

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, October 31, 2022, at 7:00 p.m.**

AGENDA

Call to Order

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes – Audit Committee Meeting of May 25, 2022

Receive Minutes – Board Meeting of September 26, 2022

Approve Minutes – Committee of the Whole Meeting of October 17, 2022

Receipt/Approval of Monthly Reports:

19 Staffing Information – Retirements and Resignations

G. Shantz

22 Staffing Recommendations – Appointments

G. Shantz

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

A. Russell

Delegations

Staff Follow Up

Reports

Inclement Weather Presentation

P. Kaur

Board Reports

25 21-22 Annual Trustee/Board Self-Evaluation Report

Committee

Student Trustee Update

Student Trustees V. Raina & K. Soror

Board Communications

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Other Business

**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.

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

October 31, 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 October 31, 2022

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Jennifer	Yagar	Teacher, Empire PS	January 20, 2023	23

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Shirley	Cuadrado	Library Clerk, Moffat Creek PS	September 7, 2022	19
Bruce	Fritz	Head Custodian, Forest Glen PS	February 28, 2023	33
John	Gilbert	Tradesperson, Maintenance	November 15, 2022	33
Patricia	Kingson	Educational Assistant, Forest Hill PS	November 30, 2022	21
Carol	Marshall	Payroll/Budget Clerk, Human Resources/Finance	November 30, 2022	33
Aida	Puim	Custodian, Ryerson PS	October 26, 2022	10

Staffing Statistics – Resignations
Current at October 31, 2022

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Kelly	Cain	Itinerant Educational Assistant, Various	October 21, 2022
Kelly	Floyd	Educational Assistant, Rosemount	November 2, 2022
Zameer	Hakamali	Secretary, Laurel Heights SS	October 21, 2022
Rebecca	Harrington	Educational Assistant, Vista Hills PS	September 28, 2022
Sarah	Inglis	Secretary, Huron Heights SS	September 30, 2022
Elizabeth	Lopez Arias	Custodian, Empire PS	October 20, 2022
Johanna	McCabe	Secondary Teacher, Preston High School	October 20, 2022
Sara-Lynn	Near	Early Childhood Educator, Blair Road PS	November 18, 2022
Cindy	Reid	Custodian, Forest Heights CI	September 20, 2022
Catherine	Soehner	Secretary, Linwood/John Mahood PS	October 21, 2022
Simona	Stoia	Early Childhood Educator, Hespeler PS	June 28, 2022
Lisa	Treleaven	Educational Assistant, St. Andrew's PS	October 11, 2022
Ovidiu	Vedinas	Custodian, Forest Heights CI	October 4, 2022



Report to Board of Trustees

October 31, 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 October 31, 2022.

Status

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

Background

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

Financial implications

Expenses are within the existing approved budget.

Communications

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

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

Staffing Information – New Appointments

Current at October 31, 2022

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Timothy	Gajdos	Sir Adam Beck PS	September 1, 2022
Dianne	Hustwitt	Rosemount	September 22, 2022
Hannah	McLaren	Crestview PS	October 5, 2022
Marisa	Mota	Driftwood Park PS	October 3, 2022
Nadia	Pestell	Williamsburg PS	October 3, 2022
Adrienne	Rinne	Crestview PS	October 10, 2022

New Appointments: Secondary Teaching Staff			
First	Last	Location	Effective Date
Jes	Danelon	Waterloo CI	September 1, 2022
Colton	Hood	Waterloo Oxford District SS	September 1, 2022

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Angela	Arndt	Educational Assistant, JW Gerth PS	September 1, 2022
Rebecca	Bean	HR Assistant, Human Resources	October 26, 2022
Erica	Beck	HR Assistant, Human Resources	October 24, 2022
Brae-Lyn	Clifford	Library Clerk, Laurelwood PS	October 11, 2022
Sharron	Cook	Library Clerk, John Mahood PS	September 19, 2022
Jenna	Dawson	Psych Services Consultant, Special Education	September 1, 2022
Eusis	Dougan-McKenzie	Executive Officer	October 11, 2022
Michelle	Fernandes	Library Clerk, Vista Hills PS	September 14, 2022
Natalie	Fracas	Child Youth Worker, Sandowne/Mary Johnston PS	September 1, 2022
Cassandra	Frazer	Educational Assistant, Forest Hill PS	September 1, 2022
Alicia	Fuller	Secretary, JW Gerth PS	August 29, 2022
Karen	Galveo	Secretary, Sunnyside PS	September 1, 2022
Sherri	Gelbard	Educational Assistant, Chicopee Hills PS	September 1, 2022

