

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, September 26, 2022, at 7:00 p.m.**

AGENDA

Call to Order

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Receive Minutes – Board Meeting of June 27, 2022

Approve Minutes – Committee of the Whole Meeting of September 19, 2022

Receipt/Approval of Monthly Reports:

- | | | |
|----|---|-----------|
| 21 | Staffing Information – Retirements and Resignations | G. Shantz |
| 26 | Staffing Recommendations – Appointments | G. Shantz |
| 32 | Monthly Suspension and Expulsion Report, May 2022 | B. Lemon |
| 34 | Monthly Suspension and Expulsion Report, June 2022 | B. Lemon |
| 36 | Student Agression Report | G. Shantz |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

E. Dougan-McKenzie

Delegations

Staff Follow Up

Reports

- | | | |
|----|--|-----------------------|
| 42 | 2021-2022 Operational Plan Year-End Report | j. chanicka / L. Read |
|----|--|-----------------------|

Board Reports

- | | | |
|----|---------------------------------|-------------|
| 53 | Discussion: Question from OPSBA | Chairperson |
|----|---------------------------------|-------------|

Board Communications

- | | |
|----|--|
| 54 | Rainy River District School Board to Minister of Education |
| 56 | Upper Canada District School Board to Minister of Education and Minister of Health |
| 58 | District School Board Ontario North East to Minister of Education and Treasury Board |
| 60 | Simcoe County District School Board to Minister of Education - Child Care Sector |
| 62 | Simcoe County District School Board to Minister of Education - Transportation |
| 64 | Waterloo Region District School Board to Minister of Education |
| 65 | WRDSB to M. Rae, Parliamentary Assistant to the Minister of Education |
| 66 | WRDSB to P. Barnes, Parliamentary Assistant to the Minister of Education |

**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.

- 67 Waterloo Region District School Board to B. Riddell, Member of Provincial Parliament
- 68 Waterloo Region District School Board to C. Fife, Member of Provincial Parliament
- 69 Waterloo Region District School Board to J. Dixon, Member of Provincial Parliament
- 70 Waterloo Region District School Board to L. Lindo, Member of Provincial Parliament
- 71 Waterloo Region District School Board to M. Harris, Member of Provincial Parliament
- 72 York Region District School Board to Minister of Education
- 73 Renfrew County District School Board to Minister of Education and Treasury Board
- 75 York Region District School Board to Treasury Board Secretariat
- 84 Thames Valley District School Board to Minister of Education
- 86 Avon Maitland District School Board to Minister of Education

Other Business

Retirement of Associate Director L. Read

Chairperson

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

September 26, 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 September 26, 2022

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Bruno	Chenard	Teacher, Lester B Pearson PS	August 29, 2022	19
Leslie	Gray	Teacher, Woodland Park PS	September 30, 2022	20

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Mary	Bauman	Teacher, Elmira District SS	August 31, 2022	20
Angela	Bradley	Teacher, Cameron Heights CI	August 31, 2022	30
Rose Marie	Davis	Library Department Head, Cameron Heights CI	June 30, 2022	32
Allison	Pazuk	Teacher, St. Monica Treatment Facility	August 31, 2022	22
Richard	Reive	Teacher, Kitchener CI	August 31, 2022	36

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Nancy	Ahrens	Educational Assistant, Forest Heights CI	September 23, 2022	22
Cris	Alderete	Educational Assistant, Glenview Park SS	September 9, 2022	27
Kelly	Bender	Educational Assistant, Westheights PS	August 31, 2022	23

Staffing Statistics – Retirements
Current at September 26, 2022

Retirements: Administrative & Support Staff Cont'd				
First	Last	Position/Location	Retirement Date	Years of Service
Peter	Bielak	In-School Technician, Waterloo Oxford District SS	September 30, 2022	33
Mario	Churchill	Head Custodian, Sheppard PS	September 30, 2022	31
Joanne	Clarkson	E-Learning Secretary, Learning Services	August 10, 2022	13
Mark	Cooney	Head Custodian, Howard Robertson PS	September 30, 2022	32
Shirley	Cuadrado	Library Clerk, Moffat Creek PS	September 7, 2022	19
Frances	Drew	Early Childhood Educator, Northlake Woods PS	December 30, 2022	10
Richard	Fricke	In-School Technician, Kitchener CI	August 31, 2022	36
Robert	Glidden	Educational Assistant, Lester B Pearson PS	August 31, 2022	34
Sandra	Himann	Principal, WT Townshend PS	September 5, 2022	34
Susan	Holihan	Educational Assistant, Glenview Park SS	October 1, 2022	20
Wendy	Jocques	Budget Services Manager, Financial Services	October 31, 2022	48
Bryce	Macey	Vice Principal, Preston High School	August 15, 2022	27
Eniko	Nemeth	Educational Assistant, Grand River CI	September 9, 2022	20
Aida	Puim	Custodian, Ryerson PS	September 30, 2022	10
Indrani	Reddy	Psych Service Consultant, Special Education	August 31, 2022	10
Laurie	Schofield	HR Assistant, Human Resource Services	September 30, 2022	29
Jo-Anne	Stuart	Educational Assistant, Bridgeport PS	August 31, 2022	19
Julie	Weber	Principal, Mackenzie King PS	June 30, 2022	35
Sandy	Willcox	HR Assistant, Security	September 30, 2022	21

Staffing Statistics – Resignations

Current at September 26, 2022

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Matthew	Allard	Elementary Teacher, Elementary Remote Learning	September 30, 2022
Kimberley	Anderson	Educational Assistant, Park Manor PS	June 28, 2022
Sara	Baker	Educational Assistant, Woodland Park PS	August 31, 2022
Christine	Bending	Custodian, Margaret Avenue PS	September 7, 2022
Inez	Bruinsma	Elementary Teacher, Woodland Park PS	August 31, 2022
Laurie	Charlton	Support Staff, Extended Day	August 15, 2022
Carla	Costa	Early Childhood Educator, Silverheights PS	August 31, 2022
Blair	Ernest	Manager, ITS	September 16, 2022
Tom	Ernst	Vice Principal, Wilson Avenue PS	December 31, 2022
Tabitha	Fehr	Library Clerk, Prueter PS	July 5, 2022
Jason	Flis	Elementary Teacher, Parkway PS	August 31, 2022
Janice	Forbes	Secretary, Bluevale CI	July 6, 2022
Andrea	Gloster	Early Childhood Educator, Preston PS	August 31, 2022
Falynn	Griffin	Custodian, Chalmers Street PS	July 5, 2022
Casey	Hadaway	Elementary Teacher, Chicopee Hills PS	September 23, 2022
Laura	Harrington	Educational Assistant, Centennial PS (W)	June 29, 2022
Cassandra	Hart	Early Childhood Educator, Mackenzie King PS	August 31, 2022
Kevin	Hodd	Secondary Teacher, Elmira District SS	August 31, 2022
Graeme	Innes	Educational Assistant, Forest Heights CI	June 28, 2022
Chanelle	Jones	Elementary Teacher, Sir Adam Beck PS	August 31, 2022
Julie	Jordan	Junior Buyer, Finance	September 30, 2022
Naomi	Jurca	Educational Assistant, Forest Heights CI	August 16, 2022
Rizwan	Kyani	Application Programmer, ITS	July 29, 2022
Catherine	Klug	Secretary, Hillcrest PS	September 16, 2022
Kelsey	Kuchma	Early Childhood Educator, Lackner Woods PS	August 15, 2022
Genevieve	Lamont	Elementary Teacher, NA MacEachern PS	September 16, 2022
James	Lamont	Educational Assistant, Laurel Heights SS	September 16, 2022
Lynda	Lee	Custodian, Bluevale CI	August 31, 2022
Heather	Lotz	Secondary Teacher, Waterloo Oxford District SS	July 15, 2022

Permanent Staff Resignations Cont'd			
Julie	Mann	Educational Assistant, Winston Churchill PS	August 16, 2022
Nikki	McClay	Educational Assistant, Cedarbrae PS	September 5, 2022
Jennifer	McKay	Elementary Teacher, Hespeler PS	August 31, 2022
Lindsay	Morrison	Child Youth Worker, Vista Hills PS	June 28, 2022
Rajeev	Nair	Stationary Engineer, Maintenance	July 22, 2022
Afiya	Navab	Educational Assistant, Clemens Mill PS	August 31, 2022
Gillian	Newton	Educational Assistant, Stewart Avenue PS	July 8, 2022
Terri	Nikolasevic	Early Childhood Educator, Preston PS	September 16, 2022
Tonya	Parry	Educational Assistant, Elementary Remote Program	July 2, 2022
Edward	Peper	Custodial Maintenance Helper, Forest Heights SS	September 9, 2022
Gazmend	Preteni	Custodian, WT Townshend PS	September 9, 2022
Morgan	Price-Armstrong	Custodian, Bridgeport PS	July 7, 2022
Cynthia	Reimann	Library Clerk, Brigadoon PS	September 5, 2022
Stacey	Schmiedtke	Child Youth Worker, Courtland Avenue PS	August 31, 2022
Michelle	Seary	Early Childhood Educator, Forest Glen PS	September 15, 2022
Erica	Shortt	Elementary Teacher, King Edward PS	August 31, 2022
Sharon	Srigley	Elementary Teacher, Vista Hills PS	August 31, 2022
Caitynn	Tucker	Educational Assistant, Cedarbrae PS	July 2, 2022
Josue	Vallejo	Head Custodian, Lexington PS	August 1, 2022
Tanya	Wagler	Early Childhood Educator, Sir Adam Beck PS	August 15, 2022
Michelle	Wallner	Social Worker, Special Education	August 31, 2022
Joshua	Watson	Elementary Teacher, Rosemount PS	August 31, 2022
Stephanie	Welker	Secondary Teacher, Jacob Hespeler SS	August 31, 2022
Christene	White	Educational Assistant, Williamsburg PS	June 30, 2022
Bryan	Willms	Child Youth Worker, Cameron Heights CI	August 3, 2022
Heather	Winkler	Elementary Teacher, Groh PS	August 31, 2022
Jane	Yetman	Head Secretary, St. Andrews PS	August 19, 2022
Sarah	Zurbrigg	Secretary, Laurel Heights SS	August 26, 2022



Report to Board of Trustees

September 26, 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 September 26, 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.

Appendix A

Staffing Information – New Appointments**Current at September 26, 2022**

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Eva-Marie	Allison	Chicopee Hills PS	September 9, 2022
Johannah	Brown	Centennial PS (C)	September 9, 2022
Aman	Dhaliwal	Elgin Street PS	September 2, 2022
Samuel	Gatabazi	Lester B Pearson PS	September 6, 2022
Chloe	Hallman	Oak Creek PS	September 1, 2022
Nathaniel	Hewitt	Brigadoon PS	September 6, 2022
Kait	Hunt	Southridge PS	September 2, 2022
Rachelle	Jessel	Woodland Park PS	September 19, 2022
Geeta	Kumar	AR Kaufman PS	September 2, 2022
Taylor	Lacey	Chalmers Street PS	September 6, 2022
Rebecca	Langille	Lackner Woods PS	September 1, 2022
Cassandra	Lavelle	Jean Steckle PS	September 1, 2022
Emily	Lee	Westvale PS	September 1, 2022
Brockenshire	Lemiski	St. Andrews PS	September 1, 2022
Jennifer	Lennox	Chicopee Hills PS	September 1, 2022
Abigail	MacDonald	Mackenzie King PS	September 12, 2022
Bradley	Malecki	Williamsburg PS	September 6, 2022
Sukhdeep	Mall	Clemens Mill PS	September 1, 2022
Jasmeen	Mangat	Queensmount PS	September 1, 2022
Julia	Manning	Vista Hills PS	September 1, 2022
Marissa	Martin	Westvale PS	September 1, 2022
Sara	Mayled	Millen Woods PS	September 1, 2022
Jack	McKinnon	Sandhills PS	September 1, 2022
Kelly	Mithcell	Keatsway PS	September 1, 2022
Emily	Napper	Groh PS	September 1, 2022
Kimberly	Paisley	Stewart Avenue PS	September 1, 2022
Alex	Pittman	Pioneer Park PS	September 1, 2022
Brooke	Reitzel	Clemens Mill PS	September 1, 2022
Jason	Roberts	Stewart Avenue PS	September 1, 2022
Nadine	Rohmann	Linwood PS	September 1, 2022
Trevor	Sauder	Hespeler PS	September 1, 2022
Kristen	Scott	Crestview PS	September 1, 2022
Jennifer	Seale	Vista Hills	September 1, 2022
Sheila	Shaafi	Chicopee Hills PS	September 6, 2022

New Appointments: Elementary Teaching Staff Cont'd

Christine	Shea	John Darling PS	September 1, 2022
Ashley	Singh	Meadowlane PS	September 1, 2022
Vanessa	Snider	Lackner Woods PS	September 2, 2022
Valene	St. George	Lincoln Heights PS	September 2, 2022
Jeff	Szpirglas	Alpine PS	September 1, 2022
Lindsay	Taylor	Winston Churchill PS	September 1, 2022
Michael	Thaler	AR Kaufman PS	September 1, 2022
Kayla	Tripp	Mackenzie King PS	September 1, 2022
Elizabeth	Vance	Blair Road PS	September 6, 2022
Janeth	Williams	Brigadoon PS	September 1, 2022
Serena	Wong	Wilson Avenue PS	September 1, 2022
Samantha	Wood	Avenue Road PS	September 6, 2022
Adam	Zack	Centennial PS (W)	September 1, 2022

