



April 27, 2026

# Waterloo Region District School Board

## Notice of Board Meeting

The regular monthly Board Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1<sup>st</sup> Floor, 51 Ardel Avenue, Kitchener, Ontario, on Monday, April 27, 2026, at 7:00 p.m.

### AGENDA

#### Call to Order

#### Territorial Acknowledgement and O Canada

#### Approval of Agenda

#### Announcements/Celebrating Board Activities

01 Tim Walker Memorial Awards

Trustee J. Meissner

#### Declarations of Pecuniary Interest

#### Communications Good News Update

H. Hughes

#### Delegations

#### Consent Agenda

##### Receipt/Approval of Minutes:

Approve Minutes - Special Education Advisory Committee Meeting of March 11, 2026

Receive Minutes - Board Meeting of March 30, 2026

Approve Minutes - Policy and Governance Standing Committee of April 13, 2026

##### Receipt/Approval of Monthly Reports:

21 Staffing Information – Retirements and Resignations

B. Lemon

25 Staffing Information – Appointments

B. Lemon

#### Recommendations from Standing Committees

27 Policy and Governance Standing Committee

#### Staff Follow Up

#### Reports

35 Strategic Plan Consultation Final Report

S. Miller / D. Lane

Board Improvement and Equity Plan: Transitions and Pathways

A. Gaymes-San Vicente / C. Hill / J. Maliha / S. Watters

**Board Reports**

- 75 Schedule Ad Hoc Board Committee Structure Committee Recommendations  
Trustees J. Meissner & J. Weston
- 120 Ontario Public School Boards' Association - Delegate  
Chair

**Board Communications**

- 123 Waterloo Region District School Board to Minister of Education - Classroom Evacuations
- 125 Township of Woolwich to Premier of Ontario and Minister of Education
- 127 Hamilton-Wentworth District School Board to Premier and Minister of Education
- 130 Hamilton-Wentworth District School Board to Ontario Ombudsman

**Other Business**

**Question Period (10 minutes)**

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

**Adjournment**



## Subject: Recipients of the 2025-26 Tim Walker Memorial Award for Environmental Stewardship

### Recommendation

This report is provided for information.

### Status

At a meeting on March 19, 2026, the selection committee reviewed the applications submitted by four schools for the 2025-26 Tim Walker Memorial Award for Environmental Stewardship.

The Selection Committee was composed of Stephanie and Jim Walker (parents of the late Tim Walker), Trustee Joe Meissner and Student Trustees Krishna Aarya Trivedi and Kinjal Kaur.

2025-26 Applicants	
Elementary Schools	Project Title
Northlake Woods Public School	Native Shade Tree Replacement Project
Trillium Public Schools	Trillium Peace and Learning Garden
Secondary Schools	Project Title
Forest Heights Collegiate Institute	The Lorax Play
Kitchener-Waterloo Collegiate	Greenhouse Garden-A Natural Approach to Soil Amendment and Biodiversity Gains

The following criteria were taken into consideration:

1. Staff and student involvement (current and future) and environmental stewardship.
2. Impact on student learning/fostering learning and engaging students.
3. Environmental benefits: shading, greening, waste reduction, recycling, organized action/school environmental club, etc.

The following recipients were selected:

<b>Tim Walker Memorial Award for Environmental Stewardship 2025-26 Recipients</b>	
<b>Elementary Schools</b>	<b>Project Title</b>
Northlake Woods Public School	Native Shade Tree Replacement Project
Trillium Public School	Trillium Peace and Learning Garden
<b>Secondary School</b>	<b>Project Title</b>
Forest Heights Collegiate Institute	The Lorax Play
Kitchener-Waterloo Collegiate	Greenhouse Garden-A Natural Approach to Soil Amendment and Biodiversity Gains

Please refer to Appendix A for a description of each of the selected projects.

**Background**

In May 2006, the Board passed a motion to administer the Tim Walker Memorial Award for Environmental Stewardship annually to honour the life of secondary school teacher Tim Walker and his contribution to education and environmental initiatives. The 2025-26 school year is the 19<sup>th</sup> year of the Tim Walker Award for Environmental Stewardship.

**Financial Implications**

The annual award is \$2,000 and is funded by the Board of Trustees’ budget. The award is equally distributed amongst four schools, with \$500 awarded to each recipient.

**Communications**

The announcement of the Tim Walker Memorial Award recipients will be shared with all schools, staff, students and the public via a Board news release.

Prepared by: Scott Miller, Director of Education,  
 Melanie Schmidt, Administrative Assistant to Chairperson and Trustees of the Board, in consultation with Leadership Council.

## Appendix A

### 2025-26 Tim Walker Memorial Award for Environmental Stewardship Project Synopsis

#### Award Recipients

#### **Northlake Woods Public School – Native Shade Tree Replacement Project**

The installation of 2 large native trees for shade at Northlake Woods Public School. The trees will be a native silver maple (*Acer saccharinum*) and a red maple (*Acer rubrum*). After installation, we will utilize opportunities to connect the native tree planting to ongoing indigenous learning occurring at Northlake Woods Public School.

As the new trees are intended to replace what were large shade trees, we propose to install fewer, but larger trees, to facilitate quicker establishment and larger canopy cover in a shorter timeframe than if we chose smaller trees. Given the woodlot behind the school that is reflected in our school's name, it is imperative that these trees are native to our area and are suited to the growing conditions at our site. Our research indicates that silver maples are well suited to the wet soil conditions and in fact are found within the woodlot on school property. And red maple grown in open conditions, such as in the front kindergarten play area, will create a large canopy and shaded area beneath it.

The project will contribute, connect and teach, even on a small scale, about larger community goals around climate resilience and increasing tree canopy cover to benefit our natural environments.

#### **Trillium Public School – Trillium Peace and Learning Garden**

Trillium Public School is developing the Trillium Peace & Learning Garden, an area added to our existing outdoor classroom. This space is designed to foster environmental stewardship, biodiversity, and student leadership, grounded in Indigenous perspectives and land-based learning.

Students from Kindergarten to Grade 6 will actively participate in planting and caring for species that support pollinators and local ecosystems. Indigenous consultation will guide the project, ensuring that design and planting decisions are informed by land-based teachings and culturally respectful practices.

This project provides an opportunity to bring that learning into a tangible, living space where students can observe the direct impact of their actions on the environment. By combining Indigenous knowledge with hands-on planting, habitat creation, and biodiversity initiatives, students learn to care for local ecosystems in ways that honor Indigenous values of reciprocity, stewardship, and responsibility to the land.

Together, these experiences provide a holistic approach to learning: fostering environmental stewardship, honoring Indigenous perspectives, and supporting the social-emotional growth of students. The garden serves as both a classroom and a community space, allowing students to practice sustainable, mindful, and respectful care for the land while continuing their ongoing, intentional learning journey.

### **Forest Heights Collegiate Institute – The Lorax Play**

Students, staff and community members will come together and rehearse The Lorax Play with a public audience. All of this will be shared in one play where we recreate a famous movie that others have seen in their childhood, also giving a sense of nostalgia at some point to certain audience members who have not watched the movie in a long time.

This will be a fun and educative way to display the importance of the environment, the cost of destroying it for resources and an encouraging way to choose to help the environment by planting and taking care of plants that help provide shelter, food, and provide oxygen to both humans and native creatures alike.

It will not only educate the students and community on the importance of the environment and the dangers of careless destruction, it will also be a fun and engaging way for the audience to watch fellow peers and schoolmates engage in a drama play. It will ensure a memorable, fun, and informing experience to both the audience and project members alike.

### **Kitchener-Waterloo Collegiate – Greenhouse Garden: A Natural Approach to Soil Amendment and Biodiversity Gains**

We strive to learn about the best, drought-tolerant perennial and annual plants that can be companion planted to amend the soil in our Greenhouse Garden at KCI. Our goal is to attract more life above and below the soil level, and to fortify the garden against erosion, pests, and the drought-like conditions we are experiencing during our Ontario summers. We must learn how to shift what we grow to ensure that we can use water more efficiently while still experiencing a sustainable yield of edible produce/pollinator-friendly plants.

KCI students will experiment with companion planting that will ensure our soil is healthier, retaining more moisture and attracting more insects, worms, and bird life to the greenhouse garden. Our goal is to attract more life above and below the soil level, and to fortify the garden against erosion, pests, and the drought-like conditions we are experiencing during our Ontario summers.

This project will allow student growers the resources to experiment with perennial companion plantings, adapting best practices in order to mitigate the effects of hotter summers in the future and share this knowledge more broadly.



# Report to Board

April 27, 2026

## **Subject: Staffing Information – Retirements & Resignations**

### **Recommendation**

This report is provided for information.

### **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**

Expenditures are accounted for within existing budgets.

### **Communications**

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

**Prepared by:** Bill Lemon, Associate Director, in consultation with Leadership Council.

## Appendix A

**Staffing Statistics – Retirements**  
**Current at April 27, 2026**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Michele	Atack	Teacher, JW Gerth PS	June 30, 2026	27
Janice	Buchanan-Greenhalgh	Teacher, Country Hills PS	June 30, 2026	27
Sandy	Carter-Hynd	Teacher, Forest Glen PS	June 30, 2026	34
Michelle	Coveny	Teacher, Sandhills PS	June 30, 2026	31
Brenda	Cram	Teacher, Rosemount PS	June 30, 2026	23
Kimberly	Dallimore	Teacher, Elementary Remote Learning	April 30, 2026	25
Therese	Fearon	Teacher, Elementary Occasional	June 25, 2026	18
Margo	Foster	Teacher, Itinerant, Special Education	June 26, 2026	35
Helen	Fowler	Teacher, Centennial (W) PS	June 30, 2026	24
Erik	Growen	Teacher, Westmount PS	June 30, 2026	15
Shannon	Hill	Teacher, MacGregor PS	June 30, 2026	23
Elli	Ioannidis	Teacher, Laurelwood PS	June 26, 2026	28
Nick	Ioannidis	Teacher, Laurentian PS	June 26, 2026	25
Angela	Johnston	Teacher, Westmount PS	June 30, 2026	21
Bradley	Johnston	Teacher, Westheights PS	April 30, 2026	31
Jennifer	Macpherson	Consultant, Special Education	June 30, 2026	35
Sean	Paine	Teacher, Sunnyside PS	June 30, 2026	24
Kris	Schapansky	Teacher, WT Townshend PS	June 30, 2026	31
Susan	Schoneveld	Teacher, Franklin PS	June 30, 2026	38
Juli Ayn	Schroeder	Teacher, Blue Heron PS	June 26, 2026	17
Karen	Snelgrove	Teacher, Vista Hills PS	June 30, 2026	25

<b>Retirements: Elementary Teaching Staff (cont'd)</b>				
Julie	Snyder-Penner	Teacher, Riverside PS	June 30, 2026	17
Darlene	St John	Teacher, Country Hills PS	June 30, 2026	21
Cindy	Walsh	Teacher, Hillcrest PS	June 30, 2026	32
Joyce	Wong	Teacher, Highland PS	June 30, 2026	27

<b>Retirements: Secondary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Emily	Chin	Teacher, Grand River CI	June 30, 2026	26
Mark	Domm	Music Department Head, Waterloo Oxford DSS	June 30, 2026	31
Carlo	Fusco	Teaching Consultant, Education Centre	June 30, 2026	29
Brandy	Juergensen	Teacher, Elmira District SS	June 30, 2026	28
Barry	Kennedy	Teacher, Galt CI	June 30, 2026	27
Fraser	Knowles	Teacher, Cameron Heights CI	May 31, 2026	30
Jillian	Leclair	Teacher, Preston HS	August 31, 2026	21
Duncan	Nicholls	English Department Head and Teacher Librarian, Grand River CI	June 30, 2026	27
Michelle	Vidberg	Teacher, Galt CI	August 31, 2026	29

