

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held via video conference, on **Monday, December 14, 2020, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes – Parent Involvement Committee Meeting of June 9, 2020

Approve Minutes – Special Education Advisory Committee Meeting of November 11, 2020

Receive Minutes – Board Meeting of November 30, 2020

Receive Minutes – Inaugural Board Meeting of December 7, 2020

Receipt/Approval of Monthly Reports:

22 Staffing Information – Retirements and Resignations

M. Weinert

25 Staffing Recommendations – Appointments

M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Delegations

Reports

27 Strategic Plan - Operational Plan for 2020-2021

J. Bryant

39 2020-21 Revised Estimates Submission

M. Gerard

Class Size and Use of Classrooms Verbal Update

M. Weinert / M. Gerard

45 Reported Student Aggression Quarterly Data

M. Weinert

51 2021 Trustee Committee Membership

Chairperson

54 2021 OPSBA Director and Voting Delegate

Chairperson

Board Reports

Board Communications

58 Hamilton-Wentworth DSB to the Ministry of Education

Other Business

Question Period (10 minutes)

**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.

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

Adjournment

Report to Board of Trustees

December 14, 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 December 14, 2020

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Daniel	McPherson	Teacher, Cedar Creek PS	December 31, 2020	30

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Linda	Ruby	Teacher, Elmira District SS	December 31, 2020	17

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Diane	Atkins	Attendance Secretary, Eastwood CI	December 31, 2020	11
Christopher	Eaton	Principal, Baden PS	December 31, 2020	12
Sandra	George	Head Secretary, Blair Road PS	December 18, 2020	21
Marta	Perez	Custodian, Forest Heights CI	March 2, 2021	23
Helen	Stoesz	Secretary, Jacob Hespeler SS	November 27, 2020	1

Staffing Statistics – Resignations
Current at December 14, 2020

Permanent Staff Resignations			
First	Last	Position/Location	Effective Date
Meghan	Domenico	Elementary Occasional Teacher, Various	November 27, 2020
Perrienne	Fraser	Libraray Clerk, MacGregor PS	December 11, 2020



Report to Board of Trustees

December 14, 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 December 14, 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.

Appendix A

Staffing Information – New Appointments**Current at December 14, 2020**

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Jovana	Abadzic	Stanley Park Public School	November 2, 2020
Carli	Adams	Silverheights Public School	November 9, 2020
Lyndsay	Brown	JF Carmichael Public School	November 2, 2020
Leslie	Duguay	Manchester Public School	November 9, 2020
Eliz	Dural	Silverheights Public School	November 9, 2020
Nima	Hashi	Centennial Public School (W)	October 19, 2020
Michael	Kelly	Lester B Pearson Public School	November 16, 2020
Erin	LeMesurier	Floradale Public School	November 30, 2020
Emily	Wildfang	Avenue Road Public School	December 7, 2020

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Tatjana	Andan	Custodian, Elmira District SS	November 27, 2020
Zack	Anstett	Carpenter, Galt CI	November 30, 2020
Brian	Cormier	Plumber, Forest Heights CI	November 23, 2020
Tara	Drury	Accounting Clerk, Finance	November 9, 2020
Trevor	Fay	Carpenter, Sir John A MacDonald SS	November 23, 2020
Perriane	Fraser	Library Clerk, MacGregor PS	November 6, 2020
Noah	Holstock	Custodian, Alpine / Country Hills PS	November 25, 2020
Richmond	Lam	First Line Support Specialist, ITS	November 23, 2020
Charina	Mina	Extended Day Support, Extended Day	November 23, 2020
Tyler	Morrison	Child Youth Worker, Courtland PS	November 9, 2020
Gabby	Rodriguez	HR Assistant, Wellness	December 14, 2020
Paul	Salembier	Electrician, Sir John A MacDonald SS	November 23, 2020
Kyle	Steven	Boiler Mechanic, Maintenance	November 30, 2020
Noe	Zelaya	Custodian, Meadowlane PS	November 26, 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

December 14, 2020

Subject: Strategic Plan - Operational Plan for 2020-2021

Recommendation

This report is for information to the Board and provides Trustees with an update on staff's work as it relates to the [Strategic Plan](#). Given the unprecedented nature of this past year and uncertainty associated with the remainder of the school year, it is necessary to revise our operational plan 2020-2021. WRDSB's [Strategic Priorities](#), as reflected in our strategic plan, remain the pillars of our work, and continue to drive our operational plan and priorities that have become critically important as staff respond to the realities and impact of COVID-19 along with the global call to action to respond to the ongoing impact and harm of systemic racism and oppression. Our operational priorities for 2020-2021 (see [Annex A](#)) include:

- Ensuring the safety and well-being of staff and students
- Continuing our commitment to an organizational culture rooted in human rights and equity
- Ensuring the continuity of quality learning for all students
- Supporting our most vulnerable students and closing their gaps in learning
- Ensuring continuity of effective operations of the school district

Status

As the WRDSB has responded to the many challenges encountered as a result of the COVID-19 pandemic, we have continued to gather feedback and input from students, staff and families. It is recognized that we need to prioritize this complex body of work in responding to the realities of the pandemic while also delivering on our commitments to do more and do better to support all those who have been made more vulnerable as a result of COVID-19. Clarifying our operational priorities will also serve to stabilize the system as we focus our energies on what matters most.

Our community has consistently shared that safety and well-being and human rights and equity continue to be of foremost concern and must remain priorities. We also know that there are students who have experienced gaps in their learning as a result of the pandemic; for some, pre-existing gaps have widened, and we must have a clear plan in place to assess, identify and provide intervention supports to ensure that these gaps are addressed and closed.

Our ability to be responsive to these challenges is dependent on an organization that ensures the continuity of all of its operational elements including; human resources;

financial resources and facilities; information technology resources and communications. All of these operational priorities work interdependently with the others. We cannot address our most vulnerable learners, for example, without also addressing safety, well-being and issues of human rights and equity while simultaneously providing adequate human and financial resources - they are inextricably linked to one another.

We are deeply grateful for the energy and dedication of our administrators, educators, support staff, and central staff who continue to focus on the needs of each and every one of our students, despite the many challenges. Public education has never been more important, and our ability to be responsive to the changing needs of our students and their families during such a difficult time is critical to the future learning and well-being of our students and our community.

We are so proud of our students, their ability to adapt, their many accomplishments and their continued commitment to learning and lending voice and insight to our work. We are profoundly grateful for the patience and support of our families and community partners whose engagement and active participation is critical to ensuring the WRDSB is serving our community, and we are appreciative of Trustees' leadership, active engagement and confidence in staff as we have navigated this tumultuous time .

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 a 3-5 year period. On June 20, 2016 the Waterloo Region District School Board approved the Strategic Priorities, Outcomes and Commitments. Each year staff provide trustees with regular updates on our progress towards meeting the outcomes related to our strategic priorities as well as the revised annual operational plan for that year. The WRDSB Strategic Plan was due to be refreshed during the 2020-2021 school year; however, the impact of the pandemic required that these plans be put on pause.

In March of 2020, the World Health Organization declared COVID-19 a global pandemic. What followed from this declaration included the closure of our schools, the launch of a fully distance learning program from March through to June, and major efforts to ensure the continuity of all operational aspects of the school district. The WRDSB formed a Pandemic Response Team and a Return to School and Work Committee and together, with input from our students, staff and families, established [principles](#) that would guide our decision making and work as we responded to the pandemic.

On July 30, 2020 the Ministry of Education released its [Guide to Reopening Ontario Schools](#) challenging staff to implement a dual-model of learning offering both in-person and distance learning to our students starting September 2020. WRDSB staff developed a [Return to School and Work Plan](#) that puts human rights and equity at the

forefront while also ensuring the safety and well-being of our students and staff. In addition to the work of staff, the WRDSB School Reopening Plan has been guided by the insight and feedback of union and federation partners, students, staff, parents/guardians/families, Region of Waterloo Public Health and the Ministry of Education. More than 18,000 parents/guardians, 5,000 students, and close to 3,000 staff responded to our Exchanging Ideas - Return to School and Work survey and provided us with invaluable input and feedback as we planned for school reopening in September. We continue to reach out to our union partners, staff, students and families to solicit their feedback and input as we adapt and respond to this ever-changing environment.

