

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be via video conference, on **Monday, June 22, 2020, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Invocation (To be recited by trustees)

“In preparation for this evening’s meeting, let us pause for thirty seconds of silent reflection – to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students.”

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes – Audit Committee Meeting of February 5, 2020

Approve Minutes – Parent Involvement Committee Meeting of March 3, 2020

Approve Minutes – Special Education Advisory Committee Meeting of April 8, 2020

Receive Minutes – Board Meeting of May 25, 2020

Receive Minutes – Special Board Meeting of June 8, 2020

Receive Minutes – Special Board Meeting of June 15, 2020

Receipt/Approval of Monthly Reports:

29 Staffing Information – Retirements and Resignations

M. Weinert

32 Staffing Recommendations – Appointments

M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Outgoing Trustee Recognition and Celebration

Chairperson

Presentation to Outgoing Student Trustees

Trustee K. Meissner

Delegations

Reports

COVID-19 Update

J. Bryant

34 Strategic Plan Operational Goal Implementation

J. Bryant / L. Read

My Canada Project Presentation

Chairperson

Board Reports

OPSBA Board of Directors

Trustee K. Woodcock

**All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

Board Communications

54 OPSBA Board of Directors - May 23, 2020 Meeting Summary

60 WRAPSC Steering Committee to Ministry of Education

Other Business

Question Period (10 minutes)

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

Adjournment

Report to Board of Trustees

June 22, 2020

**Subject: Staffing Information –
Retirements and Resignations**

Recommendation

This report is provided for information of the Board.

Status

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

Background

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have communicated through Human Resource Services.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Appendix A

Staffing Statistics – Retirements
Current at June 22, 2020

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Frank	Anagnostopoulos	Teacher, MacGregor PS	June 30, 2020	30
Danita	Crewson	Teacher, Empire PS	June 30, 2020	27
Pete	Delorme	Teacher, Chicopee Hills PS	June 30, 2020	29
Laura	Dicknoether	Teacher, Cedarbrae PS	June 30, 2020	29
Melanie	Kschesinski	Teacher, Prueter PS	June 26, 2020	28
Debby	Kuczynski	Teacher, WT Townshend PS	June 30, 2020	14
Cheryl	Leis	Teacher, Queen Elizabeth PS	June 30, 2020	30
Mary	Loupos McIntosh	Teacher, Millen Woods PS	June 30, 2020	31
Wendy	McKay	Teacher, Forest Hill PS	June 30, 2020	36
Blair	McLaughlin	Teacher, Ryerson PS	June 30, 2020	31
Sandra	McVannel	Teacher, Millen Woods PS	June 30, 2020	33
Vicky	Paczosa	Teacher, MacGregor PS	June 30, 2020	30
Debra	Reinhart	Teacher, Westmount PS	June 30, 2020	37
Jacqueline	Shoebridge	Teacher, Hespeler PS	June 30, 2020	22
Julie	Striker	Teacher, Laurelwood PS	June 30, 2020	29
Nancy	Tanguay	Teacher, Lincoln Heights PS	June 30, 2020	32
Rita	Vitello	Teacher, Grandview PS (NH)	June 30, 2020	29

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Teresa	Burch	Teacher, Special Education	June 30, 2020	30
Jennifer	Denomme	Teacher, Elmira District SS	June 30, 2020	22
Liz	Foy	Teacher, Cameron Heights CI	January 21, 2021	22
Alison	Little	Teacher, Galt CI	May 31, 2020	30
Kelli	Neaven	Teacher, Grand River CI	June 26, 2020	18
Scott	Speiran	Teacher, Waterloo CI	June 30, 2020	29
David	Stoddart	Teacher, Jacob Hespeler SS	June 30, 2020	30
Mark	Wyman	Teacher, Galt CI	June 30, 2020	32

Staffing Statistics – Retirements
Current at June 22, 2020

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Janice	Bannister	Educational Assistant, Coronation PS	June 26, 2020	23
Holly	Corman	Principal, Centennial PS (C)	June 30, 2020	29
Charles	Duffield	Custodial Lead Hand, Kitchener CI	October 31, 2020	12
Heather	Forman	Vice Principal, Westheights PS	June 15, 2020	31
Timothy	Klaehn	Head Custodian, Williamsburg PS	July 24, 2020	40
Emil	Michel	Certified Tradesperson, Maintenance	May 25, 2020	21
Sandra	Nowak	Library Clerk, Avenue Road PS	June 30, 2020	19
Lori	Oxford	Head Custodian, Cedar Creek PS	September 30, 2020	30
Michael	Sloan	Custodian, Franklin PS	March 9, 2020	13
Trish	Starodub	Principal, Millen Woods PS	June 30, 2020	30
Marjah	Tajibnapis	Library Clerk, Centennial PS (W)	June 29, 2020	19
Frank	Tully	Serviceperson, Maintenance	August 31, 2020	17
Wendy	Zimmerman	Child Youth Worker, Special Education	June 27, 2020	29

Staffing Statistics – Resignations
Current at June 22, 2020

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Katelyn	Arndt	Educational Assistant, Centennial PS (W)	July 1, 2020
Dustin	Connell	Custodial Department Head, Bluevale CI	April 30, 2020
Shawn	Darby	Principal, Centennial PS (W)	June 30, 2020
Danielle	De Laplante	Elementary Teacher, Lester B Pearson	June 20, 2020
Allison	Grilli	DECE, St. Jacobs PS	June 26, 2020
Marra	Peterson	Elementary Teacher, Laurentian PS	July 1, 2020
Robert	Peterson	Elementary Teacher, Rockway PS	June 26, 2020
Michael	Reginato	Custodial Maintenance Helper, Sir John A MacDonald SS	June 24, 2020
Jessica	Sovari	Custodian, Waterloo Oxford DSS	June 8, 2020



Report to Board of Trustees

June 22, 2020

Subject: Staffing Recommendations – Appointments

Recommendation

That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled “Staffing Recommendations – Appointments, dated June 22, 2020.

