

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, June 27, 2022, at 7:00 p.m.**

AGENDA

Call to Order

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Special Education Advisory Committee Meeting of May 11, 2022

Receive Minutes – Board Meeting of May 30, 2022

Receive Minutes – Special Board Meeting of June 6, 2022

Approve Minutes – Special Committee of the Whole Budget Meeting of June 8, 2022

Approve Minutes – Committee of the Whole Meeting of June 13, 2022

Receive Minutes – Special Committee of the Whole Budget Meeting of June 15, 2022

Receive Minutes – Special Board Meeting of June 15, 2022

Approve Minutes – Committee of the Whole Meeting of June 20, 2022

Receipt/Approval of Monthly Reports:

37 Staffing Information – Retirements and Resignations

G. Shantz

41 Staffing Recommendations – Appointments

G. Shantz

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Presentation to Outgoing Student Trustees

Trustees K. Meissner / C. Millar

Communications Good News Update

Delegations

Alida Wilms - Critical Race Theory Motion

Mandi-May Bond - French Immersion Review Committee Recommendations

Carly Greco - Critical Race Theory Motion

Patricia Shaw & Heather Henderson - French Immersion Review Committee Recommendations

David Haskell - Critical Race Theory Motion

Pastor Nancy Vernon Kelly - Critical Race Theory Motion

Colleen James - Critical Race Theory Motion

Melissa Valant - Critical Race Theory Motion

Staff Follow Up

Reports

WRDSB Strategic Plan Update

j. chanicka / L. Read

43 Annual Accessibility Plan Update

D. Ahluwalia / M. Gerard

**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 Reports

Board Communications

52 Ministry of Education to Waterloo Region DSB - Response to Suspension Expulsion Letter

54 Halton District School Board to Ministry of Education - Reimagine Forward

56 Halton District School Board to Ministry of Education - Student Trustee Motions

Other Business

Reconsideration of Breach of Trustee Code of Conduct

Chairperson

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

June 27, 2022

**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: Graham Shantz, Coordinating Superintendent, Human Resources &
 Equity Services, in consultation with Coordinating Council.

Staffing Statistics – Retirements
Current at June 27, 2022

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Kimberly	Cavanagh	ESL Teacher, AR Kaufman PS	June 30, 2022	21
Lee	Cross	Teacher, St. Jacobs PS	June 30, 2022	32
Carolynn	Daniel	Teacher, Lackner Woods PS	June 30, 2022	30
Cailin	Daub	SERT, Chicopee Hills PS	June 30, 2022	23
Audrey	Glebe	Teacher, Avenue Road PS	June 28, 2022	31
Beverly	Hall	SERT, Brigadoon PS	June 30, 2022	32
Jean	Hambleton	Early Literacy Teacher, Special Education	June 30, 2022	33
Pam	Hawley	Teacher, Grand View PS (C)	June 30, 2022	22
Sharon	King	Teacher, Forest Hill PS	June 30, 2022	30
Stephanie	Ledger	ESL Teacher, Margaret Avenue PS	June 30, 2022	33
Rodney	Mitchell	Teacher, Laurentian PS	June 30, 2022	34
Barbara	Murray	Teacher, Lincoln Heights PS	June 30, 2022	32
Sheila	Richard	Teacher, Grand View PS (C)	June 30, 2022	22
Jamie	Robertson	Teacher, Conestogo PS	June 30, 2022	28
Stephanie	Roth	Teacher, New Dundee PS	June 30, 2022	31
Rodney	Ruehle	Teacher, Pioneer Park PS	September 30, 2022	33
Michelle	Shannon	Teacher, Sunnyside PS	June 30, 2022	21
Tracy	Van Der Ploeg	Teacher, Glencairn PS	June 30, 2022	32
Wanda	West	Consultant, Learning Services	June 30, 2022	32
Jeffery	Whicher	Teacher, Woodland Park PS	June 28, 2022	30
Bobbi	Wiechers	Consultant, Special Education	June 30, 2022	17