<b>Retirements: Administrative &amp; Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Barb	Bennett	Educational Assistant, Mary Johnston PS	June 26, 2026	23
Rilla	Broughton	Secretary & Library Clerk, Preston PS	June 30, 2026	34
Amy	Corrado	Early Childhood Educator, Leaster B Pearson PS	September 1, 2026	14
Janet	Firth	Educational Assistant, Bridgeport PS	June 26, 2026	14

<b>Retirements: Administrative &amp; Support Staff (cont'd)</b>				
Laurie	Martin	Head Secretary, Floradale PS	April 30, 2026	34
Elizabeth	Martz	Principal, Wilson Avenue PS	July 31, 2026	35
Cyndi	Rideout	Child Youth Worker, Preston HS	June 26, 2026	32
Dennis	Sieling	Custodian, Eastwood CI	May 29, 2026	18
Janice	Weber	Head Secretary, Laurelwood PS	July 31, 2026	17
Kim	Zabel	Educational Assistant, Brigadoon PS	April 10, 2026	22

## Staffing Statistics – Resignations Current at April 27, 2026

<b>Permanent Staff Resignations</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Resignation Date</b>
Abby	Breckles	Elementary Teacher, Clemens Mill PS	August 31, 2026
Thomas	Greenwood	Elementary Teacher, Stewart Avenue PS	April 8, 2026
Tiffany	Lemoine	Educational Assistant, Winston Churchill PS	April 10, 2026



# Report to Board

April 27, 2026

## **Subject: Staffing Information – Appointments**

### **Recommendation**

This report is provided for information.

### **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**

Expenditures are accounted for within existing budgets.

### **Communications**

Employees listed in this report have been advised of the appointments.

**Prepared by:** Bill Lemon, Associate Director, in consultation with Leadership Council.

## Appendix A

### Staffing Information – New Appointments Current at April 27, 2026

<b>New Appointments: Elementary Teaching Staff</b>			
<b>First</b>	<b>Last</b>	<b>Location</b>	<b>Effective Date</b>
Zachary	Prattis	MacGregor PS	April 7, 2026

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

*Human Resources & Equity Services*



# Report to Board

April 27, 2026

## Subject: Recommendations from the Policy & Governance Standing Committee

### Recommendation

That the Waterloo Region District School Board approve the recommendations from the Policy & Governance Standing Committee meeting of April 13, 2026.

### Status

Recommendations from the Policy & Governance Standing Committee are outlined in Appendix A for Board consideration.

### Policy Recommendations

For ease of reference, copies of the policies for approval have been included in the appendices. The following policies are recommended for approval:

- Board Policy 4010 - Video Surveillance In Schools (Appendix B)
- Board Policy 5002 - Leave-Of-Absence: Staff Seeking Or Holding Elected Office (Appendix C)
- Board Policy 5009 - Travel, Meals And Hospitality Expenditures – Staff (Appendix D)

### Standing Committee Meeting Agenda Package, Recording and Minutes

For context and background on the recommendations, please refer to the following standing committee materials:

- [Agenda Package](#)
- [Meeting Recording](#)
- Meeting Minutes (included in Board meeting package)

### Background

In accordance with [WRDSB Bylaws](#), Standing Committees assist the Board in fulfilling its duties related to governance with a system wide focus by providing advice on system issues.

The Policy & Governance Standing Committee will ensure Board policies, bylaws and trustee self-evaluation are in alignment with the Board's Multi-Year Strategic Plan and operational goals.

## Financial implications

Known financial implications for each recommendation are indicated within the applicable reports from the committee meeting.

## Communications

Communications for each recommendation are indicated within the applicable reports from the committee meeting.

**Prepared by:** Manager S. Reidel for the Policy & Governance Standing Committee in consultation with Leadership Council.

## Appendix A

### Policy & Governance Standing Committee Recommendations

April 13, 2026

#### **A. Board Policy 4010 - Video Surveillance In Schools (Appendix B)**

That the Policy & Governance Standing Committee recommend approval of Board Policy 4010 - Video Surveillance In Schools as amended at the April 13, 2026 Policy & Governance Standing Committee meeting.

#### **B. Board Policy 5002 - Leave-Of-Absence: Staff Seeking Or Holding Elected Office (Appendix C)**

That the Policy & Governance Standing Committee recommend approval of Board Policy 5002 - Leave of Absence: Staff Seeking or Holding Office as amended at the April 13, 2026 Policy & Governance Standing Committee meeting.

#### **C. Board Policy 5009 - Travel, Meals And Hospitality Expenditures – Staff (Appendix D)**

That the Policy & Governance Standing Committee recommend approval of Board Policy 5009 - Travel, Meals And Hospitality Expenditures – Staff as amended at the April 13, 2026 Policy & Governance Standing Committee meeting.



Waterloo Region  
District School Board

## Board Policy 4010

# VIDEO SURVEILLANCE IN SCHOOLS

Legal References:	<a href="#"><u>Municipal Freedom of Information and Protection of Privacy Act</u></a> <a href="#"><u>Education Act, Section 300.0.1 and 301 (2) 5</u></a> <a href="#"><u>Ontario Human Rights Code</u></a>
Related References:	<a href="#"><u>Board Policy 6000 – Safe Schools</u></a> <a href="#"><u>Board Policy 1014 - Privacy Protection and Access to Information</u></a> <a href="#"><u>Board Policy 1015 - Records Information Management</u></a> <a href="#"><u>Administrative Procedure 1100 – Privacy Protection and Access to Information</u></a> <a href="#"><u>Administrative Procedure 3085 – Safe Welcome Program</u></a> <a href="#"><u>Administrative Procedure 3100 - Video Surveillance Cameras in Schools</u></a> <a href="#"><u>Guidelines for Using Video Surveillance Cameras in Schools - Ontario Information and Privacy Commissioner, 2015</u></a>
Effective Date:	April 2004
Revisions:	April 2017, October 2018, October 18, 2021; <b>April 13, 2026</b>
Reviewed:	

### 1. Purpose Preamble

- 1.1. The Waterloo Region District School Board (WRDSB) promotes a safe and secure learning environment in the best interest of students, staff and the general public.
- 1.2. The collection of personal information, including the images captured on a video surveillance system installed within any WRDSB site is governed by the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).
- 1.3. The WRDSB commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the WRDSB Retention Schedule.

It is the policy of the Waterloo Region District School Board (WRDSB) that:

- 1.1 the promotion of a safe and secure learning environment is in the best interest of students, staff and the general public;
- 1.2 the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system;
- 1.3 the utilization of video surveillance systems is to complement, not to replace, other means to create a safe and secure learning environment.
- 1.4 the video surveillance system will collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The WRDSB is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.
- 1.5 personal information (video images) collected by the WRDSB, will have a specific purpose and will be kept in a secure manner. The WRDSB further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the WRDSB Retention Schedule.

## 2. Definitions

- 2.1 Covert Surveillance - the use of a concealed video without an audio track for non-routine investigative purposes.
- 2.2 Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) - means the legislation that governs access to and the privacy of WRDSB records containing personal information.
- 2.3 Overt Surveillance - the unconcealed use of video for monitoring purposes or to record activities for historical review.
- 2.4 Personal Information - recorded information about an identifiable individual as per MFIPPA.
- 2.5 Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.
- 2.6 Video Surveillance Systems - video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school property (in schools this would usually include analog video, digital and closed-circuit camera systems).

## 3. Application

- 3.1. the utilization of video surveillance systems is to complement, not replace other means of creating a safe and secure learning environment.
- 3.2. the video surveillance system will collect, use, retain and dispose of personal information in accordance with its statutory duties and responsibilities. The WRDSB is committed to the protection of privacy of the personal information of any individuals in its custody and/or under its control.
- 3.3. personal information (video images) collected by the WRDSB, will have a specific purpose and will be kept in a secure manner in accordance with Board Policy 1015 - Records Information Management.

### ~~Authority~~

- ~~3.1 The Coordinating Superintendent of Human Resources & Equity Services has overall responsibility for the WRDSB video surveillance program.~~
- ~~3.2 The following personnel are authorized to utilize/access the video surveillance system in the discharge of their duties:~~
  - ~~3.2.1 Principals~~
  - ~~3.2.2 Vice Principals~~
  - ~~3.2.3 Health, Safety and Security Management Employees~~

### ~~4. Application/Scope~~

- ~~4.1 This policy applies to the operation of any video system installed within any WRDSB site for the purpose of surveillance:~~
  - 3.4. Overt video surveillance equipment shall be used in public areas of its schools and facilities when it is deemed necessary in order to:
    - 3.4.1. Enhance the safety and well-being of students, staff and the community;
    - 3.4.2. Protect WRDSB property and equipment against theft or vandalism;
    - 3.4.3. Aid in identifying intruders and of persons breaking the law;
    - 3.4.4. Support implementation of the Ministry of Education's Safe Welcome Program.

- 3.5. The WRDSB reserves the right to consider and employ lawful "covert surveillance" on a case by case basis in consultation with the appropriate Supervisory Officer. Covert video surveillance shall only be used in specific, limited circumstances as an investigative tool related to criminal or illegal activity.
- 3.6. The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is not addressed by this policy. See Administrative Procedure ~~4000-1100~~ – **Privacy Protection and Access to Information Protection of Student Personal Information (Including Student/Voice Recordings)**.
- 3.7. Authorized videotaping for educational, instructional and/or research purposes ~~is~~ **are** not addressed by this policy. See Administrative Procedure ~~4000-1100~~.

## 5. — Guidelines

- 3.8. Notice signs shall be installed at all properties with video surveillance systems, in accordance with the notification requirements of MFIPPA. Signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area.
- 3.9. The closed circuit television (CCTV) system within WRDSB facilities may operate continuously. All recorded images are the property of the WRDSB.
- 3.10. Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.
- 3.11. Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of the WRDSB.
- 3.12. **The Associate Director, Business Services has responsibility for video surveillance at the WRDSB.**



## LEAVE-OF-ABSENCE: ~~EMPLOYEES~~ **STAFF** SEEKING OR HOLDING ELECTED OFFICE

Legal References:	<a href="#">Canada Elections Act</a> <a href="#">Election Act, R.S.O. 1990</a> <a href="#">Municipal Elections Act</a>
Related References:	<del>2014-</del> <a href="#">2022 Candidates' Guide for Ontario Municipal and School Board Elections Request for Leave of Absence HR-01-500</a>
Effective Date:	February 23, 1998
Revisions:	March 7, 2016, June 12, 2017
Reviewed:	November 19, 2018, January 24, 2022, <b>April 13, 2026</b>

### 1. Purpose

1.1 The Waterloo Region District School Board (**WRDSB**) recognizes that it is the right of ~~employees~~ **staff** to fulfill their roles as citizens of the community, including running for public office and encourages ~~employees~~ **staff** to participate in public service.

### 2. Application

2.1 It is the policy of the **WRDSB** ~~Waterloo Region District School Board~~ that ~~an employee~~ **a staff member** who is a candidate in a Federal or Provincial Election will take leave-of-absence without pay from the time the candidate's nomination is filed and ending on voting day. If elected to office, they shall be considered as being on leave of absence without pay from the date of their election to the date of the next Federal or Provincial election so long as they remain in office.