Status

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

Background

The board’s practice has been to have appointments presented for information at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have, or will be advised of the appointments.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Staffing Information – New Appointments

Current at June 22, 2020

New Appointments: Designated Early Childhood Educators			
First	Last	School ID / Education Centre	Effective Date
Shaymaa	Alshehabi	Howard Robertson PS	September 1, 2020
Andrea	Avila	Mary Johnston PS	September 1, 2020
Jasveen	Badhan	Mary Johnston PS	September 1, 2020
Deserae	Beaulne	N.A. MacEachern PS	September 1, 2020
Debra	Buhrow	John Darling PS	September 1, 2020
Hilda	Gecz	Laurelwood PS	September 1, 2020
Jennifer	Hancocks	Wellesley PS	September 1, 2020
Carrie	Kraehling	Lester B. Pearson PS	September 1, 2020
Vernessa	Kulikov	Trillium PS	September 1, 2020
Tori	Martin	Floradale PS	September 1, 2020
Raluca	Szekely	Keatsway PS	September 1, 2020
Laurie	Weyers	Grandview PS (NH)	September 1, 2020

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

Human Resource Services



Report to Board of Trustees

June 22, 2020

Subject: Strategic Plan Operational Goal Implementation – End of year check-in for 2019/2020

Recommendation

This report is for the information of the Board and serves as an end-of-year check-in on the work related to the implementation of the Strategic Plan and Operational Goals. While the data in this report speaks to key measures of implementation, it also provides an update for each strategy given the current context as our staff, students and families navigate these unprecedented times.

The COVID-19 pandemic has shone a light on the many inequities faced by students and their families, reinforcing the foundational importance of human rights and equity. In addition to this, the world has been mobilized by the largest ever civil rights movement that is calling for systemic change to address anti-Black Racism, anti-Indigenous racism, and racism in general. This current context matters as we reflect on these calls to action and the implications on our work and our planning for 2020-2021.

As such, it is recognized that we need to prioritize the complex body of work ahead in getting our schools and system reopened while also delivering on our commitments to do more and do better to support all those marginalized in our communities. As staff meet the challenge of putting our students first and ensuring the support of each and every one, our Equity and Indigenous Action Plan will take on added prominence as we move towards the 2020-2021 school year.

Status

The COVID-19 pandemic has necessitated the closure of schools and buildings and a move to emergency, distance learning, ensuring operational and IT systems continuity while also protecting the physical health and safety of students and staff. As such, some of the work related to our strategic plan has been put on pause, some has continued to progress, and some of our work has required staff to pivot in support of other strategies. [Annex A](#) communicates the status of each strategy as a result of the pandemic, while also providing an update on the implementation status of each strategy up to March 13, 2020. Guided by the WRDSB's three strategic priorities, students have continued to learn and staff have continued to support student achievement and student and staff well-being - all while maintaining a focus on the well-being, health and safety of students, staff and our broader community.

Research suggests that effective change in education will take three to five years of sustained focus and includes monitoring implementation as a critical element of this process. With the support of our research department, we have continued to monitor

the implementation of strategies and related outcomes of the strategic plan (see [Annex A](#)). The senior team consistently assesses and reflects on the various strategies designed to reach our collective goals. We are very proud of our students and staff and want to acknowledge their efforts.

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

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

This directs all staff to continue to build a more equitable and inclusive learning community, where human rights and equity are held as fundamental values of our work.

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

Given these insights, and our commitment to our Conditions for Learning Framework, staff has continued to invest in our Equity & Indigenous Action Plan - not as a separate plan, but as an essential and foundational element of the work we have been doing and will continue to do. The key components of this work include the following:

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

In addition to our Equity and Indigenous Action Plan, our operational plans for 2019-2020 included a continued emphasis on the three operational goals (**mathematics, pathways to graduation and success, student and staff well-being**). The implementation of a **kindergarten to grade 12 comprehensive literacy** approach was a renewed commitment to the importance of literacy skill development as a key determinant of success and well-being for all students.

Also, now that there are baseline measures in the areas of student and staff well-being, our operational plans reflected more refined and targeted strategies to address these areas. Through the provision of **social and emotional learning supports**, it is our goal to ensure students not only successfully graduate onto their chosen post-secondary pathway, but that they do so with all the skills and well-being strategies in hand to set them up for a fulfilling, happy and healthy life. We will continue to monitor and report back on our progress of this work with regard to implementation (i.e., **How much did we do? How well did we do it?**) and outcomes (i.e., **Is anyone better off?**)

We are deeply grateful for the energy and dedication of our administrators, educators, central staff, and Trustees who continue to focus on the needs of each and every one of our students. We are proud of our students, their accomplishments and their continued commitment to learning and lending voice and insight to our work. We are thankful for the support of our families and community partners whose engagement and active participation is critical to ensuring the WRDSB is serving our community through public education.

Background

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

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

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

Financial implications

Within existing budgets, the Board will be able to support the various engagement and focus group strategies utilized to seek feedback and input from our broader community. The Board's 2019-2020 budget reflects our emphasis on these operational goals, as outlined at [Annex C](#).

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

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

Recognizing that funding from the Ministry of Education may not be fully returned to the per pupil funding of 2018-19, direct the Director of Education to direct staff to consider that the following guiding principles be approved for the 2019-20 budget process:

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

Communication

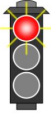
To aid in monitoring implementation of the strategic plan, staff has continued to present regular updates to trustees and the public at board meetings throughout the 2019-2020 school year, as outlined at [Annex D](#).

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

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

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

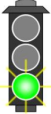
To help us communicate our progress in a transparent and simplified way we use an [implementation dashboard](#). The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



A red light indicates we are still in the planning phase and implementation is not yet underway.



A yellow light indicates that a plan is in place and that we are in the initial phases of implementation



A green light means implementation is on track



A blue check means implementation of a given strategy is complete

To communicate updates for each strategy during the pandemic, we are introducing a status column to the dashboard:



On Pause

The strategy and related activities are currently paused and actions will 'unpause' at an unknown date.



Pivoting

The strategy and related activities are continuing operations with adjustments made accordingly.



Continue Progress

The strategy and related activities are continuing with little to no adjustments to process or format during this time.









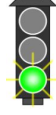

MATHEMATICS

OPERATIONAL GOAL

Increase the percentage of students achieving at provincial standard by 8 per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO mathematics assessments for three years.

OVERALL STRATEGY 1:

Implement the WRDSB comprehensive mathematics strategy in all Kindergarten to Grade 9 classrooms to ensure students develop the necessary numeracy skills for life.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
1.1 Support educators (elementary & secondary) in understanding and implementing the Comprehensive Math Approach through the wraparound PD model	Teaching and Learning, Special Education	<ul style="list-style-type: none"> # of educators who engage in the wraparound PD sessions Feedback from educators who engage in PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from educators on attitude and changes to instructional practices related to implementing the Comprehensive Math Approach 	
1.2 Support elementary administrators in understanding and implementing the Comprehensive Math Approach through monthly administrator sessions	Teaching and Learning	<ul style="list-style-type: none"> # of administrators who engage in PD sessions Feedback from administrators who engage in PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from administrators on attitude and confidence in leading the implementation of the Comprehensive Math Approach 	
1.3 Provide capacity building for educators (elementary & secondary) for mathematics instruction through online learning modules ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators who access online modules Feedback from educators accessing online modules on the content 		 On Pause	<ul style="list-style-type: none"> Feedback from educators on attitude and change in instructional practice 	
1.4 Support the implementation of the Comprehensive Math Approach through the use of MathUP (a web-based resource for staff to support the development of successful math learning environments) in Grades 1 to 8 ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators and administrators who use MathUP Feedback from administrators and coaches on the use of MathUP in schools Feedback on MathUP from educators 		 On Pause	<ul style="list-style-type: none"> % of students achieving the provincial standard in EQAO scores in Grades 3, 6 and 9 	
1.5 Target recruitment of Occasional teachers, Long Term Occasional teachers and contract teachers with a mathematics background and/or mathematics qualifications	Human Resources	<ul style="list-style-type: none"> Job posting includes requirements for mathematics background and/or mathematics qualifications 		 Continue Progress	<ul style="list-style-type: none"> % of employees hired that have mathematics background and/or mathematics qualifications 	