New Appointments: Secondary Teaching Staff			
First	Last	Location	Effective Date
Murat	Akgol	Kitchener CI	September 1, 2022
Mitchell	Arnold	Forest Heights CI	September 1, 2022
Parma	Ashworth	Forest Heights CI	September 1, 2022
Gini	Bechtel	Glenview Park SS	September 1, 2022
Lucas	Bedell	Southwood SS	September 1, 2022
Sean	Beetham	Waterloo Oxford District SS	September 1, 2022
Ian	Boos	Southwood SS	September 1, 2022
Stephanie	Brake	Huron Heights SS	September 1, 2022
Carin	Brooks	U-Turn Waterloo	September 1, 2022
Ben	Buchenauer	Forest Heights CI	September 1, 2022
Kaitlin	Burns	Eastwood CI	September 1, 2022
Amy	Canning	Elmira District SS	September 1, 2022
Kendra	Dennis	Laurel Heights SS	September 1, 2022
Trevor	Derreck	Huron Heights SS	September 1, 2022
Kathy	Dinh	Southwood SS	September 1, 2022
Derek	Dolson	Forest Heights CI	September 1, 2022
Kristen	Duimering	Forest Heights CI	September 1, 2022
Josh	Edwards	Kitchener CI	September 1, 2022
Stephen	Gartshore	Waterloo CI	September 1, 2022
Samantha	Goeree-Edmonson	Eastwood CI	September 1, 2022
Christopher	Goetz	Eastwood CI	September 1, 2022
Jade	Gordon	U-Turn Cambridge	September 1, 2022
Mackenzie	Heaps	Glenview Park SS	September 1, 2022
Marty	Hladysh	Southwood SS	September 1, 2022
Justin	Hoffman	Grand River CI	September 1, 2022
Natalie	Hunter	Grand River CI	September 1, 2022
New Appointments: Secondary Teaching Staff Cont'd			

Stephanie	Hutt-Taylor	Grand River CI	September 1, 2022
Kamilah	Islam	Forest Heights CI	September 1, 2022
Jacqueline	Jamula	Glenview Park SS	September 1, 2022
Lauren	Kemp	Galt CI	September 1, 2022
Dan	Kemper	Eastwood CI	September 1, 2022
Matt	Kraemer	Laurel Heights CI	September 1, 2022
Joanna	Kralj	Grand River CI	September 1, 2022
Tim	Kuenzler	Eastwood CI	September 1, 2022
Isaac	Kuon	Eastwood CI	September 1, 2022
Maggie	Laurin	Kitchener CI	September 1, 2022
Lucas	McCarville	Glenview Park SS	September 1, 2022
Laura	McIntosh	Kitchener CI	September 1, 2022
Amelia	Myles	Kitchener CI	September 1, 2022
Sulbha	Nagpal	Grand River CI	September 1, 2022
Emma	Nussli	Grand River CI	September 1, 2022
Janine	Plummer	Waterloo CI	September 1, 2022
Eric	Rier	Eastwood CI	September 1, 2022
Jenna	Schulz	Grand River CI	September 1, 2022
Kyle	Selmes	Elmira District SS	September 1, 2022
Kogan	Shantz	Glenview Park SS	September 1, 2022
Cody	Snyder	Grand River CI	September 1, 2022
Emily	Switzer	Forest Heights CI	September 1, 2022
Michael	Tew	Elmira District SS	September 1, 2022
Vivek	Thiyagarajan	Forest Heights CI	September 1, 2022
Alex	Toth	Elmira District SS	September 1, 2022
Thomas	Uniat	Forest Heights CI	September 1, 2022
Ashley	Valenta	Grand River CI	September 1, 2022
Mitchell	Weylie	Cameron Heights CI	September 1, 2022
Ashley	Wheeler	Cameron Heights CI	September 1, 2022
David	Witmer	Southwood SS	September 1, 2022
Braden	Wylie	Grand River CI	September 1, 2022
Keegan	Youngs	Cameron Heights CI	September 1, 2022

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Kaoutar	Acharki	Custodian, Vista Hills PS	August 31, 2022
Mitchell	Aiken	Educational Assistant, Laurel Heights SS	September 1, 2022
Jennifer	Allen	Secretary, Queensmount PS	August 29, 2022
Conner	Ambler	Educational Assistant, Glencairn PS	September 1, 2022
Brittany	Ayre	Educational Assistant, Country Hills PS	September 1, 2022
Patty	Baird	Secretary, Centennial PS (W)	September 9, 2022
Sabitry	Banerjee	Early Childhood Educator, Westmount PS	September 1, 2022
Sheri	Bond	Educational Assistant, Groh PS	September 1, 2022
Tracy	Boulton	Educational Assistant, Moffat Creek PS	September 1, 2022
Gabriella	Brindley	Educational Assistant, Queen Elizabeth PS	September 1, 2022
Ammie	Brodrecht	HR Officer, Human Resource Services	August 23, 2022
Karen	Bruinsma	Educational Assistant, Sir Adam Beck PS	September 1, 2022
Rob	Burt	Educational Assistant, Southwood SS	September 1, 2022
Crystal	Campbell	Educational Assistant, Hillcrest PS	September 1, 2022
Fran	Cardoso	Educational Assistant, Glenview Park SS	September 1, 2022
Kade	Chapman	Library Clerk, Sandhills PS	August 29, 2022
Teresa	Chard	Educational Assistant, Prueter PS	September 1, 2022
Ranjandeep	Cheema	Educational Assistant, Rockway PS	September 1, 2022
Ceidre	Concelos	Extended Day Deployment, Extended Day	August 29, 2022
Tonia	Cormier	Educational Assistant, Jacob Hespeler SS	September 1, 2022
Mekhi	Droese	Educational Assistant, WT Townshend PS	September 1, 2022
Omelia	Dule	Educational Assistant, Saginaw PS	September 1, 2022
Catherine	Elliott	Educational Assistant, Chalmers Street PS	September 1, 2022
Nicole	Engel	Educational Assistant, JF Carmichael PS	September 1, 2022
Dakota	Ecsedi	Educational Assistant, Abraham Erb PS	September 1, 2022
Jay	Fedosoff	Superintendent, Student Achievement & Well-being	September 1, 2022

New Appointments: Administrative and Support Staff Cont'd			
Zameer	Hakamali	Secretary, Laurel Heights SS	September 15, 2022
Katy	Holst	HR Officer, Human Resource Services	August 23, 2022
Tracy	Judd	Secretary, Elgin Street PS	September 13, 2022
Holly	Koebel	Supervision Monitor, Grand River CI	September 12, 2022
Sudo	Kraja	BMS Liaison, Human Resource Services	July 4, 2022
Jo-Ann	Krause	Library Clerk, Brigadoon PS	September 1, 2022
Dorothy	Lambert-Hall	Library Clerk, JF Carmichael PS	September 6, 2022
Susan	Lowes-Taves	ABA Transition Leader, Special Education	June 6, 2022
Ramona	Maerean	Library Clerk, Prueter PS	September 1, 2022
Richard	Miles	Custodian, Groh PS	September 1, 2022
Scott	Miller	Associate Director	September 1, 2022
Zachary	Mustin	Early Childhood Educator, King Edward PS	September 1, 2022
Mohammed	Nasimi	Custodian, Huron Heights SS	September 2, 2022
Samantha	Nicol	Secretary, Ryerson PS	September 2, 2022
Josh	O'Connor	Manager, Human Resource Services	June 13, 2022
Ester	Orozco	Secretary, Lincoln Heights PS	August 29, 2022
Phyllis	Peprah	System Navigator, Anti-Black Racism Focus, IEHR	September 1, 2022
David	Pinchen	In School Technician, Waterloo Oxford District SS	October 1, 2022
Tammy	Presseault	Early Childhood Educator, John Mahood PS	September 1, 2022
Samantha	Price	Secretary, Groh PS	August 29, 2022
Omata	Ramsarran	BMS Liaison, Human Resource Services	July 4, 2022
Cosmo	Straatman	Custodian, Tait Street PS	September 2, 2022
Sherry	Snyder	Secretary, Silverheights PS	September 6, 2022
Margaret	Vanderbolt	Library Clerk, Lincoln Heights PS	August 29, 2022
Erin	Wright	Secretary, Jacob Hespeler SS	August 29, 2022

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

Human Resources & Equity Services



Report to Board of Trustees

September 26, 2022

Subject: Student Suspension/Expulsion Report May, 2022

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from May 2021 and May 2022, elementary suspensions have increased by 601 and secondary suspensions have increased by 1192.

Comparing year to date from May 2021 and May 2022, school expulsions are the same at 1 and board expulsions have increased by 12.

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

These data were collected during a school year where students were engaged in learning in three modes: in-person, adaptive hybrid and distance learning.

Suspensions

- Total elementary school suspensions in May 2021 - 2, year to date - 328
- Total elementary school suspensions in May 2022 - 166, year to date - 929
- Total secondary school suspensions in May 2021 - 2, year to date - 81
- Total secondary school suspensions in May 2022- 157, year to date - 1273

Expulsions

- Total school expulsions in May 2021 - 0 , Year to Date 1
- Total school expulsions in May 2022 - 0, Year to Date 1
- Total board expulsions in May 2021 - 0, Year to Date 0
- Total board expulsions in May 2022- 0, Year to Date 12

Violent Incidents

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

- Total elementary/secondary violent incidents in May 2021 - 1, year to date 3
- Total elementary/secondary violent incidents in May 2022- 12, year to date 49

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meeting each month.

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being,
Joe Bell, System Administrator, Learning Support Services, and in
consultation with Coordinating Council



Report to Board of Trustees

September 26, 2022

Subject: Student Suspension/Expulsion Report June, 2022

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from June 2021 and June 2022, elementary suspensions have increased by 680 and secondary suspensions have increased by 1322.

Comparing year to date from June 2021 and June 2022, school expulsions are the same at 1 and board expulsions have increased by 13.

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

These data were collected during a school year where students were engaged in learning in three modes: in-person, adaptive hybrid and distance learning.

Suspensions

- Total elementary school suspensions in June 2021 - 2, year to date -328
- Total elementary school suspensions in June 2022 - 74, year to date - 1008
- Total secondary school suspensions in June 2021 - 0, year to date - 81
- Total secondary school suspensions in June 2022-130, year to date - 1403

Expulsions

- Total school expulsions in June 2021 - 0, Year to Date - 1
- Total school expulsions in June 2022 - 0, Year to Date - 1
- Total board expulsions in June 2021 - 0, Year to Date - 0
- Total board expulsions in June 2022- 1, Year to Date -13

Violent Incidents

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

- Total elementary/secondary violent incidents in June 2021 - 0, year to date - 3
- Total elementary/secondary violent incidents in June 2022-12, year to date -61

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meeting each month.

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being,
Joe Bell, System Administrator, Learning Support Services, and in
consultation with Coordinating Council



Report to Board of Trustees

September 26, 2022

Subject: Reported Student Aggression Quarterly Data Q4 – 2021-2022

Recommendation:

*This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (**April 16, 2022-June 30, 2022**).*

Status:

The Board continues to experience significant staffing challenges due to the COVID-19 pandemic. The Board continues to endeavour to staff schools given high issues of absenteeism within the system. Unforeseen and unplanned disruption continues to impact the delivery of education for students within our system. Due to the highly ambiguous nature of this pandemic, it is difficult to forecast future student aggression levels.

We continue to be proactive in utilizing our BMS team to support staff and administration in the following ways:

- Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
- Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
- Supporting growing system needs in BMS by training new trainers (23 new trainers trained during this quarter);
- Assisting in facilitating the transition of students returning to in-school learning;
- Directly supporting transition planning to ensure staff feel supported and that we are setting both students and staff up for success;
- Organizing caseloads, discussions and preparing for supporting students to return in person in September 2021;
- Proactively identifying schools and students that may require direct support from BMS in September 2021;
- Providing on-going training for multiple employee groups within the Board; and
- Successfully trained the entire BMS 2020-2021 System training plan through multiple modes. The BMS team and BMS trainers worked diligently to navigate through the Covid-19 precautions and restrictions.

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:

The Q4 2020-2021 school year experienced a significant duration of COVID-19 lock-down which significantly reduced “in-person” school operations. This resulted in lower than anticipated student aggression to the reduced “in-person” school attendance. As a result, there is a large variation from Q4 2021-2022 compared to Q4 2020-2021.

Quarterly student aggression data as reported by WRDSB staff for the period April 16, 2021 – June 30, 2021, compared to the data from the same period April 16, 2022 – June 30, 2022:

- Total Elementary incidents have increased by 331 incidents from the same period last year.
- Total Secondary incidents have increased by 3 incidents from the same period last year.