2.2 A leave of absence will be considered, at the discretion of the Director of Education, for any staff member who seeks election as or is elected to the office of municipal councilor; ~~or municipal mayor or school board trustee~~ in compliance with all relevant legislation.

2.3 ~~A leave of absence will be considered, at the discretion of the Director of Education, for any staff member who seeks election as school board trustee in compliance with all relevant legislation.~~

2.3.1 ~~If elected, the staff member must resign prior to the elected start date.~~



Board Policy 5009

# TRAVEL, MEALS AND HOSPITALITY EXPENDITURES – STAFF

Legal References:	<a href="#"><u>Education Act, R.S.O. 1990, c. E.2: Section 171(1)17. Powers of Boards: Membership Fees and Travelling Expenses</u></a> <a href="#"><u>Section 286(1)(i) Duties of Supervisory Officers: Supervise Business</u></a> Broader Public Sector Expenses Directive (Effective January 1, 2020) Ministry Memo 2006:B15 – School Board Expenditure Guidelines Ministry Memo 2009:B8 – Trustee Expense Guideline
Related References:	<a href="#"><u>Administrative Procedure 4380 – Expense Reimbursement</u></a> <a href="#"><u>Administrative Procedure 4381 - Travel and Meals Expenditures</u></a> <a href="#"><u>Administrative Procedure 4382 - Hospitality Expenditures</u></a> <a href="#"><u>Administrative Procedure 4383 - In-Service Expenditures</u></a> <a href="#"><u>FS-19-AS5 Request for Reimbursement of Expense Reimbursement</u></a>
Effective Date:	March 2007
Revisions:	June 16, 2014, March 7, 2016, January 21, 2019, <b>April 13, 2026</b>
Reviewed:	June 19, 2017, March 21, 2022

## 1. ~~Preamble~~ Purpose

~~The policy that follows outlines the role and responsibilities of staff and their supervisors when travel, meals, hospitality expenditures or other out of pocket expenses made by an employee are to be paid or reimbursed.~~

### ~~Travel, Meals and Hospitality Expenditures~~

- 1.1 ~~It is the policy of the~~ **The** Waterloo Region District School Board (WRDSB) ~~will to~~ pay or reimburse ~~employees~~ **staff** for **eligible** out-of-pocket expenses incurred while on board business as outlined in the Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 1.2 ~~The WRDSB will reimburse employees for travel, meals, accommodation expenses, other business expenses and hospitality expenditures incurred in carrying out their responsibilities while representing the interest of students, the community or the WRDSB.~~

## 2. Application

- 2.1 ~~All expenses to be reimbursed must be reasonable and relevant to the business activity of the WRDSB. The expenditures must be reasonable and transparent, with appropriate accountability and relate to the goals and objectives of the WRDSB.~~
- 2.2 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in **administrative procedures referenced above** Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.3 The WRDSB assumes no obligation to reimburse expenses that do not comply with this policy or **administrative procedures referenced above** Administrative Procedure 4380.



# Report to Board

April 27, 2026

## Subject: Strategic Plan Final Report

### Recommendation

**That the Waterloo Region District School Board develop a new Multi-Year Strategic Plan during the 2026-2027 school year; and**

**That the WRDSB Multi-Year Strategic Planning process be informed by the recommendations and information shared in the Engagement Summary and Recommendations report by Overlap Associates Inc.**

### Status

In the spring of 2025, a group of WRDSB Trustees and Staff came together to form a steering community to plan a consultation process to review and provide feedback on the current WRDSB Multi-Year Strategic Plan. In the fall of 2025, the WRDSB Board engaged the local strategy firm, Overlap Associates Inc., to support the facilitation of community consultations regarding the current Multi-Year Strategic Plan and to complete a summary report of the findings.

From November 2025 through February 2026, Overlap Associates Inc., in collaboration with WRDSB Trustees and staff, gathered feedback from over 2,200 individual students, staff, parents, families, and community members through a community survey, in-person and virtual consultation sessions, focus group discussions, and confidential audio/video submissions.

### Report Recommendations:

Overlap Associates Inc. recommends that the WRDSB create a new Multi-Year Strategic Plan that builds upon the feedback and data collected through the consultation process and strengthens the connection between the Multi-Year Strategic Plan and Board Improvement and Equity Plan (BEIP).

Further recommendations in the report include:

- Sharpen the focus of the Multi-Year Strategic Plan, reduce repetition and clarify the reporting process (i.e., clear indicators, milestones, cadence).

- Strengthen the link between implementation of strategic priorities and reporting by emphasizing the relationship between the Multi-Year Strategic Plan and the BIEP.
- Ensuring that ongoing communication is core to the implementation of the work.
- Improving clarity of key terms (e.g., equity, inclusion, belonging, systemic barriers, centring students, student voice, well-being).
- That the Learner Profile be removed from the Multi-Year Strategic Plan.

## Background

The current WRDSB Strategic Plan (<https://www.wrdsb.ca/learning/strategic-plan/>) has been in place since the 2023/2024 school year and has been supported by and implemented through the Board Improvement and Equity Plan (<https://www.wrdsb.ca/learning/board-improvement-and-equity-plan/>).

The Strategic Plan community consultations conducted in 2025 through 2026 were initiated following the March 24, 2025 Board Meeting, where the WRDSB Board of Trustees approved the following Motion:

- *That the Waterloo Region District School Board consult with the broader community to get input regarding the educational needs of WRDSB Students; and*
  - *That we use multiple forms of communication to connect with as many members in our larger community as possible:*
  - *That we reach out to all students, families, parents, legal guardians and caregivers using a variety of engagements such as town hall meetings, virtual and asynchronous methods*
  - *That we reach out to all staff in every school and at the Education Centre*
  - *That we reach out to the many community organizations who work both directly and indirectly with the WRDSB*
  - *That staff lead the consultation process with Trustee involvement.*
  - *That this process begins in the Spring of 2025.*
  - *That a report that includes statistical information on the feedback received from the consultation be brought to the Board in early 2026.*

## Financial Implications

The total value of the contract with Overlap Associates Inc. was \$31,327. This included the preparation, facilitation, analysis, and coordination of the consultation process and the preparation of the final report.

## Communications

The Strategic Plan Community Consultation Final Report update will be shared on the WRDSB's public website and through other communication channels (including social media and mailing lists). A copy of the Strategic Plan Update: Engagement Summary and Recommendations will be made available as part of the communication plan.

**Prepared by:** Scott Miller, Director of Education, and David Lane, Executive Manager of Research and Organizational Transformation, in consultation with Leadership Council.

# Strategic Plan Update Engagement Summary and Recommendations

Summary of engagement activities providing direction for WRDSB Trustees and Senior Staff.

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**Prepared for:**

Waterloo Region District School Board

**Project:**

Strategic Plan Update

**Date:**

April 20, 2026

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# Executive Summary

The Waterloo Region District School Board (WRDSB) commissioned this engagement and analysis to determine a stakeholder-informed course of action related to the Strategic Plan, in response to a Board of Trustees motion (March 24, 2025) directing broad community consultation on the educational needs of WRDSB students using multiple communication channels. [OBJ]

## Engagement scope and confidence in findings

This work combined a large-scale survey (used as the primary analytical anchor) with dialogue-based engagement including community consultations, focus groups, and Speaker's Corner submissions. Engagement included 1,949 survey responses, 4 community consultations (3 in-person, 1 virtual), 108 Speaker's Corner submissions, and 7 focus groups. In total, the report notes input from 2,231 individuals, providing strong breadth across stakeholder groups and engagement modalities. [OBJ]

## What we heard most consistently

Across methods and stakeholder groups, a consistent pattern emerged: stakeholders are generally aligned with the intent of the Strategic Directions, but confidence depends on clearer language, prioritization, accountability, and visible implementation. Key insights include: (1) aspirations are high but confidence hinges on execution; (2) clarity is a bottleneck (breadth/overlap and abstract language); (3) legitimacy is strengthened through measurable outcomes and public reporting; (4) language is interpreted differently and requires precision and definitions; (5) the Learner Profile is seen as having value but needs a clearer role and potentially different placement; (6) trust is shaped by process (fairness, transparency, representation of dissent); and (7) communication must "close the loop" (what was heard, what was decided, what changes next). [OBJ]

Survey results reinforce this direction: Strategic Directions are generally rated as important (e.g., Well-being: 4.28/5; Student learning through engagement: 4.15/5), while confidence in implementation is lower (2.88/5 overall), indicating a plan-to-practice gap. [OBJ]

## Recommendation

The report recommends **creating a new strategic plan, building upon the existing engagement data**, and **refining and strengthening the connection with the Board Improvement and Equity Plan (BIEP)**.

This means:

- Sharpening focus and reducing repetition; clarifying the accountability layer (indicators, milestones, reporting cadence);
- Strengthening the link between directions and implementation by emphasizing the relationship with the BIEP;

- Elevating communications as core implementation work;
- Improving clarity of key terms (e.g., equity, inclusion/belonging, systemic barriers, centring students/student voice, well-being).

For the Learner Profile, it recommends reassessing the role and placement of the Learner Profile within the Strategic Plan.

# Introduction

The Waterloo Region District School Board (WRDSB) commissioned this engagement and subsequent analysis to determine a stakeholder-informed course of action related to the Strategic Plan. By understanding how the current Strategic Directions and Learner Profile are experienced, interpreted, and prioritized by students, families, staff, and community members, WRDSB Leadership will be able to make informed decisions about next steps. This work was initiated in response to a Board of Trustees motion approved at the March 24, 2025, Board Meeting, directing the Board to consult with the broader community on the educational needs of WRDSB students and to use multiple forms of communication to reach students, families, parents, caregivers, staff, educators, and community organizations.

Engagement activities were designed to balance breadth and depth, combining a community consultation survey with dialogue-based touchpoints (community consultations and focus groups). These formats were intentionally structured to gather both high-level sentiment and concrete examples of what is working, what is unclear, and what participants believe would strengthen implementation and trust. The intent of the work was not only to summarize what was heard, but to translate input into clear, defensible takeaways that can inform decision-making.

This report provides:

1. A concise set of Key Insights that summarize the strongest patterns across methods and stakeholder groups.
2. Direct themes organized under Strategic Directions and the Learner Profile.
3. Recommendations that outline a logical decision and practical next steps.

Throughout, the emphasis is on transparency, showing how themes connect back to data sources and where differences emerge by stakeholder groups. The intent is to offer conclusions that are clear, credible, and usable in subsequent planning, implementation, and communications.

WRDSB's Strategic Plan does not operate in isolation. Strategic priorities are supported through related planning, implementation, and reporting mechanisms, including the Board Improvement and Equity Plan (BIEP). The findings and recommendations in this report should therefore be read in the context of that broader system, with particular attention to how the Strategic Plan can more clearly connect to existing implementation and reporting structures.

# Summary of Engagement Activities

Engagement input was gathered through multiple touchpoints designed to capture both broad perspectives and deeper discussion. Each engagement modality was designed to create multiple accessible opportunities for input.

