with 72 Audit Committees this approach is not viable as governance mechanism to oversee the operation of a new centralized internal audit entity. It is important to note that Audit Committees will continue to play a central role in the process of internal audit for individual school boards – that is involvement in the risk assessment, approving audit plans, receiving audit reports and monitoring the implementation of recommendations

The use of existing sector entities for internal audit oversight is also questionable in terms of independence as most sector entities are already established with a specific purpose and mandate. This can be seen as an impediment in providing truly independent internal audit services.

As such, we concluded that the new entity should be governed by an independent board of directors that includes sector and external representation.

Investing in internal audit as a strategic partner

As boards evolve how education is delivered in Ontario, Internal Audit will need to be equipped to advise around the risks that new technologies, approaches, and programs bring. The new central entity will more easily provide the sector with highly skilled auditors that can access the latest tools and best practices. A central team will also enable cross-province benchmarking and establishing best practices to benefit the province as a whole.

In addition to more effective delivery of traditional internal audit objectives, the new model can provide value add services which support the school board sector in areas such as technology adoption, service design, and value for money. For example:

- Investing in digital assets such as repeatable analytics solutions (as has been demonstrated through the absenteeism analytics work in the sector)
- Upskilling and developing capabilities, which position IA to improve the interface with stakeholders and better meet their needs (appropriately leveraged staffing model which creates capacity for relationship building and delivery)
- Investing in enablers, which engage the system to deliver new value in desirable ways (e.g. adoption of automation and artificial intelligence capabilities)

While efficiencies gained through centralization will increase capacity and help to fund new capabilities, the province will also need to invest over above the current allocation to deliver a truly leading internal audit function. Current funding of approximately $5.2 Million has been stagnant for a decade and has not increased to match inflation, let alone invest in new capabilities.

This report recommends annual funding levels be increased to $10-15M a year to reflect ten years of inflationary pressures and drive investment in additional skillsets, tools, outsourcing partnerships, and technologies. These investments would deliver best in class audit capability to each school board in Ontario.

A path forward

While this report outlines recommendations for a new structure led by an independent entity, the Province will need to undertake additional analysis to further define the new model. These include:

- Identify strong leaders and champions to develop a substantial vision, establish priorities, and support the implementation process
- Develop a detailed operating model for the new entity including organizational structure / capacity, technical capabilities, key processes, real estate requirements and budgets
- Update the current AC governance regulation (Ontario Regulation 361/10)
- Update of the funding allocation formula and of the overall funding bucket

The transformation of internal audit for school boards will enhance the original purpose to promote effectiveness of governance, risk management and internal controls at school boards and support board priorities related to modernization. At a broader level, the Government has defined fiscal responsibility, integrated delivery, transformation, and transitional support as key objectives for the OPS. An effective internal audit function is a key enabler to achieving success across each of these dimensions. The recommendations in this report seek to build on the strides made in this sector over the last 10 years and provide a foundation for an evolution of the function as school boards themselves face a new set of 21st century risks.

Glossary

Acronym	Definition
AC	Audit Committee
AI	Artificial Intelligence
CAE	Chief Audit Executive
CODE	Council of Ontario Directors of Education
COE	Center of Excellence
DSB	District School Board
FTE	Full Time Employee
IA	Internal Audit
MKI	MKInsights
QA	Quality Assurance
RIAT	Regional Internal Audit Team
RIAC	Regional Internal Audit Coordinator
RPA	Robotic Process Automation
SBO	School Board Official
SME	Subject Matter Expert

Background and context

Background

Deloitte was engaged to conduct a review of the current Regional Internal Audit Teams (RIAT) model in areas including but not limited to governance, the Host Board Model capacity and resourcing, standardization of methods, equity of pay, professional development for RIAT staff, and the equal delivery of internal audit services across boards.

The review included conducting a series of consultations with stakeholders from each region (RIAT managers and staff, School Board Officials (SBOs), Audit Committee (AC) chairs and other relevant stakeholders), analyzing provincial and region specific data, and reviewing past studies on the topic. Outputs of the work included documenting current state challenges across each region, identifying existing best practices, and ultimately providing recommendations for future state model.
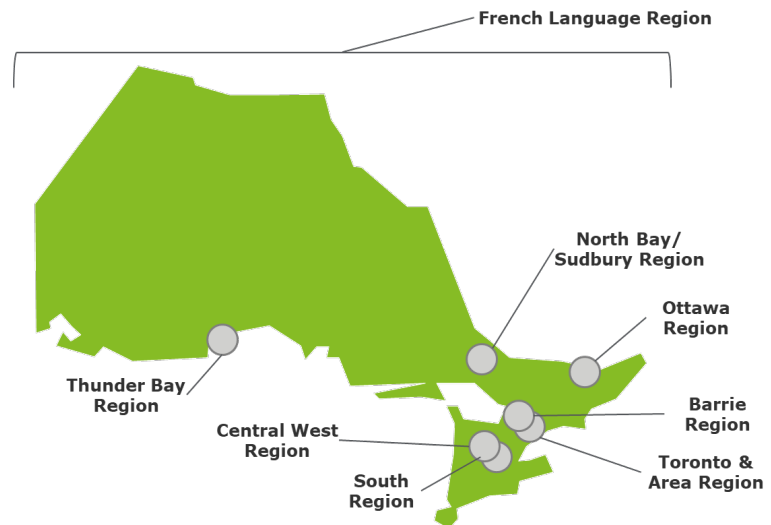
All of the regions in the province took part in the review.

The purpose of internal audit

The purpose of the IA Function in School Boards is to provide a professional opinion on the effectiveness of the governance, risk management and internal control measures applied by a District School Board (DSB). The IA Function in this case is ultimately accountable to the various ACs throughout the province providing them with independent, objective assessments to fulfil their obligation as the oversight function of a School Board. In providing these services, the IA function can be seen to be core to the effective operation of the school board sector. Like many parts of the sector, the IA function is also required to evolve and embrace innovative approaches to reflect industry and technological developments. Allowing for innovation positions Internal Audit to anticipate and then respond effectively to stakeholder needs, and equips the internal auditors, themselves, to address emerging risks in a helpful and impactful manner.