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, oppression and discrimination. This current context matters as we reflect on these calls to action and the implications on our work and our planning for 2020-2021.

Financial implications

On August 10, 2020, the WRDSB Board of Trustees approved the WRDSB 2020-2021 Budget including funding to support the Board's school reopening plans at a projected cost of \$7,126,000.

Since the Board of Trustees approved the budget, additional funding has been announced by the Ministry of Education. The WRDSB will receive \$14.9 M to support school operations in addition to the funding originally announced in the Grant For Student Needs. Further, the Board has identified several areas of cost pressure which will be outlined in a separate report brought to the December 14, 2020 Board meeting.

Communications

The Communications Department has developed a multi-dimensional approach aimed at reaching every parent/guardian/student/staff member/stakeholder with meaningful communication during the pandemic. A commitment to accessible, timely, transparent and two-way communication has been the cornerstone of our approach. Key elements of the communication plan include:

- Health and Safety Protocols and Reminders
- COVID-19 Dashboard
- School and community COVID-19 case communications support
- Regular All-Staff updates to support communication and well-being
- News and School Updates
- Guide for families and staff
- Celebrating and recognizing the contributions and achievement of staff, students and the broader WRDSB community
- Frequently Asked Questions

Staff continues to provide trustees and the public with regular updates and details related

to COVID-19 and our operational priorities.

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

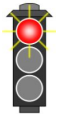
The Director's Annual Report utilizes the Strategic and Operational Priorities as a framework for reporting back to our community the work of our district, our schools, our staff, our students, our parents, guardians and caregivers, and our community partners.

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

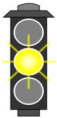
Operational Plan - 2020-2021

In March of 2020, the World Health Organization declared COVID-19 a global pandemic. What followed from this declaration included the closure of our schools, the launch of a fully distance learning program from March through to June 2020, and major efforts to ensure the continuity of all operational aspects of the school district. Given the unprecedented nature of this past year and uncertainty associated with the remainder of this school-year, it is necessary to revise our operational plan for 2020-2021. WRDSB's [Strategic Priorities](#), as reflected in our strategic plan, remain the pillars of our work, and continue to drive our operational plan and the priorities that have become critically important as staff respond to the realities and impact of COVID-19 along with the global call to action to respond to the ongoing impact and harm of systemic racism and oppression. Our operational priorities for 2020-2021 are detailed in the dashboard below.

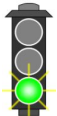
To help us communicate our progress in a transparent and simplified way we use an operational dashboard. The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



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

Safety and well-being of staff and students

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.1 Ensuring the safe operations of all WRDSB facilities and programs (i.e., before and after school care)	Schools and workplaces are safe and healthy places to learn and work.	Business Services, Human Resources, and Safe and Healthy Schools	<ul style="list-style-type: none"> • # of staff who participate in the training of COVID-19 Health, Safety and Wellness Handbook for Staff • # of staff who participate in the training of COVID-19 Health and Safety Handbook for Students, Staff and School Communities • # of updates to handbooks that reflect the number changes made by Public Health, Ministry of Health, Ministry of Labour and Ministry of Education as it relates to COVID-19 		<ul style="list-style-type: none"> • % of staff, students and community who feel schools and workplaces are safe and healthy places 	
1.2 Provide COVID-19 case and outbreak response	<p>Schools and workplaces are safe and healthy places to learn and work.</p> <p>Clear and timely communication about cases or outbreaks.</p>	Safe and Healthy Schools, Human Resource Services, Business Services, Communications, Research	<ul style="list-style-type: none"> • Process developed and documented that supports schools and departments to respond to positive COVID-19 cases and outbreaks • Process in place that allows for timely communication from confirmation of positive case to reporting the case publicly • Occurrence of daily cleaning procedures and case/outbreak cleaning procedures (when necessary) • Contingency Plan developed and communicated detailing roles and responsibilities of all employee groups in the event of a cohort dismissal, staff shortage, or school closure 		<ul style="list-style-type: none"> • % of administrators who feel supported in their response to COVID-19 cases and outbreaks • % staff, students and community who report a sense of safety and confidence in the response to a COVID-19 case and outbreaks • % cases reported accurately to the board website and Ministry reporting system • % schools not cleaned within a 48 hour period (i.e., in accordance with local and provincial standards) 	
1.3 Provide capacity building to increase student and staff awareness of students who may be vulnerable to human trafficking and how to intervene and or/respond /seek help	Students and staff will have an increased capacity to recognize and respond to human trafficking.	Safe and Healthy Schools	<ul style="list-style-type: none"> • # of Mental Health professionals (Social Workers, Psychologists) who access the online course • # educators who access the online course 		<ul style="list-style-type: none"> • Feedback from Mental Health professionals and educators on learning • Feedback from educators on integration of information into the curriculum and impact on students 	
1.4 Develop resources and build capacity for schools to use alternative approaches to student discipline through a restorative model	<p>A reduction in the number of suspensions and expulsions.</p> <p>A reduction in the need for police to intervene in schools.</p>	Safe and Healthy Schools, Special Education, Research, Indigenous, Equity and Human Rights, Research	<ul style="list-style-type: none"> • Review approaches to professional learning in restorative practices • Select external service provider to develop restorative practices professional development sessions for administrators and Child and Youth Workers • # of staff members who engage in professional development sessions 		<ul style="list-style-type: none"> • Feedback from administrators and Child and Youth Workers on change in practices used in schools • Feedback from Keeping Students in Schools session participants on learning and impact on practices • # of suspensions and expulsions 	

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.5 Build staff capacity to provide opportunities for students to engage in equity-focused Social Emotional Learning (SEL)	SEL is integrated into regular classroom practices in all modes of learning.	Special Education, Teaching and Learning, Indigenous, Equity and Human Rights, Research	<ul style="list-style-type: none"> ● # of educators and educational support staff who access online modules ● Feedback from educators and educational support staff accessing online modules ● Feedback from educators and administrators who are implementing SEL into their classrooms and schools with direct central staff support 		<ul style="list-style-type: none"> ● Feedback from educators and educational support staff on changes in instructional practices and impact on students ● Feedback from students who have engaged in SEL ● % of schools participating 	
1.6 Equipping staff with the skills and strategies to support their personal safety and well-being while also contributing to building a sense of community, belonging, gratitude, and recognition for themselves and others	<p>Staff report feeling a sense of positive organizational culture.</p> <p>Staff report the work environment is one where they feel respected and recognized for their work.</p> <p>Staff feel connected to their work.</p>	Human Resource Services, Research, Communications, Learning Support Services	<ul style="list-style-type: none"> ● # of participants contributing to the 2020 Champions Campaign ● # of participants contributing to the 2021 Gratitude Campaign ● # of “Supporting Ourselves and Supporting One Another” newsletters launched ● Feedback from system leaders’ on the Crisis Support Protocol for Staff ● # of System Leaders Meetings, Department Meetings, and Family of School Meetings that focus on fostering positive workplace cultures 		<ul style="list-style-type: none"> ● Level of psychosocial factors through Guarding Minds at Work staff survey ● Feedback from staff through the Let’s Connect surveys 	