## Survey

The survey was designed as the primary anchor for the analysis because it enabled broad participation across stakeholder groups and supports transparent, comparable reporting. It was distributed widely (including direct outreach to students) to capture a diversity of perspectives and establish a clear baseline for priorities, perceptions, and confidence in implementation. <sup>[OBJ]</sup>

## Community Consultations

These events were designed to support constructive dialogue and allow participants to engage directly with WRDSB staff and trustees, while also offering low-barrier and anonymous ways to contribute. Sessions used a multi-station format and “Speaker’s Corner” options (written and audio) to increase participation modes and reduce pressure to speak publicly. <sup>[OBJ]</sup>

## Focus Groups

Focus groups were structured as open-ended, facilitated discussions to understand not only what participants think, but why. Using tools like [Mentimeter](#) to enable anonymous and multimodal input. Sessions also intentionally leveraged established advisory committees and dedicated student engagement opportunities to strengthen representation and ensure key perspectives were included.

A full list of engagement activities is listed here:

- **Community Consultation Survey<sup>1</sup> (online):**
  - WRDSB Students: 536
  - WRDSB Staff Member: 327
  - Parent/Caregiver of WRDSB Student: 723
  - Family Member of WRDSB Student: 142
  - Waterloo Region Community Member: 192
  - Other: 29
  - Total Responses: 1949
- **Community Consultations (3 In-person, 1 Virtual)**
  - Dec 3 - 16 community member attendees
  - Dec 4 - 19 community member attendees

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<sup>1</sup> Fully complete or partially complete survey responses where some or all data can be interpreted

- Dec 9 – 6 community member attendees
- Jan 22 – Virtual – 39 community member attendees
- **Speaker’s Corner (108 written, audio and video responses)**
- **Focus Groups**
  - Staff Advisory Council (Dec 9) – 15 attendees
  - Indigenous Education Advisory Circle (IEAC) (Dec 8) – 8 attendees
  - Special Education Advisory Committee (SEAC) (Dec 10) – 9 attendees
  - Parent School Councils (WRAPSC) (Jan 6) – 13 attendees
  - Parent Involvement Committee (PIC) (Jan 27) – 17 attendees
  - Equity & Inclusion Advisory Group (EIAG) (Jan 28) – 15 attendees
  - Student Roundtable (Feb 12) – 17 attendees

Altogether, we heard from a total of 2231 individuals, which gives us confidence in the conclusions as they are based on a breadth of stakeholder opinions.

## Analysis Methods

**Analysis followed a structured, transparent workflow to support validity. By looking at stakeholder input separately and in combination, we surfaced a variety of compelling observations and conclusions.**

Qualitative analysis was completed using [Grounded Theory](#) and inclusive, design-research facilitation principles. In practice, this meant we used an inductive coding approach; starting with open coding to capture what participants were saying in their own terms, then grouping codes into broader categories and themes through iterative comparison across engagement methods and stakeholder groups. Themes were refined through constant comparison (checking whether patterns held across multiple sources, where they diverged, and what contextual factors might explain differences), and by prioritizing feedback that was consistent, specific, and actionable.

In practice, this involved an AI-supported workflow used to assist with synthesis tasks, including organizing and summarizing long transcripts. Human review was applied throughout to confirm accuracy, ensure fair representation of perspectives, and guide the development of this report. Analysis was conducted using a custom GPT within a project-specific ChatGPT workspace, meaning the engagement materials remained limited to that project context, were not used to train the model, and were not used outside this engagement. No personally identifying information was entered into the GPT.

The first step was data sorting and cleaning; all inputs were inventoried in an Engagement Data Source Catalogue, organized by method, date, and stakeholder group. Where sessions included both Mentimeter exports and transcripts, Mentimeter was treated as the primary record of raw participant input, while transcripts were used to capture discussion and illustrative quotations.

Second, survey results were used as the anchoring dataset, given the breadth of participation and the ability to compare patterns across stakeholder groups. Survey findings established the primary “signal” across strategic directions, the learner profile, and implementation-related questions, while qualitative inputs were used to add nuance and context. Our survey analysis involved converting the five point response scales into a 1 to 5 ranking, then generating an average score out of five for each of the survey questions. A list of the response scales and the corresponding rank scores, as well as the full survey questionnaire are included in the report appendices.

Third, qualitative inputs (community consultations, focus groups, Speaker’s Corner) were reviewed to identify recurring themes, areas of alignment, and points of tension. Themes were prioritized based on consistency across sources, clarity/specificity of feedback, and relevance to implementation.

Finally, to build the report, we surfaced Key Insights by comparing themes across the data. These themes are presented alongside stakeholder-specific differences and patterns. We also conducted a more rigorous analysis of the survey’s quantitative results to validate and contextualize the qualitative data. Based on the logic and sentiment across all elements, we formulated a recommendation, and the themes and stakeholder comments informed the actionable steps that can be taken.

## Key Insights

**These insights synthesize the detailed themes across all engagement methods into a small set of takeaways that clarify what matters most to the community and provide the logic for the recommendations that follow.**

### Aspirations Are High, Confidence Depends on Execution

Stakeholders generally support the intent of the plan, but their confidence hinges on whether it translates into visible, resourced action in schools and for their children. Across engagement methods, the most consistent gap is not about what the plan values, but whether the system has the capacity, clarity, and follow-through to deliver. Survey responses had an average implementation rating of 2.88 out of 5, which points to implementation planning, resourcing, and progress visibility as central to sustaining legitimacy.

### **Clarity Is the Bottleneck**

The plan's breadth and language make it hard for many audiences to understand what the priorities are and what change to expect. When priorities feel expansive or repetitive, stakeholders struggle to identify what matters most and how resources will be allocated. This suggests the plan will benefit from sharper prioritization and clearer, plain-language explanations of what will change and why.

### **Visible Implementation and Reporting Build Confidence**

Across perspectives, people want clear measures, timelines, and public reporting to distinguish meaningful progress from performative statements. Without clear indicators and a cadence of reporting, stakeholders cannot tell whether commitments are being realized or simply restated. This perceived gap indicates a lack of awareness and misunderstanding of the connection between the Strategic Plan and the Board Improvement and Equity Plan (BIEP). Without a clear connection between the Strategic Plan and existing reporting structures, the visibility of implementation and ability to build confidence will be limited.

### **Language Requires Precision**

Some of the language in the Strategic Plan is broad or vague, which can reduce clarity and leave room for different interpretations of what the plan is intended to mean or prioritize. The discussion around equity-related language is one clear example of this dynamic: while many participants expressed support for the intent, others responded to what they believed the language implied, rather than to a shared understanding of its meaning or scope. Clear definitions, concrete examples, and consistent linkage to student learning, well-being, and belonging would help reduce misinterpretation and keep attention on shared goals.

### **The Learner Profile would benefit from a clearer role and possibly a different placement.**

While many participants saw value in the ideas reflected in the Learner Profile, feedback suggests uncertainty about how it functions within the Strategic Plan and whether it supports implementation in a meaningful way. A next step for WRDSB may be to determine whether the Learner Profile should remain part of the Strategic Plan, be more selectively integrated into strategic directions, or sit elsewhere in the board's planning architecture.

### **Trust Is Shaped by Process, Not Just Content**

Perceived fairness, transparency, and how dissent is represented are as important as the plan's wording itself. Stakeholders pay close attention to whether engagement feels authentic and whether differing perspectives are reflected responsibly in what follows. This underscores the importance of transparent decision-making, clear documentation of "what we heard," and careful treatment of tensions in reporting.

## Communication Must Close the Loop

Stakeholders want consistent, audience-friendly updates that show what was heard, what was decided, and what is changing next. When communication is sporadic or overly technical, people fill gaps with assumptions and lose confidence in follow-through. A clear communication approach can reinforce understanding, accountability, and trust.

# Stakeholder Specific Insights

**These insights highlight the most notable differences by stakeholder group and are intended to be directional rather than exhaustive.**

*Sources: Appendix 2.0—Survey Data Tables (Page 20), Description of Scales (page 19)*

### WRDSB students

Students report the highest satisfaction with the plan content (3.40 average). This suggests the plan's framing and priorities resonate strongly with students.

Students are the most optimistic about implementation (3.10 average). This points to an opportunity to amplify student voices and examples of progress as credibility-building signals for adult stakeholders who are less confident.

### WRDSB staff members

Staff place the strongest emphasis on the "Support for student and staff well-being" strategic direction (4.47 average, the highest single rating across groups/directions). This indicates that staff experience and working conditions are tightly linked to perceptions of plan success.

Staff confidence in implementation is comparatively low (2.63 average). This suggests the "how" (resources, capacity, clarity, accountability) will be as important as the "what," and implementation planning needs to be visible and practical to earn staff confidence.

### Parents/caregivers of WRDSB student

Parents/caregivers rate "student learning through engagement" highly (4.30 average). This implies that demonstrating how engagement translates into improved learning experiences and outcomes will be central to maintaining parent/caregiver support.

Parents/caregivers report moderate satisfaction and implementation confidence (3.16 and 2.84). This suggests they are generally aligned with the direction, but will be looking for clearer evidence of progress, impact, and what's changing in schools.

### Family members of WRDSB student

Family members show particularly strong support for including the Learner Profile (3.69 average). This indicates the Learner Profile can function as a shared language for families and schools, especially if made visible through examples of learning and development.

Family members are moderate-low on implementation confidence (2.81 average). This suggests families may need clearer “proof points” over time to feel assured the plan is translating into action, such as simple progress updates and tangible examples.

### Waterloo Region Community Members

Community members are among the least confident in implementation (2.63 average). This implies a need for clearer public reporting on progress and outcomes to strengthen trust and reduce perceived distance between the plan and visible results.

Community members are moderately satisfied with the plan content (3.07 average). This suggests the strategic intent is broadly acceptable, but that credibility will be built through evidence of follow-through rather than further refinement of the plan language.

## Themes Related to Strategic Directions and Learner Profile

What we heard most consistently in participants’ own terms, organized by the major topic areas explored during engagement. It provides a transparent record of the range of viewpoints expressed and serves as the evidence base that underpins the Key Insights and Recommendations sections.

*Note: Themes are referred to throughout the document by their number using a code. For example, SD-1 = Strategic Direction Theme 1, LP-3 = Learner Profile Theme 3.*

### Strategic Direction Themes

#### 1. Too broad / too many priorities; needs sharper focus

Participants struggle to hold onto “what matters most” when directions feel expansive and repetitive. The plan reads abstract, and people want fewer, clearer priorities. Several participants suggested that without sharper prioritization, it becomes difficult to translate the plan into practical decisions about where to focus time, effort, and resources.

#### 2. “How will we know?”: measurement, outcomes, accountability

A common push is for measurable indicators, timelines, and reporting so families, staff, and community members can see what will actually change and whether progress is real. Participants emphasized that clearer measures would help distinguish aspirational intent from demonstrable impact, and support accountability over time. Students reinforced that goals should be time-bound and measurable, and suggested breaking the plan into shorter planning intervals to better track progress. This also points to the importance of more clearly connecting the Strategic Plan to the Board Improvement and Equity Plan (BIEP), where implementation measures and progress reporting can be more concretely reflected.

### 3. Vague linkage between the plan and its implementation

Participants highlight the need for a clearer connection between the plan and the action being taken on the ground. The plan is seen as an aspirational, high-level framework, but lacks operational depth when read on its own. Many want to better understand what will concretely change in schools and how the system will move from priorities to coordinated action. This suggests a need to more explicitly show how the Strategic Plan is operationalized through implementation tools such as the BIEP and related school-level planning.