The History of the Internal Audit Sector

The Ministry of Education established the RIAT model in 2009-2010 with the aim of contributing to good governance, transparency, and accountability. The program has three main objectives:

- To promote the efficient use of resources through collaboration among boards
- Share best practices in internal audit and risk management using a team approach
- Equitable distribution of resources taking into consideration board size, language and geographic coverage

To meet these objectives teams were created in eight regions across the province to serve the wide variety of needs in each distinct geographic area. In addition to defining the team structure at the onset of the program, Ontario Regulation 361/10 was drafted. This regulation seeks to define the roles and

responsibilities of the parties involved in School Board internal audit. This regulation defines "internal auditor" as a:

"contractor or employee of a board who examines and evaluates a board's records and procedures related to the board's risk management, internal controls and governance processes and makes recommendations on ways to improve the board's risk management, internal controls and governance processes." [1]

It goes on to define how the ACs are required to interact with the internal auditors and their ultimate accountability for the execution of the IA Function. ACs commit to reviewing the IA's mandate, activities, staffing and structure, scope for annual audit plan, ensuring no limits on scope and access, reviewing the effectiveness of the internal audit team and meeting with them on a regular basis.

Prior reviews of school board internal audit

The Regional Internal Audit Model has now been in place across the province for 10 years and has delivered great value to the sector while also facing some challenges. These challenges have become apparent over the years in the daily workings of the RIATs and through a number of reports conducted over that time. In December 2017, the Office of the Auditor General of Ontario issued its Annual Report in which it reviewed Ministry Funding and Oversight of School Boards, and School Boards' Management of Financial and Human Resources. Through this review a number of findings pertaining to the RIAT function were mentioned, highlighting how they may better contribute to oversight and controls for School Boards, such as; ensuring all audit recommendations are followed-up on, sharing of best practices between boards and coordination with Ministry auditors to cross reference recommendations for follow-up.

In addition to the Auditor General's report, internal Ministry and RIAT teams have conducted an analysis on the effectiveness of the current model. A specific report has also been commissioned by the French Language Region Internal Audit Team that highlights the unique challenge this team has serving the entire province. Each of these reports highlight common opportunities such as:

- A review of the budget allocation and the allocation formula. Moving to a funding approach more reflective of regional needs such as board risk relative to budget size, size of territory served, region-specific context, and audit committee training/ education efforts
- A strategic partnership with the chairs of client Audit Committees – increasing effectiveness and encouraging better governance of ACs with discrete funding allocated to their education and relationship building
- A more risk-based service model – adjusting the organizational structure to better utilize experienced personnel and centrally locating those personnel to best allocate on the basis of skill and not simply geographic location
- Increased focus on the talent experience for RIAT team members – Increased understanding of employee retention and how appropriate remuneration and professional development contribute to this
- Encourage operational flexibility – employ a model that would allow for flexible staffing, including permanent employees and an allocation for professional external resources
- Encourage the Ministry to take advantage of the RIATs experience and to maintain a center of expertise that can be utilized by all of the IA teams – Developing a series of "horizontal" audits that can be run similarly across all boards to provide benchmarking and province-wide insights

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[1] (Ontario Laws, 2019)

Through the completion of this review, it has become evident that the above opportunities cannot be adequately addressed without first correcting the underlying structure of the model. As this report will summarize, the current structure inhibits effective governance and collaboration across the province, which undermine efforts by RIAT staff and SBO's to achieve the recommendations of prior reports. This report builds upon the work that has been completed in the sector to date with the objective of providing a recommendation for a future state model that enhances the quality and sustainability of internal audit across the entire sector.

Current state assessment

Deloitte conducted interviews with stakeholders across the province during the spring of 2019 with key stakeholders including: RIAT managers and staff, AC members and chairs, Directors, Host SBO's and other regional SBOs. The results of these consultations, along with review of documentation have resulted in key findings that were organized across three primary categories governance and oversight, people management, and the host board model.

Governance and oversight
Key issues related to how the current model supports the independence of the IA function, provides appropriate oversight, and enables good internal audit practices.

- **Perceived conflict of interest –** The current structure administratively reporting into a host board SBO creates a perceived conflict of interest when process and units under the direct purview of that SBO is under audit
- **Strength/enablement of audit committees –** The perceived conflict of interest above is further highlighted when audit committees are not seen as fully executing their roles as defined in Ontario Regulation 361/10. The effectiveness of the audit committee is highly dependent on the members assigned and their backgrounds, as well as the level of training provided by the Ministry. The regulation defines their roles and responsibilities for interacting with the IA Function, however awareness and adherence across the province is low
- **Accountability for performance oversight -** Unclear roles for Host SBO around management and performance oversight. Additionally as RIAT are employees, the Host SBO is legally responsible for them 100% of time, even though they operate across all School Boards
- **Reporting lines and auditee accountability –** Clear lines of reporting and accountability are missing in the current model. Feedback loops for issues with a member of a RIAT are not well defined, and conversely it is difficult for RIATs to hold school boards accountable for deadlines and work plans
- **Out-dated funding model -** The model has not been reassessed since the inception of the program and due to rising costs and modern risk profiles the allocation formula and finding allotment needs to be revised

People management
Key issues related to attracting, developing, and retaining strong audit talent within the model. While some issues in this category were more acute for some geographic regions than others, they apply in principle across the province.

- **Pay grid discrepancies -** Practices related to periodic updates of pay grids and the use of broader market scans in determining grids are dependent on each individual host board resulting in large variances across each RIAT
- **Recruiting and retention difficulties –** Increased turnover within the RIATs creates a lack of consistency in delivery. Interviewees noted a lack of career path, low compensation, and high travel requirements as drivers of retention challenges. In many regions, recruiting is difficult due to limited talent pools
- **Lack of annual performance review and metrics -** Annual performance review approaches and standards vary across the province. Most RIATs conduct reviews once a year. General performance benchmarks are lacking across the province and are heavily dependent on the maturity/ skill of the RIAM and the Host SBO to define and measure against
- **Limited definition of roles and responsibilities -** Roles for the RIAT and Host board are poorly defined (e.g., performance management, space allocation, hosting services required/provided, daily oversight).