New Appointments: Administrative and Support Staff Cont'd			
Joanne	Good	Secretary, Forest Hill PS	August 29, 2022
Andrea	Hellyer	Secretary, Huron Heights SS	September 26, 2022
Cecilia	Hibbs	Library Clerk, Moffat Creek PS	September 28, 2022
Himanshi	Himanshi	Secretary, Janet Metcalfe PS	August 29, 2022
Laurie	Hintz	Educational Assistant, Westheights PS	September 1, 2022
Stephanie	Hoyt	Educational Assistant, Vista Hills PS	September 1, 2022
Karen	Innanen	Educational Assistant, Preston PS	September 1, 2022
Mandeep	Kaur	Educational Assistant, Rosemount	September 1, 2022
Andrea	Kellough	Library Clerk, Conestogo PS	August 29, 2022
Andrea	Kersey	Educational Assistant, Special Education	September 1, 2022
Taryn	Kinkman	Educational Assistant, Special Education	September 1, 2022
Andrea	Kloestra	Educational Assistant, Ryerson PS	September 1, 2022
Natalie	Koebel	Educational Assistant, AR Kaufman PS	September 1, 2022
Chantal	Kuiack	Educational Assistant, Alpine PS	September 1, 2022
Cheri	Langlois	Educational Assistant, Sir Adam Beck PS	September 1, 2022
Madison	Liese	Educational Assistant, Elmira District SS	September 1, 2022
Mina	Lippert	Educational Assistant, Rosemount	September 1, 2022
Stephanie	McLeman-Kervin	Secretary, Brigadoon PS	August 31, 2022
Tracy	Miller	Secretary, Laurel Heights SS	October 31, 2022
Jennifer	Noble	Secretary, Groh PS	September 6, 2022
Lara	Parks	Secretary, Courtland PS	October 3, 2022
Makaela	Pereira	Library Clerk, Hillcrest PS	September 26, 2022
Emma	Perston	Social Worker, Special Education	September 1, 2022
Christine	Rose	Secretary, Human Resource Services	October 11, 2022
Thanh	Rushton	Social Worker, Special Education	September 1, 2022
Anna	Sochon	Accounting Officer, Finance	October 24, 2022
Andi	Thiessen-Regehr	Business Services Manager, Finance	October 17, 2022
Kim	Vanderhyden	Secretary, Janet Metcalfe PS	September 6, 2022

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

Human Resources & Equity Services



Report to Board

October 31, 2022

Subject: Trustee Self-Evaluation 2022

Recommendation

This report is provided for information.

Status

Between June 24-30, 2022 Trustees were invited to complete a self-evaluation survey as an opportunity to share their experiences and communicate their needs to each other. This survey was voluntary and respondents could skip any question they did not want to answer.

10 WRDSB Trustees participated in the Self-evaluation. The responses can be found in Appendix A.

This report is for informational purposes only.

Background

The Waterloo Region District School Board Policy G400 (Board of Trustees Planning Cycle and Evaluations) provides for the following:

3.1.4 An annual performance self-assessment of the Board of Trustees, augmented by broader input at the discretion of the Board of Trustees.

Trustees currently have an Ad Hoc Committee designated to review this process. The survey was designed in consultation with the WRDSB's Research and Evidence-Based Practice Department.

Financial implications

There are no known financial implications at this time.

Communications

No further communication is required at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services, on behalf of the Ad Hoc Trustee Self-Evaluation Committee.

Trustee Self-Evaluation - Spring 2022 Report

Between June 24-30, 2022 Trustees were invited to complete a self-evaluation survey as an opportunity to share their experiences and communicate their needs to each other. This survey was voluntary and respondents could skip any question they did not want to answer.