### 4. Communications and transparency are a theme, not a footnote

People want clear, consistent communication: what's happening, what's changing, why, and what challenges remain. Participants also signalled that communication needs to be accessible and two-way, with opportunities to provide meaningful feedback that can inform future decisions. Students emphasized that student voice needs defined mechanisms, including how students participate and where input influences decisions. This also suggests a need to communicate more clearly how progress is being tracked and shared through existing structures, including the BIEP, so that reporting on the Strategic Plan is easier for stakeholders to see and understand.

### 5. Equity language is both supported and contested

Some see equity framing as essential and overdue; others see language as ideological, unclear, or misaligned with educational purpose. Across perspectives, the recurring signal is that clearer definitions and concrete examples would help keep focus on shared goals, including student learning, well-being, and belonging.

## Notable Stakeholder Differences

- Students are more optimistic about implementation than adult stakeholders (SD-3/SD-2). Students report the highest implementation rating (3.10), while staff and community members are notably lower (both 2.63). This suggests the "implementation gap" theme is felt most strongly among adults, and progress reporting/operational clarity will matter most for these groups.
- Students place comparatively less importance on family/community engagement than other groups (SD-04 adjacent). Students rate "Strengthen connections through family and community engagement" lowest among stakeholder groups (3.59), while adults cluster closer to ~3.93–4.02. This suggests that when communicating SD-4, messaging and channels may need to be tailored because what "connection" looks like (and who it's for) may differ by audience.

## Learner Profile Themes

### 1. Learner profile is valued as aspirational, but unclear operationally

Participants can appreciate the intent (“what we want learners to become”) while also asking: who uses this, how, and what decisions it changes. In some cases, it is perceived as an underutilized tool. Several participants noted that the learner profile feels most credible when it is clearly linked to how learning is designed, supported, and recognized in schools..

### 2. Risk of being unrealistic / anxiety-inducing for learners if framed as “necessary”

Some object to the implication that all attributes are required for success and worry it becomes judgmental or harmful. When attributes are framed as “must-haves,” participants cautioned it can unintentionally create pressure or a sense that learners are being measured against an idealized checklist.

### 3. Perceived imbalance: missing foundational academics / practical life skills

A recurring critique is that the profile may over-emphasize social traits at the expense of achievement. Participants emphasized that “whole child” development is important, but want to see foundational academic and practical skills explicitly reflected so the profile feels complete and balanced.

## Notable Stakeholder Differences

- Adults are more supportive of including the Learner Profile than students (LP-1). Students show the lowest agreement that it should be included (3.30) compared with parents/caregivers (3.51), staff (3.60), and family members (3.69). This suggests the “Who uses this and how?” question may be most salient for students unless the profile is made concrete and visible in day-to-day learning.
- Students are least confident that the Learner Profile will be implemented consistently (LP-1). Students again rate implementation lowest (3.03) relative to staff (3.43), community members (3.46), and family members (3.52). This reinforces the “performative” risk: credibility depends on showing how the profile is embedded in practice, not just stated.

## Recommendations

Engagement feedback suggests that while stakeholders generally support the current Strategic Directions and Learner Profile, there is less confidence in how these priorities are communicated, implemented, measured, and reflected in action. The recommended path forward is to renew the strategic plan in a way that sharpens focus, strengthens accountability, and more clearly connects priorities to implementation, communication, and progress over the next 3–5 years.

Based on the engagement findings, **the recommended path is to create a new strategic plan, building upon the existing engagement data, and strengthening the connection to the Board Improvement and Equity Plan (BIEP)**. Stakeholders are broadly aligned with the intent of the Strategic Directions and Learner Profile; the most consistent gaps relate to clarity, prioritization, measurable accountability, and visible implementation. These gaps create confusion both externally and internally. A new strategic plan and reimagined reporting mechanisms will bring a refreshed vision for the next 3 - 5 years and communication habits about progress.

### Context around the recommendation:

Creating a new strategic plan with the input already provided by stakeholders will avoid the need to reengage the community. Using the input already gathered to create a draft plan, then conducting further engagement as validation will show stakeholders that we have heard them and are taking action. The current strategic plan was created in 2023 and will therefore be reaching its 3-year minimum timespan. Additionally, the election of new Trustee members in September would allow for the new board to align around the strategic plan and vision for the next 3–5 years.

## Specific Actions for the Strategic Directions and Learner Profile

### Strategic Directions

- **Sharpen focus and reduce repetition:** Identify the most pressing or time-sensitive priorities that will drive decisions and resource allocation and clarify where work is “in scope” vs. “out of scope.”
- **Strengthen plan-to-implementation reporting:** Make the relationship to the BIEP explicit. This could look like:
  - Redesigning the WRDSB website to better connect and explain the relationship between the Strategic Plan and the BIEP.
  - Improving the design and format of the BIEP to make it more readable and more closely connected to the Strategic Plan.

- Record a video or produce other media/artifacts that can be used to explain the relationship.
- **Elevate communication as core implementation work:** Create a consistent “close-the-loop” communications approach (what we heard, what we decided, what’s changing next, and what challenges remain). Engagement participants identified strategic plan progress and implementation as a desired topic of communication from the WRDSB (Appendix 2.0).
- **Improve clarity of key terms:** Use plain-language definitions and concrete examples (especially where terms are interpreted differently) to keep focus on student outcomes and reduce misinterpretation.
  - Examples of terms/concepts that could use definition: “Centring Students”, “Equity”, “Inclusion/Belonging”, “Student Voice”, “Systemic Barriers”, “Well-being”, etc

## Learner Profile

### Reassess the role and placement of the Learner Profile within the Strategic Plan.

- Engagement findings suggest that many participants responded positively to the values and aspirations reflected in the Learner Profile, but there was less clarity about its practical role in the Strategic Plan and how it connects to implementation.
- As WRDSB considers its next strategic planning cycle, it may be helpful to determine whether the Learner Profile should remain a central component of the Strategic Plan, be more explicitly connected to strategic directions and board work, or be situated elsewhere within the board’s broader planning and communication framework.
- Where elements are retained, they should be framed in ways that are clear, meaningful, and connected to implementation rather than presented as a standalone or universal checklist.

# Appendices

## Appendix 1.0—Sentiment Summary from each Engagement Method

### Equity & Inclusion Advisory Group (EIAG)

- Strategic Directions: Generally supportive of equity/belonging intent; emphasis on ensuring commitments are concrete and not symbolic.
- Equity and Inclusion (SD-4): Stronger alignment with equity framing; less tolerance for vague language that can dilute accountability.
- Accountability/implementation: High interest in measurable progress and follow-through.

### Indigenous Education Advisory Circle (IEAC)

- Strategic Directions: Generally supportive of commitments that recognize Indigenous realities and responsibilities; sensitivity to “checkbox” treatment.
- Equity and Inclusion (SD-4): Emphasis on legitimacy through concrete action, relationship, and accountability rather than surface-level wording.
- Implementation: Focus on credibility: resources, sustained work, and consistency.

### Special Education Advisory Committee (SEAC)

- Strategic Directions: Support for inclusion and well-being goals when they translate into tangible supports.
- Learner Profile: Heightened concern about unintended harm, unrealistic expectations, and how language could be experienced by diverse learners.
- Implementation: Strong attention to capacity, staffing, and practical supports.

### Parent Involvement Committee

- Strategic Directions: Mixed—support for the idea of direction-setting, but concern about broadness and the need for clarity/measurability (SD-1/SD-2).
- Equity and Inclusion (SD-4): Clear evidence of contested interpretations; some language perceived as ideological or out of scope.
- Learner Profile: Mixed—seen as aspirational by some, but also criticized as unclear in use, potentially anxiety-inducing, and imbalanced (LP-1 to LP-3).

### Parent School Councils (WRAPSC)

- Strategic Directions: Often pragmatic—what will change for students/families, and how will schools communicate it?
- Learner Profile: Judged by practicality (“how is this used?”) and clarity for parents/students.

- Communication: Higher emphasis on understandable, accessible communication and visible proof of progress (SD-5).

### Staff Advisory Council

- Strategic Directions: Often filtered through feasibility—alignment with actual conditions in schools, workload, and “initiative fatigue” (SD-3).
- Accountability: Interest in clarity and evidence, but concern about measurement becoming performative or burdensome.
- Implementation: Strong emphasis on resourcing and operational pathway from plan → practice.

### Student Roundtable

- Strategic Directions: Generally supportive of the intent (“well-meaning”), with repeated feedback that directions feel vague/repetitive and need clearer priorities. Strong desire to see what will actually change for students in a shorter time horizon (e.g., a school year).
- Accountability/implementation: Very strong emphasis on measurable goals (students explicitly referenced SMART goals), timelines, and visible progress; especially for issues like mental health, which students framed as urgent.
- Learner Profile: Mixed—seen as positive in intent, but students questioned practicality and balance, including concern that it over-emphasizes “soft skills” without clearly reflecting foundational academics/competitive readiness, and asked how the profile will be embedded in the real student experience (not just stated).

### Community Consultations

- Strategic Directions: Broad spread—some supportive of the overall direction; others focus on skepticism, clarity, and “plan vs reality.”
- Equity and Inclusion (SD-4): The widest polarization and the strongest emotional tone; competing views about values, language and scope.
- Communication/trust: High salience—people want to see how decisions are made and whether voices matter.
- **Speaker’s Corner**
  - Strategic Directions: Looking for sharper, more candid, and more values-forward.
  - Equity fault line (SD-4): Often concentrated expressions—either strong endorsement of equity commitments or strong critique of perceived ideology.
  - Trust: High—more often surfaced feelings of exclusion, frustration, or urgency.

### Survey

- Strategic Directions: Typically shows the broadest distribution: many moderate responses plus pockets of strong alignment/disagreement.
- Learner Profile: A mix of “nice aspiration” and “unclear/too idealized.”

- Communication/accountability: Common cross-cutting demand—clearer reporting and easier-to-understand summaries.
- **Different Stakeholder Groups**
  - **Parents/Caregivers:** Tend to emphasize practical clarity (“what will change for my child”), communication needs, and confidence in implementation.
  - **Students:** Tend to emphasize lived experience (belonging, well-being, safety, supports) and whether the plan feels real at school level.
  - **Staff:** Tend to emphasize feasibility and conditions for implementation (capacity, workload, consistency, resourcing), and caution about performative accountability.
  - **Community members:** Tend to emphasize governance/trust, scope of the board, and values framing—often with stronger variance/polarization.

## Appendix 2.0—Strategic Plan Review Survey



Strategic Plan

**Community Consultations**

### 2025 WRDSB Strategic Plan Review Survey

Thank you for your interest in the Community Consultation Survey about the WRDSB Strategic Plan! The goal of this survey is to gather feedback from students, staff, parents, caregivers, families, and the broader community about the WRDSB Strategic Plan that we have had in place since 2022. The findings of this survey will be used to determine how we can continue to improve our efforts to support the educational needs of students in the WRDSB. For more information about our Strategic Plan consultations, please visit the WRDSB Strategic Plan Community Consultation website.

We welcome feedback from all members of our community and we are eager to hear from a wide range of perspectives. Prior to responding to this survey, we encourage you to view our current Strategic Plan on the WRDSB website. The survey should take approximately 10-15 minutes to complete.

To support WRDSB staff and trustees with the community consultation process and reporting the WRDSB has hired Overlap Associates, a local strategy firm.

This survey is anonymous and confidential. All feedback in this survey is being collected anonymously. Only members of the WRDSB Research Department and members of the team at Overlap Associates will have access to your individual responses. This survey does not collect any personally identifying information (e.g., names, contact information, and IP addresses are NOT collected in this survey). In our analysis, WRDSB staff and Overlap Associates will combine your responses with those of all the other survey participants, so that no individual responses will be shared in any of our reports or documents. All of the questions on the survey are optional, meaning you can choose to skip any question you do not want to answer.