Commitment to an organizational culture rooted in human rights and equity

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
2.1 Support system leaders and school staff to build their capacity to respond to system and school-based Human Rights and Equity (HRE) issues and establish appropriate Conditions for Learning	System leaders and school staff will: <ul style="list-style-type: none"> ● increase their knowledge of how to identify and respond to HRE issues at their schools or in their departments, ● develop a sense of agency on how to respond, and ● establish appropriate conditions in their schools and workplaces 	Leadership Development, Indigenous, Equity and Human Rights, Human Resources Services	<ul style="list-style-type: none"> ● # of staff who access the training on equity, inclusion and human rights ● # of staff who access the training on anti-oppression and anti-racism ● # of educators supported to ensure classroom instruction represents the diverse experiences of students 		<ul style="list-style-type: none"> ● Feedback from participants through surveys on changes in knowledge, skills and behaviours ● Feedback from staff through the Let's Connect surveys 	
2.2 Continue to develop Indigenous, Equity and Human Rights Advisory Structures	Community partners and students will be consulted and provide feedback through Indigenous, Equity and Human Rights advisory structures.	Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● Black Brilliance Advisory Council mandate and governance model clearly established and collaboratively developed with members ● Indigenous Education Advisory Committee established, and mandate and governance model clearly and collaboratively developed with members ● Student Advisory Committee established, representative of vulnerable students, and mandate and governance model clearly and collaboratively developed with members ● Equity and Inclusion Advisory Group work plan established and collaboratively developed with members 		<ul style="list-style-type: none"> ● Feedback provided by committee members through the Committee Review Tool 	
2.3 Determine next steps for addressing systemic biases and gaps	Self-identification data for all students will be collected through a student census. Ongoing implementation of the action items from the Workforce Census.	Indigenous, Equity and Human Rights, Research, Human Resource Services	<ul style="list-style-type: none"> ● Student census questions finalized ● # of advisory structures consulted ● Student census launched ● # of actions items in the Workforce census report being implemented 		<ul style="list-style-type: none"> ● % of students who participated in the student census ● # of actions items in the Workforce census report completed 	
2.4 Develop and launch Human Rights Policy and Code-Based Human Rights Complaint Resolution Administrative Procedure	Human Rights Policy and Code-Based Human Rights Complaint Resolution Administrative Procedure will be: <ul style="list-style-type: none"> ● launched, ● approved by trustees, and ● published to the WRDSB website 	Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● Job descriptions developed and staff hired responsible for supporting the Human Rights Complaints Process ● Human Rights Policy and Code-Based Human Rights Complaint Process and Administrative Procedure developed and communicated ● # of system leaders who participate in capacity building 		<ul style="list-style-type: none"> ● Policy and procedures in place and communicated to the system ● Feedback from participants through surveys on changes in knowledge 	

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	2021
<p>2.5 Ensure the Board meets or exceeds the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board's multi-year plan</p>	<p>Board policies, procedures, and practices in all spaces, buildings and programs meet or exceed the standards put forth in the Accessibility for Ontarians with Disability Act.</p> <p>Board staff create and maintain a culture of equity and inclusion.</p>	<p>Business Services, Special Education, Indigenous, Equity and Human Rights</p>	<ul style="list-style-type: none"> ● # of stakeholder groups consulted ● WRDSB Accessibility for Ontarians with Disability Act Plan presented to and approved by the WRDSB Board of Trustees ● Process developed to continually measure our progress with the WRDSB Accessibility for Ontarians with Disability Act Plan implementation 		<ul style="list-style-type: none"> ● Final version of the WRDSB Accessibility for Ontarians with Disability Act Plan 2021 - 2025 approved and published in accessible formats. 	
<p>2.6 Procure and deploy resources in classrooms to ensure a safe, productive and equitable learning environment for staff and students.</p>	<p>Ensure all students have access to safe and equitable learning materials given the current pandemic and the health and safety direction and guidance from Region of Waterloo Public Health and the Ministry of Education.</p>	<p>Business Services, Teaching and Learning, Indigenous, Equity and Human Rights IT Services</p>	<ul style="list-style-type: none"> ● Development of criteria for a review of library resources ● Procurement of a third party consultant to perform a review of current library resources 		<ul style="list-style-type: none"> ● Completion of library resource review ● Necessary classroom resources procured and distributed to students and classrooms 	
<p>2.7 Develop a more comprehensive, fair and equitable recruitment, hiring and promotion strategy</p>	<p>The new hiring policy will align with the Ministry's guidance on specific principles and be informed by the recommendations of the Employment Systems Review and the Workforce census.</p>	<p>Human Resource Services, Indigenous, Equity and Human Rights</p>	<ul style="list-style-type: none"> ● Opportunities identified to promote the teaching profession and Principal Qualification Programs (PQP) and remove barriers to entry for underrepresented communities. ● Outreach program developed to recruit under-represented groups in undergraduate programs ● New Teacher Induction Program (NTIP) incorporates human rights and equity content ● Recruitment and retention strategy developed focusing on Indigenous teacher education candidates, with a particular focus on northern communities and Indigenous languages 		<ul style="list-style-type: none"> ● New hiring policy implemented ● More diverse WRDSB workforce representative of our broader community 	

Ensuring continuity of quality learning for all students

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
3.1 Provide elementary and secondary distance learning programs	All students and staff are supported and engaged in each mode of learning.	Program Management, Leadership Development, Teaching and Learning	<ul style="list-style-type: none"> # of distance learning programs created for elementary grades and secondary grades # of assessments of the needs of the distance learning program # of staff attending support sessions (e.g., distance learning on-boarding) 		<ul style="list-style-type: none"> Report Card Data: Marks, NAs, Is Attendance of students in the different distance learning programs by grade Attendance of staff in the difference distance learning programs Feedback from staff and students via the Let's Connect surveys 	
3.2 Develop an infrastructure to support educator capacity building in the use of the board supported virtual learning environments - Brightspace or Google Classroom	A sustainable infrastructure will be in place for all teaching staff that provides technical and implementation support.	Teaching and Learning, IT Services	<ul style="list-style-type: none"> # of educators who access to the professional learning supports and the resources to: <ul style="list-style-type: none"> set up and effectively use VLEs in their classrooms develop an engaging online program provide the supports vulnerable students need to participate in the distance learning program or while cohort/school is dismissed 		<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge and skills 	
3.3 Ensure the system can respond to the need for staff reorganization due to shifts in enrollment between the different modes of learning	Correct staffing levels (numbers and qualifications) will be in place to be able to reorganize staff due to shifts in enrollment between the different modes of learning and ensures viable pathways for both in-person and distance learning students.	Human Resource Services, Learning Support Services, Research, IT Services	<ul style="list-style-type: none"> Process developed in consultations with all stakeholders that provides appropriate levels of staffing in both elementary and secondary panels, for both in-person and distance learning, in accordance with respective collective agreements and agreements achieved with affected union groups 		<ul style="list-style-type: none"> % of students who are in their chosen mode of learning % of additional positions required to offer the two modes of learning 	