2022 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (April 16, 2022 – June 30, 2022):

- Total Elementary aggression incidents from **April 16, 2022 – June 30, 2022 – 331 incidents**
 - o Hazard – 199 incidents
 - 60.12% of all elementary incidents
 - o First Aid – 122 incidents
 - 36.86% of all elementary incidents
 - o Health Care – 3 incidents
 - 0.91% of all elementary events
 - o Lost Time – 7 incidents
 - 2.11% of all elementary events

- Total Secondary aggression incidents from **(April 16, 2022 – June 30, 2022): 11 incidents**
 - Hazard –2 incidents
 - 18.18% of all Secondary incidents
 - First Aid – 9 incidents
 - 81.82% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 0 incidents
 - 0.0% of all Secondary incidents

- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **April 16, 20221 – June 30, 2022- 342 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 218
 - 63.74% of total incidents
 - Designated Early Childhood Educators (DECE) - 38
 - 11.11%
 - Elementary Teacher – 61
 - 17.84% of total incidents
 - Elementary Occasional Teachers – 13
 - 3.8% of total incidents
 - Secondary Teacher – 4
 - 1.17% of total incidents
 - Elementary Administrators – 5
 - 1.46% of total incidents
 - Secondary Administrators – 1
 - 0.29% of total incidents
 - Management - 2
 - 0.58% of total incidents

2021 Reporting Information:

Reported Student Aggression Incidents for the Previous School Year (April 16, 2021 – June 30, 2021):

- Total Elementary aggression incidents from **April 16, 2021 – June 30, 2021 – 17 incidents**
 - Hazard – 4 incidents
 - 23.53% of all elementary incidents
 - First Aid –11 incidents
 - 64.71% of all elementary incidents
 - Health Care – 2 incidents
 - 11.76% of all elementary events
 - Lost Time – 0 incidents

- 0.00% of all elementary events
- Total Secondary aggression incidents from **(April 16, 2021 – June 30, 2021): 8 incidents**
 - Hazard –4 incidents
 - 50.00% of all Secondary incidents
 - First Aid – 3 incidents
 - 37.50% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 1 incident
 - 12.50% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **April 16, 2021 – June 30, 2021- 25 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 20
 - 80% of total incidents
 - Elementary Teacher – 2
 - 8.00% of total incidents
 - Secondary Teacher – 1
 - 4.00% of total incidents
 - Administrators – 2
 - 8.00% 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:

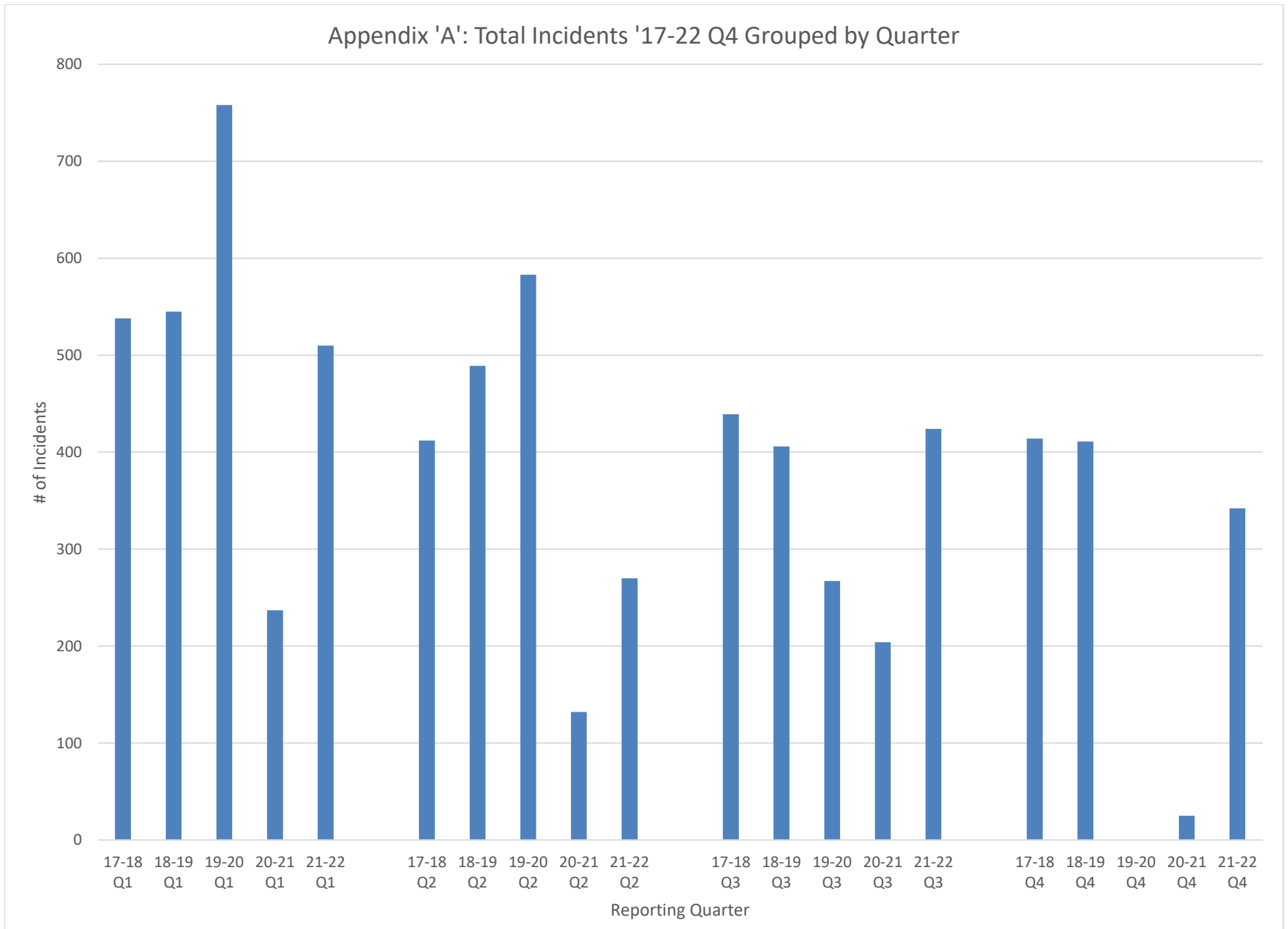
A report of all workplace incidences, including student aggression is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

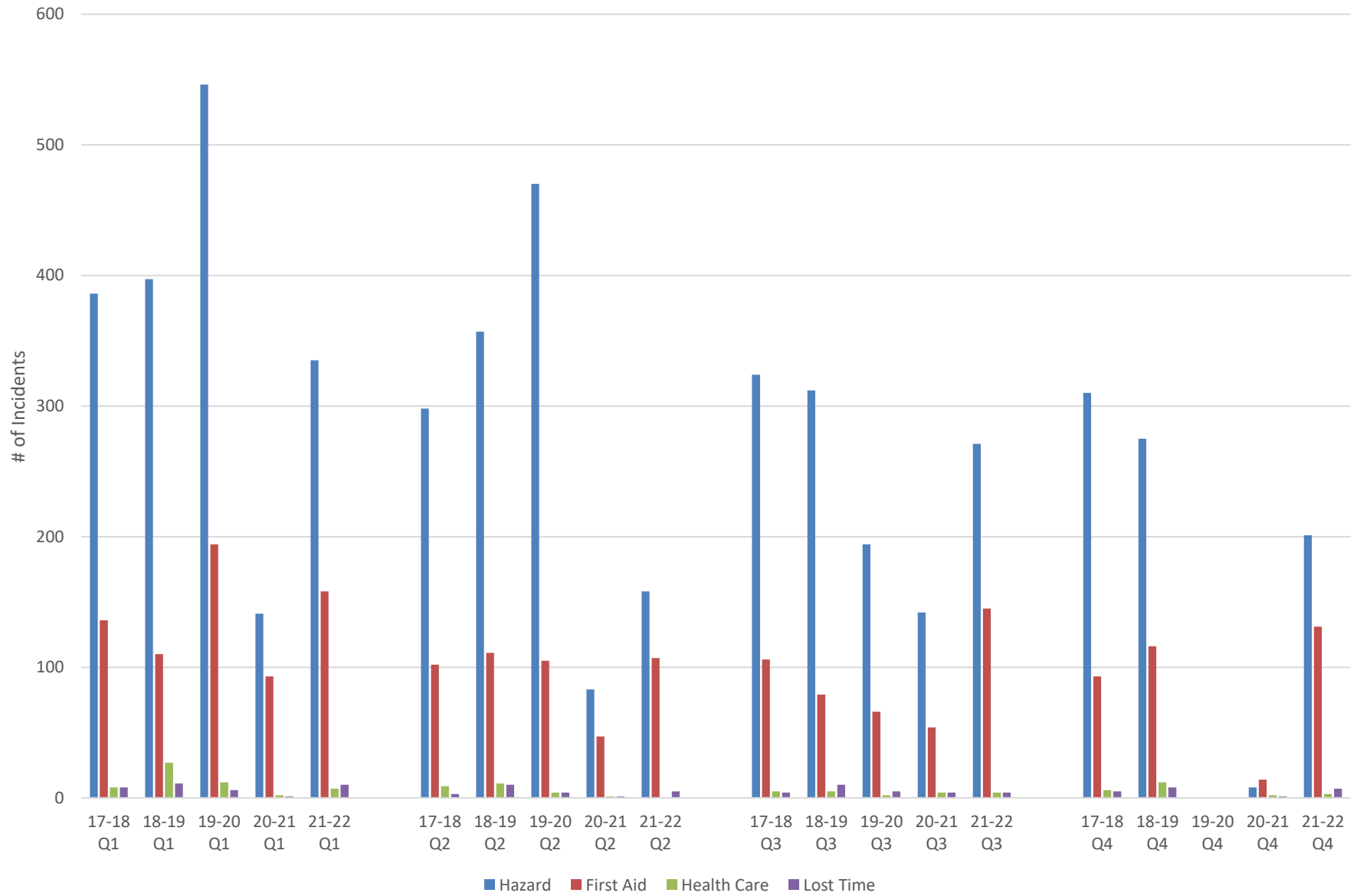
2022 Q4 Quarterly Report Data Appendix A

2022 Q4 Quarterly Report Data Appendix B

Prepared by: Graham Shantz, Coordinating Superintendent of Human Resources & Equity
Justin Brown, Senior Manager, Human Resources Services
Shannon-Melissa Dunlop, Manager, Health, Safety & Security



Appendix 'B': Types of Incidents by Quarter
'17-22 Q4 Grouped by Quarter





Report to Board of Trustees

September 26, 2022

Subject: Operational Plan for 2021-2022 - Year-End Update

Recommendation

This report is for information to the Board and provides Trustees with a **year-end update on staff's implementation** of the Operational Plan for the 2021-2022 school year ending August 31, 2022 (see [Annex A](#)).

Status

Given the unprecedented nature of the past 2.5 years it has been necessary to ensure that the Operational Plan took into account the unfolding context and shifting landscape. WRDSB's [Strategic Plan](#) and [Strategic Priorities](#), (developed in 2015-2016) remained the pillars of our work, and continued to drive our operational plan until the end of June, 2022. Staff continued to respond to the realities and impact of COVID-19 and the resulting staffing shortages, closures of schools and classrooms, and the often changing expectations of the Ministry of Education. Central to our work was ensuring the continuity of all aspects of WRDSB operations in support of delivering quality learning to all students.

Highlights of key achievements and outcomes for the 2021-2022 school year included:

- Improvement in WRDSB's 4-year graduation rate from 71.8% to 76.5% for an increase of 4.7%
- Improvement in WRDSB 5-year graduation rate from 83.7% to 85.9% for an increase of 2.2%
- Development and delivery of Tutoring Programs in support of literacy, numeracy and student success, in partnership with community and third party providers, supporting approximately 3,500 elementary students and 1,000 secondary students with a focus on those students who experienced a disproportionate impact from the pandemic
- Development and implementation of a structured literacy program in response to the Right to Read Report and Recommendations from the OHRC
- Development and implementation of a destreaming strategy in secondary with comprehensive and targeted support for administrators and teachers
- Ongoing financial sustainability
- Negotiated collective agreements with all union partners
- Limited number of school and classroom closures as a result of staff shortages
- The development and delivery of Remote Learning Programs (K-12) and Short term Virtual Learning Programs (K-12)
- The launch and completion of WRDSB's first ever Student Census
- The development and launch of a new WRDSB Strategic Plan (2022-2027)
- Ongoing completion of capital projects in response to our growing community
- Launch of the new student information system - Aspen
- Thoughtful and strategic response to cyber security incident that prioritized service

to staff, students and schools while we ensured operational viability for September start-up

We are deeply grateful for the energy and dedication of our administrators, educators, support staff, and central staff who continued 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 was 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 was critical to ensuring the WRDSB is serving our community.

And lastly, we are appreciative of Trustees' leadership, active engagement and confidence in staff as we have navigated this tumultuous time . Always with a focus on supporting students and constituents, trustees consistently brought community voices and perspectives to the table to ensure thoughtful and responsive implementation of a variety of policy and operational issues.

Background

As the WRDSB responded to the many challenges encountered as a result of the COVID-19 pandemic, we continued to gather feedback and input from students, staff and families. This feedback informed how we prioritized our work as we responded 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 also served to stabilize the system as we focused our energies on what mattered most.

Guided by the WRDSB's three strategic priorities, students continued to learn and staff continued to support student achievement - all while maintaining a focus on the well-being, health and safety of students, staff and our broader community. Our stakeholders consistently shared that safety, mental health, and well-being and human rights and equity needed to be at the forefront and must remain priorities. We also knew that there are students who experienced gaps in their learning as a result of the pandemic; for some, pre-existing gaps widened, and in response we put a clear plan in place to assess, identify and provide supports to ensure that these gaps were addressed and closed.

It is with this in mind that WRDSB's Operational Plan for 2021-2022 ([see Annex A](#)) reflected the following priorities:

- Ensuring the continuity of quality learning for all students with an emphasis on

- literacy and numeracy skill development and student reengagement
- Ensuring the safety and well-being of staff and students
- Continuing our commitment to an organizational culture rooted in Indigenous sovereignty, equity and human rights that ensures identity and social location are not predictors of outcomes
- Ensuring continuity of effective operations of the school district

Our ability to deliver on these priorities was dependent on an organization that ensured 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 worked interdependently with the others. We could not address the learning gaps students have experienced, for example, without also addressing safety, well-being and issues of human rights and equity. And in turn, these supports could not be actioned without simultaneously providing adequate human and financial resources - they were and continue to be inextricably linked to one another.

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, and major efforts to ensure the continuity of all operational aspects of the school district. September 2021 saw the return to in-person learning while simultaneously offering remote learning, and intermittent school closures. 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 guide our decision making and work as we responded to the pandemic.

During the 2015-2016 school year 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. A new Strategic Plan was developed during the 2021-2022 school year and was officially launched on September 12, 2022

Financial implications

The Board of Trustees approved the [2021-22 operating budget](#) on June 16, 2021. Consistent with the approved budget for 2021-22, the WRDSB is expected to finish the year in a deficit position. A projected deficit of \$7.39 M or 1.02% of budgeted operating revenues was confirmed in the [2021-22 Q3 Interim Financial Report](#) which was

provided to the Board of Trustees at the June 8, 2022, Committee of the Whole meeting.