For more details on how we are ensuring anonymity and protecting privacy, please feel welcome to review our privacy and data security processes: WRDSB's Commitment to Privacy and Data Security Information.

The survey has four main sections. The first section asks for your input on each of the Strategic Directions of the current WRDSB Strategic Plan. The second section asks you to reflect on the Learner Profile that is included in the current WRDSB Strategic Plan, as well as general questions about how you feel about the direction of the WRDSB as a whole. The third section focuses on your preferences related to WRDSB communications. The final section asks questions about who you are. These questions will help us understand the overall profile of who completed the survey. You will also have an opportunity to add comments or questions at the end of the survey.

If after reading the above information you would like to complete the survey, please click below.

- I would like to start the survey

## **SECTION 1: CURRENT WRDSB STRATEGIC DIRECTIONS**

The first section asks you to give your opinion about the existing Strategic Directions. The current WRDSB Strategic Plan (first developed in 2022) includes six Strategic Directions. For a better understanding about what is meant by each Strategic Direction, you can find additional details at the following link: [WRDSB Strategic Directions](#).

**What level of importance would you give to each Strategic Direction in the current WRDSB Strategic Plan?**

[Centring students](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Collaboration and compassion for transformation](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Equitable opportunities and outcomes](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Increase student learning through engagement](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Strengthen connections through family and community engagement](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Support for student and staff well-being](#)

- Very important    Important    Fairly important    Slightly important    Not important

[Please share what you like the best about the current Strategic Directions.](#)

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[Please share what you like the least about the current Strategic Directions.](#)

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[What suggestions do you have for Strategic Directions that the WRDSB could consider in the future?](#)

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## **SECTION 2: THE LEARNER PROFILE AND GENERAL FEEDBACK**

The current WRDSB Strategic Plan also includes a Learner Profile. It was designed to ensure students have the ability to succeed academically in the classroom and have the skills to excel in their future careers. According to the WRDSB Learner Profile, “When they graduate,

WRDSB students will be: Confident; Creative and Curious; Inclusive; Change Makers; Attentive to relationships; Empathetic; and Community-oriented.” For a better understanding of the Learner Profile, you can find additional details at the following link: [WRDSB Learner Profile](#).

**How important do feel it is to include the Learner Profile in the WRDSB Strategic Plan?**

Very important  Important  Fairly important  Slightly important  Not important

[Please share what you like the best about the Learner Profile.](#)

---

[Please share what you like the least about the Learner Profile.](#)

---

Now that you have had a chance to reflect on the WRDSB Strategic Plan, we’d like to ask you for some overall feedback about how well you feel the WRDSB is doing to support the educational needs of students through the Strategic Plan.

**How satisfied are you with the content of the current Strategic Plan?**

Very satisfied  Satisfied  Slightly satisfied  Not very satisfied  Not at all satisfied

**How well would you say the WRDSB is doing at implementing its current Strategic Plan?**

Extremely well  Quite well  Fairly well  Not very well  Not well at all

### **SECTION 3: COMMUNICATING WITH AND ACCESSING INFORMATION ABOUT THE WRDSB**

The WRDSB is committed to accessible and transparent two-way communication with students, staff, parents, caregivers, families, and community members.

**Which of the following communication strategies do you feel are the best ways for you to receive and access information? Select all that apply.**

- Board website
- Email
- Facebook
- In-person meetings
- Instagram
- LinkedIn
- Local media (e.g., online newspapers, radio, and television)
- Phone calls

- Phone notifications (e.g., voicemail, text messages, app notifications)
- School Day
- School website
- Virtual meetings
- YouTube
- Other (please specify) \_\_\_\_\_

**What information are you most interested in accessing or receiving from the WRDSB?  
You may select up to three choices.**

- Board policies and procedures
- How to communicate with WRDSB staff and Trustees
- How to navigate WRDSB systems and processes.
- Information on WRDSB events and opportunities
- Student achievement and outcome information
- Student and staff success stories
- Other (please specify) \_\_\_\_\_

#### **SECTION 4: PARTICIPANT INFORMATION**

The questions in this section ask about who you are. These questions will help us to understand the characteristics of the students, staff, parents, caregivers, family members, and community members who participated in this survey. Please remember that you can choose to skip any question you do not want to answer by leaving it blank.

**Which of the following best describes you? You may select more than one.**

- WRDSB student
- WRDSB staff member
- Parent/caregiver of a WRDSB student
- Family member of a WRDSB student
- Community member from the Waterloo Region
- Other (please specify) \_\_\_\_\_

**In which city or township do you live?**

- Cambridge
- Kitchener
- North Dumfries Township
- Waterloo
- Wellesley Township
- Wilmot Township
- Woolwich Township
- Outside Waterloo Region (please specify) \_\_\_\_\_

**Are you a member of a local organization that works in partnership with the WRDSB? If yes, you can choose to specify your organization in the space provided.**

- No
- Yes \_\_\_\_\_

**Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.**

- Yes, First Nations
- Yes, Métis
- Yes, Inuit
- No
- I'm not sure

**Which racial identity best describes you? Select all that apply.**

- Arab/Middle Eastern/North African/West Asian
- Black
- East Asian
- First Nations
- Inuk/Inuit
- Latina/Latino/Latinx
- Métis

- Multiracial
- South Asian
- Southeast Asian
- White
- A racial identity not listed above (please specify) \_\_\_\_\_
- I'm not sure

**Do you identify as a newcomer to Canada within the last 5 years?**

- Yes
- No
- I'm not sure

**What language do you speak most often at home?**

- English
- Both English and another language (please specify) \_\_\_\_\_
- A language other than English (please specify) \_\_\_\_\_

**Do you identify as a member of a faith community?**

- Yes
- No
- I'm not sure

**Do you identify as a member of the 2SLGBTQIA+ community?**

- Yes
- No
- I'm not sure

**Do you identify as a person with a disability?**

- Yes
- No
- I'm not sure

**Do you identify as a member of a low-income household?**

- Yes
- No
- I'm not sure

Thank you for taking the time to complete the Community Consultation Survey for the current WRDSB Strategic Plan! A full report summarizing the results of the Community Consultation on the Strategic Plan will be shared publicly in the Spring of 2026. If you have any further comments or questions, please feel welcome to share them in the text box below.

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## Appendix 3.0—Survey Data Tables

The Survey used Likert Scale questions with the following scale. We have converted the results to this scale to make the outcomes more easily interpreted:

Questions asking about “Importance”	Questions asking about “Satisfaction”	Questions asking about “How well”
<ul style="list-style-type: none"> <li>• Very Important = 5</li> <li>• Fairly Important = 4</li> <li>• Important = 3</li> <li>• Slightly Important = 2</li> <li>• Not Important = 1</li> </ul>	<ul style="list-style-type: none"> <li>• Very satisfied = 5</li> <li>• Satisfied = 4</li> <li>• Slightly satisfied = 3</li> <li>• Not very satisfied = 2</li> <li>• Not at all satisfied = 1</li> </ul>	<ul style="list-style-type: none"> <li>• Extremely well = 5</li> <li>• Quite well = 4</li> <li>• Fairly well = 3</li> <li>• Not very well = 2</li> <li>• Not well at all = 1</li> </ul>

Table 1—How important do you feel each of the 6 Strategic Directions are?

Strategic Direction	Avg Score	N
Centring students	3.83	2074
Collaboration and compassion for transformation	3.56	2079
Equitable opportunities and outcomes	3.81	2082
Increase student learning through engagement	4.15	2089
Strengthen connections through family and community engagement	3.71	2087
Support for student and staff well-being	4.28	2091

Table 2—How important do you feel each of the 6 Strategic Directions are?  
(Comparison by Stakeholder Groups)

Stakeholder Group	Question	N	Avg score	Very Important	Fairly Important	Important	Slightly important	Not important
WRDSB student	Centring students	531	3.69	31%	23%	36%	6%	4%
	Collaboration and compassion for transformation	536	3.55	24%	23%	41%	7%	4%
	Equitable opportunities and outcomes	533	3.9	41%	18%	34%	4%	3%
	Increase student learning through engagement	533	3.98	47%	12%	35%	3%	3%
	Strengthen connections through family and community engagement	533	3.49	21%	27%	38%	9%	6%

	Support for student and staff well-being	535	4.11	53%	13%	27%	4%	3%
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Stakeholder Group	Question	N	Avg score	Very Important	Fairly Important	Important	Slightly important	Not important
WRDSB staff member	Centring students	327	3.89	43%	16%	31%	6%	4%
	Collaboration and compassion for transformation	325	3.57	26%	26%	33%	10%	6%
	Equitable opportunities and outcomes	326	3.84	42%	18%	28%	6%	6%
	Increase student learning through engagement	326	4.1	54%	8%	34%	2%	2%
	Strengthen connections through family and community engagement	327	3.79	35%	20%	37%	6%	2%
	Support for student and staff well-being	326	4.47	73%	4%	19%	2%	1%

Stakeholder Group	Question	N	Avg score	Very Important	Fairly Important	Important	Slightly important	Not important
Parent/caregiver of WRDSB student	Centring students	717	3.89	45%	15%	29%	5%	5%
	Collaboration and compassion for transformation	719	3.5	27%	22%	32%	10%	9%
	Equitable opportunities and outcomes	721	3.71	40%	16%	27%	8%	9%
	Increase student learning through engagement	721	4.3	64%	8%	25%	2%	2%
	Strengthen connections through family and community engagement	723	3.85	40%	17%	34%	7%	2%
	Support for student and staff well-being	725	4.32	65%	7%	24%	2%	2%

Stakeholder Group	Question	N	Avg score	Very Important	Fairly Important	Important	Slightly important	Not important
Family member of WRDSB student	Centring students	142	3.92	44%	18%	29%	4%	5%
	Collaboration and compassion for transformation	142	3.56	27%	22%	35%	11%	5%
	Equitable opportunities and outcomes	142	3.87	44%	17%	27%	5%	7%
	Increase student learning	142	4.05	56%	4%	34%	4%	3%

	through engagement							
	Strengthen connections through family and community engagement	142	3.76	38%	15%	35%	9%	3%
	Support for student and staff well-being	141	4.26	64%	6%	24%	4%	2%

Stakeholder Group	Question	N	Avg score	Very Important	Fairly Important	Important	Slightly important	Not important
Waterloo Region community member	Centring students	192	3.86	44%	15%	29%	5%	6%
	Collaboration and compassion for transformation	192	3.52	28%	24%	29%	13%	7%
	Equitable opportunities and outcomes	193	3.77	44%	14%	27%	6%	9%
	Increase student learning through engagement	192	4.03	54%	7%	31%	5%	3%
	Strengthen connections through family and community engagement	193	3.84	39%	21%	29%	9%	3%
	Support for student and staff well-being	193	4.28	64%	8%	24%	1%	3%

Table 3

Question	N	Avg Score
How important do you feel it is to include the Learner Profile in the WRDSB Strategic Plan?	1922	3.55

Stakeholder Group	N	Avg Score	Very Important	Fairly Important	Important	Slightly Important	Not Important
WRDSB student	525	3.51	26%	21%	38%	6%	8%
WRDSB staff member	322	3.48	27%	18%	38%	8%	8%
Parent/caregiver of WRDSB student	716	3.63	35%	17%	32%	9%	8%
Family member of WRDSB student	140	3.69	34%	22%	29%	8%	7%
Waterloo Region community member	190	3.59	31%	23%	31%	8%	8%
Other	29	3.31	28%	21%	24%	10%	17%