HIGHLIGHTS- MATHEMATICS IMPLEMENTATION DATA

Strategy 1.2 - Support elementary administrators in understanding and implementing the Comprehensive Math Approach through monthly administrator sessions

2

Number of administrator PD sessions with a focus on the Comprehensive Mathematics Approach (CMA; September 2019, October 2019)

53

Number of administrators who participated in at least one of the PD sessions with a focus on the Comprehensive Mathematics Approach (37 administrators who participated in both of the CMA administrator sessions)

Strategy 1.3 - Provide capacity building for educators (elementary & secondary) for mathematics instruction through online learning modules

96

Number of educators and administrators who registered for online learning modules related to EQAO for junior and primary grades (since March 2020)

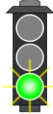



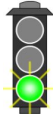

PATHWAYS TO GRADUATION

OPERATIONAL GOAL

Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy

OVERALL STRATEGY 1:

Implement the WRDSB Kindergarten-Grade 12 (K-12) Comprehensive Literacy Approach in all schools to ensure students develop the necessary literacy skills for life.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
1.1 Support reading interventions in elementary and secondary schools	Special Education	<ul style="list-style-type: none"> # of students receiving interventions 		 Pivoting	<ul style="list-style-type: none"> Reading levels of students receiving support % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	
1.2 Support educators (elementary & secondary) in understanding and implementing the new Comprehensive Literacy Approach through the wraparound PD model ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators and schools who engage in the wraparound PD session Feedback from educators who engage in PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from educators on attitude and changes instructional practices related to implementing the Comprehensive Literacy Approach % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	
1.3 Support elementary administrators in understanding and implementing the Comprehensive Literacy Approach through monthly administrator sessions ★	Teaching and Learning	<ul style="list-style-type: none"> # of administrators who engage in PD sessions Feedback from administrators who engage in PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from administrators on attitude and confidence in leading the implementation of the Comprehensive Literacy Approach % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	

★ - Denotes new strategy for 2019-2020; ◆ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 2:

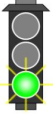





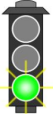

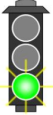

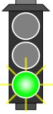

Implement strategies to identify and intervene to support students in-risk on their pathway to graduation and success to ensure equity of opportunity and equity of outcome for each and every student.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
2.1 Implement the Kindergarten Self-regulation (KSR) initiative to support students readiness to learn	Special Education	<ul style="list-style-type: none"> Collection of KSR data in schools Use of fall and spring KSR results in schools 		 On Pause	<ul style="list-style-type: none"> KSR assessment scores across 3 domains in fall and spring 	
2.2 Implement and monitor strategy to re-engage students in-risk using re-engagement teachers	Program Management	<ul style="list-style-type: none"> # of students reached out to by re-engagement team # of students re-engaged 		 Continue Progress	<ul style="list-style-type: none"> # of students who graduate as a result of re-engagement Identification of barriers students experience 	
2.3 Develop administrators' capacity to support students in-risk (e.g., in Grade 9, in later grades to recover credits)	Program Management	<ul style="list-style-type: none"> List of credit recovery strategies being used in each secondary school 		 On Pause	<ul style="list-style-type: none"> # of students who have recovered failed courses each semester 	
2.4 Develop and support the use of a list of indicators (Road Map to 100) to support schools in identifying students at risk of not graduating ★	Corporate Services - Research	<ul style="list-style-type: none"> List of students provided to each elementary and secondary school 		 Continue Progress	<ul style="list-style-type: none"> # of students experiencing successful transition to secondary school % of students graduating in 4 or 5 years 	
2.5 Review the staffing process to ensure a more equitable approach to allocating those sections designated to support our students with special learning needs. ★	Human Resource Services	<ul style="list-style-type: none"> Review elementary staffing allocation as it relates to Special Education Resource Teacher FTE Explicit definition of what designated sections can be assigned to secondary schools (i.e., framework sections) Analysis and monitoring of sections designated to support students with special learning needs at the beginning and mid-semester 		 Continue Progress	<ul style="list-style-type: none"> Comparison of actual elementary allocation for 2019-20 school year with allocation using revised model # of staff assigned to those sections designated to support students with special learning needs Implementation in the 2020-2021 school year 	
2.6 Enhance or develop relationships with Advisory Groups to identify and address systemic barriers to student success ♦	Human Rights and Equity	<ul style="list-style-type: none"> Feedback on sense of engagement and accomplishment of the groups using the Committee Review Tool 		 On Pause	<ul style="list-style-type: none"> List of systemic barriers developed with corresponding action items 	

★ - Denotes new strategy for 2019-2020; ♦ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 3:

Implement strategies to ensure appropriate resources (financial, physical, human and information technology) are in place to support staff and students in their effort to ensure each and every student experiences success.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
3.1 Implement modernized Student Information System (SIS) to support Board operations, reporting requirements, and evidence-based decision making ★	Information and Technology Services	<ul style="list-style-type: none"> Creation of a project charter, project roadmap and governance structure List of required resources (human, financial) Presentation of board report 		 Continue Progress	<ul style="list-style-type: none"> Procurement of SIS Meeting Ministry reporting requirements (OnSIS) Consistent use of SIS dashboard by school administrators and central staff 	
3.2 Maintain financial stability and direct resources towards strategic and operational priorities of the Board ★	Business Services	<ul style="list-style-type: none"> Quarterly budget updates to Board of Trustees Description of special projects and in-year requests assessed against identified criteria (e.g., Operational Goals, Legislative Requirements, Contractual requirements) 		 Continue Progress	<ul style="list-style-type: none"> Comparison of actual spending versus budgeted spending 	
3.3 Continue to provide accessible, high-quality, before and after school care in our schools	Business Services	<ul style="list-style-type: none"> Observations on program quality and Ministry guidelines through site visits 		 Pivoting	<ul style="list-style-type: none"> Feedback on experience and satisfaction from parents/ guardians through a survey Level of access for students with special needs to before and after school programs in their school, to safely participate in activities 	
3.4 Ensure school configurations, boundaries and utilization support the delivery of core curriculum	Business Services	<ul style="list-style-type: none"> Revision of the school configuration and boundary policies Completion of boundary studies Feedback from boundary studies and accommodation reviews 		 Continue Progress	<ul style="list-style-type: none"> Facilities available to deliver required credits (e.g., # of Science classrooms for the # of sections/students who require Science courses) Building utilization rates # of student transitions 	
3.5 Redevelop the external facing website to provide an accessible platform that promotes information sharing and family, caregiver and community engagement	Corporate Services - Communications	<ul style="list-style-type: none"> Website platform purchased New website launched 		 Continue Progress	<ul style="list-style-type: none"> Feedback from stakeholders through surveys on format and content Analytics on engagement levels 	
3.6 Leverage all channels of communication to share positive student stories to serve as an inspiration to students, staff and families	Corporate Services - Communications	<ul style="list-style-type: none"> # of positive news stories Analytics of posts (e.g., levels and types of engagement) 		 Continue Progress	<ul style="list-style-type: none"> Feedback from students, staff and families through a survey 	