Staffing Statistics – Retirements
Current at June 27, 2022

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Richard	Cipolla	Teacher, Glenview Park SS	June 30, 2022	22
Joseph	Cvetich	English Department Head, Waterloo Oxford SS	June 28, 2022	32
John	Forsyth	Teacher, Jacob Hespeler SS	June 30, 2022	25
Stephen	Gingrich	History Department Head, Grand River CI	June 30, 2022	32
Sandra	Guild	Teacher, Huron Heights SS	June 30, 2022	31
Suzanne	Henrich	Teacher, Waterloo CI	June 30, 2022	31
Melanie	Hilliard	Teacher, Laurel Heights SS	June 30, 2022	26
Lisa	Hyam	Guidance Teacher, Forest Heights CI	June 30, 2022	30
Anne- Viviane	Maus	French Department Head, Laurel Heights SS	June 30, 2022	21
Michelle	Parker	Guidance Department Head, Galt CI	June 30, 2022	31
Colleen	Rampelt	Teacher, Bluevale CI	June 30, 2022	32
John	Rampelt	Teacher, Forest Heights CI	June 30, 2022	30
Kevin	Wideman	Teacher, Southwood SS	June 30, 2022	22

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Heather	Ackersviller	Educational Assistant, Westheights PS	June 28, 2022	29
Peter	Bielak	In School Technician, Waterloo Oxford District SS	September 30, 2022	33
Carol	Davey	Social Worker, Special Education	June 28, 2022	26
Patricia	Doran	Support Specialist, ITS	July 21, 2022	13
Jaime	Eveleigh	Educational Assistant, Southwood SS	June 28, 2022	21
Samantha	Hutton- Walker	Principal, Coronation PS	June 17, 2022	31

Staffing Statistics – Retirements
Current at June 27, 2022

Retirements: Administrative & Support Staff Cont'd				
First	Last	Position/Location	Retirement Date	Years of Service
Kathleen	Knechtel	Educational Assistant, Laurentian PS	June 28, 2022	18
Debora	Mast	Custodian, Glenview Park SS	June 30, 2022	22
Sandra	Reekie	Secretary, Sandhills PS	July 5, 2022	12
Carol	Whitehead	Educational Assistant, Saginaw / Manchester PS	June 28, 2022	32

Staffing Statistics – Resignations
Current at June 27, 2022

Permanent Staff Resignations			
First	Last	Position/Location	Effective Date
Laurie	Charlton	Extended Day Deployment, FDK	August 15, 2022
Stephen	Darling	Teacher, Forest Heights CI	June 30, 2022
Jason	Dombroskie	Custodian, Grand River CI	June 10, 2022
Kyle	Dorscht	Custodian, Forest Heights CI	June 9, 2022
Lucilia	dos Santos	Educational Assistant, Bluevale CI	June 30, 2022
Raquel	Dos Santos	Educational Assistant, Avenue Road PS	June 14, 2022
Jason	Gliva	Human Resources Assistant	June 17, 2022
Christine	Gruber-Kelly	Teacher, Northlake Woods PS	June 30, 2022
Matthew	Fisher	Tradesperson, Maintenance	July 7, 2022
Natasha	Horst	Early Childhood Educator, Driftwood Park PS	June 30, 2022
Chyanne	Janes	Payroll Assistant, Human Resource Services	June 10, 2022
Zoran	Jovkovic	Custodian, Lester B Pearson PS	June 13, 2022
Philip	Karaba	Tradesperson, Maintenance	July 1, 2022
Zachary	Morell	Custodian, Grand River CI	June 17, 2022
Evelyn	Sawatzky	Early Childhood Educator, Vista Hills PS	June 10, 2022
Natalia	Senkievich	Custodian, Forest Heights CI	June 7, 2022



Report to Board of Trustees

June 27, 2022

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 27, 2022.

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: Graham Shantz, Coordinating Superintendent, Human Resources & Equity Services, in consultation with Coordinating Council.