10 WRDSB Trustees participated in the Self-evaluation. Below are the responses they provided.

Relationships Among Trustees

1 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Practices active listening (Active listening is a way of listening and responding to another person that improves mutual understanding)	10.0%	1	40.0%	4	10.0%	1	10.0%	1	30.0%	3	10
Respects the opinions of others while working to reach a consensus	0%	0	50.0%	5	10.0%	1	10.0%	1	30.0%	3	10
Makes room at the board table so that divergent views can be heard	20.0%	2	40.0%	4	10.0%	1	0%	0	30.0%	3	10
Supports an open and encouraging approach to sharing their views	10.0%	1	40.0%	4	0%	0	20.0%	2	30.0%	3	10
Works together to promote positive interactions amongst themselves	0%	0	55.6%	5	0%	0	0%	0	44.4%	4	9
Works together to address negative interactions amongst themselves	0%	0	40.0%	4	10.0%	1	0%	0	50.0%	5	10
Has an understanding of acceptable and unacceptable behaviour	20.0%	2	40.0%	4	0%	0	20.0%	2	20.0%	2	10

Relationships With Other Stakeholders

2 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

The community

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Understands the importance of gathering feedback from the community	44.4%	4	22.2%	2	11.1%	1	0.00%	0	22.2%	2	9
Establishes appropriate processes for gathering community input	33.3%	3	33.3%	3	22.2%	2	0%	0	11.1%	1	9
Engages communities in ongoing conversations	33.3%	3	22.2%	2	22.2%	2	11.1%	1	11.1%	1	9

The student voice from system

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Makes deliberate efforts to actively seek out student voice from throughout the system (e.g., attending a student performance, engaging with student groups, touring a school, walking with students to school)	44.4%	4	33.3%	3	0%	0	11.1%	1	11.1%	1	9
Makes deliberate efforts to incorporate student voice from throughout the system	44.4%	4	22.2%	2	11.1%	1	11.1%	1	11.1%	1	9

Staff

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Ensuring the Director of Education is meeting their duties (e.g., effectively implementing the policies of the board)	55.6%	5	22.2%	2	0%	0	11.1%	1	11.1%	1	9
Engages in respectful, cooperative and collaborative interactions with staff	22.2%	1	33.3%	3	22.2%	2	11.1%	1	11.1%	1	9
Ensures there are mechanisms in place to recognize and celebrate students, staff, community members and volunteers	22.2%	2	44.4%	4	11.1%	1	11.1%	1	11.1%	1	9

Other

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Protects and promotes Human Rights and ensures Equity while focused on student achievement and well-being	33.3%	3	44.4%	4	11.1%	1	0%	0	11.1%	1	9
Are accountable to all members of the community, not just those in the area in which they were elected	33.3%	3	11.1%	1	33.3%	3	11.1%	1	11.1%	1	9
Ensures there are mechanisms in place to recognize and celebrate students, staff, community members and volunteers	22.2%	2	44.4%	4	11.1%	1	11.1%	1	11.1%	1	9

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Ensures that local municipal, provincial and federal politicians understand local issues and needs, and encourages them to make education a high priority	25.0%	2	25.0%	2	12.5%	1	12.5%	1	25.0%	2	8

The Board Function

3 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
	%	Count	%	Count	%	Count	%	Count	%	Count	
Has an understanding of the budget process and is an effective steward of the board's resources	37.5%	3	37.5%	3	12.5%	1	0.0%	0	12.5%	1	8
Oversees the establishment of a balanced budget that reflects the board's vision, the needs of the community, and supports the board's strategic plan	50.0%	4	25.0%	2	0%	0	25.0%	0	0.00%	0	8
Complies with all applicable laws, regulations and policies governing the board or enacted by the government	50.0%	4	25.0%	2	0%	0	12.5%	1	12.5%	1	8
Follows/has an understanding of board policies including conflict of interest policies and communication protocols	0%	0	50.0%	4	25.0%	2	12.5%	1	12.5%	1	8
Reviews and provides feedback on policies in achieving the board's goals	37.5%	3	37.5%	3	0%	1	0%	0	25.0%	2	8
Uses data and/or evidence to make informed decisions	37.5%	3	37.5%	3	0%	0	12.5%	1	12.5%	1	8
Utilizes a human rights and equity lens in decision-making	50.0%	4	12.5%	1	12.5%	1	12.5%	1	12.5%	1	8
Consistently uses the meeting time well (i.e., issues get the time and attention proportionate to their importance)	12.5%	1	12.5%	1	25.0%	2	37.5%	3	12.5%	1	8
Comes to meetings prepared and ready to contribute	0%	0	50.0%	4	25.0%	2	12.5%	1	12.5%	1	8