Supporting our most vulnerable students and closing their gaps in learning

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
4.1 Provide clarity about the expectations and practices for staff as they support students with special education needs and ensure their gaps in learning are addressed regardless of mode of learning	<p>Staff will understand their role as part of school Multi-Disciplinary Teams in supporting students with special education needs and how to best close learning gaps for these students.</p> <p>Students will have their IEP accommodations and modifications implemented, monitored and assessed in all modes of learning.</p> <p>Where learning gaps are identified, a plan to close these gaps will be collaboratively developed by school/and special education staff.</p>	Special Education Distance Learning Administrators	<ul style="list-style-type: none"> Models and expectations for supporting students with special needs and ensuring IEP accommodations and modifications are implemented and monitored developed in consultation with various stakeholder groups. Process created that assesses students who are experiencing gaps in their learning and implements appropriate intervention plans that are assessed and monitored. 		<ul style="list-style-type: none"> Feedback from parents/guardians and students via the Let's Connect surveys Feedback from staff through surveys on changes in knowledge, skills and practice 	
4.2 Support educators and administrators to ensure that effective reading and mathematics instruction and assessment practices are in place in all Kindergarten to Grade 3 classrooms	<p>Clear expectations for literacy teaching and learning will be in place.</p> <p>Struggling readers will be identified and their progress will be tracked.</p>	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> Students who struggle with reading and/or mathematics, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored Expectations for teaching and learning (including HRE perspective) are developed, communicated, and related capacity building is completed with all necessary stakeholders 		<ul style="list-style-type: none"> Reading record data K-3 mathematics report card data demonstrates progress Feedback from staff through surveys on changes in practice % of students meeting the predetermined literacy benchmarks 	
4.3 Support educators and administrators to identify and provide support to those students who are not on track to achieve 8 credits by the end of Grade 9, or 16 credits by the end of Grade 10	Strategies are in place to support credit recovery for students before they enter Grade 10 or 11.	Program Management, Teaching and Learning	<ul style="list-style-type: none"> # secondary schools who implement process for identifying those Grade 9 and 10 students who are behind in credit accumulation # of students receiving interventions 		<ul style="list-style-type: none"> # of students who have recovered credits 	
4.4 Provide supports for ELL students and their families in all modes of learning	<p>ELL students and families will receive the information they need</p> <p>ELL student will have access the necessary courses required to support them in their pathway to graduation</p>	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> Communication materials developed supporting ELL Families # of ELL Distance Learners receiving supports # of ELL students identified who are behind in grades 9-12 credit accumulation # of ESL teachers participating in S4S Training 		<ul style="list-style-type: none"> # of ELL students who are receiving supports 	

Ensuring continuity of effective operations

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
5.1 Ensure financial sustainability of the system	System will be financially stable, managing pressures caused by COVID-19.	Business Services	<ul style="list-style-type: none"> # of updates provided to Trustees # of special project and in-year requests approved 		<ul style="list-style-type: none"> Comparison of actual spending versus budgeted spending completed Quarterly Financial Reports completed 	
5.2 Continue to provide safe, accessible, high-quality before and after school child care in our schools.	Deliver high-quality, inclusive, before and after school programs in every school to give each and every student the best possible start in life.	Business Services	<ul style="list-style-type: none"> Observations on program quality and Ministry guidelines through site visits # of site visits and documentation 		<ul style="list-style-type: none"> Feedback on experience and satisfaction from parents/ guardians through the Let's Connect surveys Level of access for students with special needs to before and after school programs in their school, to safely participate in activities 	
5.3 Implementation of new Student Information System (SIS) and Enterprise Resource Planning (ERP) systems (i.e., Human Resources Information System & Financial Information System)	Full implementation of new Student Information System by Fall 2021 and Enterprise Resource Planning System during the 2021/2022 school year.	Information and Technology Services, Human Resources, Business Services	<ul style="list-style-type: none"> Project charter and governance structure is in place Completion of needs assessments Completion of system testing and configuration # of staff who accessed the training 		<ul style="list-style-type: none"> Transition to new student information system is complete Demonstrated functionality within the various systems Successfully complete test runs for all functional elements of the systems Feedback on experience and satisfaction from staff through a survey 	
5.4 Redevelop the external and internal facing websites to provide an accessible platform that promotes information sharing and engagement	External and internal websites will be launched.	Communications	<ul style="list-style-type: none"> Project charter and governance structure in place Demonstration of working site provided to key stakeholder groups Rollout and implementation of new designs and features across identified WRDSB web properties # of users with edit-permissions who participated in training 		<ul style="list-style-type: none"> Feedback from stakeholders through surveys on format and content Analytics on engagement levels 	
5.5 Finalize local collective agreements with union groups	Tentative agreements with all groups in place. Local collective agreements ratified by all union groups.	Human Resource Services	<ul style="list-style-type: none"> # of tentative agreements in place 		<ul style="list-style-type: none"> # of local collective agreements ratified by all union groups 	
5.6 Implementation of the Education Development Charges (EDC) By-Law.	New EDC By-Law approved by the Board of Trustees and implemented.	Business Services - Planning	<ul style="list-style-type: none"> # of stakeholders consulted Draft EDC By-Laws presented to the Board of Trustees 		<ul style="list-style-type: none"> 2021 - 2025 EDC By-Law posted approved and implemented. 	



Report to the Board

December 14, 2020

Subject: 2020-21 Revised Estimates Submission

Recommendation

This report is for the information of the Board.

Status

Since the Board of Trustees approved the Waterloo Region District School Board's (WRDSB) budget on August 10, 2020, the financial landscape of the WRDSB has changed. During the past three (3) months, the Ministry of Education has provided additional funding to the sector and staff now have a better understanding of the cost of operating schools during the COVID-19 pandemic. The forecast provided in this report is based on current information, is highly variable and subject to change.

The Ministry of Education has provided additional funding to support school boards as they operate during the COVID-19 pandemic. Through a variety of Priorities and Partnerships Funding (PPF) grants, the Ministry of Education has provided the WRDSB with an additional \$14.9 M as of December 9, 2020. A breakdown of this funding is contained in Appendix B to this report. Further, the Ministry of Education has indicated that school boards will not be responsible for the cost of personal protective equipment sent to them by the Ministry of Government and Consumer Services. For the WRDSB, this amount is estimated to be \$8 M for the entire school year.

Additionally, in memorandum [2020:B22](#), the Ministry of Education announced Grants for Student Needs Funding Stabilization. This funding will provide school boards with a funding allocation floor based on the lower of the 2020-21 Grants for Student Needs Projections and the 2020-21 School Board Estimates submitted in August 2020. The amount provided through this funding source will be quantified in subsequent updates to the Board of Trustees. The intent of the funding is to remove the volatility associated with lower than projected student enrolment.

During the first three (3) months of the 2020-21 school year, staff have gained a better understanding of the resources required to support both in person and distance learning. Further, staff now have better information about personal protective equipment utilization and can more accurately project those costs. Overall, the incremental cost associated with operating our schools during the COVID-19 pandemic is projected at \$31.2 M. These are one time costs that will not continue once the pandemic concludes. Appendix C contains a breakdown of the annualized costs.

As of the date of this report, the WRDSB's forecasted in-year deficit is approximately \$12.59M or 1.78% of the WRDSB's projected 2020-21 operating allocation. This amount complies with provincial legislation outlined in Appendix D.

Financial Services will continue to provide updates to the Board of Trustees through future Interim Financial Reports. Given the estimates contained within this report are highly variable and subject to change, the WRDSB may incur a deficit greater than 2% of its annual operating allocation. In this instance, a subsequent report will be presented to the Board of Trustees for their approval.

Background

The development of the Waterloo Region District School Board's (WRDSB's) operating budget includes many underlying assumptions which, over the course of a school year, can change. The process used in the development of the annual operating budget for the WRDSB has evolved over the years but the underlying factors that influence its development continue to be:

- Ministry funding and directives;
- The WRDSB's underlying financial position (accumulated surplus/ deficit); and,
- The WRDSB's [strategic plan and operational goals](#);

In addition to the above, the safe operation of WRDSB schools and facilities continues to have a material impact on the WRDSB's 2020-21 budget. The uncertainty regarding COVID-19 and how it will impact the 2020-21 school year has introduced an increased level of financial risk for the organization, and will need to be monitored closely.

Financial Implications

As outlined in the report.

Communications

Following the presentation of this report, the detailed revised estimates package will be submitted to the Ministry by the reporting deadline (December 15).

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
& Treasurer of the Board
Nick Landry, Controller, Financial Services
Wendy Jocques, Manager, Budget Services
Sharon Uttley, Manager, Accounting Services
Fabiana Frasheri, Officer, Budget Services,
Wenqi Zhou, Officer, Budget Services in consultation with
Coordinating Council

APPENDIX A - 2020-21 Budget Recommendation

The following motion was approved at the August 10, 2020 Special Board Meeting.