Staffing Information – New Appointments
Current at June 27, 2022

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Cindy	Baker	HR Assistant, Human Resource Services	June 20, 2022
Christie	Kent	Senior Planner, Planning	June 6, 2022
Doug	Voisin	Application Programmer, ITS	June 6, 2022

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

Human Resources & Equity Services



Report to Committee of the Whole

June 27, 2022

Subject: 2021-2026 Accessibility Plan Update

Recommendation

This report has been prepared for the information of the Board of Trustees.

Status

The 2021 - 2026 Accessibility Plan Working Group has met throughout the 2021-2022 school year to monitor staff's progress to the plan approved by the Board of Trustees in June 2021. Appendix A provides a summary of staff's work to meet the objectives outlined in the plan.

Background

The WRDSB is a designated public organization as described in Schedule 1 of *Ontario Regulation 191/11: Integrated Accessibility Standards (Regulation)* of the *Accessibility for Ontarians with Disabilities Act, 2005*. As a designated public sector organization, the WRDSB is required under section 4 of the Regulation to:

- Establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers;
- Post the accessibility plan on their website and provide in an accessible format upon request; and
- Review and update the accessibility plan at least once every five years.

On June 1, 2021, the Board of Trustees approved the 2021-2026 Accessibility Plan which is available on the WRDSB website at <http://www.wrdsb.ca/accessibility>.

Financial implications

The financial implications of the 2021-2021 Accessibility Plan are within existing budgets approved annually by the Board of Trustees.

Communications

Subsequent to the June 27, 2022 Board Meeting, this report will be posted to the WRDSB's website at www.wrdsb.ca/accessibility.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Deepa Ahluwalia, Human Rights and Equity Advisor

in consultation with Coordinating Council

APPENDIX A - 2021-2026 Accessibility Plan Status Update

The use of colored representation as progress indicators may be used to give a sense of the progress we are making on implementing specific objectives:	
R	<i>red indicates we are still in the planning phase and implementation is not yet underway</i>
Y	<i>yellow indicates that a plan is in place and that we are in the initial phases of implementation</i>
G	<i>green indicates implementation is on track</i>
✓	<i>A blue check means implementation of a given strategy is complete</i>

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
COMMUNICATIONS & INFORMATION	Improve accessibility of website design	Designs implemented across the appropriate WRDSB web properties (WRDSB.ca, school websites).	Updated designs created and monitoring tools identified. Website redevelopment project is underway.	G
		Accessibility monitoring tools crawl data to be used to measure Web Content Accessibility Guidelines (WCAG) 2.0 compliance percentage once implemented and to ensure future upgrades or updates.		
		Accessibility monitoring tool crawl data will also be used to identify any areas of improvement.		
	Improve accessibility of existing and future content on WRDSB websites.	Accessibility monitoring tool crawl data to be used to measure WCAG 2.0 compliance percentage of content across WRDSB web properties and to ensure compliance of any future and existing content.	Updated designs created and monitoring tools identified. Website redevelopment project is underway.	G

Continue to build supports and offer resources to staff to empower and prioritize the creation of accessible web content.	Use accessibility monitoring tool to track WCAG 2.0 web accessibility across all WRDSB web properties and identify areas where more support for staff is needed	Developing Web Accessibility Guide for WRDSB Staff to assist them in understanding how they can create accessible web content to meet AODA standards	G
Receiving and addressing feedback from our users and community.	Continued user and community feedback via these forms allows us to measure the success of our work.	Website Feedback and Accessibility Feedback Forms are available on WRDSB websites	✓
Capability to provide student records in an accessible format to persons who request them.	Framework developed to support requests for student records in accessible formats for current and former students requiring this documentation.	Staff are working on this objective.	Y
Support the development of training materials for staff that meet accessibility guidelines.	Framework developed and in place to support departments with the creation of accessible training materials throughout the WRDSB. Monitor feedback from staff regarding accessibility concerns with training materials.	Developing Web Accessibility Guide for WRDSB Staff to assist them in understanding how they can create accessible web content (including training materials offered via D2L) to meet AODA standards	G