General Feedback

4 - Would you be interested in engaging in a process to reflect on your practice as a Trustee?

Answer	Count
Yes	7
No	1
Total	8

5 - In what areas do you feel the Board of Trustees would benefit from more professional development:

Themes

Human Rights and Equity (e.g., Anti-oppression, Ontario Human Rights Code)

Governance (e.g., policy & procedures, role of trustees)

Conflict resolution

Truth and Reconciliation Commission Calls to Action

Use of Social Media

Board Relationships (e.g., Cohesiveness, Trustee-staff relationships)

Visits to schools and specialized school sites

Engage with diverse community groups

6 - What opportunities exist in our work?

Themes

Advocate for Human Rights and Equity

Celebrate positive work of students, staff, families and community partners

To innovate and implement new ideas to help ensure all students have what they need to achieve

Implementation of the new strategic plan

Continue to engage stakeholders for feedback

7 - What challenges exist in our work?

Themes

Helping the WRDSB community understand the inequities that exist for students and to address those inequities.

Proactive communication

Limited resources

Relationship with the Community:

- Listening to many community groups
 - Supporting different communities
-

Relationship between trustees

Relationship between staff and trustees



Bluewater District School Board

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 Telephone: (519) 363-2014 Fax: (519) 370-2909
 www.bwdsb.on.ca

Sent by email: stephen.lecce@pc.ola.org

September 26, 2022

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

Dear Minister Lecce:

On behalf of Bluewater District School Board, we request that the legislative modifications currently in effect until November 14, 2022 regarding Regulation 463/97 'Electronic Meetings and Meeting Attendance' remain in effect permanently. Extending the change in the legislation allows for the chair of the board or designate and director of education or designate to also join electronically.

As you are aware, Regulation 463/97 applies to meetings of the board, committees of the board, including the committee of the whole board.

The past two years have demonstrated that we can effectively conduct the business of the board through electronic meetings and allow for public participation in these meetings, except proceedings that are closed to the public.

Bluewater District School Board has returned to in-person meetings and will continue to do so given the many positives of face-to-face interactions. We do, however, request that we have the autonomy to conduct meetings virtually when deemed necessary or appropriate. Bluewater, like many rural boards, covers a large geographic area. The ability to conduct meetings electronically has allowed for more participation by parents and community members who are geographically disperse and have competing obligations. Examples where this may occur might be influenced by the length or nature of the meeting and/or the schedules or locations of participants.

As elected officials, we will continue to carry out our duties with integrity, openness, and diligence. We are simply requesting autonomy to make local decisions regarding how to conduct a meeting given local circumstances and new technologies.

As always, our commitment remains focused on providing a quality education for every student in a safe, accepting, and caring environment.

Sincerely,

Jane Thomson
 Chair

Jan Johnstone
 Vice-Chair

cc: Ontario Public School Boards' Association

October 5, 2022

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

Dear Minister Lecce,

Barriers Contributing to the Delay of Approved Capital Projects

We appreciate the opportunity to provide feedback regarding factors that are contributing to delays in the construction of school board capital projects, as requested during your teleconference with Chairs that was held on September 13, 2022. This is a topic that the Simcoe County District School Board (SCDSB), other school boards, and Ontario Association of School Business Officials (OASBO) have brought to the attention of staff at the Ministry of Education (MEDU), Ministry of Municipal Affairs and Housing (MMAH), and our municipal partners and public agencies on several occasions. While numerous factors contribute to the timing and expediency of capital project completion, three main areas stand out as particularly impactful: municipal/public agency approvals; MEDU process and approval timelines; and, municipal and public agency fees. On behalf of the Board of Trustees for the SCDSB, the following outlines our concerns and observations:

1) Municipal and Public Agency Approvals

- a) The board appreciates the province's initiatives (Bill 108, *More Homes, More Choice Act*, 2019, Bill 109, *More Homes for Everyone Act, 2022*, etc.) to reduce costs and processes to assist with the development of affordable housing. However, it is unclear how these initiatives help school boards in quickly and efficiently providing educational facilities to keep up with and support housing development. We strongly believe that actions to expedite residential development should have corresponding mechanisms to allow for expedited public infrastructure provisions (i.e. schools), to support such development.
- b) When developing new schools, most public agencies (municipalities, conservation authorities, Ministry of Environment, Conservation and Parks, etc.) treat school boards in a similar manner as for-profit developers. It is not uncommon for these agencies to make requests that ultimately result in extensive negotiations and increased project costs. Some examples of requirements to receive municipal approvals include, but are not limited to:
 - parking and traffic management demands that are beyond zoning requirements;
 - specialized landscaping to appease immediate neighbours;
 - the provision and/or committal to the funding of offsite crosswalks elsewhere in the community;
 - lighting for municipal rights of way; and,
 - specific design and site features that are inconsistent throughout the jurisdiction (garbage enclosure specifications, screening, fencing, landscaping, rights of way, road widenings, urban design features, etc.).

Other municipal and public agencies (e.g. municipalities, Infrastructure Ontario, police services, health services, etc.) are exempt from many requirements that school boards face. If school boards were recognized and treated in a similar fashion as other critical public infrastructure and services, significant improvements would be realized. Staff believe that the biggest factor in reducing timelines and associated costs is an exemption from section 41, of the *Planning Act* (please note, that the board is not suggesting exemption from health, safety, fire or building code requirements).

- c) To support the location of educational facilities, municipal planning documents (i.e. Official Plans and Zoning By-laws) need to include permissive policies as outlined in the Provincial Policy Statements (PPS), A Place to Grow: Growth Plan for the Greater Golden Horseshoe, 2020 and the *Planning Act*, R.S.O 1990. The policies relate to the requirement to ensure public service facilities are available to meet the current and projected needs of the communities they are serving.
- d) In recent years, the board has also experienced significant delays in municipal and agency response times for site plan and building permit approvals. In many cases reviews, responses and approvals are not being completed and issued within legislated timelines. Ensuring public services (i.e. schools) take precedence over other applications would assist in reducing delays.

2) MEDU Process and Approval Timelines

- a) Until MEDU approval and funding is granted, boards are typically unable to begin detailed design on priority projects. Enabling boards through a MEDU prescreening process to preplan and fund design work prior to approvals would expediate the process, provide flexibility, and allow boards to initiate projects.
- b) MEDU expectations surrounding construction timelines are unrealistic due to enhanced scrutiny and requirements, from both the MEDU and other public agencies, that are placed on school boards.
- c) Consistency (i.e. annually on a specific date) of MEDU requests for capital priority submissions and subsequent approvals would allow boards to better plan as part of a regular cycle.
- d) The board has experienced several instances where MEDU consideration and decisions around capital project priority ranking, appears arbitrary. Generally, the higher a project is prioritized, the greater the need. Projects are higher ranked with facilities that are in critical need of repair and up for replacement and are more likely to achieve targeted timelines. The SCDSB considers the ability to proceed and mobilize quickly when prioritizing critical and urgent needs of the board.
- e) Navigating the MEDU process after initial project approval and announcements can be time consuming. Site acquisition notification, space template inconsistencies, cost consultant reports, approvals to proceed (ATP), Education Development Charge (EDC) allocation, requests for supplemental information, etc., all require significant discussion and additional approvals from MEDU staff and the Minister's office.
- f) Unrealistic benchmark funding results in continual negotiation and the design of core facilities that are well below the MEDU allocated and approved square footage (e.g. boards are asked to design to 90 percent of approved and allocated space benchmarks). By the time most projects go to tender, the funding amount does not reflect current market conditions. This results in lengthy discussions with architects, consultants and

MEDU staff, followed by municipal authorities to determine how to make up the shortfall which results in further delays.