★ - Denotes new strategy for 2019-2020; ◆ - Denotes strategy from the Equity and Indigenous Action Plan

Strategy 1.1 Support reading interventions in elementary and secondary schools

3200

Number of students participating in the Lexia reading program

300

Number of additional students who received access to the Lexia program since March 2020

656

Number of students supported through Corrective Reading and Empower Reading program

Strategy 1.3 - Support elementary administrators in understanding and implementing the Comprehensive Literacy Approach through monthly administrator sessions

1

Number of administrator PD sessions with a focus on the Comprehensive Literacy Approach (CLA; October 2019)

38

Number of administrators who participated in at least one of the PD sessions with a focus on the Comprehensive Literacy Approach

Strategy 2.2 - Implement and monitor strategy to re-engage students in-risk using re-engagement teachers

16 (100%)

Number of secondary schools referring students to re-engagement

347

Number of referred students the re-engagement team has reached out to from September 2019 - March 2020

274

Number of students who have been re-engaged by the re-engagement team from September 2019 - March 2020

886

Number of credits that were attempted between September 2019 - March 2020

350.5

Number of credits earned from September 2019 - March 2020

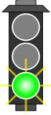

STUDENT WELL-BEING

OPERATIONAL GOAL

All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

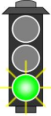

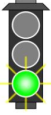

OVERALL STRATEGY 1:

Implement social-emotional learning and positive mental health strategies into classrooms and schools from Kindergarten to Grade 12 to support students' cognitive, emotional and social well-being

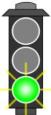

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
1.1 Provide universal and targeted classroom interventions to support social/emotional learning	Teaching and Learning, Safe and Healthy Schools	<ul style="list-style-type: none"> # of sessions offered # and type of staff who engage in the PD sessions 		 Pivoting	<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge and skills % well-being asset index levels as measured by the Middle-years Development Instrument 	

OVERALL STRATEGY 2:

Implement strategies to ensure equitable conditions for learning across all schools to support students' cognitive, emotional and social well-being






Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
2.1 Build system leaders' capacity focused on equity, inclusion and human rights including developing equity as a leadership competency ♦	Human Rights and Equity, Leadership Development	<ul style="list-style-type: none"> # of sessions offered # of different types of sessions offered # of system leaders who engage in the PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge, attitudes, instructional decision making, implementation of policy Feedback from participants through conversations with Superintendents on changes in behaviors and decision making 	
2.2 Implement Culturally Responsive and Relevant Pedagogy (CRRP) and integrated into the Keeping Students in School Project through the Ministry of Education ★♦	Human Rights and Equity, Safe and Healthy Schools	<ul style="list-style-type: none"> 3 CRRP sessions offered to Area 7 4 of Keeping Students in School sessions at Howard Robertson follow-up included in site visits with Superintendent 54 of administrators and educators who engage in the PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge, attitudes and instructional decision making Zero suspensions and expulsions at pilot school Utilization of alternatives to suspension on a daily basis 	

★ - Denotes new strategy for 2019-2020; ♦ - Denotes strategy from the Equity and Indigenous Action Plan

2.3 Implement strategies to support Indigenous Education ♦	Human Rights and Equity, Teaching and Learning	<ul style="list-style-type: none"> # of sessions offered # of staff who engage in the PD sessions 		On Pause	<ul style="list-style-type: none"> Increased awareness of indigenous history and commitment to integrating indigenous perspectives 	
2.4 Develop and implement a consistent approach to the collection and application of voluntarily provided student identity data ★♦	Corporate Services - Research/ Privacy Office	<ul style="list-style-type: none"> Student census launched 		On Pause	<ul style="list-style-type: none"> % of students who participated in the survey 	

OVERALL STRATEGY 3:

Implement strategies to support the capacity of students and staff to engage in practices that promote environmental sustainability and students' well-being (cognitive, cognitive, emotional, social and physical well-being).

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
3.1 Manage the impact of the Board's operations on the environment by reducing our environmental footprint	Business Services	<ul style="list-style-type: none"> Findings from review of board's operational practices with an environmental impact 		Continue Progress	<ul style="list-style-type: none"> Energy intensity levels Greenhouse gas emissions 	
3.2 Provide support for staff and students who choose active and sustainable transportation for the school/work-based journey	Business Services	<ul style="list-style-type: none"> # of school travel plans developed # of review plans of subdivisions with active transportation lens Enrollment in TravelWise program 		On Pause	<ul style="list-style-type: none"> Walkability index/walk score Active transportation rates Use of end of trip facilities (e.g., bike racks, showers, etc.) BWR score from the BikeWalkRoll survey 	
3.3 Provide a safe and efficient transportation service to students who are eligible for bus transportation to and from school	Business Services	<ul style="list-style-type: none"> # of PD sessions offered for staff # of bus route redesigns 		On Pause	<ul style="list-style-type: none"> Number of student injuries Number of collisions Average student ride time 	
3.4 Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings	Business Services	<ul style="list-style-type: none"> # of facility assessments conducted 		Continue Progress	<ul style="list-style-type: none"> Student census launched % of square footage that complies with the Accessibility for Ontarians with Disabilities Act 	
3.5 Procure and deploy resources in classrooms to ensure a productive and equitable learning environment for staff and students.	Business Services	<ul style="list-style-type: none"> Contract for collaborative furniture is in place 		On Pause	<ul style="list-style-type: none"> # of secondary classrooms with collaborative furniture Every school building has access to at least one gender neutral washroom 	