Table 4

Question	N	Avg Score
How satisfied are you with the content of the current Strategic Plan?	1924	3.24

Stakeholder Group	N	Avg Score	Very Satisfied	Satisfied	Slightly Satisfied	Not Very Satisfied	Not At All Satisfied
WRDSB student	528	3.4	7%	47%	32%	8%	6%
WRDSB staff member	322	3.2	8%	38%	30%	16%	9%
Parent/caregiver of WRDSB student	712	3.16	6%	38%	32%	13%	11%
Family member of WRDSB student	142	3.17	8%	37%	31%	12%	12%
Waterloo Region community member	192	3.07	9%	30%	34%	15%	13%
Other	28	2.68	4%	21%	39%	11%	25%

Table 5

Question	N	Avg Score
How well would you say the WRDSB is doing at implementing its current Strategic Plan?	1906	2.88

Stakeholder Group	N	Avg Score	Extremely Well	Quite Well	Fairly Well	Not Very Well	Not Well At All
WRDSB student	527	3.1	3%	35%	39%	15%	8%
WRDSB staff member	321	2.63	2%	14%	42%	27%	15%
Parent/caregiver of WRDSB student	700	2.84	3%	21%	43%	21%	11%
Family member of WRDSB student	142	2.81	4%	24%	34%	27%	11%
Waterloo Region community member	188	2.63	3%	15%	38%	29%	14%
Other	28	2.21	4%	7%	29%	29%	32%

Table 6

Stakeholder Group	How important do you feel it is to include the Learner Profile in the WRDSB Strategic Plan?		How satisfied are you with the content of the current Strategic Plan?		How well would you say the WRDSB is doing at implementing its current Strategic Plan?	
	Avg Score	N	Avg Score	N	Avg Score	N
WRDSB student	3.51	525	3.4	528	3.1	527
WRDSB staff member	3.48	322	3.2	322	2.63	321
Parent/caregiver of WRDSB student	3.63	716	3.16	712	2.84	700
Family member of WRDSB student	3.69	140	3.17	142	2.81	142
Waterloo Region community member	3.59	190	3.07	192	2.63	188
Other	3.31	29	2.68	28	2.21	28

Table 7

Question	N
Which of the following communication channels do you feel are the best ways for you to receive and find information? Select all that apply.	2091

Channel	N	Percentage
Board website	574	27.44%
Email	1311	62.67%
Facebook	121	5.78%
In-Person Meetings	479	22.90%
Instagram	251	12.00%
LinkedIn	37	1.77%
Local Media (e.g., online newspapers, radio, and television)	246	11.76%
Phone Calls	304	14.53%
Phone Notifications (e.g., voicemail, text messages, app notifications)	307	14.67%
School Day	875	41.83%
School Website	586	28.01%
Virtual Meetings	238	11.38%
YouTube	143	6.84%
Other (please specify)	89	4.25%

#### Highlights of Other (please specify)

- Through teachers and conversations, sending paper / printed content home with students

Table 8

Question	N
What information are you most interested in finding about or receiving from the WRDSB? You may select up to three choices.	2091

Type of Information	N	Percentage
Board policies and procedures.	456	21.06%
How to communicate with WRDSB staff and Trustees	479	22.12%
How to navigate WRDSB systems and processes	504	23.28%
Information on WRDSB events and opportunities	732	33.81%
Student achievement and outcome information	831	38.38%
Student and staff success stories	438	20.23%
Other (please specify)	128	5.91%

#### Highlights of Other (please specify)

- Strategic Plan progress, tracking and reporting, data and reasoning behind decisions, information about the environment in schools (the student experience, staff experience, improvement initiatives, etc)

Table 9

Question	N
In which city or township do you live?	1487

City or Township	N	Percentage
Cambridge	204	13.72%
Kitchener	674	45.33%
North Dumfries Township	21	1.41%
Waterloo	392	26.36%
Wellesley Township	29	1.95%
Wilmot Township	46	3.09%
Woolwich Township	68	4.57%
Outside Waterloo Region (please specify)	53	3.56%

Outside Waterloo Region (Please specify) text responses:

- Alexandria, Ontario, Amsterdam, Barrie, Bellheart, Brampton, Brantford, Centre Wellington District, Different province, GTA, Guelph/Wellington, Hamilton, India, Mapleton Township, New Hamburg, Neyaashiinigmiing First Nation, Saugeen Peninsula, Oakville, Oxford County, Paris, Perth County, Stratford, Toronto, Wismer, Woodstock, Oxford

Table 10

Question	N	
Are you a member of a local organization that works in partnership with the WRDSB? If yes, you can choose to specify your organization in the space provided.	1412	

  

Response	N	Percentage
Yes	167	11.83%
No	1245	88.17%

Yes, response text input option. Unique responses:

- Cambridge Public Library, Camino Wellbeing + Mental Health, Daycare, EAA, ELLA, ETFO, Greeway–Chaplin Community Centre, Home and School Association, Interfaith Grand River, Ken Seiling Waterloo Region Museum, LHSS School Council, Muslim Social Services Waterloo Region, Nutrition for Learning, volunteer, OK2BME, OSSTF, Parent Council, Project READ Literacy Network, Public Health, Region of Waterloo, Starling, Strong Start, STSWR, Student support, University of Waterloo, Waterloo Public Library, Waterloo Public Library, Waterloo Regional Police, Waterloo Wellington Down Syndrome Society (SEAC), Westvale School Council, WRAPSC, WRDSB PIC

Table 11

Question	N	
Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.	1503	

  

Response	N	Percentage
Yes, First Nations	32	2.13%
Yes, Métis	19	1.26%
Yes, Inuit	8	0.53%
No	1361	90.55%
I'm not sure	83	5.52%

Table 12

Question	N
Which racial identity best describes you? Select all that apply.	1621

Racial Identity	N	Percentage
Arab/Middle Eastern/North African/West Asian	76	4.69%
Black	75	4.63%
East Asian	69	4.26%
First Nations	31	1.91%
Inuk/Inuit	7	0.43%
Latina/Latino/Latinx	40	2.47%
Métis	17	1.05%
Multiracial	47	2.90%
South Asian	120	7.40%
Southeast Asian	44	2.71%
White	902	55.64%
A racial identity not listed above (please specify)	92	5.68%
I'm not sure	101	6.23%

Table 13

Question	N
Do you identify as a <a href="#">newcomer</a> to Canada within the last 5 years?	1504

Response	N	Percentage
Yes	116	7.71%
No	1343	89.30%
I'm not sure	45	2.99%

Table 14

Question	N
Do you identify as a member of a <a href="#">low income</a> household?	1492

Response	N	Percentage
Yes	163	10.92%
No	1117	74.87%
I'm not sure	212	14.21%

Table 15

Question	N
Do you identify as a member of a <a href="#">faith community</a> ?	1499

Response	N	Percentage
Yes	473	31.55%
No	863	57.57%
I'm not sure	163	10.87%

Table 16

Question	N
Do you identify as a person with a <a href="#">disability</a> ?	1499

Response	N	Percentage
Yes	166	11.07%
No	1232	82.19%
I'm not sure	101	6.74%

Table 17

Question	N
Do you identify as a member of the <a href="#">2SLGBTQIA+ community</a> ?	1490

Response	N	Percentage
Yes	176	11.81%
No	1225	82.21%
I'm not sure	89	5.97%



# Report to Board

April 27, 2026

## Subject: Schedule Ad Hoc Board Committee Structure Committee Recommendations

### Recommendation

That the Waterloo Region District School Board schedule the Ad Hoc Board Committee Structure Committee recommendations for the May 25, 2026, Board meeting for discussion.

### Status

As requested by the Board of Trustees, the ad hoc committee met twice in 2026 to review the [WRDSB Board Bylaws](#) and [Standing Committee](#) structure implemented on August 31, 2025.

At this time, the committee is recommending that the Draft Bylaws be scheduled for discussion at the May 25, 2026, Policy & Governance Standing Committee meeting for minor updates.

The following draft documentation has been included:

- Draft WRDSB Bylaws (Appendix A)
- Draft Standing Committee Terms of Reference (Appendix B)
- Draft Agenda Templates - Standing Committee (Appendix C)

### Background

#### Committee

On March 17, 2025, the Waterloo Region District School Board approved the creation of an Ad Hoc Board Committee Structure Committee. The Ad Hoc Bylaw Review Committee was tasked with reviewing the Board's committee structure and recommending a committee structure that would align with the new legislation, provide some flexibility to trustees to be absent from meetings, within reason and per legislation, and allow the board to fulfill their legislative responsibilities.

The committee consists of the following individuals:

- Bill Cody - Trustee
- Joe Meissner - Trustee & Committee Co-Chair
- Scott Piatkowski - Trustee
- Maedith Radlein - Trustee & Board Chair
- Joanne Weston - Trustee & Committee Co-Chair
- Stephanie Reidel - Manager and Staff Support
- Scott Miller - Director of Education

The Committee met 13 times between March 2025 and May 2025 and prepared recommended changes to the WRDSB Bylaws. Those changes were implemented as of August 31, 2026.

## **Amendments and Additions to Existing Bylaws**

The current WRDSB Bylaws outline the steps necessary to amend the existing bylaws:

### **1.3. Amendments and Additions to Existing Bylaws**

1.3.1. No amendment, alteration, or addition to the bylaws shall be made unless written notice outlining the proposal is presented at the meeting previous to the meeting during which the item will be considered. A majority vote of the trustees present is required to support the scheduling of the proposal at the next meeting.

1.3.2. To adopt an amendment, alteration or addition to the bylaws requires the support of two-thirds of all trustees present at the meeting during which the proposal is considered.

This report satisfies the requirements of section 1.3.1.

## **Financial implications**

There are no known financial implications to scheduling the report for consideration.

## **Communications**

If approved, the final report from the Ad Hoc Bylaw review committee will be included in the agenda package for the May 25, 2026, Board meeting.

**Prepared by:** Stephanie Reidel, Manager, Corporate Services, for the Ad Hoc Board Committee Structure Committee in consultation with Leadership Council.



# Bylaws

## Board of Trustees

### Waterloo Region District School Board

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# 1. Overview

## 1.1. Statutory Provisions

- 1.1.1. The following bylaws of the Waterloo Region District School Board (WRDSB) shall be observed for the order and dispatch of its business. All former bylaws related to the Board of Trustees of the WRDSB are hereby repealed.
- 1.1.2. All provisions in this bylaw shall be interpreted in a manner consistent with all laws applicable to a public board of education in Ontario.