- **Capacity and resourcing issues -** Capacity and resourcing across the province is greatly affected by the budget and geographic constraints meaning that equal delivery of services is jeopardized when teams do not operate at full capacity
- **Limited Quality Assurance (QA) and technical support -** Limited capacity across the province for technical administrative requirements of managing an IA Function (MKI, QA, travel, etc.). This results in administrative and IT burdens falling on the RIAT teams themselves who may not be well equipped to provide these services. QA of the audits is also left in the hands of a single person which presents a risk when that individual is also the lead auditor on a file

The host board model

Key issues related to standard audit practices across the province regardless of region or board size. The decentralized nature of regional teams, along with the absence of real incentives for collaboration (other than the goodwill of RIATs).

- **Software standardization –** Better leverage the provincial audit software- MKInsights (MKI) by enforcing usage across the province ease sharing and support. Currently each board has an individual instance of MKI, with limited sharing of templates across the province
- **Shift focus from equal delivery to equitable delivery -** Delivery of audits needs to be aligned with the risk assessments performed by the teams, this may indicate a need for an adjustment to audit sizing if the scope of one audit is larger than another
- **Consistency in risk assessment -** The frequency and approach to risk assessments varies greatly across the province. This impacts the ability for management and Audit Committees to effectively advise the audit plan for a given year
- **Audit approach standardization -** The need for an increase in standardization of audit plans and programs, and access to shared materials. While teams would still be required to tailor materials based on the individual risks of each board, standardization would prevent duplication and increase access to specialized audit topics
- **Application of board policies –** Host Board policies and their application to the RIATs vary by region. Some RIATs are supported very differently (e.g., HR policy including performance reviews by SBO at some boards and not at others)
- **Regional internal audit coordinator –** This role was seen as a key resource to help achieve a degree of coordination and standardization cross RIATs. However many stakeholders commented that it did not necessarily have the authority to enforce standardizing policies. The current RIAC Transfer Payment Agreement with CODE will expire at the end of December 2019 and will represent a significant gap in capacity to achieve provincial cooperation between RIATs. This change adds to the imperative to re-evaluate the overall service delivery structure for the province.

The French language region

The challenges described above are manifest for the French region in unique ways due to the characteristics of its geography, board type variability, and bi-lingual requirements. The French region is based out of a host board in Ottawa, however is required to serve the entire province while recruiting and retaining qualified bilingual auditors. This presents additional challenges such as:

- **Recruitment and retention** – qualified bilingual staff can be difficult to recruit and retain especially given the high competition for these resources in the Ottawa region
- **Travel requirements** – the team is required to serve the entire province and must decide whether auditors based out of Ottawa should travel, or if capacity should be hired in a more dispersed way across the province. Dispersed auditors could create a sense of isolation from the team
- **Service delivery approach** – as the characteristics of the boards in the region vary greatly between size and maturity, the French region needs to be able to cater audits accordingly while maintaining IIA standards

When discussing the future state in the following sections this report will look to address the challenges noted above, and take into the consideration the unique strengths and challenges presented by the French RIAT.

Developing a future state

The challenges listed above create a significant opportunity to transform the internal audit function and enhance the value provided to the sector. There is also readiness for change in the sector which has been echoed to the Ministry through the Regional Internal Audits teams themselves.

In developing the future state model, there are two key elements to consider: 1) the basic structure of the model itself, and 2) the governance mechanisms to support the structure.

Prior to assessing structural or governance options a set of guiding questions were formulated to guide the analysis of potential future options. These guiding questions were informed by the key issues expressed previously to ensure that any future model would solve for the existing challenges.

1	Can the new model support the required independence, oversight and accountability of an internal audit function?
2	Can the new model support consistent internal audit quality, implementation of best practices and approaches across the province?
3	Can the new model support a flexible resourcing model with access to a wide range of skillsets and capacity needs?
4	Can the new model ensure fair and equitable distribution of locally relevant audit services to all regions?
5	Can the new model support long term sustainability with growth of deep sector expertise?

Future state model structure

We assessed three high-level structures including localized, regional and centralized. These options represent both internal audit delivery and the potential number of entities delivering service in the sector:

- **Localized -** embed an audit service provider (internal hire/ outsource provider) into each School Board, providing funding for dedicated or shared resources. Each School Board would hire and resource the position(s) based on local needs. Auditors would continue to work with Audit Committees to inform audit planning however the central entity would drive methodologies, hiring practices, administrative support, tools and technologies
- **Regional -** delegate responsibility, accountability and oversight to multiple internal audit bodies on a regional basis (similar but not necessarily the same as the current model). Regional entities would receive funding and build shared capacity to deliver services across the region. Again, auditors would continue to work with Audit Committee to inform audit planning however, the central entity would drive methodologies, tools and technologies
- **Centralized –** develop a single provincial entity responsible for internal audit delivery to all school boards. The single entity would be funded centrally and be set up to optimize internal audit delivery across the entire sector, recognizing local, geographic, language and potentially other requirements.

Again, auditors would continue to work with Audit Committees to inform audit planning however the central entity would drive methodologies, hiring practices, administrative support, tools and technologies

Each model possesses some inherent benefits and drawbacks summarized in the table below. The table also shows the alignment of each model to the guiding questions outlined above. The detail rationale for this assessment follows below.