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
CUSTOMER SERVICE	Improve staff understanding of their roles and responsibilities as it relates to the provision of accessible customer service.	Staff complete mandatory training as required.	Mandatory training for new staff is in place. Current training will be reviewed and updated as necessary.	Y
	Formalize the WRDSB's process of reviewing policies, procedures, guidelines, and protocols with a focus on the AODA and Code requirements.	Service delivery addresses the needs of stakeholders regardless of visible or invisible disabilities. Policies, procedures, guidelines, and protocols are posted to the WRDSB's website in a timely manner.	Trustees and Senior Team members have been trained on the Policy Review Guide. Trustees are finalizing the Policy Review process through the Policy Review Committee.	G
	Formalize the process of engaging stakeholder groups for feedback.	Feedback is acknowledged and responded to in a timely manner. Service delivery addresses the needs of stakeholders regardless of visible or invisible disabilities. Feedback will be reviewed, assessed, adapted or integrated within the existing or future multi-year plan.	Website Feedback and Accessibility Feedback Forms are available on WRDSB websites. When received, feedback is provided in a timely manner.	✓

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
EMPLOYMENT	Review and revise processes and procedures as needed related to workplace accommodation, to ensure they reflect current regulatory requirements and best practices and ensure they are inclusive and applicable to all staff.	Enhancements are achieved prior to conclusion of this plan. If required, a revised procedure draft will progress through the WRDSB review process.	BP5000 and AP3370 have been reviewed and updated to ensure more inclusivity and accommodation for persons with disabilities.	G
	Explore ways in which the WRDSB can enhance professional learning related to the duty to accommodate and bias - free hiring practices amongst WRDSB system leaders (hiring teams).	System leaders are more knowledgeable regarding the Duty to Accommodate and bias-free hiring. Concerns from staff related to accommodations are reduced and resolved informally.	Staff in the process of formalizing training materials that will be delivered to System Leaders.	Y
	Enhance the diversity and inclusivity of the WRDSB workforce by identifying and expanding targeted recruitment groups with inclusion for persons of varying ability.	WRDSB will endeavour to become an employer of choice.	WRDSB has expanded recruitment efforts for marginalized communities. Targeted recruitment for persons with disabilities a future goal.	Y
	Implementation of the Individual Emergency Evacuation Plan (IEEP) template and request process.	Track number of requests received for support in the development of IEEPs from Administrators and Supervisors.	Plans are maintained at schools and are reviewed annually or more frequently as needed. Staff are working on a process of offering additional support and tracking of the plans centrally.	Y

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
PHYSICAL ENVIRONMENT	Ensure that all students are able to physically access all program offerings in each WRDSB school.	By 2025, complete accessibility projects (mobility) at the 8 remaining non-accessible schools and the 8 remaining partially accessible sites. Existing accessibility upgrades are updated to meet revised code requirements and stakeholder needs. Continued improvement of the WRDSB's ability to efficiently use financial resources to support accessibility-related projects.	Plans are in place to finish accessibility upgrades to all schools contingent on available funding. Staff have allocated additional funding from the School Renewal Allocation to support accessibility projects.	G
	Focus on developing a standard for both vision and hearing impairment related accessibility upgrades.	Development of a design standard for vision and hearing impairment related accessibility upgrades.	Design standards are being developed based on the success of various pilot projects.	G
	Improve transparency of accessibility-related upgrades to school sites through more effective communication.	Site specific accessibility information is publicly available for each WRDSB site. Publicly available site specific accessibility information is complete and accurate within three (3) months of the completion of capital projects.	Staff continues to work on updating the WRDSB website.	Y
	Identify student needs sooner to facilitate advanced planning for facilities-related accommodations.	Meeting students' needs quicker through more efficient capital project planning. Minimal unanticipated requests for accommodation upgrade capital projects.	Staff has established a structure to identify physical environment needs and program placement to ensure projects can be undertaken in a timely manner.	Y