Communications

The Communications Department developed a multi-dimensional approach aimed at reaching every parent/guardian/student/staff member/stakeholder with meaningful communication during the pandemic and over the course of this strategic Plan implementation period. A commitment to accessible, timely, transparent and two-way communication was 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

Communications will continue its commitment to ensuring that the 2022-2023 Strategic Plan and Board Improvement and Equity Plan (as required by the Ministry of Education) have a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

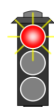
Prepared by: Lila Read, Associate Director of Education,
Dana Liebermann, Senior Manager of Research & Evidence-Based Practice,
Senior Team, in consultation with Coordinating Council, and
jeewan chanicka, Director of Education

Operational Plan - 2021-2022 - Final Report

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 2020 through to the current school year and major efforts to ensure the continuity of all operational aspects of the school district. Given the unprecedented nature of this time and uncertainty it has been necessary to revise our operational plan. 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 2021-2022 are detailed in the dashboard below by department.

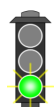
The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



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

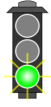
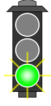
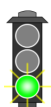


A blue check means implementation of a given strategy is complete



BUSINESS SERVICES

Lead	Priority Area Description (Strategy)	Intended Outcomes	Oct 2022	Oct 2022
			How well did you do it? (Implementation Rating)	Is anyone better off? (Highlights of Outcome Data)
Facilities	1. Form an Exterior Design Standards Development (EDSD) committee with staff representation from across the WRDSB	Develop design standards for exterior school grounds	✓	<ul style="list-style-type: none"> Draft design standards for exterior spaces developed Consultation sessions with internal and external stakeholders to be scheduled by early Winter 2023
Facilities	2. Develop and finalize a standard inclusive washroom sign and install it in all schools	All gender neutral washrooms have standard signage that is inclusive and understandable by all students/staff	✓	<ul style="list-style-type: none"> New standard inclusive washroom signage installed in all schools
Planning	3. Continual improvement of the Grade 1 French Immersion application process	Clearly communicate the process so that families can make informed decisions and all students are provided the opportunity to select their French program pathway	✓	<ul style="list-style-type: none"> Translated materials made available on WRDSB website Virtual translated sessions could not be offered due to COVID-19 restrictions and schools closures in January 2022
Transportation	4. Support schools to engage in travel planning by promoting active and safe routes to schools across Waterloo Region.	A higher proportion of students opting to use active transportation to and from schools	✓	<ul style="list-style-type: none"> 40% of students are using active transportation to and from school as reported on the <i>BikeWalkRoll</i> survey tool 2 school zone speed limit changes 2 policy documents influenced 25 active School Travel Planning (STP) schools with 372 interventions
Finance	5. Expand access to licensed child care spaces in schools	Increase the number of licensed child care spaces in the Before & After School program. Parents will benefit from the Canada-wide Early Learning and Child Care funding plan.	✓	<ul style="list-style-type: none"> 6656 licensed child care spaces available in September 2022 100% of elementary schools with Kindergarten classes have before and after school programs in September 2022.





CORPORATE SERVICES

Lead	Priority Area Description (Strategy)	Intended Outcomes	Oct 2022	Oct 2022
			How well did you do it? (Implementation Rating)	Is anyone better off? (Highlights of Outcome Data)
Communications	1. Create awareness of the Kindergarten student registration process and academic programs in secondary	Families utilizing the central registration system to register their child for Kindergarten Creating awareness of specialized programs in secondary schools	✓	<ul style="list-style-type: none"> There was a 7% increase to Central Registration page in 2022-23 (262 more registrations than 2021-22) 279 requests for in person Kindergarten registrations for 2022-2023 Created WeAreWRDSB to showcase student voice and achievement
Communications	2. Engage families and staff as part of the WRDSB community	Improved understanding of WRDSB values and work Increased connections with community and families	✓	<ul style="list-style-type: none"> Created and hosted 8 listening circles to directly engage parents and caregivers Shared over 85 communications pieces with PIC/WRAPSC in advance of communicating with parents and caregivers Since September 2021, created 36 COVID-19 related web posts (not including outbreak notifications). Combined, the web posts and COVID-19 case tracker page had over 1.7 million page views.
Human Rights Branch	3. Build understanding of the code-based complaints resolution process and stakeholder roles in complaints resolution (i.e., Human Rights Literacy)	Launch the code-based complaints administrative procedures System leaders will have greater knowledge and awareness about the procedure, feel confident in addressing complaints, and will be able to follow the procedure/engage in the process when required	✓	<ul style="list-style-type: none"> Code-Based Human Rights Complaints Resolution Processes for Staff and Non-Staff approved and will be officially launched in September/October 2022 Mandatory Human Rights 101 training for all staff provided in 2021-2022 and developed revised training based on staff feedback for 22-23 school year 95% of complaints received by the Human Rights Branch resolved during the 2021-22 school year
Human Rights Branch	4. Increase educators' understanding of what discrimination is and build their capacity to respond to discrimination	Educators actively respond to discrimination impacting students using the DIRECT tool		<ul style="list-style-type: none"> Prior to the pause on educator professional development, 300 educators participated in the DIRECT tool professional learning opportunity Due to the pause on professional development for educators, the focus of the DIRECT tool training shifted to system leaders and 21 school and service leaders took part
Human Rights Branch	5. Support and build the capacity of service leaders to dismantle oppression and address discrimination	All staff see anti-oppression and anti-racism as central to their work		<ul style="list-style-type: none"> Supported and delivered capacity building to 272 service department staff Engaged 11 service leaders Key Contacts Networking Group Senior Team and 7 additional service leaders from across various departments participated in the Policy Review Guide professional learning opportunity
Research	6. Analysis, reporting and action planning of the student census	Student census results are shared in a public report for the broader community in a way that minimizes the potential for further harm to students who have been marginalized by the education system Build system leaders' awareness of appropriate and responsible use of student census data		<ul style="list-style-type: none"> Student Census reports were shared in June 2022 in various formats including an Infographic and Summary Results Report Held capacity building sessions for the senior team. Further capacity building for all system leaders planned for fall 2022
Research	7. Develop and implement a strategic planning process	Mission, vision, learner profiles and new strategic priorities have been developed and shared publicly	✓	<ul style="list-style-type: none"> Strategic Plan shared in June 2022 and officially launched in September 2022.




HUMAN RESOURCE AND EQUITY SERVICES

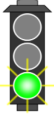
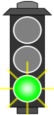
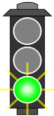
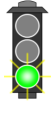
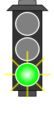
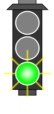
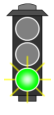
Lead	Priority Area Description (Strategy)	Intended Outcomes	Oct 2022	Oct 2022
			How well did you do it? (Implementation Rating)	Is anyone better off? (Highlights of Outcome Data)
Labour Relations	1. Develop and implement processes for monitoring, and ensuring compliance with vaccination attestation and rapid testing	Compliance with directives from the Ministry of Education/Chief Medical Officer of Health	✓	<ul style="list-style-type: none"> During the time WRDSB was required to do so (until March 14, 2022), COVID-19 vaccine attestation summary for school board employees was provided to the Ministry of Education During the time WRDSB was required to do so (until March 14, 2022), COVID-19 vaccine attestation summary for school board employees and Trustees was posted to the board website and updated monthly and/or as required
Labour Relations	2. Develop a multi-year work plan for Human Resource & Equity Services and Indigenous Equity and Human Rights Department to review fair, equitable and transparent hiring processes	<p>Equitable hiring practices and enhancing the diversity of our workforce so that students see themselves reflected in those they are learning from</p> <p>Policy/Program Memorandum (PPM)165 implemented</p>		<ul style="list-style-type: none"> Implementation of multi-year plan underway: <ul style="list-style-type: none"> As per Ministry of Education PPM 165 created definition of "lived experience" and training to be provided to staff in 2022-2023 Created bank of interview questions Identified special programs PPM 165 has been implemented
Health, Safety & Security	3. Update the "WRDSB Joint Health and Safety Committee (JHSC) Multi-site Terms of Reference" agreement to ensure it meets current Ministry of Labour, Training and Skills Development requirements	Renewal of "WRDSB Joint Health and Safety Committee (JHSC) Multi-site Terms of Reference" for 5 more years	✓	<ul style="list-style-type: none"> WRDSB Joint Health and Safety Committee (JHSC) Multi-site Terms of Reference" agreement was approved by Ministry of Labour, Training and Skills Development and shared with the system
Health, Safety & Security	4. Develop an online training module for Workplace Inspection Training	An online training module is accessible to all new Workplace Inspection Team members and Administrators/Supervisors	✓	<ul style="list-style-type: none"> Online course launched In-person components of training delivered
Health, Safety & Security	5. Ongoing review and development of COVID-19 program management for WRDSB staff based on Ministry of Education guidelines and Public Health recommendations	Up-to-date program /directives for WRDSB staff and Administrators/Supervisors	✓	<ul style="list-style-type: none"> Process/Requirement(s) are on the website and are current
Employee Wellness	6. Mental Health support that follows the Guarding Minds at Work protocols.	Provide support/ directives for WRDSB system leaders to support staff well-being	✓	<ul style="list-style-type: none"> Support provided and feedback to be gathered in October 2022 to inform resources that will be shared for 2022-2023
Employee Wellness	7. Develop an online training module for Resilience for all staff.	Provided training to promote coping strategies so that staff are able to remain at work and thrive.		<ul style="list-style-type: none"> Training available to all staff as of September 2022

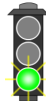


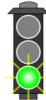
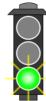


INFORMATION AND TECHNOLOGY SERVICES







Lead	Priority Area Description (Strategy)	Intended Outcomes	Oct 2022	Oct 2022
			How well did you do it? (Implementation Rating)	Is anyone better off? (Highlights of Outcome Data)
Information and Technology Services	1. Implement a safe and secure wireless network to provide ease of access to staff and students	Wireless network upgrades are completed using a phased approach to implementation with Phase 2 implementation completed by Aug 2022		<ul style="list-style-type: none"> Wireless upgrades completed at 35 sites
Information and Technology Services	2. Implement a new asset management software to provide better lifecycle management and tracking of WRDSB technology assets	Asset management software/application is fully implemented		<ul style="list-style-type: none"> This work is on hold and will be fully implemented in January 2023
Information and Technology Services	3. Enhance security infrastructure and practices for staff to protect student data	Enhance security infrastructure to be implemented by August 2023		<ul style="list-style-type: none"> Full implementation on track for August 2023
Information and Technology Services	4. Implement a new Student Information System (SIS) that will be robust, technologically advanced and provide overall improvements in processing and managing student data	The new Student Information System is implemented using a phased approach with partial rollout by Aug 2022		<ul style="list-style-type: none"> New Student Information System is being implemented using a phased approach. The first phase has been completed as of August 2022.

LEARNING SUPPORT SERVICES

Lead	Priority Area Description (Strategy)	Intended Outcomes	Oct 2022	Oct 2022
			How well did you do it? (Implementation Rating)	Is anyone better off? (Highlights of Outcome Data)
Elementary Program and Special Education and Mental Health	1. K-2 Early Reading Strategy: A system-wide approach to supporting oral language in Kindergarten to Grade 2 in support of early literacy skill development	<p>Educators in identified schools will have the instructional capacity to directly teach early literacy skills</p> <p>All Kindergarten students in identified schools will know their letters and sounds by the end of Senior Kindergarten</p>		<ul style="list-style-type: none"> In the 92 participating classrooms (JK-Grade 3), the percentage of students who were reading below grade level was reduced after students participated in an early reading program (e.g., in Grade 2, 22% of students were reading below grade level before the program, and 7% of students were reading below grade level after participating in the program) Educators shared that the program and supports: <ul style="list-style-type: none"> Improved their understanding of phonological awareness/early reading skills Changed their approach to literacy instruction
Elementary Program	2. Ongoing Implementation of the 2020 mathematics curriculum: Support educators to ensure that culturally relevant, equitable mathematics instruction and assessment practices are in place and the implementation of High impact strategies	<p>Increased educator understanding of mathematical concepts and capacity to implement differentiated instructional strategies to improve student achievement</p> <p>Increased educator confidence in implementing the 2020 mathematics curriculum</p> <p>Increased student achievement in mathematics</p>		<ul style="list-style-type: none"> Educator feedback about Long Range Plans (LRP) for Mathematics resources and Book Study: <ul style="list-style-type: none"> Appreciated ongoing availability, relevance and flexibility of long range plans, which made it easy for them to incorporate into their classrooms Appreciated receiving resources through the book study that helped them implement strategies in their classrooms Planned professional learning related to supporting students in early math could not move forward for Wraparound schools due to a pause on professional development. EQAO results have not yet been published and made available to school boards
Secondary Program	3. Implementation of destreamed Grade 9 mathematics course: Collaborating, developing and creating systems with greater opportunity for all students	Centering the learner in classroom planning so that students and their post-secondary program pathway are the starting point for course planning		<ul style="list-style-type: none"> Students in MTH1W (Grade 9 mathematics) reported: <ul style="list-style-type: none"> Feeling more confident in all six of the math strands after taking MTH1W Learning or improving on collaboration skills (61%), study habits (40%) and technology skills (36%)