Strategy 2.2 - Implement Culturally Responsive and Relevant Pedagogy (CRRP) as part of Keeping Students in School Project through the Ministry of Education

3

Number of Keeping Students in School sessions offered between September 2019 - March 2020

54

Number of administrators and educators who engaged in Keeping Students in School PD sessions between September 2019 - March 2020

Strategy 3.4 - Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings

88%

Percentage of square footage across elementary schools that is accessible (as of March 2020)

84%

Percentage of square footage across secondary schools that is accessible (as of March 2020)

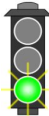

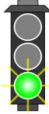





STAFF WELL-BEING

OPERATIONAL GOAL

All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

OVERALL STRATEGY 1:







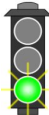

Implement strategies to build staff capacity to support their cognitive, emotional, social and physical well-being while contributing to the development of a positive workplace culture.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
1.1 Increase staff capacity and confidence to support the needs of all students and staff	Special Education	<ul style="list-style-type: none"> # of sessions offered # of staff who attend the PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from participants through surveys on changes in confidence level in supporting all students and staff and knowledge 	
1.2 Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures	Leadership Development, Human Resources	<ul style="list-style-type: none"> # of sessions offered # of system leaders who attend the PD sessions 		 On Pause	<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge, skills and behaviours 	
1.3 Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture	Human Resources	<ul style="list-style-type: none"> # of sessions offered # of staff who attend the PD sessions 		 On Pause	<ul style="list-style-type: none"> Level of psychosocial factors through Guarding Minds at Work staff survey Rating of key drivers of organizational health through Plasticity Insight staff survey 	
1.4 Redevelop the staff internal website to provide an accessible platform that promotes information sharing and engagement	Corporate Services - Communications	<ul style="list-style-type: none"> Website platform purchased New website launched 		 Continue Progress	<ul style="list-style-type: none"> Feedback from stakeholders through surveys on format and content Analytics on engagement levels 	

★ - Denotes new strategy for 2019-2020; ◆ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 2:

Implement strategies to ensure equitable conditions for working and learning as a foundational building block of student and staff well-being.

Strategies	Lead	Implementation measures	Mar 2020	Status	Outcome measures	Sep 2020
2.1 Enhance hiring and promotion of school staff and system leaders to ensure fair and equitable recruitment, hiring and promotion ♦	Human Resources, Leadership Development, Human Rights and Equity	<ul style="list-style-type: none"> Review of interview protocols being used (e.g., interview questions, weight given to interview questions) 		 Continue Progress	<ul style="list-style-type: none"> % of employees hired that are reflective of the Waterloo Region community and school communities 	
2.2 Update Administrative Procedure focused on hiring practices that are fair, equitable, and inclusive and aligned with our current strategies related to equity ★♦	Human Resources / Human Rights and Equity	<ul style="list-style-type: none"> # of training session about the new Administrative Procedure # of hiring personnel trained to utilize an equity lens in hiring decisions 		 Continue Progress	<ul style="list-style-type: none"> Evidence of hiring practices that are fair, equitable, and inclusive Evidence of Administrative Procedure used consistently in the hiring of all employee groups 	
2.3 Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings and services	Business Services	<ul style="list-style-type: none"> # of facility assessments conducted 		 Continue Progress	<ul style="list-style-type: none"> Percentage of square footage that complies with the Accessibility for Ontarians with Disabilities Act 	
2.4 Support physical resources in classrooms to ensure a productive learning environment for staff and students.	Business Services	<ul style="list-style-type: none"> Contract for collaborative furniture is in place 		 Continue Progress	<ul style="list-style-type: none"> Increase in the number of secondary classrooms with collaborative furniture Every school building has access to at least one gender neutral washroom 	

Strategy 1.1 Increase staff capacity and confidence to support the needs of all students and staff

112

Number of sessions offered to staff
(from September 2019 - June 2020)

2,396

Number of staff who participated in the PD sessions on ACE training, Support 4 Students, SEA training, Boardmaker (from September 2019 - June 2020)

Strategy 1.2 - Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures

3

Number of PD sessions offered to System leaders on workplace culture (from September 2019 - November 2019)

84

Number of System Leaders who participated in the PD sessions on workplace culture (from September 2019 - November 2019)

Strategy 1.3 - Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture

20

Number of PD sessions offered to staff that support physical health and safety, mental health, and positive workplace culture (from September 2019 - January 2020)

358

Number of staff who attended the PD sessions on physical health and safety, mental health, or positive workplace culture (from September 2019 - January 2020)

300

Number of staff who attended the wellness fair at the education centre

372

Number of staff who experienced staff well-being days at schools (from September 2019 - March 2020)