	① Centralized	② Regional	③ Localized
Number of Entities	1	grouped subset of boards	72
Pros	• Third party objectivity and independence • Access to specialized expertise/resources and Minimized duplication of expertise • Long-term cost control/predictability • Discharge of responsibility with respect to personnel management, training and retention • Access to proven, leading edge tools, methodologies and knowledge capital • Central controllership over strategic priorities/outcomes • Central mandate	• Builds sector knowledge with local lens • Shared ownership over strategic priorities/outcomes and development of enabling tools/methodologies • Increased coordination between governing bodies and local offices	• Allows strategy of IA to remain in-house and fully driven by in-house needs/ risks • Less disruption of existing function • Future audit plans developed to integrate the activities of each party • Increased recognition of the function as important to operation of school board
Cons	• Learning curve of operations to be managed • Short term change management challenges • Internal education, understanding and acceptance of model • May be perceived as a loss of control by regional/local offices	• Limited access to specialized skills (e.g. privacy, IT, security, special education) • Limited access or ability to invest in leading methodologies and tools • Relatively inflexible pool of IA resources • Difficulty in recruiting, developing and retaining advanced skill sets in smaller more rural regions	• Decrease in independence of function • School board buy-in to use funds provided for purpose of internal audit • Differences between practices and service provided by each auditor • Not as cost effective as total outsourcing/ongoing recruiting and training costs • Limited access to outside knowledge on benchmarking and best practices • Respective scopes are potentially more difficult to define
Alignment to Guiding Questions	High	Medium	Low

The following set of tables summarizes each model's alignment to the guiding questions. Each table presents the guiding question, and alignment of the proposed model with the question objective.

Localized

Alignment to Guiding Questions

One Enterprise Principle	Alignment	Rationale
Can the new model support the required independence, oversight and accountability of an internal audit function?	◐	• Independence in this model will depend on how each school board understands and respects an internal audit function • May have increased independence from the current model as these roles are clearly defined and traditionally present at school boards
Can the new model support consistent internal audit quality, implementation of best practices and approaches across the province?	○	• Quality across the province will be more variable in this model and will depend on the individuals hired/ the governance set-up around them
Can the new model support a flexible resourcing model with access to a wide range of skillsets and capacity needs?	○	• This model cannot support access to a wide range of skill sets but will promote the development of specialized school board related auditing skills faster than other models • Capacity in this model will also not be flexible, but should not be an issue as the resource is dedicated to meeting the needs of a smaller range of school boards
Can the new model ensure fair and equitable distribution of locally relevant audit services to all regions?	●	• This model can ensure fair and equal distribution across the regions • This model will excel at providing locally relevant services and should be easily able to take into account school boards needs and capacity when making audit plans and recommendations
Can the new model support long term sustainability with growth of deep sector expertise?	○	• This model would be unable to provide support in developing sector expertise, boards may choose not to have an IA function and the auditors will be unable to share information easily across themselves

● High ◐ Medium ○ Low

Regional

Alignment to Guiding Questions

One Enterprise Principle	Alignment	Rationale
Can the new model support the required independence, oversight and accountability of an internal audit function?	◐	• This model could support oversight and accountability in the regions with better defined guidelines and mandate. Supporting the required independence would remain a challenge
Can the new model support consistent internal audit quality, implementation of best practices and approaches across the province?	◐	• This model lacks support for consistent internal audit quality applied evenly across the province, it is heavily dependent on actors in the region • The model would need increased support to ensure implementation of best practices and approaches
Can the new model support a flexible resourcing model with access to a wide range of skillsets and capacity needs?	○	• This model does not easily support a flexible resourcing model • This model will not enable better access to a wide-range of skill-sets or an easily scaled team set-up
Can the new model ensure fair and equitable distribution of locally relevant audit services to all regions?	◐	• This model is best able to deliver locally relevant findings and services in each region • A local lens is important to serving each of the different boards across the region, and keeping the local teams enables this to continue • Fair distribution in this model would need to be revised, as "fair" is currently defined differently across the province
Can the new model support long term sustainability with growth of deep sector expertise?	◐	• A regional model can support the growth of sector expertise, but those expertise may become siloed over time, developing differently in each region.

● High   ◐ Medium   ○ Low

Centralized

Alignment to Guiding Questions

One Enterprise Principle	Alignment	Rationale
Can the new model support the required independence, oversight and accountability of an internal audit function?	●	• Independence in this model would be built in. IA would no longer be tied to Host Board influences or be restricted based on certain areas of Host Board procedures being off limits
Can the new model support consistent internal audit quality, implementation of best practices and approaches across the province?	●	• Consistency would be heightened in this model as resources staffing the audits would come from a centrally trained pool, who would follow one set of office policies • Strong programming and template standardization
Can the new model support a flexible resourcing model with access to a wide range of skillsets and capacity needs?	●	• In this model resourcing would be more flexible, resources could be pulled from a broader pool allowing for access to a wider skill set and subject matter experts
Can the new model ensure fair and equitable distribution of locally relevant audit services to all regions?	◐	• This model would ensure fair distribution of services, but will not enable local relevance • As the service is centralized, the element of local-relationship driven presentations and lens will diminish
Can the new model support long term sustainability with growth of deep sector expertise?	●	• In this model the team will be able to develop deep sector expertise, align on best practices and create centers of excellence (COEs) to promote sustainable and ongoing growth

● High   ◐ Medium   ○ Low

Based on the analysis above, we recommend the adoption of a centralized model for the province. This model addresses the key challenges faced today as well as provides flexibility for the province to adapt to trends and changes in internal audit.

Benefits of a centralized model
The centralized model contains key strengths which align with the guiding questions as well as the overall objectives of the Ministry when initially establishing internal audit for the province including:

• Promote the efficient use of resources through collaboration among boards
• Share best practices in internal audit and risk management using a team approach
• Distribute resources equitably taking into consideration board size, language and geographic coverage

Key Strengths:

• Increased objectivity and independence. A centralized model provides a single arm's length body that will deliver audit services with increased independence from board officials and other influences
• Increased standardization of tools, methodologies and best practices. This model will enable all audit professionals to access a single source of truth for best practices, audit plans and programs, and tools needed to complete high quality audits

- Increased access to specialized skill-sets/ in-house capability building. This model would allow the centralized body to build in-house skills specifically tailored to educational audit work, while allowing for flexibility in outsourcing for specialized skill-sets (e.g., IT penetration test tools or data analytics)
- Increased ability to deliver services equitably across the province. Following a risk based approach across the province, auditors will find commonalities across audits and audit findings, saving time in creating new materials for each region

It should be noted that currently the French Language Region operates in a similar centralized fashion, however faces many of the same challenges of other regions. A key distinction is that the French Language RIAT is tied to a Host Board, and therefore faces the same independence and governance challenges associated with the Host Board Model described above. The model suggested in this section would centralize governance with an independent entity, which is further discussed below.