		<p>Students in MTH1W (Grade 9 Mathematics) express greater confidence and identity as a mathematician</p> <p>Use of classroom practices that are responsive of and accessible to all learners: Universal Design for Learning (UDL), differentiation, and Culturally Responsive and Relevant Pedagogy (CRRP)</p>		<ul style="list-style-type: none"> Having different experiences in the course such as using whiteboards, collaborating with peers, working on open-ended tasks and constructing a shared experience EQAO results have not yet been published and made available to school boards
Secondary Program	4. Build educator capacity to encourage a more progressive, equitable and individualized approach to assessment and evaluation that centers the needs of the learner	<p>Looking at growth over time in skills instead of weighted assessment.</p> <p>Assessment that honors the multifaceted nature of intelligence and that informs students in their growth.</p>		<ul style="list-style-type: none"> Educators reported a shift in their understanding of their role in conducting assessments and engaging students in assessment Educators appreciated the opportunity to learn together as a whole school community, as it provided an opportunity for staff to share strategies with each other and learn alongside one another
Secondary Program	5. Developing essential literacy and numeracy for all Grade 9-12 students through a culturally relevant and responsive approach	<p>Increased teacher capacity in Culturally Responsive and Relevant Pedagogy (CRRP)</p> <p>Development of literacy supports to aid educators in more responsive program planning</p>		<ul style="list-style-type: none"> Capacity building occurred during the site-based development days that occurred in February, March, April and May Supports were developed and shared, with positive feedback from staff on applicability and usefulness
Secondary Program	6. Provide students in grades 7 to 12 with the information and supports they need to: <ul style="list-style-type: none"> identify their interests and strengths explore opportunities for different possible pathways set goals develop a plan to make a successful transition to their initial postsecondary destination 	<p>Each student makes a successful transition to their initial postsecondary destination.</p> <p>Provide a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace</p>		<ul style="list-style-type: none"> 12,983 students in Grades 7-12 have an active MyBlueprint account where they can access their Individual Pathways Plan (IPP) Student exit survey data is not currently available due a platform changes and transition to the new and Student Information System
Indigenous Sovereignty, Equity and Inclusion Branch	7. Designing Culturally Relevant and Responsive Pedagogy (CRRP) professional learning for schools so students experience a sense of belonging and inclusion in a safe and welcoming school and classroom community - ultimately promoting student achievement and well-being for all students	A teaching staff who are comfortable, confident and competent in using Culturally Relevant and Responsive Pedagogy (CRRP) in their teaching practice.		<ul style="list-style-type: none"> 116 elementary educators at 29 wraparound schools engaged in CRRP learning with Nicole West Burns 84 secondary educators participated in training and coaching related to CRRP
Indigenous Sovereignty, Equity and Inclusion Branch	8. Finalize, approve and communicate a new Student Dress Policy	<p>A Student Dress Policy that is more inclusive and devoid of bias.</p> <p>Students are aware of the updated Policy.</p> <p>Educators, administrators and families are aware of the new Policy.</p>		<ul style="list-style-type: none"> Board Policy 6010 - Student Dress was approved in June 2022 Training on the new policy will be provided in the fall of the 2022-23 school year
Indigenous Sovereignty, Equity and Inclusion Branch	9. Build staff capacity for embedding Indigenous perspectives, histories ways of knowing and being across the curricula	Viewing and representing through a lens that reflects Indigenous diversity, excellence, beauty, brilliance, and ways of knowing and being		<ul style="list-style-type: none"> Over 500 elementary and secondary Staff participated in rotation of activities throughout the school year that built their capacity 29 teachers completed an Additional Qualification course in Indigenous Education
Multilingual Learners	10. Supporting Multilingual Learners (MLL) students and their families: Build educator capacity through the use of an English Language Learner (ELL) Module while facilitating community and family partnerships	<p>Transform model of support to ensure a team approach</p> <p>MLL Support Teachers and other staff are embedding translanguaging (i.e., MLL students are encouraged to use all of their linguistic abilities in their learning), co-planning and co-teaching as part of their professional practice</p> <p>Memorandums of Understanding (MOUs) with various community partners in place in support of students and families</p>		<ul style="list-style-type: none"> Results from assessments not yet accessible EQAO results have not yet been published and made available to school boards Positive feedback from school staff on new model of support MOUs are in place with Adventure4Change

Multilingual Learners	11. Develop and implement an inclusive and equitable communication strategy to allow WRDSB materials to be accessible to all families, especially those families whose first language is other than English.	Fully implemented inclusive and equitable communication strategy		<ul style="list-style-type: none"> Engaged MLL students and their families through cultural and community organizations and provided: <ul style="list-style-type: none"> A dedicated page to share Multilingual Resources related to COVID-19 was established in January 2022. This page has received 1,013 pageviews since its creation. Six important messages regarding the <i>Return to School</i> were translated into 15 different languages and distributed to families
French Language Programs	12. Build French as a Second Language (FSL) educator capacity to support French language instruction for all students.	<p>A French Immersion program that is welcoming, inclusive, accessible and supportive of all students</p> <p>Increase the enrollment and retention of students who have been traditionally marginalized from the French Immersion Program (e.g., students who are MLLs and students who have Special Education needs)</p> <p>A robust and inclusive French Language program that meets the needs of all students</p>		<ul style="list-style-type: none"> French as a second language review process was completed and a report with associated recommendations was approved by Trustees The focus 2022-2023 will be to continue to build educator capacity to support French language instruction for all students
Outdoor and Environmental Education	13. Infusing Indigenous land-based education in the Outdoor and Environmental Education Centre (OEEC) programs and at all school exterior grounds and build staff capacity to use them effectively	<p>Clearly identified learning points related to Indigenous land-based learning for each Outdoor and Environmental Education (OEE) program</p> <p>Resources for school staff to build their capacity to use Ecological Learning Spaces (ELSS) effectively</p> <p>Exterior Grounds Design Standards enable Ecological Learning Spaces (ELSS)</p>		<ul style="list-style-type: none"> Resources were created and exterior grounds designs created
International and Indigenous Languages Program	14. International and Indigenous Languages Program (IILP): Work with Indigenous community groups to instruct and support new Indigenous language classes	<p>The effective launch of an Indigenous language class</p> <p>Develop resources and provide PD to International and Indigenous Languages Program instructors</p> <p>Create a collaborative team culture amongst the ILLP staff to share resources and best practices</p>		<ul style="list-style-type: none"> Indigenous language class launched in January 2022
Leadership Development	15. Support student achievement and well-being for all students by embedding Indigenous Sovereignty, Human Rights and Equity capacity building for educational staff (New Teacher Induction Program, Position of Added Responsibility processes, professional development, and School Improvement Planning) to build capacity across the board	Develop the Indigenous Sovereignty, Human Rights and Equity capacity of school level educators (teachers, administrators, etc.) to influence practices that improve student achievement and well-being for all students		<ul style="list-style-type: none"> Indigenous Sovereignty, Human Rights and Equity capacity building in service to student achievement and well-being for all students was a key learning priority for all Board Leadership Development Strategy programs
Leadership Development	16. Build system leaders' capacity focused on Indigenous Sovereignty, Human Rights, Equity and Inclusion including developing Indigenous sovereignty and equity as a leadership competencies in support of student achievement and well-being for all students	Further develop the Indigenous Sovereignty, Human Rights and Equity capacity of all system leaders (school level and service level leaders)		<ul style="list-style-type: none"> All 8 System Leaders' Meetings included messaging related to the inextricable connection between student achievement and well-being with human rights, Indigenous sovereignty and equity, with 300-350 participants at each meeting
Leadership Development	17. Provide dedicated time and space for Black, Indigenous, and Racialized leaders to share their learning, thinking, reflections, and experiences (e.g., affinity groups)	<p>Inspire the success of our marginalized students through supporting the success of Indigenous, Racialized Administrators Mentorship and Support (IRAMS) and Indigenous and Racialized Teachers (IRT) groups</p> <p>Members of IRAMS and IRT experience increased agency, efficacy, retention and success in the role.</p> <p>Black, Indigenous and Racialized staff report increased motivation and confidence to apply to leadership roles</p>		<ul style="list-style-type: none"> Indigenous, Racialized Administrators Mentorship and Support (IRAMS) and Indigenous and Racialized Teachers (IRT) groups met 12 times over the course of the year All meetings were well attended

Leadership Development	18. Develop and mobilize the school learning and improvement process to ensure all students, staff and leaders are focussed on learning and improvement efforts	Quality Implementation of School Improvement Strategies, including the Conditions for Learning in all schools		<ul style="list-style-type: none"> • 7 Family of Schools meetings focused on student achievement and well-being and support for administrators in leading school learning and improvement efforts in their schools given the challenging context of cOVID and staffing shortages • All schools required to document their plans • Develop a Principal leadership group (Lateral Leaders) who built their capacity to support their colleagues in leading school learning and improvement efforts - held in 10 learning sessions with Lateral Leaders (administrators) • Superintendents conducted 3 focused school visits for each of their schools with a focus on student achievement and well-being and school learning and improvement
Leadership Development	19. Through ongoing and formal mentorship and networking opportunities, newly appointed leaders will develop their capacity in understanding and implementing technical and operational expectations.	Newly appointed leaders will be equipped with the knowledge, resources and skills they need to manage the operational expectations of their roles.		<ul style="list-style-type: none"> • Resources were provided and plans made to develop follow-up training in 2022-2023
Special Education and Mental Health	20. Develop a common system understanding of an asset/strength based approach to student support and universal accommodations	<p>Staff have the capacity to support student learning through identified student strengths</p> <p>A learning environment prioritizing accessibility by implementing identified universal accommodations</p>		<ul style="list-style-type: none"> • Individual Education Plan (IEP) Steering Committee met 6 times during the 2021-22 school year • Developed Draft Terms of Reference for the Steering Committee • Resource developed for staff "An Asset Approach to IEP Development"
Special Education and Mental Health	21. Develop a system approach to supporting student well-being and mental health by utilizing collective expertise	<p>Socio-emotional Learning (SEL) practices implemented in all secondary schools</p> <p>Utilizing WRDSB Teachers, Psychological Consultants, Social Workers and Child and Youth Workers to support proactive mental health supports</p> <p>Increase and ease of access to community supports and information</p> <p>Increased family engagement</p>		<ul style="list-style-type: none"> • 94% of secondary schools/alternative education sites have school based wellness teams • Students who engaged in <i>Mentally Healthy Classroom</i> visits shared that they learned new strategies and that it changed the way they think about mental health • Feedback from Psychology staff learning session with staff included: <ul style="list-style-type: none"> • Increase in confidence to implementing strategies focused on supporting students' mental health in their classroom • High relevance of materials and intention to change practice • Feedback from Psychology staff learning session with families: <ul style="list-style-type: none"> • Requests for additional workshops • Appreciation for topics covered and found information helpful
Safe and Healthy Schools	22. Develop a process that supports schools and departments as they respond to positive COVID-19 cases and outbreaks	<p>Schools and workplaces are safe and healthy places to learn and work</p> <p>Clear and timely communication about cases or outbreaks</p>		<ul style="list-style-type: none"> • Reporting dashboard was available on the WRDSB website until December 2021 • 100% of cases (i.e., 7,383 cases) were reported accurately to the WRDSB website (until December 2021) and the Ministry reporting system (still current)
Safe and Healthy Schools	23. Develop resources and build capacity for schools to use alternative approaches to student discipline through a restorative model	A reduction in the number of suspensions and expulsions		<ul style="list-style-type: none"> • Given periods of remote learning throughout the pandemic and resulting staff shortages along with newly introduced Ministry guidelines, baseline data and resulting decrease is difficult to establish. New baseline to be established during the 2022-2023 school year and monitored subsequently



Report to Board

September 26, 2022

Subject: Discussion - OPSBA Question

Recommendation

This is a topic for Trustee discussion.

Status

On September 6, 2022, the Ontario Public School Boards' Association (OPSBA) reached out to Board Chairs asking the following question:

Please indicate if your Board supports extending the ability of Boards to hold electronic board meetings beyond the current expiration date of November 15, 2022.

Background

At the onset of the COVID-19 pandemic in March 2020, the Ontario government passed regulations that would allow school boards to hold meetings virtually, rather than in person. After several extensions, those regulations are set to expire on November 15, 2022.

The Ministry of Education is now considering what to do with respect to the regulations and has asked OPSBA to gather feedback from boards about options. This generative discussion is the WRDSB Board of Trustees' opportunity to pass on its feedback to OPSBA, who will in turn share it with the Ministry.

Financial implication

The financial implications are not known at this time.

Communications

Chairperson S. Paitkowski will share the results of this discussion with OPSBA.

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



Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

June 27, 2022

EDUCATION CENTRE

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The Honorable Stephen Lecce, Minister of Education
13th floor, Mowat Block 900 Bay Street
Toronto, ON M7A 1L2

Sent via email to minister.edu@ontario.ca

Dear Minister Lecce,

Congratulations on your recent re-appointment as Minister of Education.

Reconciliation involves creating a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Indigenous and non-Indigenous people. As Treaty people, the Rainy River District School Board recognizes its responsibility for building and sustaining mutually respectful relationships with our Indigenous communities and partners. As such, I am writing to you on behalf of the Board of Trustees to ask that the Ministry of Education formally recognize the *Indigenous Institutes Act (2017)* and repair the existing gap between the nine Indigenous Institutes and their post-secondary counterparts.

The *Indigenous Institute Act* was enacted in 2017 to recognize the Indigenous Institutes as a pillar within the post-secondary sector, alongside universities and colleges. This *Act* represented a historical commitment of the Ontario government, acknowledging the work of the Institutes while supporting their growth within the sector.

Regulation 444/98 Disposition of Surplus Real Property provides a framework for school boards to follow in order to dispose of property deemed surplus to the school board's needs. Part II, Section 3, of the Regulation outlines the process that a public school board must follow in order to sell, lease, or otherwise dispose of a property.

A property deemed surplus must first be offered other publicly funded school boards within the catchment of the district. In addition to this list of school boards, the surplus property is also offered to the local English and French language colleges and universities. Currently the nine Indigenous Institutes are not listed in Regulation 444/98.

It is also important to note that there is a hierarchy within the Regulation, with local school boards forming the highest priority, followed by other organizations, including local colleges and universities.

Seven Generations Education Institute is a long-standing partner of the Rainy River District School Board. This collaboration between our organizations has created many

WEB SITE:

www.rrdsb.com

DIRECTOR

Heather Campbell

opportunities for the students and communities of Treaty Three. However, at present, Seven Generations Education Institute is absent from the List of Eligible Organizations within Regulation 444/98 and must wait until all other organizations, including local colleges and universities, have been offered the surplus property. We, therefore, respectfully request that the Ministry of Education correct this oversight and amend Regulation 444/98 Disposition of Surplus Real Property to include all nine Indigenous Institutes at the same level as universities and colleges.