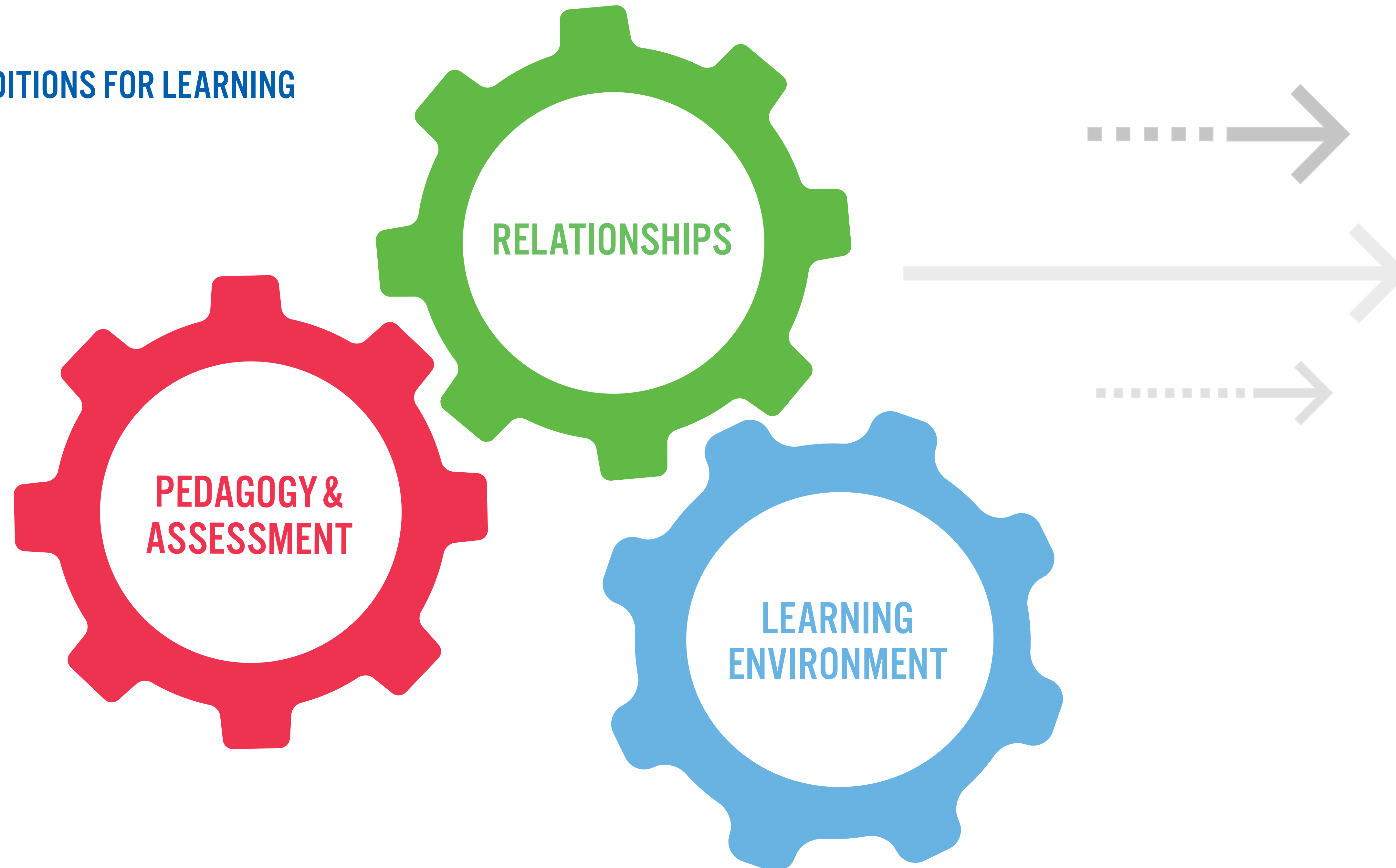


CONDITIONS FOR LEARNING FRAMEWORK

IN SUPPORT OF THE WRDSB STRATEGIC PLAN...

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

CONDITIONS FOR LEARNING



STUDENT OUTCOMES

ACHIEVEMENT

WELL-BEING

EQUITY & INCLUSION

GLOBAL COMPETENCIES

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

2019/20 BUDGET YEAR

BALANCED BUDGET



REVENUE ▶ **\$695.8M** + **\$79.2M** + **\$0.6M** = **\$775.6M**

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

EXPENDITURES

\$600.6M

CLASSROOM INSTRUCTION (PRINCIPALS, TEACHERS, EARLY CHILDHOOD EDUCATORS)

\$100.8M

SCHOOL FACILITIES (UTILITIES, CLEANING, MAINTENANCE AND RENEWAL)

\$26.8M

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

\$18.6M

TRANSPORTATION (BUSES, TAXIS AND TRAVEL PLANNING)

\$18.4M

ADMINISTRATION (TRUSTEES, CENTRAL ADMINISTRATION AND SUPPORT SERVICES)

\$10.4M

TRANSFERS TO ACCUMULATED SURPLUS IN ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING

\$775.6M
TOTAL EXPENDITURES

BREAKDOWN OF NUMBERS

64,783
STUDENTS

4,579

TEACHERS AND EARLY CHILDHOOD EDUCATORS

1,658

INSTRUCTIONAL SUPPORT STAFF

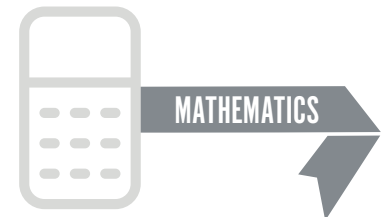
561

FACILITY OPERATIONS

135

CENTRAL ADMINISTRATION

OPERATIONAL GOALS



2019/2020
CAPITAL INVESTMENTS

\$57.2M

CAPITAL IMPROVEMENTS (BUILDINGS AND LAND)

STRATEGIC PLAN OPERATIONAL GOALS COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE 2019/20 SCHOOL YEAR

*(Please note those engagements marked with an * were unable to occur as a result of either job action and/or the COVID-19 school closure)*

August 2019

System Leaders Meeting

September 2019

Report to Board of Trustees -
EQAO, OSSLT, Graduation Rates results
System Leadership Team
Senior Strategy Team

October 2019

Report to Board of Trustees
Staff Advisory Committee
Senior Strategy Team

November 2019

System Leaders Meeting
Senior Strategy Team
Stakeholder Engagement

December 2019

Staff Advisory Committee*
Senior Strategy Team
Stakeholder Engagement

January 2020

System Leadership Team
Senior Strategy Team
Stakeholder Engagement*

February 2020

System Leadership Team
System Leaders Meeting
Senior Strategy Team
Stakeholder Engagement*

March 2020

Report to Board of Trustees*
Senior Strategy Team
Stakeholder Engagement*

April 2020

Staff Advisory Committee*
Senior Strategy Team
Stakeholder Engagement*

May 2020

Staff Advisory Committee*
System Leadership Team*
Senior Strategy Team
Stakeholder Engagement*

June 2020

Report to Board of Trustees
System Leaders Meeting
Senior Strategy Team



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

Ontario Public School Boards' Association

439 University Avenue, 18th Floor

Toronto, ON M5G 1Y8

Tel: (416) 340-2540

Fax: (416) 340-7571

webmaster@opsba.org

www.opsba.org

Cathy Abraham
President

W.R. (Rusty) Hick
Executive Director

OPSBA Board of Directors Meeting – May 23, 2020

The Ontario Public School Boards' Association (OPSBA) Board of Directors held a virtual meeting using the Zoom platform on May 23, 2020. President Cathy Abraham gave an acknowledgement that the meeting was being held on the traditional territory of the Indigenous peoples of Canada.

Minister of Education Stephen Lecce virtually attended the meeting to give an update on the Ministry of Education's response to COVID-19 and future steps that will be taken prior to the re-opening of public schools. He also conducted a Q&A session with President Abraham and gave an overview of the current tables and regular calls with education sector leaders that have been established and that the government has been accessing for advice over the past weeks. (*see attached PDF*) Minister Lecce committed to connecting with the tables in a weekly basis going forward. Screenshots of the meeting are also attached.

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

COVID-19 Pandemic Planning

Since the state of emergency declaration on March 17 and the initial closure of schools on March 19, OPSBA has been regularly connecting with its internal and external stakeholders. Decisions on the school closures made by the government, and the Ministry of Education, have been based on the advice and guidance of Dr. David Williams, Ontario's Chief Medical Officer of Health. The Deputy Minister (DM) of Education connects weekly with stakeholders, including OPSBA and the other trustee associations. President Abraham has been in touch with Minister Lecce, and OPSBA staff are in regular contact with his political staff as well as ministry staff.