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
SYSTEMIC	Develop, as needed, further policies, procedures, and/or guidelines to support the Accessibility Plan and other Board initiatives related to the rights of persons with disabilities and the creation of equitable and inclusive learning and working environments.	WRDSB policies and procedures reflect best practices, consistent with the approach of boards in other jurisdictions.	The current Accessibility Policy has been reviewed with plans to engage in stakeholder feedback in the coming school year.	G
	Develop a plan for, and begin to deliver, system-wide professional development regarding the duty to accommodate persons with disabilities.	Increased understanding among staff and management regarding the duty to accommodate persons with disabilities.	Training material has been developed and will be delivered to Special Education staff in June 2022.	G
	Develop a plan for and provide support for school-based student learning opportunities that focus on enhancing students' understanding of inclusive communities that welcome individuals of all abilities.	Increased understanding among both staff and students of the ways in which schools can help to foster inclusive communities as seen through school-wide initiatives and more inclusive classroom learning environments.	Consultation with Special Education staff underway to determine what learning opportunities are currently in place, and how those can be enhanced and updated.	Y
	Create a new Human Rights Policy and Code-Based	Greater awareness of basic human rights.	All staff participate in mandatory online Human Rights training.	✓

Complaints Procedure.	Human rights complaints addressed through the Human Rights Branch.	New Code-based complaints resolution procedures to be posted to the website in July 2022.	G
Prioritize the AODA and accessibility work through intentional efforts.	Increased attention to the AODA and accessibility at the WRDSB.	The Accessibility Working Group has increased awareness and prioritized AODA and accessibility at the WRDSB. Further efforts are ongoing.	G
Program implementation and monitoring results.	Annual update to the plan.	The Accessibility Plan Working Group has met throughout the 2021-22 school year to monitor the progress to plan. The Board of Trustees will be updated on the status of the plan annually in June.	✓

	Multi-year plan objectives	Intended Outcomes	Status Update	Progress (May 2022)
TRANSPORTATION	Design and monitor service for home to school transportation in keeping with the Board's policies and procedures.	Transportation service that meets individual students' needs, while maintaining maximum inclusion and integration.	Significant ongoing efforts are meeting the needs of students. Staff continue to review their process to ensure continual improvement of service is achieved.	G
		Successful implementation of Individual Safety Travel Plan requirements by contracted service providers.	Implementation is well underway.	G
	Review existing practices and procedures to ensure these reflect current best practices and principles of equity and inclusion and proactively address barriers to access and integration.	Procedures are up to date, clear and comprehensive. Procedures embody organizational commitments.	Annual review of policies and procedures to ensure they reflect best practices.	✓
	Ensure compliance with STSWR policies and procedures, and commitment to safe, efficient and effective service by all staff, including service delivery partners.	Fewer concerns raised by students and families related to services provided by service delivery partners. Organizational culture reflects commitment to principles of equity and inclusion.	Family surveys indicate high levels of satisfaction. Complaints are resolved in a timely manner.	✓

Fwd: MIN Log:157-2022-5803 WRDSB - Requesting Amendments to Suspension Expulsion Reporting Requirements

1 message

Scott Piatkowski <scott_piatkowski@wrdsb.ca>

Thu, Jun 2, 2022 at 11:52 AM

To: Stephanie Reidel <stephanie_reidel@wrdsb.ca>, Cindy Watson <cindy_watson@wrdsb.ca>, Scott Miller <scott_r_miller@wrdsb.ca>

----- Forwarded message -----

From: **Safe and Healthy Schools Branch (EDU)** <SafeandHealthySchoolsBranch@ontario.ca>

Date: Thu, Jun 2, 2022 at 11:49 AM

Subject: MIN Log:157-2022-5803 WRDSB - Requesting Amendments to Suspension Expulsion Reporting Requirements

To: heather_mckinna@wrdsb.ca <heather_mckinna@wrdsb.ca>, scott_piatkowski@wrdsb.ca <scott_piatkowski@wrdsb.ca>

Cc: kathleen_woodcock@wrdsb.ca <kathleen_woodcock@wrdsb.ca>, edouganmckenzie@wrdsb.ca <edouganmckenzie@wrdsb.ca>, jeewan_chanicka@wrdsb.ca <jeewan_chanicka@wrdsb.ca>

Scott Piatkowski

Chairperson of the Board of Trustees

Waterloo Region District School Board

Dear Mr. Scott Piatkowski,

Thank you for your letter requesting that the Ministry of Education amend the annual and monthly Suspension/Expulsion reports to include individual information about student exceptionalities. I appreciate the opportunity to respond on behalf of the Ministry.