That the Waterloo Region District School Board (Board) approve the budget as presented in this report—with revenues of \$808,639,639 and expenses of \$805,147,626 with the difference of \$3,492,013 attributed as follows:

Excess of Revenue over Expenditures \$3,492,013

LESS:

As required by Ministry of Education (Ministry) budget compliance regulations, this budget includes the following appropriations of accumulated surplus:

Increase/ (Decrease) in Unavailable for Compliance - Accumulated Surplus

- *PSAB Adjustment for Interest Accrual* \$295,999
- *Revenues recognized for Land* \$10,363,236

\$10,659,235

SUB-TOTAL – (Deficit) for Compliance before additional appropriations (\$7,167,222)

PLUS:

Increase/ (Decrease) in Internally Appropriated - Accumulated Surplus

- *In-Year Committed Capital Projects*
 - *Amortization of committed capital projects* \$746,482
 - *Education Centre Maintenance* (\$710,000)
 - *Future offset (Sinking Fund Interest earned)* \$4,740
 - *School Reopening (COVID-19)* \$7,126,000

\$7,167,222

Difference \$0

APPENDIX B - Additional Funding to Support School Boards during the COVID-19 Pandemic

Grants for Student Needs (GSN)	Source Document	Provincial Allocation	WRDSB Allocation
Cleaning Supplies	B:11	\$4,000,000	123,929
Mental Health Supports	B:11	10,000,000	185,265
Technology	B:11	15,000,000	455,813
Priorities and Partnerships Funds (PPF)			
Additional Teaching Staff (Non-Permanent/ Supply)	B:14	70,000,000	1,903,768
Air Quality and Ventilation Funding	B:12	50,000,000	1,467,400
Cleaning Supplies	B:11	25,000,000	
Future Pandemic Response Fund	B:14	50,000,000	
Health & Safety Training (Occasional/Casual Staff)	B:11	10,000,000	298,803
Mental Health Supports	B:11	10,000,000	186,187
Personal Protective Equipment (PPE)	B:11	60,000,000	
Remote Learning	B:14	36,000,000	915,001
Remote Learning (Principals/ Secretaries)	14-Aug	18,000,000	515,491
School Reopening Emerging Issues	B:14	100,000,000	2,857,865
Special Education and Mental Health	B:14	12,500,000	265,375
Special Education Supports	B:11	10,000,000	238,854
Staffing Support (Custodians)	B:11	50,000,000	1,583,099
Staffing Support (Teachers)	Aug 14/20	30,000,000	1,000,829
Transportation	B:13	40,000,000	354,635
Transportation- Bus Driver Recruitment	B:14	44,500,000	
Transportation- Health & Safety Measures	B:14	25,500,000	452,160
Additional Teaching Staff (Non-Permanent/ Supply)	B:14	70,000,000	1,903,768
Air Quality and Ventilation Funding	B:12	50,000,000	1,467,400
Total Funding (GSN + PPF) Included in Revised Estimates		<u>\$670,500,000</u>	<u>\$12,804,474</u>
Additional High Priority Areas	B:23	13,571,951	2,046,832
Education and Community Partnership Program	B:23	1,400,000	42,314
Total Funding (GSN + PPF) Announced		<u>\$685,471,951</u>	<u>\$14,893,620</u>

APPENDIX C - Revised Estimates Deficit Calculation

Cost Item	Cost	Offset Funding	Deficit
COVID-19 Related Costs (Annualized)			
Custodial Staffing	\$2,742,404	\$2,742,404	\$0
Health and Safety Training for occasional teachers and casual education workers	548,803	298,803	250,000
Special Education Supports	504,229	504,229	0
Mental Health Supports	371,452	371,452	0
Technology Related Costs	455,,813	455,813	0
Enhanced Cleaning	1,683,929	123,929	1,560,000
Remote Learning (Administrators, Secretaries)	1,430,492	1,430,492	0
Additional Teachers and DECEs- Elementary Distance	7,916,057	4,603,157	3,312,900
Transportation (Cleaning, PPE, Early Release Time)	1,466,795	806,795	660,000
Ventilation in Classrooms (HVAC)	1,467,400	1,467,400	0
Additional Short-term Supply Costs	1,200,000	0	1,200,000
Other (PPE, Health & Safety, Secondary DLP)	3,456,000	0	3,456,000
Subtotal	\$23,243,374	\$12,804,474	\$10,438,900
MGCS Funded Personal Protective Equipment	\$8,000,000	\$8,000,000	\$0
Non-Operational, One-Time Costs			
School Operating Budgets Carryover	\$1,363,446		\$1,363,446
Corporate Website Rebuild	302,875		302,875
SHSM Aviation Program	265,545		265,545
French Immersion Review	69,195		69,195
Other Internally Restricted	152,182		152,182
Subtotal	\$2,153,243		\$2,153,243
TOTAL - DEFICIT	\$33,396,617	\$20,804,474	\$12,592,143
2020-21 Operating Allocation			\$707,587,440
Deficit as a percentage of 2020-21 Operating Allocation			1.78%

APPENDIX D - Balanced Budget Compliance

In accordance with [Ontario Regulation 280/19](#), and as outlined in [Ministry Memo 2020:SB20](#), school boards must seek the Minister's approval for any in-year deficit that exceeds the lesser of:

- 1) the accumulated surplus available for compliance from the preceding year or
- 2) two percent of a board's operating allocation

The approval from the Ministry must be obtained at any point during the fiscal year when it becomes known to the board that its projected in-year deficit will exceed the threshold set out in Ontario Regulation 280/19.

In 2019-20, the Ministry instituted a new requirement whereby a school board must submit a deficit recovery plan with its estimates submission, showing the elimination of the in-year deficit within two years. As the in-year deficit being reported for 2020-21 can be attributed to re-opening during the COVID-19 pandemic, the deficit recovery plan will be to eliminate this spending by August 31, 2021. Staff will provide these details to the Ministry as part of the 2020-21 Revised Estimates submission.



Report to Board of Trustees

December 14, 2020

Subject: Reported Student Aggression Quarterly Data Q1 – 2020-2021

Recommendation:

This report is for the information of the Board regarding reported incidences of student aggression for the quarter (September 1, 2020-November 15, 2020).

Status:

The COVID-19 pandemic has resulted in an unforeseen and unplanned disruption to the education system. As a result, there has been a migration to distance and remote learning as well as significant changes to how learning takes place in the classroom. These changes have resulted in a significant reduction to the student aggression numbers which was trending upwards prior to COVID-19. At this time, due to the highly ambiguous nature of this pandemic, it is difficult to forecast future student aggression levels.

In an effort to be proactive in this highly uncertain time, the Board has added two term BMS liaisons to provide direct support to complex and unique student aggression “hot spots” within the system in an effort to reduce student aggression. Through the budgeting process, funding has continued.

Key pro-active BMS liaison activities have included:

- Responding to the student specific referrals (S4S)-supporting with safety plans, review of critical incidents, classroom observations, supporting with onsite BMS training/review as needed;
- Connecting with schools proactively to introduce the role of BMS and to inform Administrators about the supports that can be offered;
- Completed a BMS reflection poster that can be distributed electronically or a hard copy, to help staff refer to some key areas about BMS but which is child friendly;
- Participate in staff meetings to provide support;
- Completing lunch and learns and professional development on Educational Assistant PD days;
- Supporting multiple training sessions (as per the system training plan);
- Supporting Mindful Educators training implementation;
- Supporting the creation of the research goals to move forward in the collection of data with the research department; and
- Providing front-line training of new BMS trainers.

Student Aggression incidents are recorded under four (4) categories in order of severity from least severe to most severe:

Hazard: The worker is reporting a hazard, the worker sustained no injury during the incident or it was a near miss. The Board and Unions actively encourage employees to report workplace hazards in order to act proactively to prevent more serious incidents.

First aid: Applying minor first aid measures like cleaning minor cuts, scrapes or scratches;

applying a band aid, cold compress or ice pack. First Aid is provided at the workplace.