We thank you in advance for your consideration of this request and look forward to your response.

Sincerely,



Raymond Roy, Chair,
Rainy River District School Board

c. The Board of Trustees

The Honorable Greg Rickford, Minister of Indigenous Affairs, Minister of Northern Development, MPP Kenora-Rainy River
Nancy Naylor, Deputy Minister
Heather Campbell, Director of Education
Brent Tookenay, Chief Executive Officer, Seven Generations Education Institute
The Ontario Public School Boards Association and member boards



June 22, 2022

Honourable Christine Elliott
 Minister of Health
 5th Floor, 777 Bay Street
 Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
 Minister of Education
 Mowat Block, 900 Bay Street
 Toronto, ON M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce,

The Upper Canada District School Board (UCDSB) Special Education Advisory Committee (SEAC) is aware of the process of revision to PPM 81 that has been undertaken by the Ministries. The committee is also aware of the provincial shortage of nursing staff and the impact that this is having on students and families, particularly as it relates to having medical needs met within the school setting.

The UCDSB Special Education Advisory Committee understands that the Regulated Health Professions Act does permit regulated health care professionals to delegate controlled acts to non-regulated individuals. Delegation to staff is not possible within the UCDSB, and many other boards, as the collective agreements do not have provisions to permit this to occur. In situations where regulated health care professionals are delegating controlled acts, UCDSB is in a position of needing to draw upon scarce nursing resources and to fund private nursing. Given the current nursing shortage, it is not always possible to secure private nursing services and alternative arrangements are made directly with families to ensure that the students can safely attend school while having their medical needs attended to. This has included permitting parents/guardians or temporary health care workers employed by families within their homes, following all health and safety measures for the school environment, to come into the schools to perform the controlled acts.

The UCDSB SEAC is concerned with the proposed amendments and a potential expansion in the types of controlled acts that can be delegated to non-regulated education workers. UCDSB is already in a position of not being able to provide service from non-regulated education workers with the current PPM and we do not support assuming the risk to students, staff, and the board.

Beyond the concerns related to collective agreement barriers, we would like to draw attention to other related concerns:



1. Medical procedures that are controlled acts should be performed by duly qualified health care professionals. Schools and boards are not in positions to manage the supervision of controlled acts that are regularly performed in the school setting.
2. Parents and guardians should not be expected to attend at a school to perform medically prescribed procedures as a result of the nursing shortage. Where collective agreements do not permit the delegation of controlled acts to non-regulated education employees, measures must be in place to permit boards to use the traditional method of securing nursing services through the Ministry of Health for school-based nursing.
3. If the intention of the Ministry is to permit the delegation of controlled acts to non-regulated education workers, Boards should have a means of recovering the full cost of private nursing services that are incurred as a result of delegation by a regulated health care professional. In the absence of a cost recovery system, there needs to be a mechanism in place to have the provision of services revert to the Ministry of Health. Private nursing services are costly and can severely impact budgets allocated for special education services. Medical procedures that are controlled acts that need to be performed during the school day for students should be the responsibility of the Ministry of Health and should not negatively impact the education services available for all students with special education needs.
4. While the nursing shortage is not the responsibility of school boards, the delegation of controlled acts by regulated health care professionals places boards, like UCDSB, in direct competition for scarce nursing resources, thereby exacerbating an already challenging situation and placing additional burdens on our families.

We appreciate that discussions are ongoing at the provincial level and between various ministries. We request that the government take immediate action to develop a solution that ensures that all students requiring medical support in the school setting continue to have equitable access to learning and that risk to students, school boards and their employees is minimized.

Sincerely,

John McAllister
Chair of the Board
Upper Canada District School Board

Michel LaBonte
Chair, UCDSB Special Education
Advisory Committee

Cc. Chairs of all Ontario Special Advisory Committees
Ontario Public School Boards' Association (OPSBA)
Parent Associations Advisory Committee (PAAC) on SEAC
John Jordan, MPP of Lanark, Frontenac and Kingston
Steve Clark, MPP of Leeds Grenville, Thousand Islands and Rideau Lakes
Nolan Quinn, MPP of Stormont, Dundas and South Glengarry
Stephanie Sarrazin, MPP of Glengarry, Prescott and Russell





District School Board Ontario North East

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June 15, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Prabmeet Singh Sarkaria, President of the Treasury Board
Treasury Board Secretariat
7th Floor, 315 Front Street West
Toronto, ON
M7A 0B8

Sent via email to: Minister.edu@ontario.ca and Minister.tbs@ontario.ca

Re: District School Board Ontario North East Executive Compensation

Dear Honourable Ministers,

On behalf of District School Board Ontario North East (DSB1) we extend a profound congratulations on your government election and appointment to cabinet. We also express our gratitude to Minister Lecce for fielding questions over the past year related to Executive Compensation on the weekly calls with Board Chairs.

I am writing again to highlight the importance of and advocate for the fair compensation for our Supervisory Officers and to request that you expedite the exemption process for salary freezes introduced by the Liberal government in 2010. Tremendous work provided a solution in 2017 with the approved Framework based on market comparators, subsequently a freeze in 2018 dismantled the progress.

I recognize that the pandemic has created challenges for the economy and has created economic hardships for families. There are unique circumstances to the pay structure for Superintendents within DSB1 that require remediation despite these challenges. Leaders in education have demonstrated incredible effort to support student education throughout the pandemic, particularly in their roles implementing contact tracing and messaging for health units.

Inequity against School Board of Equal or Lesser Size / Complexity

A comparison of DSB1 Supervisory Officer salaries to those of neighbouring districts reveals that our Supervisory Officers are paid significantly less than similarly experienced peers.

Devaluing of Supervisory Officers

The role of Supervisory Officer is integral to the successful operation of the school Board, one of the few management positions clearly defined in the *Education Act*. A lack of fair compensation devalues this role and the qualified professional staff who hold these positions. It is also important to note that the morale of the Supervisory Officer team is negatively affected by the salary freeze and compensation levels that are significantly lower than neighbouring Boards of equal or lesser complexity, causing a sense of devaluation.

Salary Inversion

Whereas executive compensation for Supervisory Officers has been frozen, increases have continued for principals and managers. The salary gap for principals is estimated to result in an inversion within the foreseeable future.

Salary Erosion

Canadian salaries typically increased by two to three percent annually over the last ten years to account for inflation. The executive compensation freeze has resulted in a year over year salary erosion for 10-20 percent.

Impact on Pension

An educator's pension is based on the best five-years' earnings. Salary compensation affects not only the year in the role, but an individual's retirement as well.

Succession Planning

The Board's uncompetitive salary hinders its ability to retain and recruit a team of Supervisory Officers as they gravitate to higher paying Boards creating long-term detrimental effects on DSB1's ability to secure talent long-term.

The current salary freeze legislation has a substantial negative impact at DSB1. These inequities have and will continue to compound over time if they are not rectified. Impacts will be significant on the ability to recruit and retain individuals to this important role and provide the highest level of service to students and families.

We sincerely hope that the Ministry of Education and Treasury Board will continue to recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures to allow DSB1 to adjust our Executive Compensation Framework.

Sincerely,



Bob Brush
Chair of the Board



Dennis Draves
Vice-Chair of the Board

cc. Ontario Public School Boards' Association

June 30, 2022

The Honourable Stephen Lecce
900 Bay Street, 14th Floor
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees for the Simcoe County District School Board (SCDSB), I would like to take this opportunity to highlight our concerns related to the child care sector in Ontario and the impact on before and after school programs in Simcoe County.

As per the *Education Act*, school boards are required to ensure the provision of before and after school programs in each elementary school where there is sufficient demand, and it is deemed viable. Up until 2018, all elementary schools in the SCDSB offered a before and after school program. However, in recent years, shortages of registered early childhood educators and other qualified staff have created significant challenges in the sector that has directly impacted the operation of before and after school programs in SCDSB schools. As a result of the recruitment and retention challenges in the sector, nine before and after school programs at SCDSB schools will not operate in 2022-2023, despite sufficient demand. In addition, the SCDSB anticipates an increase in program waitlists and the potential for further program closures. While the impact of program closures is felt at all schools, these closures disproportionately impact small and rural schools where families have fewer child care options.

The SCDSB has been proactive and taken several steps to assist child care partners with program implementation and viability. Some examples and highlights include, but are not limited to:

- employing a dedicated Early Years and Child Care Coordinator;
- collaborating with the County of Simcoe, other school boards and not for profit childcare providers to ensure a high-quality roster of experienced operators is available;
- regularly consulting with the Ministry of Education, Early Years and Child Care Division and provincial colleagues to create best practices and support effective partnerships in the Early Years programs;
- supporting the creation of low enrolment programs by absorbing administrative costs;
- where feasible, coordinating transportation between schools to allow students access to programs in other communities;
- assisting with hiring and retention strategies with all partners;
- piloting other program models, such as a.m. or p.m. only programs in order to avoid complete closures;
- providing board professional learning and development opportunities for all child care partners; and,
- ensuring the programs are supported through resources such as the board created guidelines and handbooks, inclusion facilitators, inspections (e.g. fire, health and licensing).

It is acknowledged that the current climate for employment, due to the COVID-19 pandemic, has created unprecedented challenges never seen before in the sector. In addition to the steps the board has already taken, the SCDSB is committed to further action, where reasonably possible. Steps currently in progress include: assessing the feasibility of shared staffing models between board and operators; exploring educational partnerships to build capacity in the sector (e.g. Early Education co-op programs, summer co-op programs, Specialist High Skills Majors (SHSM) programs in Early Childhood Education, Recreation, Outdoor Education); marketing and advertising employment opportunities with child care partners within school communities; and, assessing the impacts of the new Canada-wide Early Learning and Child Care (CWELCC) system. The SCDSB will continue with all reasonable efforts in collaboration with all child care, County and provincial partners in the provision of these services.

The staffing and recruitment challenges are not a localized phenomenon, or issues that can be solved by the SCDSB and its partners alone. While it is acknowledged that the Canada-Ontario Early Years and Child Care Agreement and Ontario's associated action plan mention supporting the child care workforce, the SCDSB Board of Trustees respectfully request that the province direct further focus on supporting the recruitment, development and retention of child care sector staff, along with a review of the current regulations and requirements. Without this support, the viability of legislated child care programs in schools and elsewhere will continue to remain in jeopardy.

Thank you for your consideration.

Sincerely,



Jodi Lloyd
 Chairperson
 Simcoe County District School Board

c: Hon. Karina Gould, Minister of Families, Children and Social Development
 Hon. Doug Downey, MPP, Barrie, Springwater, Oro-Medonte
 Hon. Jill Dunlop, MPP, Simcoe North
 Hon. Caroline Mulroney, MPP, York-Simcoe
 Andrea Khanjin, MPP, Barrie, Innisfil
 Brian Saunderson, MPP, Simcoe Grey
 Board of Trustees, SCDSB
 Chairs, Ontario Public School Boards' Association
 All Simcoe County Municipal Clerks
 Jan Janssen, Director, Children Services, County of Simcoe, Social and Community Services Division
 Child care operators who provide programs in SCDSB schools
 John Dance, Director of Education, SCDSB
 Michael Giffen, Superintendent of Education, SCDSB
 Corry Van Nispen, Superintendent of Business and Facility Services, SCDSB

June 30, 2022

The Honourable Stephen Lecce
900 Bay Street, 14th Floor
Toronto, ON
M7A 1L2

Dear Minister Lecce,

The Ministry of Education's Memo 2017: B15 *New Vision for Student Transportation – Discussion* and the associated *December 2017: Discussion paper on a new vision for student transportation in Ontario* recognized both the value of student transportation in supporting student success, and the challenges that exist with the current student transportation delivery model in Ontario.

The Simcoe County Student Transportation Consortium (SCSTC) provides transportation services for approximately 26,000 students enrolled in Simcoe County District School Board (SCDSB) schools, as well as students from our coterminous school board. The SCSTC delivers effective and efficient student transportation services and regularly seeks out and implements cost-saving measures that put these efficiencies in place.

The cost of student transportation contracts, which have been competitively procured in compliance with the Government of Ontario Broader Public Sector (BPS) Procurement Directive, have continued to increase annually. Over the last five years, the SCSTC has experienced an average annual contractual increase of 4.84 percent. These contractual increases continue to outpace student transportation funding allocations provided by the Ministry of Education. Cost pressures related to operator contracts along with specialized and program transportation requirements, continue to put significant financial strain on the SCDSB.

The SCDSB provides transportation to students, including those with special education needs, who attend their home school and reside beyond the walking zone as defined by [Policy 2410 – Transportation of Students](#). To ensure equitable access to programs for all students, the SCDSB provides transportation to students in our special education county classes, as well as students participating in French Immersion and Extended French programs.

In reviewing the budget projections from the SCSTC, it is anticipated that an increasing deficit, which could lead to an annual amount of \$4.6M by 2026-2027 will result should current funding continue. This spring, the SCDSB moved substantial support funding from reserves to cover the SCSTC's transportation deficit. Continued emergency steps of this nature are not sustainable, as these needed funds are being diverted from other key areas of focus aligned with our SCDSB Strategic Priorities.

A balanced student transportation budget is not feasible under the current model, as the student transportation funding allocation does not adequately address increasing transportation contract costs, or the increasing student transportation requirements. As such, we respectfully request that you revisit the transportation funding formula as soon as possible to address the inadequate level of funding currently provided to transportation consortia and/or school boards across the province.

Respectfully,



Jodi Lloyd
Chairperson
Simcoe County District School Board

c: Cathy Abraham, President, Ontario Public School Boards' Association
Chairs, Ontario Public School Boards' Association
Chair, Simcoe Muskoka Catholic District School Board
Simcoe County Student Transportation Consortium
Board of Trustees, SCDSB
John Dance, Director of Education, SCDSB



Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
 wrdsb.ca

July 26, 2022

The Honourable Stephen Lecce, MPP
 Minister of Education
 Ministry of Education
 315 Front Street West, 14th Floor
 Toronto, ON
 M7A 0B8

Dear Minister Lecce,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your re-election as MPP for King-Vaughan and re-appointment as Minister of Education.