In addition to the overall benefits for the province, this model would also support the unique challenges of the French region as well as geographies with smaller boards. The French internal audit function would benefit through central capacity to hire and retain qualified bi-lingual staff, synchronize policies with a delivery model that requires serving the entire province, and access to a broader pool of expertise. For geographies with smaller boards, a centralized model would provide access to highly qualified teams without the inherent limitations of an enrolment based funding model.

Governance of the centralized entity

An important secondary question to the basic structure of how internal audit is delivered is the supporting governance mechanisms in place. A number of governance options are available to support oversight and accountability. While the options below are not mutually exclusive, the aim of this discussion is to identify which mechanism should be the **primary** body accountable for the successful delivery of internal audit to the sector, through a centralized entity.

Analysis involved assessing the potential role of existing audit committees, existing sector entities, as well as the potential for establishing a new independent governance body.

In most organizations, the Audit Committee is seen as the key oversight function for internal audit. However, given the school board context of 72 school boards with 72 audit committees this approach is not viable to oversee a new centralized entity. It is important to note that Audit Committees will continue to play a central role in the process of internal audit for individual school boards – that is involvement in the risk assessment, approving audit plans, and receiving audit reports.

The remaining two choices consider leveraging existing sector bodies or establishing a new independent board of directors.

1. **Leveraging Existing Sector Bodies –** As there are many associations already in existence in the sector, there may be a possibility of rolling up the IA Function into an existing entity:

    a. This would enable the Ministry to make use of existing structures, giving the update of the program a head start with internal HR, IT and policy creation
    b. The Internal Auditors would still be accountable to the ACs for conducting the required planning and execution of audits however, within the new organizational structure performance management and oversight of activities would fall more within the audit team itself
    c. This type of governance may not solve all of the issues that RIATs are facing as they will not belong to this new organization, and may face similar silo-ing challenges
    d. This model would rely on a flow of funds through the existing entity which, while convenient to set-up, may hinder independent funding choices made by the teams

2. **Creating A New Independent Board of Directors –** Creating a new entity to govern the function would enable direct and dedicated oversight to all internal auditors in the system. An independent board of directors would be appointed that would include an appropriate balance of school board stakeholders in combination with independent directors that would possess a variety of functional expertise. This new structure would control the funds allocated.

   a. A new entity would ensure the focus was solely on providing the best possible service to the School Boards. It would give the Function the ability to centralize best practices and standardize across themselves. Enabling time and cost savings when completing similar audit types across boards or even year to year. Best practices could be more easily shared within one organization, and better accountabilities had with one point of oversight
   b. The Internal Auditors would still be accountable to each AC to provide coverage on risk assessments, audit plans, and audit reports. ACs will be able to benefit through access to a broader base of information and library of expertise
   c. This type of governance would take time to set up and require an initial investment that will position it to work for the long-term. Once the set-up is complete the organization will be able to function independently, growing and equipping the sector with a powerful in house audit team

The use of existing sector entities for internal audit oversight is questionable as issues of independence may be called into question as most entities are already established with a specific purpose and mandate. This purpose and mandate could be seen as an impediment in providing truly independent internal audit services.

As such, a newly created independent entity with a board of directors with sufficient sector representation is considered the most viable option for oversight and execution of internal audit for all 72 school boards.

Operationalizing a new centralized internal audit function

In migrating to a future state model, the evolution of Internal Audit as a Function should be strongly considered. There are several macro trends, which may be adopted to provide a "future-ready" Internal Audit Function for the School Board sector in Ontario. In addition to more effective delivery of core internal audit objectives, a future state model should be able to provided value add services which supports the school board sector in technology adoption, service design, and value for money. This can be achieved through adopting trends such as:

- Investing in digital assets such as repeatable analytics solutions (as has been demonstrated through the absenteeism analytics work in the sector)
- Upskilling and developing capabilities, which position IA to improve the interface with stakeholders and better meet their needs (appropriately leveraged staffing model which creates capacity for relationship building and delivery)
- Investing in enablers, which engage the system to deliver new value in desirable ways (e.g. adoption of automation and artificial intelligence capabilities)

In addition to these macro trends, a more comprehensive look at the features of the new model is presented below.

The components below reflect key dimensions that need to be considered in the deployment of the new model. They should be configured and function together to execute on the organization's strategy. The questions have been tailored to apply to the education sector and the IA Function.

Layer	Key Questions:	Includes:
Service	What do we provide? What is our value proposition?	Service definition, best practices definitions
Customer and Segments	To whom do we provide it?	Customer regions, behaviors and attitudes
Processes and Methods	What processes do we follow?	Process definitions, interactions, processes required to support team and customer needs, IA methodologies
Technology	What technological enablers do we use?	Technology investment plans, technology definitions, technology roadmaps
Physical location	Where do we operate?	Districting, mapping of service areas, physical office locations
Roles and Responsibilities	How do we build/enhance our capabilities?	Definition of roles and responsibilities, charters

An overview of each layer is below in each layer we lay out key elements and illustrate differences between the current state and the proposed future state. It is important to point out that choices do exist in the future state and additional analysis is required to arrive at the final model.

Service

The Service layer considers, what services do we provide to our customers?

Today	Tomorrow
• In the current state the RIATs provide 2 audits per year per board, with optional follow-ups. • As the regions currently operate in relative silos, they often perform similar audits to those where they have previous experience. It is much harder to provide consistent audits in areas that require specialized skills or expertise.	• While 2 audits per board may be a reasonable guideline, this benchmark should be re-examined in the future state. Greater productivity should be possible through more efficient resource deployment and greater use of automation tools. • Services in the future should be driven based on individual board risks and by looking for opportunities, where it makes sense to deliver horizontal audits across all boards, especially when a significant area of risk is identified. • The types of audit engagements should evolve over time to include the full spectrum of compliance audits, advisory process based audits, to advanced analytics and IT driven engagements.