Health care (or medical aid): Worker sustained an injury requiring medical aid from an external health care practitioner (i.e. a doctor, nurse, chiropractor or physiotherapist); services provided at a hospital and/or health facility and/or require prescription drugs. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Lost Time: The worker sustains injury that requires time away from work after the day of incident and was unable to work. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period of September 1, 2020 – November 15, 2020 compared to the data from the same period of September 1, 2019 – November 1, 2019 last school year:

- Total Elementary incidents have decreased by 486 incidents from the same period last year.
- Total Secondary incidents have decreased by 35 incidents from the same period last year.

2020-21 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (September 1, 2020 - November 15, 2020):

- Total Elementary aggression incidents: **(September 1, 2020-November 15, 2020): 227 Incidents**
 - Hazard – 138 incidents
 - 60.79% of all elementary incidents
 - First Aid – 86 incidents
 - 37.89% of all elementary incidents
 - Health Care – 2 events
 - 0.88% of all elementary events
 - Lost Time – 1 event -
 - 0.44% of all elementary events
- Total Secondary aggression incidents from **(September 1, 2020-November 15, 2020): 10 incidents**
 - Hazard –3 incidents
 - 30.00% of all Secondary incidents
 - First Aid – 7 incidents
 - 70.00% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 0 incidents
 - 0.00% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2020 -November 15, 2020 - 237 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 165

- 69.62% of total incidents
- Early Child Educator (ECE) – 23
 - 9.70% of total incidents
- Elementary Teachers – 33
 - 13.92% of total incidents
- Elementary Occasional Teachers – 14
 - 5.91% of total incidents
- Administrators – 2
 - 0.84% of total incidents

2019-20 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (*September 1, 2019-November 15, 2019*):

- Total Elementary aggression incidents: (***September 1, 2019-November 15, 2019***): **713 Incidents**
 - Hazard – 514 incidents
 - 72.09% of all elementary incidents
 - First Aid – 183 incidents
 - 25.67% of all elementary incidents
 - Health Care – 11 events
 - 1.54% of all elementary events
 - Lost Time – 5 events -
 - 0.70% of all elementary events
- Total Secondary aggression incidents from (***September 1, 2019-November 15, 2019***): **45 incidents**
 - Hazard – 32 incidents
 - 71.11% of all Secondary incidents
 - First Aid – 11 incidents
 - 24.44% of all Secondary incidents
 - Health Care – 1 incidents
 - 2.22% of all Secondary incidents
 - Lost Time – 1 incidents
 - 2.22% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from ***September 1, 2019-November 15, 2019*** - **758 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 495
 - 65.3% of total incidents
 - Early Child Educator (ECE) – 46
 - 6.07% of total incidents
 - Elementary Teacher – 189
 - 24.93% of total incidents
 - Secondary Teacher – 14

- 1.85% of total incidents
- Professional Student Services Professionals (PSSP) - 2
 - 0.26% of total incidents
- Education Support Services (ESS) – 4
 - 0.53% of total incidents
- Administrators – 7
 - 0.92% of total incidents
- Other – 1
 - 0.13% of total incidents

Background:

As requested by the Board, student aggression data is to be provided on a quarterly basis.

Financial implications:

The financial impacts are covered within existing Board approved budget lines.

Communications:

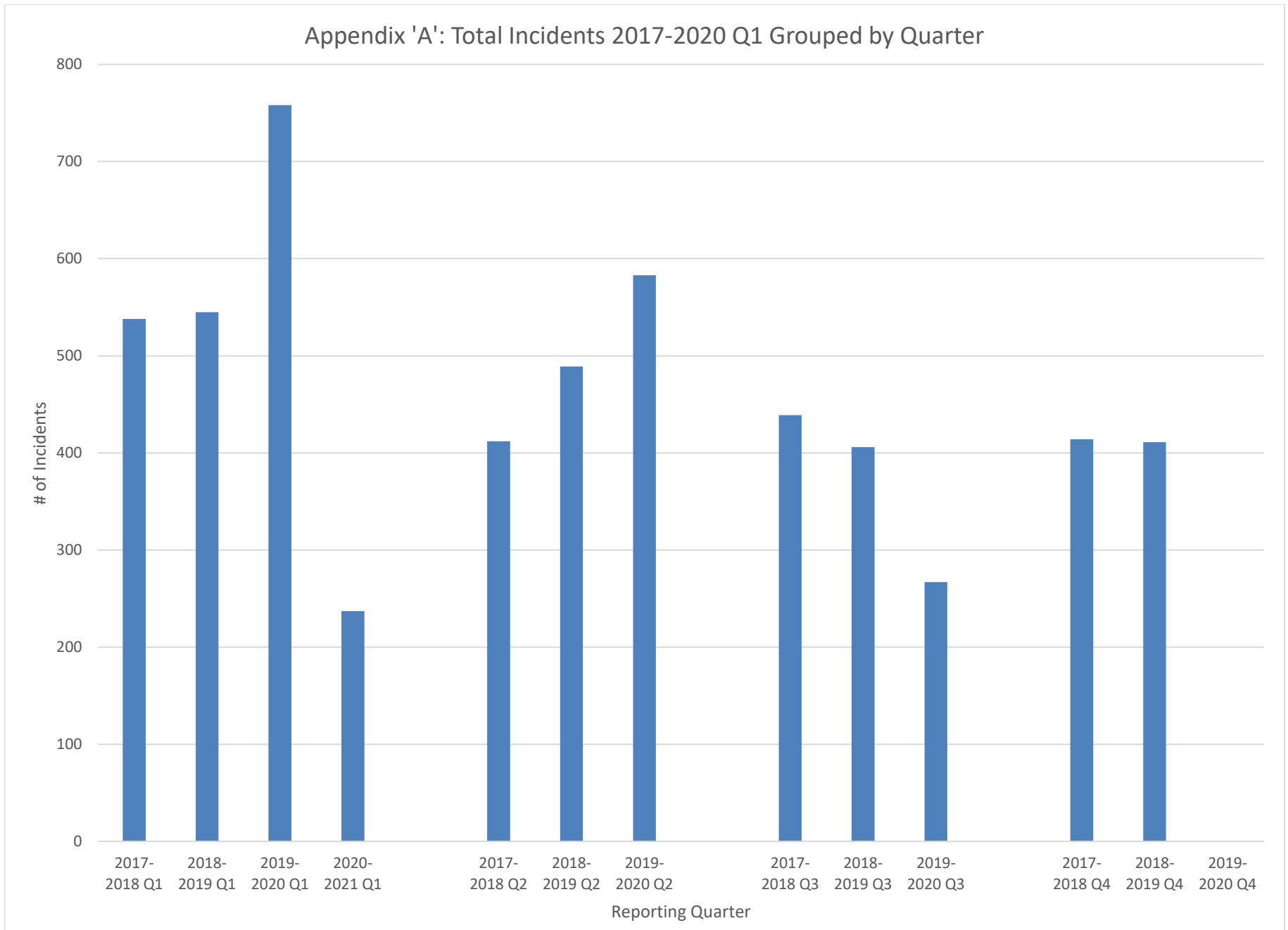
A report of all workplace incidences, including student aggression is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