- g) Often, MEDU ATP do not coincide with optimal building seasons. Untimely approvals may mean boards have to wait multiple seasons until weather conditions improve to begin construction. The point in the year when a project can begin, which is tied to approvals to proceed, is critical to its eventual completion date. Best practice is to ensure all approvals, design, and tender processes are complete so that spring construction is possible.

3) Fees

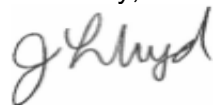
- a) While fees do not create barriers, they still have a direct impact on timing. Continued fee increases, additional fees, securities, and letters of credit above and beyond requirements all impact overall project costs and contribute to the ability of the board to meet cost benchmarks. As a result, further analysis is required along with additional conversations and negotiation with MEDU staff.
- b) Studies and peer reviews are required resulting in increased fees, project costs, and delays. This can include acoustic studies, additional traffic studies above and beyond requirements, photometric studies, and natural heritage studies. On average, more than 5 percent of total project costs are attributed to study fees and requirements, not including architect and consultant fees. Exemption from Section 41 of the *Planning Act* would reduce many of these requirements, and thereby reduce costs and expedite timelines.

The board recognizes that staffing challenges and staff turnover and/or vacancies at school boards and other public agencies can also contribute to timing challenges. When boards enter facility partnerships and co-builds with other public agencies, significant delays will result. This is due to the inclusion of an additional party with their own board or council, approval processes, and budget requirements. Alignment does add significant effort and time to the process.

We would like to reiterate our appreciation for the opportunity to provide feedback on this important matter. We have been experiencing and preparing for further unprecedented growth in Simcoe County. As such, it is imperative that we have the tools available to provide educational facilities and other temporary accommodation solutions to accommodate students and serve our diverse and growing jurisdiction.

I would be pleased to discuss and/or make board staff available to discuss the more technical and detailed matters with MEDU and MMAH staff at a convenient time.

Sincerely,



Jodi Lloyd
 Chairperson
 Simcoe County District School Board

c: Hon. Doug Downey, MPP, Barrie, Springwater, Oro-Medonte
Hon. Jill Dunlop, MPP, Simcoe North
Andrea Khanjin, MPP, Barrie, Innisfil
Brian Saunderson, MPP, Simcoe-Grey
Hon. Caroline Mulroney, MPP, York-Simcoe
Ontario Public School Boards' Association
School Board Chairs
All Simcoe County, City of Barrie and City of Orillia Municipal Clerks
Board of Trustees, SCDSB
John Dance, Director of Education, SCDSB
Dawn Stephens, Associate Director, SCDSB
Corry Van Nispen, Superintendent of Business and Facilities, SCDSB



Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

October 12, 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,

RE: Regulation 463/97 'Electronic Meetings and Meeting Attendance'**WEB SITE:**www.rrdsb.com

As you are aware, the temporary amendment to Regulation 463/97 allowing for electronic attendance of Board of Trustees and Committee meetings expires on November 14, 2022. I am writing on behalf of the Rainy River District School Board of Trustees to request the continuance of these amendments. The return to pre-COVID meeting requirements will disproportionately disadvantage boards serving large catchment areas such as ours, and we respectfully request that you reconsider permanently amending the Regulation as it currently stands.

DIRECTOR

Heather Campbell

Most Board and committee meetings are held at our Education Centre in Fort Frances, Ontario, which necessitates a 150 km drive for our Atikokan trustee, who currently chairs our Finance Committee. Additionally, it is our Board's practice that we conduct at least one meeting per school year in each of the communities of Atikokan, Emo, and Rainy River. This means that, should a trustee from either end of our school district be successfully elected to the position of Board Chair, they are faced with a one-way trip of 240 or more kilometres, the bulk of which is highway travel undertaken after sundown and often in unpredictable weather conditions.

The continuance of the Regulation's amendments is also fiscally responsible. With a time commitment upwards of seven hours to attend a single Board meeting, a hotel stay is often warranted for certain members of the Board.