We would like to thank you for your commitment to education and for sharing your vision during the election campaign.

We look forward to working together to continue to build a strong and robust public education system for all students in the Waterloo Region and the Province of Ontario over the next four years.

Sincerely,

Scott Piatkowski
Chairperson of the Board

jeewan chanicka
Director of Education & Secretary

Emailed to: minister.edu@ontario.ca


Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
 wrdsb.ca

July 26, 2022

Mr. Matthew Rae, MPP
 Parliamentary Assistant
 Ministry of Education
 315 Front Street West, 14th Floor
 Toronto, ON
 M7A 0B8

Dear Mr. Rae,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your election as MPP for Perth-Wellington and your appointment as Parliamentary Assistant to the Minister of Education.

We would like to thank you for your commitment to education and for sharing your vision during the election campaign.

We look forward to working together to continue to build a strong and robust public education system for all students in the Waterloo Region and the Province of Ontario over the next four years.

Sincerely,

Scott Piatkowski
Chairperson of the Board

jeewan chanicka
Director of Education & Secretary

Emailed to: Matthew.Rae@pc.ola.org


Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
 wrdsb.ca

July 26, 2022

Ms. Patrice Barnes, MPP
 Parliamentary Assistant
 Ministry of Education
 315 Front Street West, 14th Floor
 Toronto, ON
 M7A 0B8

Dear Ms. Barnes,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your election as MPP for Ajax and your appointment as Parliamentary Assistant to the Minister of Education. We are especially pleased with the appointment of a longstanding DDSB Trustee and former OPSBA Board of Director member to this role.

We would like to thank you for your commitment to education and for sharing your vision during the election campaign.

We look forward to working together to continue to build a strong and robust public education system for all students in the Waterloo Region and the Province of Ontario over the next four years.

Sincerely,

Scott Piatkowski
Chairperson of the Board

jeewan chanicka
Director of Education & Secretary

Emailed to: Patrice.Barnes@pc.ola.org

**Waterloo Region District School Board**

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Kitchener, ON N2C 2R5
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F: 519-742-1364
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July 26, 2022

Mr. Brian Riddell, MPP
Cambridge Place
73 Water St. N., Suite 409
Cambridge, ON
N1R 7L6

Dear Mr. Riddell,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your election as MPP for Cambridge.

We would like to thank you for your commitment to the community and for sharing your vision during the election campaign.

We look forward to working together for the betterment of the Cambridge riding and the entire Waterloo Region over the next four years.

Sincerely,

Handwritten signature of Scott Piatkowski in black ink.

Scott Piatkowski
Chairperson of the Board

Handwritten signature of Jeewan Chanicka in black ink.

jeewan chanicka
Director of Education & Secretary

Emailed to: Brian.Riddell@pc.ola.org

**Waterloo Region District School Board**

51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca

July 26, 2022

Ms. Catherine Fife, MPP
100 Regina St. S., Suite 100
Waterloo, ON
N2J 4P9

Dear Ms. Fife,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your re-election as MPP for Waterloo.

We would like to thank you for your commitment to the community and for sharing your vision during the election campaign.

We look forward to working together for the betterment of the Waterloo riding and the entire Waterloo Region over the next four years.

Sincerely,

Handwritten signature of Scott Piatkowski in black ink.

Scott Piatkowski
Chairperson of the Board

Handwritten signature of Jeewan Chanicka in black ink.

jeewan chanicka
Director of Education & Secretary

Emailed to: CFife-QP@ndp.on.ca



Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
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July 26, 2022

Ms. Jess Dixon, MPP
 4281 King St. E, Unit 4
 Kitchener, ON
 N2P 2E9

Dear Ms. Dixon,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your election as MPP for Kitchener South-Hespeler.

We would like to thank you for your commitment to the community and for sharing your vision during the election campaign.

We look forward to working together for the betterment of the Kitchener South-Hespeler riding and the entire Waterloo Region over the next four years.

Sincerely,

A handwritten signature in black ink that reads "Scott Piatkowski".

Scott Piatkowski
Chairperson of the Board

A handwritten signature in black ink that reads "Jeewan Chanicka".

jeewan chanicka
Director of Education & Secretary

Emailed to: Jess.Dixon@pc.ola.org



Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
 wrdsb.ca

July 26, 2022

Ms. Laura Mae Lindo, MPP
 151 Frederick St., Suite 500
 Kitchener, ON
 N2H 2M2

Dear Ms. Lindo,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your re-election as MPP for Kitchener Centre.

We would like to thank you for your commitment to the community and for sharing your vision during the election campaign.

We look forward to working together for the betterment of the Kitchener Centre riding and the entire Waterloo Region over the next four years.

Sincerely,

Scott Piatkowski
Chairperson of the Board

jeewan chanicka
Director of Education & Secretary

Emailed to: LLindo-QP@ndp.on.ca


Waterloo Region District School Board

51 Ardelt Avenue
 Kitchener, ON N2C 2R5
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 F: 519-742-1364
 wrdsb.ca

July 26, 2022

Mr. Mike Harris, MPP
 63 Arthur St., Unit 3 & 4
 Elmira, ON
 N3B 2M6

Dear Mr. Harris,

As the Chairperson and Director of Education of the Waterloo Region District School Board, we would like to congratulate you on your re-election as MPP for Kitchener-Conestoga.

We would like to thank you for your commitment to the community and for sharing your vision during the election campaign.

We look forward to working together for the betterment of the Kitchener-Conestoga riding and the entire Waterloo Region over the next four years.

Sincerely,

Scott Piatkowski
Chairperson of the Board

jeewan chanicka
Director of Education & Secretary

Emailed to: Mike.Harris@pc.ola.org



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INSTAGRAM.COM/WR_DSB



TWITTER.COM/WRDSB



YOUTUBE.COM/WRDSBVIDEO



EDUCATION CENTRE - AURORA

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 Tel: 905.727.3141
 Fax: 905.727.1931
 Website: www.yrdsb.ca

July 27, 2022

SENT VIA EMAIL

The Honorable Stephen Lecce
 Minister of Education
 438 University Ave., 5th Floor
 Toronto, Ontario
 M7A 1N3
minister.edu@ontario.ca

Dear Minister Lecce,

Below please find a motion which carried at the York Region District School Board Meeting held on June 30, 2022,

Let it be resolved that the York Region District School Board direct the Chair of the Board to write a letter to the Minister of Education asking the Minister to consider amending s. 55 of the Education Act to allow student trustees to move and second motions, and that copies of the letter be sent to the Chairs of all Ontario School Boards and York Region Members of Provincial Parliament (MPPs).

All YRDSB, Student Trustees act as a liaison between school communities and the Board. They provide the student population a meaningful voice in Board deliberations and act as a conduit for the flow of information and ideas between trustees, senior staff and the student body.

YRDSB Trustees believe amending s. 55 of the Education Act to allow student trustees to move and second motions will further enhance student voice and engagement. Student voice forms an integral part of Board discussion and granting Student Trustees the ability to move and second motions further ensures their voice is heard.

The YRDSB Board of Trustees respectfully request the Ministry of Education consider amending the *Education Act* to allow Student Trustees the ability to move and second motions at board and committee meetings.

Sincerely

Allan Tam

Board Chair, York Region District School Board

cc: YRDSB Trustees and Student Trustees,
 Ontario Public School Board Chairs,
 All York Region Members of Provincial Parliament

August 23, 2022

Hon. Stephen Lecce, Minister of Education
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Hon. Peter Bethenfalvy, Minister of Finance
Treasury Board Secretariat
Frost Building South, 7th Floor
7 Queen's Park Crescent
Toronto, ON
M7A 1Y7

Dear Minister Lecce and Minister Bethenfalvy,

Re: Renfrew County District School Board Executive Compensation

On behalf of the Renfrew County District School Board, please accept our congratulations on your Government's re-election and appointment to Cabinet. At this time, I also would like to extend a personal thank-you to Minister Lecce for his weekly conference calls to the Board Chairs of Ontario School Boards in which you gave us an update on what was happening in education in Ontario and for fielding questions. These calls were most valuable and we look forward to their continuance in the upcoming school year.

I am writing this letter to highlight the importance of and advocate for the fair compensation for the Supervisory Officers and the Director of Education at our Board and across our Province. As I'm sure you can appreciate the situation is serious. Senior Staff in the Province have had their salary structure frozen since 2010 when salary freezes were introduced by the former Liberal Government. Subsequently, a great deal of work resulted in the proposed Executive Compensation Framework which would have establish a long-term approach to fairly compensate our School Board Executive leadership. This was at least three years ago and nothing has happened to remediate the increasingly serious situation.

You have received, and continue to receive, many letters outlining the serious effects of this long- time salary freeze. As you well appreciate, Supervisory Officers and the Director of Education are essential to the successful operation of School Boards. That said, it is difficult to reconcile that reality with such an extensive salary freeze as currently exists for them. The situation which has persisted for so long devalues the role and the amazing professionals who hold these positions. Also, the freeze has created inequity among Boards in terms of Executive Compensation. Individuals who find themselves in this situation face the reality that the salary freeze will have a negative impact on their pensions and hence on their eventual retirement. Thirdly, the situation is reaching a critical point in that there is a narrowing gap between the salaries of Supervisory

Officers and the Principals and Managers they supervise. It could lead to a salary inversion between the two levels, a most serious situation! Fourthly, there has been inflation over the last decade which has eroded the purchasing power of Supervisory Officers, to say nothing about the sudden jump in the inflation rate experienced by all in the past year. Finally, I'm sure you recognize the significant impact this Executive Compensation freeze has on the ability of Schools Boards such as ours to recruit Supervisory Officers and Directors of Education, especially when nearby Boards have a higher salary structure. This makes it increasingly difficult to recruit – and retain – the best individuals to these most important roles so that we are able to provide a very high level of service to our students and their families. This, after all, is what all of us, including yourselves, want and work so hard to achieve!

Surely it is time to cut the 'Gordian Knot' and solve this serious problem! We know you care about this issue. We sincerely hope that the Ministries of Education and Finance will continue to positively recognize the importance of Supervisory Officers and Directors of Education to School Boards in our Province and move to take appropriate corrective action to allow the RCDSB to adjust our Executive Compensation Framework. Our Senior staff are true professionals and need to be fairly compensated for all their efforts to provide the best possible education for our students.

Sincerely,



Bryon Morris
Chair of the Board, RCDSB

cc. Ontario Public School Boards Association
School Board Chairs
Doug Ford, Premier of Ontario
John Yakabuski, MPP Renfrew-Nipissing-Pembroke
Mark Searson, Director of Education – Renfrew County Catholic DSB



THE EDUCATION CENTRE - AURORA

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Fax: 905.727.1931
Website: www.yrdsb.ca

September 2, 2022

The Honourable Prabmeet Sarkaria
 President of the Treasury Board
 Treasury Board Secretariat
 Suite 4320, 99 Wellesley Street West
 Toronto, Ontario M7A 1W3
prabmeet.sarkaria@ontario.ca

Deputy Minister Deborah Richardson
 Treasury Board Secretariat
 Suite 5320, Wellesley Street West
 Toronto, Ontario M7A 1A1
deborah.richardson2@ontario.ca

Dear Honourable Prabmeet Sarkaria and Deputy Minister Deborah Richardson,

Congratulations on your government's re-election and your leadership of the Treasury Board. We are writing to you in the continued pursuit of establishing fair compensation for York Region District School Board ("YRDSB") Supervisory Officers. Notwithstanding our previous correspondence outlining the nature of the request and rationale, the Treasury Board and/or Ministry has not provided us with any ability to address the glaring inequities and substantial negative impact of the salary freeze.

By now, through measures including our correspondence, conversations, and dialogue that has surfaced between you and other representatives from the education sector, we trust you have gained a more fulsome understanding of this concerning situation. We are also confident that you appreciate the damage that is being perpetuated and exacerbated the longer this issue remains unresolved.

In the YRDSB, the negative effects of the salary freeze have compounded through time and are currently creating serious recruitment and retention challenges. There is currently only a \$4,500 salary differential between secondary Principals and Superintendents within our Board. We are perilously close to a salary inversion between supervisor and supervisee. Furthermore, earning \$4,500 more as a Supervisory Officer does not appropriately remunerate these employees who assume greater responsibility and have significantly more working days and evenings. The situation must be rectified urgently.

Accordingly, this letter contains two requests:

1. Reversal of the denial for an exemption of the current salary freeze to enable equitable compensation for YRDSB Supervisory Officers; and
2. Shortening the timeline for the urgent development and immediate implementation of a long-term executive compensation framework for Supervisory Officers.

Exemption from the Broader Public Sector Executive Compensation Act (BPSECA)

Pursuant to section 7.1 of Ontario Regulation 406/18, the YRDSB made application for an exemption from a requirement in the compensation framework as established under the Broader Public Sector Executive Compensation Act ("BPSECA"). The exemption requested is as follows:

That all Supervisory Officers of the YRDSB be exempted from the salary cap provisions established under section 3 of O. Reg. 406/18, thus permitting Supervisory Officer salaries to be adjusted on a one-time basis to rectify long-standing compensation inequities. The resulting adjusted salaries will serve as the foundation for the future executive compensation framework.

The partial provincial implementation of the previous Executive Compensation Framework has disadvantaged YRDSB Supervisory Officers in particular. On behalf of our Supervisory Officers, we urge the Treasury Board to reconsider its decision to deny the requested exemption.

Please advise if any further information is required from us in support of this request.

Long-Term Executive Compensation Framework

The implementation of the previous Executive Compensation Framework has been on hold since 2018. Since that time, we have repeatedly been advised that the government remains committed to reviewing and establishing a long-term approach to broader public executive compensation. However, three years have passed without any indication of process, timeline, or progress to date.