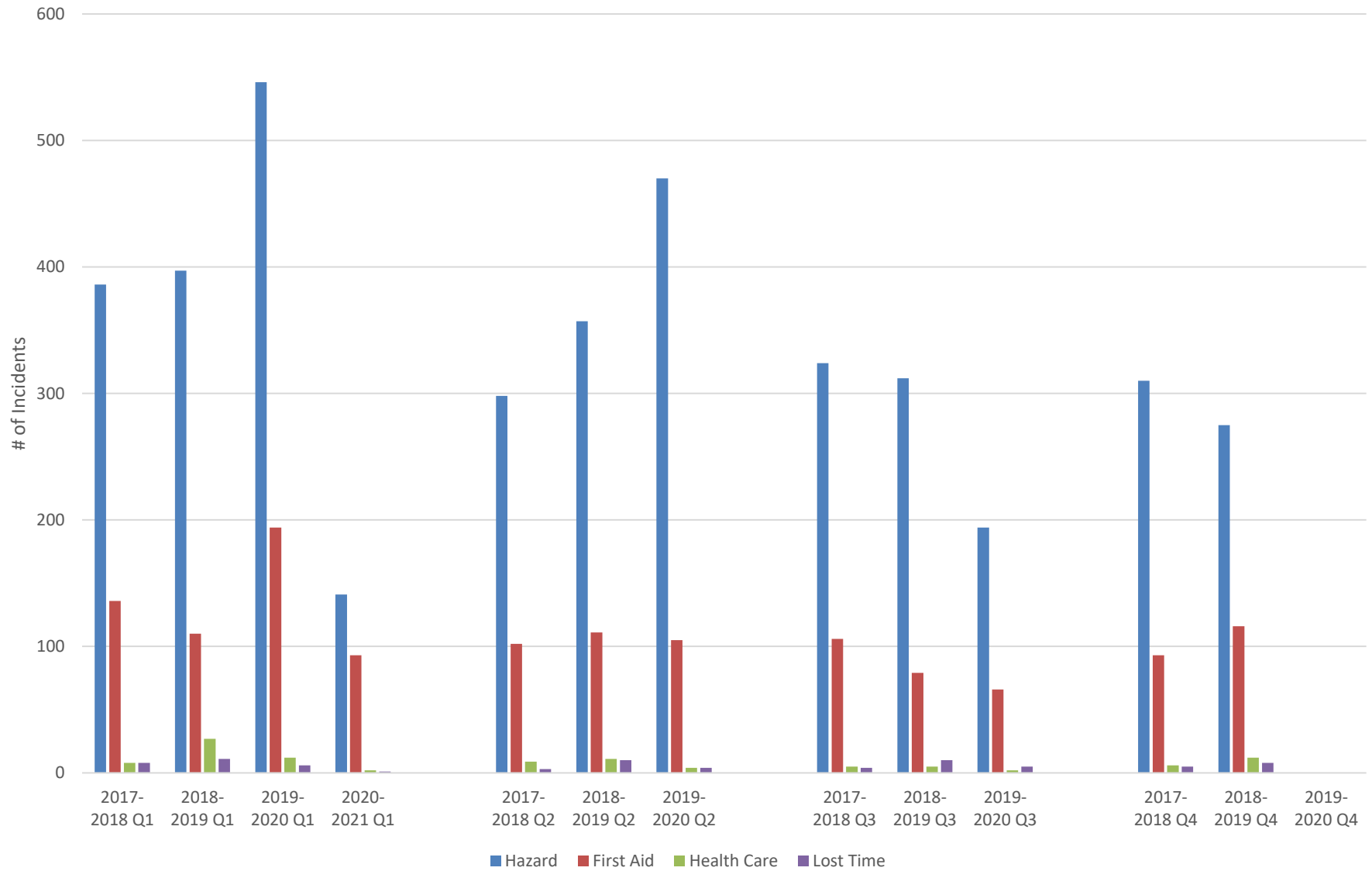
Appendix 'A' – Total Incidents 2017-2020 Q1 Grouped by Quarter

Appendix 'B' – Types of Incidents by Quarter 2017 - > 2020-2021 Q1 Grouped by Quarter

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services,
Justin Brown, Senior Manager, Human Resources Services,
Shannon-Melissa Dunlop, Manager, Health, Safety & Security and in
consultation with Coordinating Council,



Appendix 'B': Types of Incidents by Quarter
 2017 - > 2020-2021 Q1 Grouped by Quarter





Report to Board

December 14, 2020

Subject: 2021 Board Committee Membership

Recommendation

That the Waterloo Region District School Board approves the 2021 Board Committee Membership Structure as outlined in Appendix A of the report titled "2021 Board Committee Memberships" dated December 14, 2020.

Status

On December 14, 2020, the Chairperson, Vice-Chairperson and Past Chairperson, along with the Manager of Corporate Services, met to review the responses and provide the recommendations as attached. (Appendix A)

Background

On November 30, 2020, trustees received a link to the Trustee Committee Preference 2021 Survey and were asked to submit their committee preferences to the Manager of Corporate Services by December 7, 2020. The survey requested trustees rank their committee choices in order of preference. Lots were drawn when there were matching rankings competing for membership.

Financial implications

There are no financial implications.

Communications

The new committee membership structure will be posted on the website and communicated to staff responsible for these committees through the Office of the Chairperson.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Chairperson J. Weston in consultation with Coordinating Council

2021 - BOARD COMMITTEE MEMBERSHIP STRUCTURE

<p>Special Education Advisory Committee</p> <p><i>Appointed for 4 Years 2 Trustees & 2 Alternates Meets Monthly 2nd Wednesday</i></p> <ul style="list-style-type: none"> ● C. Watson ● K. Smith ● J. Weston (Alt) 	<p>Student Program Review and SAL</p> <p><i>Appointed Annually At least 4 Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● C. Millar ● K. Smith ● L. Tremble ● K. Woodcock 	<p>Discipline Committee</p> <p><i>Appointed Annually Chairperson & Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● J. Herring (M&T) ● S. Piatkowski (M&T) ● M. Ramsay (M&T) ● K. Smith (T) ● L. Tremble (M&T) ● C. Watson (M) ● J. Weston (M&T) ● K. Woodcock (M&T)
<p>Board Audit Committee</p> <p><i>Appointed for 4 Years 3 Trustees Meets 3 times per year</i></p> <ul style="list-style-type: none"> ● K. Smith ● C. Whetham ● K. Woodcock 	<p>Parent Involvement Committee</p> <p><i>Appointed Annually 1 Trustee & 1 Alternate Meets as required</i></p> <ul style="list-style-type: none"> ● L. Tremble ● J. Weston (Alternate) 	<p>Agenda Development Committee</p> <p><i>Appointed Annually Chairperson, Vice-Chair, Past Chair & 2 Trustees Meets Monthly- 1st Monday</i></p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● S. Piatkowski (Vice-Chair) ● J. Herring (Past Chair) ● K. Smith (Jan-May) ● C. Watson (Jun-Dec) ● PLUS: One trustee rotating alphabetically

<p>Student Trustee & Student Senate Mentor</p> <p><i>Appointed Annually 2 Trustee Meets as required</i></p> <ul style="list-style-type: none"> • K. Meisser • C. Millar 	<p>Equity and Inclusion Advisory Group</p> <p><i>Appointed Annually 2 Trustees Meets as required</i></p> <ul style="list-style-type: none"> • K. Meissner • C. Millar 	<p>School Year Calendar Committee</p> <p><i>Appointed Annually 1 Trustee Meets as required</i></p> <ul style="list-style-type: none"> • J. Herring
<p>Accessibility Committee</p> <p><i>Appointed Annually 2 Trustees Meets as required</i></p> <ul style="list-style-type: none"> • K. Smith • L. Tremble 	<p>Internet Content Filtering Working Committee</p> <ul style="list-style-type: none"> • C. Whetham • Student Trustees 	<p>Fiscal Task Force</p> <p><i>Appointed Annually 2 Trustees Meets monthly</i></p> <ul style="list-style-type: none"> • L. Tremble • K. Woodcock
<p>French Immersion Review Committee</p> <ul style="list-style-type: none"> • S. Piatkowski • K. Smith • L. Tremble 	<p>Code of Conduct Review (Use of a Third Party)</p> <ul style="list-style-type: none"> • S. Piatkowski • M. Ramsay • C. Watson • K. Woodcock 	<p>Suspension/Expulsion Ad Hoc Committee</p> <ul style="list-style-type: none"> • J. Herring • S. Piatkowski • C. Watson
<p>Trustee Self Evaluation Tool</p> <ul style="list-style-type: none"> • C. Millar • M. Ramsay • K. Smith • J. Herring 	<p>Mental Health and Addiction Strategy</p> <ul style="list-style-type: none"> • L. Tremble 	<p>Ad Hoc School Resource Officer Review Committee</p> <ul style="list-style-type: none"> • K. Meissner • S. Piatkowski • M. Ramsay
<p>Huron Natural Area Advisory Committee</p> <p><i>Appointed Annually Meets as required</i></p> <ul style="list-style-type: none"> • K. Meissner 	<p>Waterloo Education Foundation Inc.</p> <p><i>Appointed Annually Chairperson and Vice-Chairperson Meets as required</i></p> <ul style="list-style-type: none"> • J. Weston (Chair) • S. Piatkowski (Vice-Chair) 	<p>Ad Hoc School Naming Review Committee</p> <ul style="list-style-type: none"> • J. Herring • C. Millar • K. Woodcock



Report to Board

December 14, 2020

Subject: OPSBA 2021 Director and Voting Delegate

Recommendation

That the Waterloo Region District School Board of Trustees confirm or appoint their Voting and Alternate Voting Delegate; and

Confirm or appoint the Director and Alternate Director, for the 2021 Ontario Public School Boards' Association (OPSBA) Annual General Meeting.