Customer and segments

The next layer, Customer and Segments considers to whom do we provide services?

Today	Tomorrow
• In the current state the RIATs provide services to ACs, Board Administration, with secondary reporting to the Ministry and the Auditor General of Ontario. • Audits for each sub-segment of the board population (region and language) are delivered by distinct teams.	• The primary customers will continue to be ACs and Board Administration, with the Ministry and the Auditor General of Ontario as key stakeholders. • Key segments will continue to be defined by region and language however do not need to be served by distinct teams. Auditors can be aligned to boards based on language, skillsets and capacity. • More work will need to be done to define the balance between a general pool of auditors versus specialized pools / centers of excellence, also taking account of location and language.

Processes and methods

The Processes and Methods layer considers the processes that need to be followed:

Today	Tomorrow
• In the current state processes and method are defined by the professional standards internal auditors are held to. • An audit manual has been developed which is followed by most regions. Several regions have evolved the manuals.	• Processes and methods will not change in the future state. The IA Function will continue to work in alignment with the IIA Standards and use a Risk-Based Approach, and will continue to plan, execute and evaluate through their current processes. • The key change in the future state will be greater standardization of audit programs, quality reviews, documentation retention, audit tools etc. • Similarly, there will be much greater standardization of all human resource processes including compensation, professional development and performance management.

Technology
The Technology layer asks, what technological enablers do we use?

Today	Tomorrow
• Technology infrastructure is provided by the host board. • MKI audit software is available with an independent instance for each region. Adoption of the software varies by region.	• In a future state, there will be an opportunity to modernize tools and take advantage of emerging technologies. Technological enablers exist across three key categories: Audit Management, Productivity, and Infrastructure. A greater investment focus should exist for the Productivity bucket to provision collaboration tools, IT security tools, Data Analytics Tools and Robotic Process Automaton/ Artificial Intelligence (RPA/AI). • Both Data Analytics and RPA/AI are emerging tech fields that could benefit the program. The creation of a COE for these tools would provide access to leading insights and improve delivery across the province boosting modernization efforts.

Physical location
The Physical Location Layer considers the geographic location of operations

Today	Tomorrow
• In the current state teams are located in Host Boards, which represent a regionally divided set of School Boards. • They vary between being located in the School Boards offices or at a separate site. • The funding allocation provided by the Ministry is sent through to the Host boards, and then on to the RIATs to manage. Host boards are able to allocate up to 10% of Internal audit GSN funding to offset board costs such as office space, IT support and access to HR.	• There are numerous options for the physical location of audit teams and more work is required to define the end state. • At the current time, we recommend a provincial hub that would house leadership, pools of general and specialized auditors and specific centres of excellence for certain capabilities such as data analytics. • We also envisage a limited number of regional hubs of auditors (likely generalists) in order to serve different regions of the province. Along with specialists covering French language, who may float between regional and central pools. • We recommended that the audit teams maintain their own offices to support independence and develop a team culture.

Roles and responsibilities

Finally, the Roles and Responsibilities layer asks, how do we build our capabilities?

Today	Tomorrow
• In the current state roles and responsibilities are only defined in Regulation 361. This leaves out some aspects of accountability and oversight, which are then defined on a host board by board basis	• In the future state clearly defining all roles and responsibilities will be a key success factor. In the current state, there are few guidelines in place through the regulation; however, increased definition provides an opportunity to create better internal control mechanisms • Implementing a new model benefits the Function through providing an opportunity to review and define the roles and accountabilities for all roles performed. • This will include the new board of directors, executive leadership of the new organization and the role of existing audit committees and school boards

Potential organizational structural changes

In addition to the above operational questions, a key change will be envisioning how the new entity is structured to promote integrated delivery and drive efficiencies while meeting the guiding questions such as equitable delivery across regions.

Current state

The current structure is made up of eight entities each with a regional manager and a pool of audit staff reporting directly to the manager. This structure allows for localized teams but with limited integration across the province. Furthermore, the eight teams each have a Host Board to which they are aligned and duplicate administrative burden across the province when negotiating arrangements for back office supports (physical space, HR support, etc.)
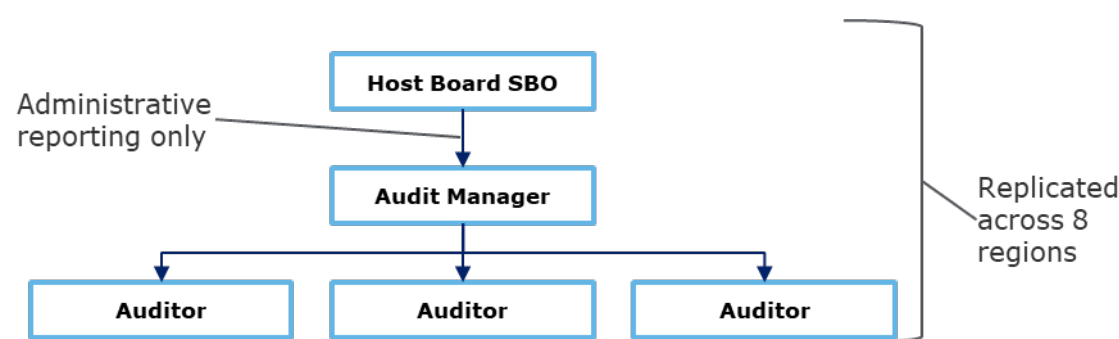

Future state

In the proposed centralized model, a Chief Audit Executive (CAE) would oversee a set of audit managers or senior managers. These managers would oversee audit delivery and work directly with school board audit committees on annual plans, reporting and follow-ups. Audit staff would be drawn from a broader pool based on availability, skillsets, and localized requirements. The purpose of using a pool model would be to flex resources across the province while also ensuring the right skillset is available for the audit regardless of geographic location. This generalist pool would be supported by a Center of Excellence made up of specialists in areas such as IT audit and advanced analytics.