Promoting a safe, inclusive and supportive school environment for every student is a priority. It is vital that parents, guardians, students, and all those working in our schools are confident with the measures in place to provide safe and supportive learning environments.

Suspensions and expulsions in Ontario schools are governed by the *Education Act* and its regulations, ministry-issued policies, and individual school board policies. The ministry requires that suspension and expulsion reports are submitted by boards annually as required by the Education Act Section 314.5(1). Personal information around student exceptionalities is already gathered as part of the suspension and expulsion reports as provided for in Sections 301(7.3) and 315(1) of the Education Act. Any monthly reporting of suspensions and expulsions may fall under your school board policy.

Further direction to school boards is provided in [Policy/Procedure Memorandums 141](#) and [Policy/Procedure Memorandums 142](#) for suspensions and expulsions respectively. Boards must continue to collect data on suspensions and expulsions and report on it to the ministry. Boards must establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of the board program. Boards must collect program data and share this data with the ministry, as required.

The ministry publishes annual suspension and expulsion rates publicly through its website as per Section 314.5(2) of the Education Act. Suspension and expulsion data, including numbers and types of exceptionalities, are not shared publicly. The information is managed through the Education Information Centre – Board Interface, which is accessible to staff members from each school board. If you have more questions about the submission or review of suspension and expulsion data, including information pertaining to exceptionalities, please contact the school board directly.

Thank you for taking the time to write and I hope that this information is helpful.

Sincerely,

Patrick Byam

Director, Safe and Healthy Schools Branch

Ministry of Education

--

Scott



Scott Piatkowski

Chairperson / Trustee for Waterloo and Wilmot

Pronouns: He/Him/His

Waterloo Region District School Board

51 Ardelt Avenue, Kitchener ON, N2C 2R5

Mobile: 519-577-2554

Email: scott_piatkowski@wrdsb.ca

Website: www.wrdsb.ca/trustees/

Twitter: www.twitter.com/ScottPiatkowski

Land acknowledgement: I acknowledge that I live and work on the Haldimand Tract, land promised to the Six Nations, which includes six miles on each side of the Grand River. It is the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. I am committed to forming alliances and building solidarity with Indigenous peoples in our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our communities.

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June 7, 2022

To: The Ministry of Education

Effie Triantafilopoulos, MPP

Natalie Pierre, MPP

Parm Gill, MPP

Stephen Crawford, MPP

Ted Arnott, MPP

Adam VanKoeverden, MP

Anita Anand, MP

Karina Gould, MP

Pam Damoff, MP

Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)

Cathy Abraham, President, Ontario Public School Boards' Association

In July 2020, the Trustees of the Halton District School Board (HDSB) [sent a letter](#) to the Minister of Education requesting a “limited-term, defined scope multi-stakeholder task force be struck to be critically reflective and develop big picture, innovative opportunities about how the publicly funded school system in Ontario can ‘build back better’ in the wake of the COVID-19 pandemic”. The associated motion noted that “should the Minister not pursue this, that the Trustees of the Halton District School Board will seek partners and coordinate a forum to develop these opportunities by the end of 2020”. As the pandemic continued to extend beyond expectations, HDSB Trustees began discussions for an initiative to invite people from Halton and beyond to tackle the challenges outlined. Engaging with the entire community is also a way that the Trustees support the values described in the HDSB 2020-2024 [Multi Year Strategic Plan](#) and support innovative generative thinking for continuous improvement.

The HDSB launched “Reimagine Forward” on April 22, 2022, encouraging everyone with an interest in public education to consider:

“What are the big moves needed to reimagine public education?”