Status

To confirm or appoint trustees to positions within the Ontario Public School Boards' Association (OPSBA) in preparation for the Association's Annual General Meeting (AGM) being held from June 10-12, 2021. The location, whether in-person or virtually, is to be confirmed.

Voting Delegate/Voting Alternate – 2021 Annual General Meeting

For the Annual General Meeting, this Board must appoint one member to serve as the Voting Delegate and a second member to act as an Alternate in the absence of the Voting Delegate.

Appointment of OPSBA Director/Alternate Director (January to December 2021)

The constitution and bylaws of the Ontario Public School Boards' Association entitle certain member boards to appoint a trustee representative to the Association's Board of Directors. The Waterloo Region District School Board meets the criteria to be eligible to appoint one Director, as well as one Alternate Director who would act only in the absence of the Director.

Background

The voting process can be found as Appendix A.

The Board's 2019 and 2020 trustee appointments to OPSBA are:

- | | |
|-----------------------------|-------------------|
| • Voting Delegate | Jayne Herring |
| • Director | Kathleen Woodcock |
| • Alternate Voting Delegate | Kathleen Woodcock |
| • Alternate Director | Jayne Herring |

Note: Should trustees be willing to continue serving in their current roles with the Association, there is nothing within OPSBA's procedures that would prevent re-appointment and the nomination/voting process will be consistent with that followed at the Board's Inaugural Meeting.

Trustee K. Woodcock now serves as Second Vice-President and will need to be replaced as Director.

Financial implications

No financial implications.

Communications

Confirmations and/or appointments will be communicated by the Manager of Corporate Services to OPSBA following Board approval.

Prepared by: Stephanie Reidel, Manager of Corporate Services on behalf of Chairperson, Joanne Weston.

Appendix A

CLARIFICATION OF VOTING PROCESS FOR ELECTION OF OPSBA POSITIONS FOR 2021

The information below is provided for clarification of the voting process, if required, for the election of the Voting Delegate and Director, and Alternate Voting Delegate and Alternate Director positions at the Board Meeting on Monday, December 14, 2020. Trustees will be using the same process outlined in the Bylaws for Election of the Chair and Vice-Chair.

Please review this document carefully as the process changed slightly with the approval of the updated Bylaws & our virtual environment.

The Board's bylaws state:

6. Election of Chair and Vice-Chair

- 6.1. The Chair and Vice-Chair for the ensuing year, shall be elected at the first meeting in December each year (*Education Act*, section 208).
- 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 of candidates.
- 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.

Instructions for a Virtual Secret Ballot:

Trustees were provided an opportunity to practice the online voting process. In order to limit everyone to one vote, you are required to be logged in with your WRDSB email and password. It may work better for you on your Chromebook or laptop rather than your phone.

Trustees will receive an email for each secret ballot from the Manager of Corporate Services. Please be sure to select the correct ballot. The ballot is a Google Form to be completed. Once the ballots are completed, the scrutineers will turn off their video and audio in the Zoom meeting and count the ballots. They will confer with each other by phone or text. They will provide the Chair with the name of the successful candidate by Zoom private message. The Chair will then announce the name of the successful candidate.

However, if a successful candidate is not determined through the first vote, the ballot process must be repeated in accordance with Bylaw Articles 6.5.8 and 6.5.9. If the drawing of lots is required, one scrutineer will be selected to do so.

The process will be repeated for each vacant position.

Please contact the Manager of Corporate Services if you have any questions regarding the process.

HWDSB

Dawn Danko
Chair of the Board
Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

December 11, 2020

Hon. Stephen Lecce
Minister of Education
315 Front Street, 14th Floor Toronto, ON M7A 0B8

Delivered via electronic mail

Dear Minister Lecce:

On behalf of our Board of Trustees, I need to share our concerns regarding student transportation during our 2020-21 school reopening. This letter emerges from the numerous updates our Board of Trustees has received from our staff since September 2020.

As you may know, transportation services are provided to approximately 14,500 students at HWDSB.

Driver Shortage

This year's driver shortage is unprecedented. The recurring, annual problem is compounded by the pandemic. HWDSB is not alone in this, as we hear from colleagues across Ontario. For us, this has meant that, on any given day, we might be short dozens of drivers for the morning and afternoon runs.

Despite considerable additional funds provided by our Board and the Provincial Government, as well as a complete re-routing of our transportation system (routes), we face a driver shortage. We have implemented many measures to address this, including the ongoing driver incentive programs and unprecedented recruitment, but we do not see this matter improving in the near future.

We see this as a structural problem that the province must address. The current funding model sets boards up to fail. We are the ones who have to deliver an underfunded service, share the bad news with students and families when routes are cancelled, and apologize for problems that are systemic.

Bus Cancellations

Due to the driver shortage, we are in the unfortunately position of needing to cancel routes. Rotating cancellations began September 28, with a schedule outlined by Hamilton-Wentworth Student Transportation Services (HWSTS). We explained to our community that the cancellations were a direct result of the critical school bus driver shortage.

This is our regrettable reality this year, and we have been apologizing to all of our impacted families. Sadly, the problem was far from a surprise. We foresaw a situation like this happening, and even with our increased funding to transportation, we need the support of the provincial government. We have been raising this issue with the Ministry of Education since July.

HWDSB

Dawn Danko
 Chair of the Board
 Hamilton-Wentworth District School Board
 20 Education Court, P.O. Box 2558
 Hamilton, ON L8N 3L1

Impact on Students

Our cancellations will have a real impact on students and their families. In total, 42 routes are involved in the rotation schedule – with nearly 900 HWDSB students impacted. We are making hard choices about which routes to cancel, so that students can be on time for their limited face-to-face learning.

This is causing considerable inconvenience and disruption to families at different points in the route rotations. We are hearing from upset families daily.

Request for an Effective Transportation Funding Model

Our consortium, Hamilton-Wentworth Student Transportation Services (HWSTS), continues to investigate other options to address the ongoing bus driver shortage, including driver incentives and driver recruitment programs. However, these efforts will not be able to fix the bigger problem.

This is why we implore the government to take action. Our Board is advising the Ontario government to review the transportation challenges across the Province, review the expectations for new contracts and associated increased costs, and develop a transportation funding model that better supports the needs of students, families and board in a sustainable manner.

We offer these recommendations with respect, but we ask that they be considered and implemented as soon as possible. As you know, many school boards are faced with having to establish new contracts this year – and the clear evidence shows that transportation costs are increasing.

We would be open to discuss this further at any time.

Sincerely,



Dawn Danko, Chair
 Hamilton-Wentworth District School Board

cc: Ontario Public School Boards' Association Chairs of all Ontario School Boards
 All Hamilton City Councillors
 All Hamilton Members of Parliament
 All Hamilton Members of Provincial Parliament