The return to the pre-COVID meeting requirements is also disadvantageous to parents/guardians and community members from outlying areas of the Board. These stakeholders are discouraged from serving on Board advisory committees and are

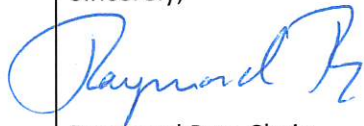
prohibited from serving in an executive role on an advisory committee should the Ontario Regulation 463/97 return to pre-COVID requirements due to the travel involved. Prior to the pandemic, these individuals were required to attend in person if serving as a chair of a Board advisory committee. As such, the return to the original requirements will see our parent/guardian and community members, including those from the surrounding First Nation communities with whom the Board works, travel over one hour one way, in the dark and on secondary highways, to participate in any advisory committee.

The discontinuation of the current amendments to Ontario Regulation 463/97 will be fiscally and environmentally irresponsible. As a government that promoted greater involvement of parents/guardians, the return to pre-COVID requirements will also discourage stakeholder involvement and be inequitable to those who reside in the outlying communities within our District.

The past two years have taught us many things, including the efficiency and effectiveness of virtual meetings of the Board and its standing and advisory committees. As such, we advocate for the continuation of the amendments to Ontario Regulation 463/97.

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

Sincerely,



Raymond Roy, Chair,
Rainy River District School Board

- c. RRDSB Board of Trustees
- Nancy Naylor, Deputy Minister
- Heather Campbell, Director of Education
- The Ontario Public School Boards Association and member boards



October 20, 2022

The Honourable Stephen Lecce
 Ministry of Education
 438 University Ave., 5th Floor,
 Toronto, ON M5G 2K8

Dear Minister Lecce:

At the September 21st, 2022 meeting of the Halton District School Board (HDSB), Board of Trustees meeting, the Board passed the following resolution requesting the Minister of Education revoke and replace wording in Section 264(1)(c) of the Education Act:

Be it resolved that the Chair in collaboration with the Director write a letter to the Minister of Education regarding Section 264(1)(c) of the Education Act, requesting that this section be revoked and replaced with a clause that is inclusive of Ontario's diverse population.

Section 264(1)(c) of the Act under Duties of teacher states:

(c) to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

We believe this is contrary to Provincial PPM 119 (Developing and implementing equity and inclusive education policies in Ontario schools) which states: "**Providing a high-quality education for all is a key means of fostering social cohesion based on an inclusive society where diversity is affirmed within a framework of common values that promote the well-being of all citizens.**" It is these common values that should be the focus.

The three goals of the Province's *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* are outlined in PPM 119, as follows:

- shared and committed leadership by the ministry, board, and schools to eliminate discrimination through the identification and removal of biases and barriers.
- equity and inclusive education policies and practices to support positive learning environments that are respectful and welcoming to all.

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

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

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

www.hdsb.ca

- accountability and transparency with ongoing progress demonstrated and communicated to the ministry and the community.

In this spirit, we respectfully ask the Minister to revoke and replace Section 264(1)(c) of the Act to reflect contemporary and current diversity, equity and inclusion policy and practices, and to reflect the Calls to Action 62 and 63s brought forward by the Truth and Reconciliation Commission.

Respectfully,



Margo Shuttleworth
Board Chair



Curtis Ennis
Director of Education

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

**Waterloo Region District School Board**

51 Ardel Avenue
Kitchener, ON N2C 2R5
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October 28, 2022

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

Dear Minister Lecce,

At its meeting on September 26, 2022, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to express our support of the York Region District School Board's (YRDSB) letter requesting the Ministry of Education (Ministry) consider amending s. 55 of the Education Act to allow student trustees to move and second motions.

In the WRDSB, Student Trustees advocate on behalf of all students, bringing student voice to Board meetings and are a liaison between the student body, staff and trustees.

WRDSB Trustees believe that amending s. 55 of the Education Act to allow student trustees to move and second motions will further support the WRDSB's strategic direction centring students. Giving students a stronger voice through their Student Trustees further enhances student engagement by valuing their voices and ensuring they are heard.

Minister Lecce, we 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,

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

Scott Piatkowski
Chairperson of the Board of Trustees
Waterloo Region District School Board

cc: WRDSB Trustees and Student Trustees
Ontario Public School Boards' Association Member Board Chairs