The CAE should be a bilingual leader who can effectively engage with all parts of the province and reports into a bilingual Board of Directors. The Board should be representative of the sector taking into consideration geographic representation, board size, language, and denominational considerations.

In considering the unique requirements of the French language region and Northern Ontario, the model may consider hiring audit managers/senior managers who specialize in the specific needs of these segments but are still able to draw on a larger pool for specialized expertise (e.g. IT audits, analytics etc.)

For example, an audit manager who specializes in the needs of the French Language boards will be required to address their unique risks and operating environment. However, they should be able to draw upon a larger pool of resources to deliver audits. This would be consistent with recommendations made previously for the French region to focus assignment of resources to audits based on expertise rather than geography.
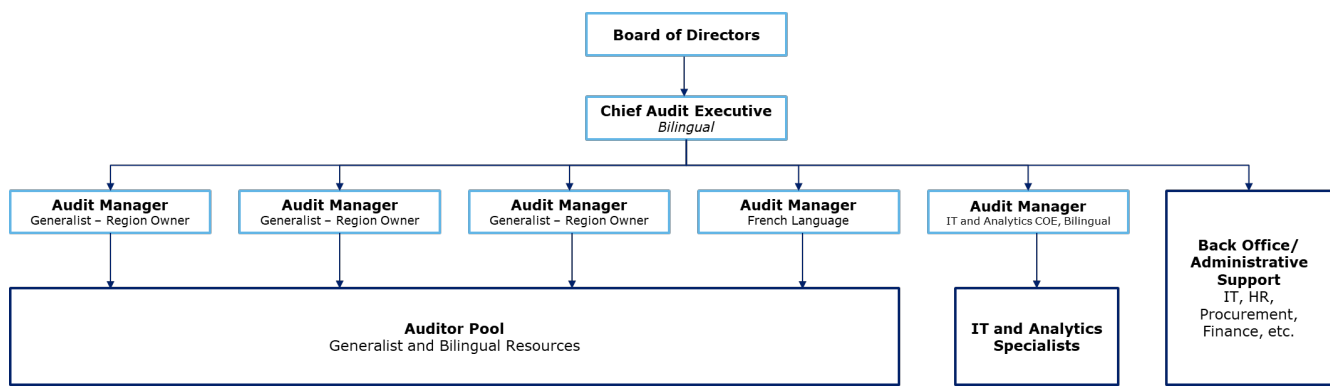
The specifics organizational design including number of managers, mix of skillsets, finite number of staff, and relationship to the Ministry and other sector stakeholders is not currently defined as part of this report. As noted in the conclusion of this document a more robust implementation planning exercise will be required to land on these specifics. The model above is conceptual to demonstrate the potential level of change between the current and future state.

Future state financial analysis

The current funding model takes into account the past three years of total revenue from each school board, applying a percentage of the average from those three years. In addition, each region is guaranteed a base amount, along with a travel budget determined based on their geographic area. These components add up to the total funding allocated to each RIAT each year:

Board	Funding Allocation (2016-17)[2]
Toronto	$ 1,124,672
South	$ 570,209
West of Central	$ 664,243
Ottawa	$ 582,179
Barrie	$ 597,514
North Bay	$ 449,404
Thunder Bay	$ 376,666
French	$ 793,110
Total Program Allocation	$ 5,157,997

Overall funding distributed to the regions in the 2016-2017 fiscal year was $5.2M, this budget was set just under ten years ago and was not adjusted for inflation. Adjusting $5.2M for inflation would increase the baseline budget to just over $6M per year. In addition to the funding given annually, many regions carry a rolling deferred revenue balance, indicating that the regions are not fully spending their allocated funds largely due to vacancies and an inability to fill positions. This meant the sector had a total available funding pool of $7M in that year.

The additional funds available through rollover can be used for additional outsourced audits or investments. However these investments are ad-hoc and unsustainable as they are driven by surpluses.

Board	FTEs	Total Rollover (2016-17)[3]
Toronto	5	N/A
South	0	N/A
West of Central	4	$ 602,757
Ottawa	4	$ 485,931
Barrie	4	$ 387,059
North Bay	3	$ 729,904

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[2] (Regional Internal Audit Response to the 2017 Annual Report from the Office of the Auditor General, 2018)
[3] (Regional Internal Audit Response to the 2017 Annual Report from the Office of the Auditor General, 2018)

Board	FTEs	Total Rollover (2016-17)[3]
Thunder Bay	2	$ 509,198
French	5	N/A
Total Rollover	26	$ 2,714,849

Future state funding approach

The following cost drivers were used to model a potential budget for the future state entity. The analysis below is directional and will be further informed when determining operational details of the new models.

FTEs

Ranging from .25-.50 FTEs per board depending on size and need. Additional layer added for cost of living adjustment based on chosen location

Travel:

Ranging from current costs to a higher range for a centralized team

Office Space:

Rent costs for regional locations or centralized location

Outsourcing:

Certain audits will be outsourced due to specialized skill set requirements or technological need

Technology:

The costs of providing and maintaining the team's access to technology enablers in an important cost driver

Professional Dues:

As professional designations are required, an allocation should be made to covering professional dues

Training:

Training costs and designation upkeep should be taken into the equation

Capability Investments:

Creating Centers of Excellence (COEs) or increasing tech capabilities will improve the overall function

In addition to the above core cost drivers, we also assume a 15% overhead for administrative services such as HR, payroll, procurement, etc.). The exact cost profile of these services is highly dependent on the final operating model selected including ability to leverage these services from existing sector providers and on potential in-house vs outsourcing decisions.

Potential budget

In determining the budget, we assumed that some productivity efficiencies will be gained through a centralized model based on standardizing practices, enhanced sharing of audit programs, and clearer roles and expectations for audit managers and audit staff. In addition to productivity gains, there is also an opportunity to invest further in capacity and the overall service levels provided to school boards. On this basis a range of costs is provided below. The low end of the budget assumes that similar service levels are provided to today (2-3 audits per board) while the higher range assumes 3+ audits per board.