We are hereby calling on the government to revisit equitable public sector executive compensation as a priority, with the urgent development and immediate implementation of a long-term framework. Supervisory Officers deserve fair compensation.

Next Steps

Our previous correspondence details the unintended negative effects of the salary freeze, and our proposal for a one-time adjustment to rectify the situation. For your ease of reference, a copy is appended to this letter.

We sincerely hope that you will recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures.

Please reply and confirm approval for the exemption, as well as provide details regarding the establishment of an equitable long-term executive compensation framework for Supervisory Officers.

Sincerely,



Louise Sirisko
Director of Education



Allan Tam
Chair of the Board

cc. Ontario Public School Board's Association
School Board Chairs
Minister Stephen Lecce
Deputy Minister Nancy Naylor
Executive Director of CODE

Attachments



THE EDUCATION CENTRE - AURORA

60 Wellington Street West, Aurora, Ontario L4G 3J7
 Tel: 905.722.3201 905.895.7216 905.727.3141 416.959.5131
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 Website: www.yrdsb.ca

July 5, 2021

The Honourable Stephen Lecce
 Minister of Education
 Ministry of Education
 5th Floor, 438 University Avenue
 Toronto, Ontario M7A 2A5
minister.edu@ontario.ca

The Honourable Peter Bethlenfalvy
 Minister of Finance
 Treasury Board Secretariat
 Frost Building South, 7th Floor
 7 Queen's Park Crescent
 Toronto ON M7A 1Y7
Minister.fin@ontario.ca

Marc Rondeau
 Associate Deputy Minister,
 Care for Public Sector Labour Relations and Compensation
 Treasury Board Secretariat
 6th Floor,
 315 Front Street West
 Toronto ON M7A 0B8
marc.rondeau@ontario.ca

Dear Minister Lecce, Minister Bethlenfalvy and Associate Deputy Minister Rondeau,

We, the Trustees of the York Region District School Board (YRDSB), are writing to you in the continued pursuit of establishing fair compensation for our Supervisory Officers. Notwithstanding our previous correspondence dated November 10, 2020, outlining the nature of the request and rationale, the Ministry has not provided us with any ability to address the glaring inequities and substantial negative impact of the salary freeze.

Accordingly, this letter contains two requests:

1. Reversal of the denial for an exemption of the current salary freeze to enable equitable compensation for YRDSB Supervisory Officers; and
2. Shortening the timeline for the urgent development and immediate implementation of a long-term executive compensation framework for Supervisory Officers.

Exemption from BPSECA

Pursuant to section 7.1 of Ontario Regulation 406/181, the York Region District School Board ("YRDSB") made application for an exemption from a requirement in the compensation framework as established under the Broader Public Sector Executive Compensation Act ("BPSECA"). The exemption requested is as follows:

That all Supervisory Officers of the YRDSB be exempted from the salary cap provisions established under section 3 of O. Reg. 406/18, thus permitting Supervisory Officer salaries to be adjusted on a one-time basis to rectify long-standing compensation inequities. The resulting adjusted salaries will serve as the foundation for the future executive compensation framework.

The partial provincial implementation of the previous Executive Compensation Framework has disadvantaged YRDSB Supervisory Officers in particular. On behalf of the Board, we urge the Treasury Board to reconsider its decision to deny the requested exemption. This matter requires immediate corrective action.

Please advise if any further information is required from the Board in support of this application for exemption and request for reconsideration.

Long-Term Executive Compensation Framework

The implementation of the previous Executive Compensation Framework has been on hold since 2018. Since that time, we have repeatedly been advised that the government remains committed to reviewing and establishing a long-term approach to broader public executive compensation. However, three years have passed without any indication of process, timeline, or progress to date.

We are hereby calling on the government to revisit equitable public sector executive compensation as a priority, with the urgent development and immediate implementation of a long-term framework. Supervisory Officers deserve fair compensation.

Next Steps

In addition to my correspondence to you, the Director of Education has communicated to Deputy Minister Naylor and the Treasury Board with background information and a more comprehensive analysis of the current legislative framework and the Board's current Executive Compensation Framework. Our previous correspondence detailing the unintended negative effects of the salary freeze is appended to this letter for your ease of reference as well.

We sincerely hope that the Ministry of Education will continue to recognize the importance of the Supervisory Officer role and authorize appropriate corrective measures.

Please reply and confirm approval for the exemption, as well as provide details regarding the establishment of an equitable long-term executive compensation framework for Supervisory Officers.

Devaluing of Supervisory Officers

The role of supervisory officer is integral to the successful operation of the school board, one of the few management positions clearly defined in the Education Act. A lack of fair compensation devalues this role and the qualified professional staff who hold these

positions. It is also important to note that the morale of the Supervisory Officer team is negatively affected by the salary freeze and compensation levels that are significantly lower than neighboring boards of equal or lesser complexity, causing a sense of devaluation.

Salary Inversion

Whereas executive compensation for Supervisory Officers has been frozen, increases have continued for principals, senior managers and managers. The salary gap for principals is estimated to result in an inversion within the next 2-3 years. The Board is already experiencing inversion whereby some management staff are earning more than the Supervisory Officers to whom they report.

Salary Erosion

Canadian salaries typically increased by two to three per cent annually over the last ten years to account for inflation. The executive compensation freeze has resulted in a year over year salary erosion of 10-20 per cent.

Impact on Pension

The pension of educators is based on an individual's best five years' earnings. Hence, salary compensation affects not only the year in the role, but an individual's post retirement lifetime.

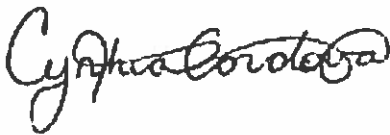
Succession Planning

The Board's uncompetitive salary hinders its ability to retain and recruit a team of Supervisory Officers as they gravitate to higher paying surrounding boards. This will have long-term detrimental effects on YRDSB's ability to secure talent for the longer term.

The current salary freeze legislation has had a substantial negative impact at YRDSB. These inequities have and will continue to compound over time if they are not addressed. The impact will be significant on the ability to recruit and retain individuals to this important role and provide the highest level of service to students and families.

In addition to my correspondence to you, the Director of Education has communicated to Deputy Minister Naylor with background information and a more comprehensive analysis of the current legislative framework and the Board's current Executive Compensation Framework. We sincerely hope that the Ministry of Education will continue to recognize the importance of this role and authorize appropriate corrective measures to allow the YRDSB to make adjustments to our Executive Compensation Framework.

Sincerely,



Cynthia Cordova
Chair of the York Region District School Board

Appendix 1: November 10, 2020 correspondence YRDSB Executive Compensation

cc. Ontario Public School Boards' Association
Ontario Public School Board Chairs

APPENDIX 1



THE EDUCATION CENTRE - AURORA

60 Wellington Street West, Aurora, Ontario L4G 3H2
 Tel: 905.722.3201 905.895.7216 905.727.3141 416.969.8131
 Fax: 905.727.1931
 Websites: www.yrdsb.ca

November 10, 2020

The Honorable Stephen Lecce
 Minister of Education
 Ministry of Education
 22nd Floor, Mowat Block
 900 Bay Street
 Toronto, Ontario M7A 1L2

Dear Minister Lecce,

Re: York Region District School Board Executive Compensation

On behalf of the York Region District School Board (YRDSB), I am writing to advocate to you for the fair compensation for our Supervisory Officers and to request that you expedite the exemption process for salary freezes recently introduced. I recognize that the pandemic has created challenges for the economy and has created economic hardships for families. There are unique circumstances to the pay structure for Superintendents within YRDSB of which you should be aware and require remediation despite the challenges of the pandemic.

Supervisory Officers have had salaries frozen for well over a decade with repeated legislation. Before the last freeze, the Executive Compensation Framework was intended to actualize an equitable payment structure for Superintendents across the province. The interruption of the implementation of this Framework has disadvantaged YRDSB Superintendents. On behalf of the Board, I ask that you provide us exemption to the salary freeze for us to create a pay structure to pay our Supervisory Officers in keeping with our previous Framework that will create equity between Boards and correct a number of serious negative effects of the salary freeze for our senior team. The effects of the salary freeze are outlined for you below.

Salary Compression

Whereas executive compensation for Supervisory Officers has been frozen, increases have continued for school administrators (Principals and Vice-Principals). In YRDSB, the salary gap has thus been narrowed between Principals and Supervisory Officers to \$10,000 or less. This salary differential does not adequately reflect the increased responsibilities, expectations, and liabilities of the supervisory officer role.

Inequity against School Boards of Equal or Lesser Size/Complexity

A comparison of YRDSB Supervisory Officer salaries to those of neighbouring districts reveals that our Supervisory Officers are paid significantly less than similarly experienced peers.

Sincerely,

A handwritten signature in black ink, appearing to read 'Juanita Nathan', with a large, stylized flourish at the end.

Juanita Nathan
Chair of the Board

cc. Ontario Public School Boards' Association
School Board Chairs



Mark Fisher, Director of Education and Secretary

August 25, 2022

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave
Toronto, ON M7A 2A5

Via email: minister.edu@ontario.ca

Dear Minister Lecce:

The Thames Valley District School Board is the fourth largest school board in Ontario, with more than 80,000 students and an area of over 7,000km². Our school board continues to grow at a considerable rate due to the rapid migration of families to the City of London, the City of St. Thomas and Elgin, Middlesex and Oxford Counties.

As we strive to accommodate skyrocketing enrolment and provide our students with quality learning spaces, we are faced with a number of funding and timeline challenges. We are hopeful that these challenges can be addressed with your support.

The first of these challenges is the limitations of current capital benchmark funding. According to findings from the Operations, Maintenance & Construction Committee (OMC) of the Ontario Association of School Business Officials (OASBO), there is an average gap of approximately 18% between cost estimates and tender price for new schools tendered from 2015 to 2018. Increased capital benchmark funding would allow for more realistic budgets for new capital projects moving forward.

Another difficulty we face as a board is a substantial capital backlog of \$694,156,214, projected to reach \$912,786,055 over the next five years. Increased funding for the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants would assist in alleviating this significant backlog so that we can ensure students are learning in well-maintained environments.

Approval timelines also present a challenge for our board as enrolment growth outpaces the speed at which we can secure approvals for new schools and build much-needed student accommodations. With current timelines and the frequent need to submit business cases multiple times through various rounds of the Capital Priorities Program prior to receiving approval, our board has now begun to consider portable placements from the start of the design process for new schools as we anticipate the need for portables upon the school's opening. This is a significant concern for our communities.

Thames Valley District School Board - Office of the Chairperson

1250 Dundas Street, London, Ontario, N5W 5P2 Tel: 519-452-2000 Fax: 519-452-2396 website: www.tvdsb.ca

We build each student's tomorrow, every day.



Mark Fisher, Director of Education and Secretary

On behalf of the Trustees of the Thames Valley District School Board, I ask that you please consider the following actions to ensure the timely, cost-effective construction of quality schools for our students:

1. Increase capital benchmark funding for building of new schools, additions and other repairs;
2. Increase funding to the School Condition Improvement (SCI) and School Renewal Allocation (SRA) grants to reduce TVDSB's capital backlog which presently is at \$694,156,214 and is forecasted to increase to \$912,786,055 over the next five years;
3. Shorten approval timelines for business cases submitted through the Capital Priorities Program and the construction approval process for new schools.

As Trustees this would assist our communities by ensuring our students have the facilities, they need for an optional learning environment as enrolment increases. Thank you for your consideration on this important matter.

Sincerely,

A handwritten signature in black ink that reads "L. Pizzolato".

Lori-Ann Pizzolato
Chair of the Board
Thames Valley District School Board

cc: Trustees
Mark Fisher, Director of Education

September 13, 2022

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block, 900 Bay Street
Toronto, ON M7A 1L2

Dear Honourable Lecce:

RE: High-Credit Day School Backgrounder

At the May 24, 2022 Regular Board meeting, trustees approved the following motion:

RESOLVED THAT the Avon Maitland District School Board direct the Chair to write a letter to the Minister of Education requesting full funding for youth under 21 who want to return to in-person secondary school for one school year to take additional courses after their traditional grade 12 year.

The Ministry funds school boards based on student enrollment (ADE) in a board. Students who are in full time attendance in our “day schools” are funded under the Pupil Foundation Grant. For Secondary students, the allocation per student ADE is \$5,922.75 per ADE for the 2022/2023 year.

The Ministry provides this full-time funding for students based on their pursuit of up to 34 credits. Recall that a student is required to achieve 30 credits in order to obtain the Ontario Secondary School Diploma (OSSD). Once a student has achieved 34 credits any additional credits generate funding at a lower level, and this is known as a “high credit” allocation. The allocation per student ADE is based on the Continuing/Adult Education rate, which is \$3,611 per ADE for the 2022/2023 year.

The following statement is from the Education Funding: Technical Paper 2022–23.

[\(Education Funding: Technical Paper 2022–23\)](#)

“High credits are the number of non-exempt credits above the 34-credit threshold being attempted by a non-exempt pupil. School boards will determine the proportion of total credits taken for each pupil in the day school that are high credits and apply that proportion to the total minutes of instruction in the pupil’s timetable. This calculation will allow for a distinction between regular minutes of instruction and high-credit minutes of instruction for each of the October 31 and March 31 count dates. The minutes of instruction will then be used to calculate regular day school ADE and high-credit day school ADE. Funding is \$3,611 per high-credit day school ADE.”

In AMDSB we have not restricted students from returning for a fifth year, or from accessing “high credit” credits. In AMDSB we have very few students who exceed the 34 credit funding threshold. The high credit ADE for the 2021-22 school year was 13.72.

With this information, the Avon Maitland District School Board asks that full funding be allocated for youth under 21 for one school year after their traditional grade 12 year.

Sincerely,



Nancy Rothwell, Chair