Between April 22 and May 23, 2022, people were invited to reflect, consider and provide input via the [engageHDSB.ca](#) platform. The overarching idea was to bring people together to think about public education and develop some positive, big picture moves. Trustees were inspired by and grateful for all of the feedback provided by students, staff, parents, as well as people affiliated with industry, post-secondary institutions and the broader community. Participants were from Halton Region, and beyond.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

At our June 1, 2022 board meeting, the board of trustees unanimously supported the motion:

Be it resolved that the Chair share this report with the Director of Education, participants, Chairs of all School Boards in Ontario, OPSBA President, local MPs and MPPs, and the Minister of Education, when appointed, and request that consideration be given to this information in planning, policies, processes, and practices.

Be it further resolved that the Reimagine Forward Subcommittee seeks anecdotal process-related insights for the benefit of future engagement activities.

Be it further resolved that the Director be directed to report back by January 2023 with potential policy and/or operational opportunities that may result from further analysis of the input received through Reimagine Forward.

The full report can be accessed [here](#) and at the end of the letter, including links to the raw data and materials submitted by participants.

The HDSB Trustees recognize that a number of the ideas provided through this initiative are already starting to grow in the HDSB and boards across the province. Programs like HDSB's own [SHIFT](#) team, is building a culture of innovation, as are staff, students and families who are adapting and adopting new practices for positive change every day.


Trustees are reflecting on how this input can inform our work. We asked the HDSB Director of Education to report back by January 2023 with potential policy and/or operational opportunities that may result from further analysis of the input received through Reimagine Forward. We also encourage all who receive this report to consider how this information may inform and shape planning, policies, processes, and practices, and encourage you to share your reflections and findings.

If you have any questions or would like further details about Reimagine Forward, please get in touch. We look forward to your response.

Sincerely,



Margo Shuttleworth
Chair of the Board of Trustees, Halton District School Board

Encl.  Reimagine Forward Themes



June 21, 2022
 Ministry of Education
 5th Floor
 438 University Ave.
 Toronto, ON M5G 2K8

To the Honourable Minister of Education,

At the meeting of May 4, 2022, Trustees of the Halton District School Board passed the following motion:

Be it resolved that the Chair of the Halton District School Board write a letter to the Minister of Education recommending the Ministry of Education consider giving Student Trustees the right to independently move and second motions during board meetings.

In 2004-2005, OSTA-AÉCO released a report called, "The Student Trustee: Today and Tomorrow." This report offered recommendations for the current legislature to improve the quality of pupil representation. The OSTA-AÉCO Executive Council sent recommendations to the Government of Ontario which built the foundation for the role of student trustees. School boards across the province have been advocating on behalf of student trustees to provide the opportunity to move and second motions. Heightened importance should be placed on student voice as it has been highlighted as a key area of importance to the Ministry of Education and school boards across the province. Student voice must be represented fairly and be thoughtfully articulated for the benefit of the school board and its students.

Currently, under section 55(4) of the Education Act, Student Trustees are not entitled to move motions. Instead, they may only suggest motions which require the support of their Trustee counterparts in order to be officially put forward. We support the original recommendation made by OSTA-AÉCO and ask that an amendment be made to the Education Act in order to strengthen student voice in all school boards by granting Student Trustees the opportunity to participate fully at the board table. Section 55(7) of the Ontario Education Act recognizes Student Trustees as having the same status as a School Board Trustee with respect to access to board resources and opportunities for training. Student Trustees are elected representatives, and are to be held accountable to the student body. Student voice must be articulated and represented freely, fairly, and expressively for the benefit of the school board to accurately reflect the students in decision-making.

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Thank you for your time and for considering the further empowerment of our students.



Margo Shuttleworth,
Chair of the Halton District School Board

cc: Effie Triantafilopoulos, MPP
Natalie Pierre, MPP
Parm Gill, MPP
Stephen Crawford, MPP
Ted Arnott, MPP
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
Cathy Abraham, President, Ontario Public School Boards' Association