Within each scenario, there are different assumptions to cost drivers:

Low:

- FTEs in this scenario are similar to current headcount at 30 to cover all 72 boards
- Training, Professional Dues determined by per FTE calculation based on similar spend levels to the current state.

- Travel costs assume travel for 2-3 audits per board with travel from the GTA to each region either by air or road depending on proximity
- Technology costs are on a per FTE basis based on industry benchmarks for cost per employee
- Office space costs are based on assumed rent for a location in the GTA, variable rate per FTE
- Outsourcing costs are included to create a discrete bucket of funding for additional audits that may not be within the current team's capabilities or cost effective to perform in house. This cost allows for 1 additional audit every 2 years per board
- An Investment fund has been added to allow for modernization of tools and technologies
- Admistrative costs are built into both low and high ranges at 15% of the total allocation. This will account for any HR, Procurment, Talent and Payroll needs, and this number will vary based on the governance and operating models chosen, and the support that may already exist in the chosen structure

High:

- FTEs in this scenario have been increased to more equitably serve the province to 40
- Training, Travel, Technology, Office Space and Professional Dues have increased due to FTE increase
- Outsourcing costs have increased to allow for 1 specialized audit per board per year, increasing the likelihood of horizontal and more sophisticated technology audits
- Invesment has been increased to ensure greater access to the industry leading tools and technologies

Cost Bucket***	Low	High
FTE Costs	$ 2,657,622	$ 4,026,700
Training Costs	$ 66,528	$ 100,800
Professional Dues Costs	$ 34,214	$ 51,840
Technology Costs	$ 239,500	$ 518,400
Travel Costs	$ 1,245,542	$ 1,868,313
Office Space Costs	$ 216,000	$ 309,600
Outsourcing Costs	$ 3,600,000	$ 5,400,000
Investment Fund*	$ 500,000	$ 1,000,000
Total Core Operating Costs:	**$ 8,559,408**	**$ 13,182,052**
15% Administrative Overhead (HR, Procurement, Talent, Payroll etc.)**	$ 1,283,911	$ 1,977,307
Total Ongoing Allocation:	**$ 9,843,319**	**$ 15,159,359**

*Investment fund allocation for the growth for new and enhanced capabilities (analytics, RPA, AI, etc.)
**Overall overhead will vary depending on the final governance and operating models
***Sources for estimates detailed in **Appendix A:** Key Costing Assumtptions

Considering one time investments

In addiition to ongoing funding, one-time investment costs should be considered for the implementation of the new entity. These investments include both the effort required to setup a new entity as well as funding to initiate access to specialized expertise and tools in key risk areas (e.g., IT, special education, etc.), adopting new technologies to increase productivity and delivery (e.g. Robotic Process Automation and Analytics).

New Technology and Skills Investments: An investment in technology capability around data analytics and RPA would increase the ability for the Function to deliver best in class audits to each school board, allowing for automation of audit processes, thereby driving consistency and accuracy. In addition to acquiring

tools, the function will need to allocate funding for the training and upskilling of audit staff to appropriately apply the enhanced capabilities.

Operating Model Setup: Resourcing will be required for the model design and implementation including: establishing governance and accountabilities, organizational structure, workforce transition, legal costs, etc.,

While future state costs may appear to be a significant increase from the current state, it is important to note that current funding levels have been stagnant for nearly a decade and have not been adjusted for inflation. Recommended funding levels represent a commitment from the province to increase the efficiency and effectiveness of school board operations.

Conclusion and next steps

A centralized model with independent governance will increase the IA Function's ability to deliver value to the school board sector, creating an environment in which to develop best practices, generate greater standardization, provide clearer definition of roles and responsibilities and develop continuous improvement.

While moving towards a centralized model will be a positive step, it will come with some challenges. As well, the Province will need to undertake more work to further define the new model. This includes the need to:

- Identify strong leaders and champions to develop a substantial vision, establish priorities, and support the implementation process
- Develop a detailed operating model for the new entity including organizational structure / capacity, technical capabilities, key processes, real estate requirements and budgets
- Update the current AC governance regulation (Ontario Regulation 361/10)
- Update of the funding allocation formula and of the overall funding bucket

Post approval and with finalization of the future state model, the development of a comprehensive communication and change management plan will be a key success factor.

The transformation of internal audit for school boards will enhance the original purpose to promote effectiveness of governance, risk management and internal control at school boards and support board priorities related to modernization. At a broader level, the Government has defined fiscal responsibility, integrated delivery, transformation, and transitional support as key objectives for the OPS. An effective internal audit function is a key tool to achieving success in each of these measures. The recommendations in this report seek to build on the strides made in this sector over the last 10 years and provide a foundation for an evolution of the function as school boards themselves face a new set of 21st century risks.

Appendix A: Key costing assumptions

Financial modeling provided is based on the following assumptions for each cost driver:

Cost Bucket	Assumption
FTE Costs	• Salary based on average of highest step salary in each region for each position • Assumes that on average 0.33 to 0.5 FTE of a senior auditor allocated per board. Management FTE assumed at manager to staff ratio of 1:5 • Background information sourced from: *Summary Analysis – Regional Internal Audit Team Compensation Structure Host Boards* (May 2015)
Training Costs	• Cost assumptions based on information collected during the Current State Assessment. On average teams were already allocating $2k per Auditor and $4k per Manager
Professional Dues Costs	• Cost assumptions based on professional designation dues
Technology Costs	• Cost assumptions based on Gartner data related to allocation for cost of IT per resource per month • Once an investment path is chosen, this figure will increase to accommodate ongoing licensing costs and tech support
Travel Costs	• Costs assumptions based on travel from a centralized location to all boards in province, including accommodations and per diem for conducting audits • Assumes resources travel from the GTA throughout the province either by air or road depending on proximity
Office Space Costs	• Office space allocated in the GTA, variable rate by FTE. These costs may change depending on if a hub model is chosen
Outsourcing Costs	• Costs allocated to provide 1 outsourced audit per board per year
Investment Costs	• Includes investment elements that will set the function up for the future including, Operating Model Design and Implementation, Data Analytics COE, RPA COE and POC

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