[OPSBA's latest COVID-19 updates](#)

In our conversations with government, we have emphasized the need for OPSBA, school boards, and trustees to be included in discussions around the re-opening of schools, and other aspects of the pandemic response. Issues that we have discussed include, but are not limited to, ensuring equity in our approach to distance learning, mental health supports for students, and funding for school boards' response to the pandemic.

The government recently released [Ontario's Framework for Continued Learning](#) and OPSBA's Executive Council and Policy Development and Education Program Work Teams will be part of a

the coordinated response to transition students and staff back to in-class learning when it is deemed safe to do so.

In addition, there are currently several provincial working tables that include stakeholders from across the sector. These tables are discussing a number of issues related to the return to school plan including:

- When, where and which schools to reopen?
- How to reopen schools?
- Continued supports (including mental health) for students, parents and staff
- Appropriate volume and proximity of students and staff, classroom set up
- Catch-up, review and remedial opportunities including expansion of summer offerings
- Continued professional development for staff on distance learning
- Supply inventory of safety equipment
- Use of personal protective equipment
- Cleaning & disinfecting schools
- Transportation
- School cafeterias, breakfast and other food programs
- Use of outdoor space for instruction
- Childcare and afterschool programs
- Increased and unexpected costs including technology/connectivity given to students and families
- Assessment, report cards, and EQAO testing
- Access to schools for retrieval of personal belongings
- Remote learning challenges, including access to technology, synchronous learning, etc.

OPSBA staff have recently been successful in applying to have two or three Masters level students in Applied Political Science do a summer research project for the association, with a focus on equity of access to K-12 education as a result of the pandemic. We will have more information in the near future as these students, under OPSBA direction, will be reaching out directly to school boards as part of the project. We expect this to help inform our advocacy efforts in this key area.

OPSBA also continues to connect with the Canadian School Boards Association and the other provincial associations. Staff recently participated in a webinar hosted by UNICEF entitled *Opening the Doors to Children and Youth: Using the new Global Framework for Reopening Schools in Child and Youth Serving Spaces*. The Framework can be [accessed here](#).

Communications, Government and Public Affairs

OPSBA continues to have regular contact with senior government officials, political staff, and politicians of all parties in the legislature. We continue to stress the need for OPSBA, school boards, and trustees to be included in discussions around re-opening of schools, and other aspects of the pandemic response. OPSBA communications staff have been in regular contact with member board communicators to ensure they are kept up to date with the latest provincial news regarding the pandemic's impact on public schools.

The Association's media coverage since the February Board of Directors meeting has largely been focused on collective bargaining and the pandemic situation. For more, please see the links below:

[Media Statements and News Releases](#)

[OPSBA Media Activity](#)

Legislative Update

The Legislative Assembly of Ontario was to have a full constituency week that aligned with March Break but MPPs were called back on March 19 following the province's state of emergency declaration* on March 17. Since that time, the House has met only a few times to extend emergency measures and introduce additional pandemic-related legislation. A small group of MPPs met on March 25 to allow the Minister of Finance, Rod Phillips, to release the *March 2020 Economic and Fiscal Update*. The House was adjourned until April 14 for a one day session and then recently resumed on May 12 to again renew the emergency declaration and sit for a reduced Question Period. The government is now resuming twice-weekly Question Periods, to be held every Tuesday and Wednesday, until June 4, which is when the House is scheduled to rise for summer.

Liberal leader Steven Del Duca recently announced an updated list of critic portfolios that includes newly elected MPPs Lucille Collard and Stephen Blais. MPP Kathleen Wynne remains the Liberal Education Critic and John Fraser will remain as House Leader.

*The Ontario government declared an emergency under the [Emergency Management and Civil Protection Act \(EMCPA\)](#). This has been extended until June 2 and includes a number of orders including the closure of certain establishments and size of public gatherings.

Recent Relevant Legislation and Regulation Changes

- [Bill 186, Employment Standards Amendment Act \(Infectious Disease Emergencies\)](#)
- [Bill 187, Municipal Emergency Act](#)
- [Bill 188, Economic and Fiscal Update Act, 2020](#)
- [Bill 189, Coronavirus \(COVID-19\) Support and Protection Act, 2020](#)
- [Bill 190, COVID-19 Response and Reforms to Modernize Ontario Act, 2020](#)
- [Ontario Regulation 463/97 Electronic Meetings](#)
- [Ontario Regulation 7/07 Student Trustees](#)
- [Ontario Regulation 304 School Year Calendar, Professional Activity Days](#)
- [Ontario Regulation 271/19 Proficiency in Mathematics](#)
- [Ontario Regulation 176/10 Teachers' Qualifications](#)
- [Ontario Regulation 277/19 Grants for Student Needs - Legislative Grants for the 2019-2020 School Board Fiscal Year](#)
- [Ontario Regulation 205/20 Order Made under subsection 7.0.2 \(4\) of the Act—Education Sector](#)

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

Ontario Education Services Corporation's (OESC's) Trustee Professional Development Program

OESC recently relaunched their Trustee Professional Development Program with each of the 21 online modules updated with the latest legislation, education policy and research. The modules are primarily intended to support trustees, but are also useful for directors of education, board staff and other stakeholders. New this year is a *Certificate of Completion* feature. OESC invites trustees who have completed the entire program to apply for a Certificate of Completion. This will be sent to trustees in recognition of their commitment to leadership and the good governance of Ontario's education system.

The modules are available at modules.ontarioschooltrustees.org.

Education Funding

A number of B and SB memos have been released since the last Board of Directors meeting in late February, including memos regarding salary continuance for occasional and casual staff, financial reporting requirements, supply chain management contacts, budget planning/class size, in-year Grants for Student Needs (GSN) adjustments and voluntary redeployment of staff. B & SB memoranda for 2020 and prior years can be accessed at

<https://efis.fma.csc.gov.on.ca/faab/Memos.htm>.

2020-21 GSN

The GSN announcement continues to be pushed back. Though some clarity on funding requirements for next year was gained with the completion of central collective bargaining, the impact of COVID-19 on school board operations next year is still quite unclear. School board budget submissions will likely be given extensions into the summer.

Student Transportation

Transportation funding has continued to flow to boards in spite of there being no requirement to transport students. This is presumably to mitigate against an extreme shortage of bus drivers in September. School boards have made agreements through their consortia with operators to continue to pay a percentage of contract amounts so that drivers will not be laid off through this closure period.

Capital Construction

Capital construction has resumed in many boards, but there has been no communication yet from the ministry on how to handle the impacts of the delay in construction and increase in cost associated with the four-week shutdown of construction projects.

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

Phase III of the [FSL Labour Market Partnership Project](#) has continued and all partners are engaged in virtual meetings to support and facilitate action plans related to the recommendations and next steps from the Phase II report. Currently, school boards are being surveyed regarding hiring practices related to using French language proficiency assessments. Phase III ends January 31, 2021.

In addition, the provincial government and the federal Department of Canadian Heritage have signed an agreement with OPSBA for three funded national projects to support recruitment, hiring and retention of FSL teachers, the first phase of which runs from April 1, 2020, to March 31, 2021:

- Development of an FSL Teacher Recruitment guide for English Language School Boards;
- French Language Assessment Resources
- Supporting Principals to Address Challenges in Hiring and Retaining Qualified FSL Teachers

Children and Youth Mental Health

School Mental Health Ontario continues to expand its support to school boards and resources can be found [on their website](#). OPSBA participated in a virtual meeting of the National Roundtable Group regarding School Based Mental Health and Well-being K-12. The meeting allowed for the provinces to share current experiences, efforts and identified systemic issues to support students and families during the pandemic for further discussion. Issues of equity and access for students and their families were consistently identified.

Ontario Coalition for Children and Youth Mental Health members continue to share resources and materials for supporting students, families and staff. The Summit for Children and Youth Mental Health has been deferred to 2022 and discussions will be held to determine if there needs to be a further change once there is a better understanding of the trajectory of the pandemic.

Anti-Bullying Strategies

OPSBA provided a [comprehensive submission](#) to the Ministry of Education on April 30, 2020 regarding their consultation on bullying. The focus of the OPSBA submission, which was informed through feedback from the Association's Policy Development and Education Program Work Teams, was on current school board anti-bullying strategies and ongoing efforts. One of the key messages was linked to the importance of shared responsibility and ownership with all stakeholders and education partners.

OPSBA AGM

Due to the ongoing crisis, the Board of Directors made the decision to postpone our June 4 to 6 Annual General Meeting to a date and format in the fall that is still to be determined. Our annual Education Labour Relations and Human Resources Conference that was scheduled for April 30 and May 1 was cancelled.

Canadian School Boards' Association

The CSBA continues to meet remotely and has cancelled the annual Congress for 2020, with the AGM now taking place in September. Congress 2021 will occur starting July 7, 2021.

CONTINUITY OF LEARNING

EDUCATION WORKER WORKING GROUPS

LEARNING RESOURCES

SCOPE

Advisory table to discuss impact on work, collect best practices, development of protocols and tasks.

CUSTODIAL/CARE-TAKING

SCOPE

Advisory table to discuss impact on work, collect best practices, development of protocols and tasks.

INSTRUCTIONAL SUPPORT

SCOPE

Advisory table to discuss impact on work, collect best practices, development of protocols and tasks.

PLANNING TABLE

SCOPE

Advisory table of a group of Directors of Education on how to support the learning environment during this time.

**TEACHER FEDERATIONS
Affiliates' Working Group**

SCOPE

Advisory table on how to support the learning environment during this time.

**PRINCIPALS' ASSOCIATIONS
Working Group**

SCOPE

Advisory table on how to support the learning environment during this time.

SECTOR LEADERSHIP

**DIRECTORS OF EDUCATION
Call**

SCOPE

Weekly call with Directors of Education as well as Supervisory Officers of School Authorities to answer questions, share information and monitor, assess and support sector response.

**SCHOOL BOARD CHAIRS
Call**

SCOPE

Call with School Board Chairs to share information regarding ministry action and sector response.

**TRUSTEE ASSOCIATION
Call**

SCOPE

Weekly call with Executive Directors of School Board Trustees Associations.

**EARLY YEARS & CHILDCARE
Provincial Meeting**

SCOPE

Regular call with Ontario Municipal Social Services Association representing 47 Service System Managers and District Social Services Administration Boards.

BROADER SECTOR LINKAGES

**INDIGENOUS EDUCATION
Call**

SCOPE

Northern and Southern Ontario task team meetings to identify gaps in services and develop options to address emerging priorities for First Nations students.

**POST SECONDARY LINKAGES
Call**

SCOPE

Regular call with Ontario Universities Application Centres (OUAC) and Ontario College Application Services (OCAS).

FEDERAL/PROVINCIAL TABLES

**Council of Ministers of
Education, Canada
Call**

SCOPE

Regular call with provincial and federal Ministers and officials responsible for Education in Canada.

**UNESCO
Call**

SCOPE

A community of practice with UNESCO member countries to share information about what is happening globally.

**EARLY YEARS & CHILDCARE
Federal Meeting**

SCOPE

Biweekly calls with federal partners on the Early Learning Child Care Agreement.

LABOUR

**TEACHERS' FEDERATIONS
Call**

SCOPE

Weekly call with General Secretaries of four teacher federations.

**EDUCATION WORKER UNIONS
Call**

SCOPE

Weekly call with Education Worker Unions.

GOVERNMENT OF ONTARIO

The Ministry of Education continues to support broader province-wide initiatives under Ontario's COVID-19 Response Structure to bring forward emergency orders regarding essential businesses and services.

7 June 2020

Dear Ministry of Education,

The Waterloo Region Assembly of Public School Councils is the umbrella group for school councils in Waterloo Region. Collectively, we would like to provide input towards the re-opening of schools in the Fall, as we know this is a complicated and difficult process. Here are the concerns we would like to express.

1. Safety for students and staff is still of paramount importance. If this means part-time school and part-time distance learning for a short time, that is understandable. What we don't want to see is children with learning difficulties or behaviour issues being left out because their reintegration is more complex. Plans need to be made to ensure these children continue to receive educational services on the same basis as other students.
2. School re-entry should be voluntary. If some children have underlying health issues, or their parents are not willing to send them to school yet, an alternate system should remain in place.
3. Communication is crucial, both between the Province and school boards, and between school boards and families. We need to know what steps are being taken to keep students as safe as possible under the circumstances. For example, if a school depends on bussing, what steps are being taken to sanitize the school bus and keep children apart?
4. Educational progress is important. We do not want our children to have giant holes in their learning that impact their future life. Will students be tested in September to see how they progressed at home? Will classes be streamed so that students who missed concepts can catch up?
5. PPE is also important. There needs to be a plan to provide school staff with masks, shields, or whatever else they need. There should also be masks available for children whose parents are not able to provide masks.
6. Finally, school closures do have negative consequences, especially for socio-economically disadvantaged students. We are concerned that the setbacks to some children may be irreparable. Therefore, we would like the decision to reopen be based on research and best practices, not fear and liability risks. It is important for children and society as a whole that school resume as soon as the risks are reasonably low.

We appreciate the work that our School Board (the WRDSB) and the Province are doing on our behalf. We know that children need school for more than education, and we would like to be partners in the endeavour to overcome the Covid-19 situation. Thank-you for asking for our feedback, and we would be happy to provide input again.

Sincerely,

WRAPSC Steering Committee