## 1.2. Definitions

- 1.2.1. For the purpose of these bylaws:
  - a. “Ad Hoc Committee” means a committee established for a specific time frame and purpose;
  - b. “Adjourn” is to close or end the meeting.
  - c. “Board” means the Board of Trustees of the Waterloo Region District School Board, the legislative body that is accountable to the public for the collective decisions of the district school board and for the delivery and quality of educational services;
  - d. “Board Committee” means an ongoing committee established by the Board;
  - e. “Board meeting” means an official, regularly-scheduled or special Board meeting as defined in the *Education Act*;
  - f. “Chair” means the Chair of the Board;
  - g. “Committee Chair” means the Chair of a statutory, Standing, board, community or ad hoc committee of the Board;
  - h. “Community Committee” refers to a committee(s) established to address operational/system needs, initiatives and community partnerships;
  - i. “Delegation” means a person or group who would like to speak at a Standing Committee or Board meeting regarding an issue or concern that is important to them or their community, and who would like to share their opinions with or provide suggestions to the Board of Trustees.
  - j. “Director” means the Director of Education and Secretary, who is also the Chief Executive Officer and Secretary of the Board;
  - k. “*Education Act*” means the *Education Act of Ontario*, R.S.O. 1990 and the Regulations thereto, as amended from time to time;
  - l. “In Camera” means closed meeting of the Board or any committee of the Board from which the public is properly excluded pursuant to the *Education Act*, the *Young Offenders’ Act* or the *Municipal Freedom of Information and Protection of Privacy Act*;
  - m. “Member” means a voting member of a Board committee;
  - n. “Past Chair” means the most recent previous Chair, who is currently a trustee of the Board;
  - o. “Public meeting” means meetings which the public is welcome to attend, with the aim of providing transparency and sharing information;
  - p. “Quorum” means the presence of a majority of all the members constituting the Board or a committee of the Board;
  - q. “Recess” is a short break in the proceedings of a meeting during which members may leave the room. A recess does not end the meeting.
  - r. “Staff Committee” refers to a committee established by staff, whereas a trustee may be invited to attend in order to provide guidance or feedback;

- s. "Standing Committee" is a permanent Board committee generally dealing with ongoing or recurring matters, such as those specified in the legislation, and are an integral part of the board structure.
- t. "Statutory Committee" means a committee struck as a requirement of legislation;
- u. "Student Trustee" means a student elected to represent the interests of students, pursuant to the *Education Act*;
- v. "Treasurer" means the Superintendent of Business Services and Treasurer of the Board;
- w. "Trustee" means a person elected, or acclaimed, or appointed to the office of Trustee on the Board pursuant to the provisions of the *Municipal Elections Act* and the *Education Act*;
- x. "Two-thirds majority" means a vote of two-thirds of trustees present at a meeting. It is calculated by multiplying the number of trustees present by .66 and rounding up to the nearest whole number e.g.,  $11 \times .66 = 7.26$  and would be rounded up to 8;
- y. "Vacancy" means when due to death, resignation, removal, or disqualification for reasons pursuant to the *Education Act*, a trustee no longer holds their office;
- z. "Vice-Chair" means the Vice-Chair of the Board;
- aa. "Working day" means any regular day of business of the WRDSB Education Centre.

### 1.3. Amendments and Additions to Existing Bylaws

- 1.3.1. No amendment, alteration, or addition to the bylaws shall be made unless written notice outlining the proposal is presented at the Board meeting previous to the meeting during which the item will be considered. A majority vote of the trustees present is required to support the scheduling of the proposal at the next meeting.
- 1.3.2. To adopt an amendment, alteration or addition to the bylaws requires the support of two-thirds of all trustees present at the Board meeting during which the proposal is considered.

### 1.4. Corporate Seal and Execution of Documents

- 1.4.1. Documents required to be executed under the Corporate Seal of the Board shall be signed by the Director of Education or designate, as deemed appropriate. The Corporate Seal of the Board is located in Corporate Services.
- 1.4.2. The Corporate Seal of the Board shall be in the form impressed on the original copy of bylaws located in the Administrative Offices of the WRDSB.
- 1.4.3. The Chair or the Vice-Chair of the Board and the Treasurer shall be authorized to sign cheques and orders for payment of money on behalf of, and in the name of, the Board.
- 1.4.4. The Treasurer shall be authorized to endorse bills of exchange, cheques, drafts, and orders for payment of money, for deposit to the credit of the Board, and to receive all paid cheques and vouchers, and any documents the bank may have from time to time, belonging to the Board, and to sign the bank's form of settlement and release.

- 1.4.5. The Treasurer shall be authorized to sign cheques by means of a cheque signing machine and a facsimile of the signatures of the Chair of the Board and the Treasurer.
- 1.4.6. The Chair of the Board and the Treasurer shall be authorized to sign all necessary bank forms or documents required by the bank in respect to parts 1.4.3, 1.4.4, and 1.4.5 of these bylaws.
- 1.4.7. The Treasurer shall be authorized to have printed all the necessary forms required for the banking business of the Board.
- 1.4.8. The Treasurer has the authority to negotiate property matters on behalf of the Board.

## 2. Board of Trustees' Responsibilities

The *Education Act* provides for the establishment of locally elected school boards responsible for operating publicly funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for Board decisions applies to the Board as a whole rather than to individual Trustees.

### 2.1. Board Accountability for Student Achievement and Well-Being in the Region

- Promote student achievement and well being
- Promote a positive school climate that is inclusive and accepting of all students, including students of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability
- Promote the prevention of bullying
- Deliver effective and appropriate education programs to its students
- To promote staff well being

### 2.2. Accountability to the Provincial Government

- Act in accordance with the *Education Act*, the Regulations, and other statutory requirements to ensure the implementation of provincial educational standards and policies
- Perform WRDSB functions required by provincial legislation and Board policy
- Provide advice and input to the Ministry of Education regarding current or evolving issues

### 2.3. Accountability to the Community

- Promote community consultation and outreach that seeks and provides communities at large with opportunities for input and the exchange of ideas
- Recognize the role of individual trustees as advocates for public education and as liaisons for their communities
- Annually review the communication plan to ensure that the WRDSB is fulfilling its commitment to communicate with the community at large
- Provide two way communications between the WRDSB, the Board and Community Committees

- Support the growth and development of the Parent Involvement Committee, the Waterloo Region Assembly of Public School Councils and school councils
- Provide reports outlining WRDSB results in accordance with provincial policy
- The Audit Committee is accountable to the Board of Trustees
- Balance their governance role with their representative role, participating in decision-making that benefits the whole district

#### 2.4. Policy Development, Implementation and Review

- Develop and maintain policies and organizational structures that promote the board's goals and, encourage students to pursue their educational goals
- Monitor and evaluate the effectiveness of policies developed by the board in achieving the board's goals and the efficiency of the implementation of those policies
- Ensure the processes for policy development, implementation and review comply with Board Policy G300, Governance Policy – Policy Development and Reviews

#### 2.5. Director/Board Relations

- Hire the Director of Education
- Monitor and evaluate the performance of the board's Director of Education, or the supervisory officer acting as the board's Director of Education, in meeting their duties under the *Education Act* or any policy guideline or regulation made under the *Education Act*, including duties under the multi-year plan, and any other duties assigned by the Board
- Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations
- Evaluate the Director annually using the process outlined in the *Education Act*. At the Director's request, provide the Director with the opportunity to meet alone with the Board in closed session
- To establish and review the employment contract of the Director, in consultation with the Director and the Supervisory Officer with responsibility for Human Resources.

#### 2.6. Board Development

- Conduct an annual Board self-assessment
- Develop and support an annual development plan for Trustees with the ability to utilize professional resources where applicable

#### 2.7. Strategic Planning

- Develop the Multi-Year Strategic Plan aimed at achieving the board's goals
- Annually review the Multi-Year Strategic Plan with the board's Director of Education and develop a process for communicating this plan with the system
- Annually use the Multi-Year Strategic Plan to drive the budget process

#### 2.8. Fiscal Responsibility

- Ensure effective stewardship of the board's resources
- Ensure a budget review process is in place to help determine annual resource allocations (use the Multi-Year Strategic Plan and other provincial and local directions)
- Annually approve the budget
- Approve, as per legislation, all capital plans and other planning documents that drive budget decisions
- Ensure compliance with provincial and federal regulations
- Ratify applicable bargaining unit agreements
- Monitor significant financial expenditures and fiscal variances

#### 2.9. Political Advocacy

- Articulate the role of trustees as advocates for public education
- Develop and maintain partnerships to strengthen the advocacy role
- Meet on an ongoing basis with elected municipal, provincial and federal officials

#### 2.10. Recognition

- Ensure that the WRDSB makes efforts toward recognizing all students and student achievements
- Ensure that the contributions of all staff are recognized and appreciated
- Ensure that the WRDSB recognizes community members and volunteers

#### 2.11. Additional responsibilities include but are not limited to:

- Approval of school year calendars;
- Naming of educational facilities;
- Approval of tender selection for major building construction and modernization;
- Approval of disposition of land and buildings;
- Approval of educational development charges;
- Approval for the issuance of debentures;
- Involvement in Superintendent interviews at the invitation of the Director.

### 3. Trustee Determination and Distribution

- 3.1. The number of trustees on a district school board is determined under the *Education Act* (Section 58.1).
- 3.2. The distribution of trustees is governed by Ontario Regulation 412/00 (Election to and Representation on District School Boards). A report is provided to the Board by staff in advance of each municipal election, outlining the distribution of trustees.
- 3.3. The WRDSB is a public corporate entity composed of eleven trustees, elected by public school ratepayers for a four year term representing the seven municipalities within the Regional Municipality of Waterloo:
  - a. City of Cambridge/Township of North Dumfries - three trustees
  - b. City of Kitchener - four trustees
  - c. City of Waterloo/Township of Wilmot - three trustees
  - d. Township of Wellesley/Township of Woolwich - one trustee

- 3.4. The Board, as mandated by the *Education Act*, has a collective regional responsibility of governance and policy making for public education in accordance with the provisions of the *Education Act*, its regulations and other relevant legislation.
- 3.5. Qualification/Disqualification (*Education Act, Section 219*)
- 3.5.1. A person is qualified to be elected as a Trustee of a district school board or school authority if the person is qualified to vote for members of that district school board or school authority and is a resident in its area of jurisdiction.
- 3.5.2. A person who is qualified to be elected as a member of a district school board or school authority is qualified to be elected as a member of that district school board or school authority for any geographic area in the district school board's or school authority's area of jurisdiction, regardless of which positions on that district school board or school authority the person may be qualified to vote for.
- 3.5.3. A member of a district school board or school authority is eligible for re-election if otherwise qualified.
- 3.5.4. A person is not qualified to be elected or to act as a member of a district school board or school authority if the person is,
- a. an employee of a district school board or school authority;
  - b. the clerk or treasurer or deputy clerk or deputy treasurer of a county or municipality, including a regional municipality, all or part of which is included in the area of jurisdiction of the district school board or the school authority;
  - c. a member of the Assembly or of the Senate or House of Commons of Canada; or
  - d. otherwise ineligible or disqualified under the *Education Act* or any other Act.

## 4. Trustee Vacancies on the Board

### 4.1. Resignations

- 4.1.1. Pursuant to the *Education Act* (Section 220), a member of The Board, with the consent of a majority of the members present at a meeting, entered in the minutes of it, may resign as a member, but he or she shall not vote on a motion as to their own resignation and may not resign as a member if the resignation will reduce the number of members of the Board to less than a quorum.
- 4.1.2. Where it is necessary for a member of the Board to resign to become a candidate for some other office, the member may resign by filing their resignation, including a statement that the resignation is for the purpose of becoming a candidate for some other office, with the Secretary of the Board and the resignation shall become effective on November 30 after it is filed or on the day preceding the day on which the term of the office commences, whichever is the earlier.

### 4.2. Removal from Office

- 4.2.1. Pursuant to the *Education Act* (section 228), a member of a board vacates their seat if a trustee,
- a. is convicted of an indictable offence;
  - b. is absent without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board;
  - c. ceases to hold the qualifications required to act as a member of the Board;

- d. becomes disqualified under subsection 219 (4); or
- e. fails to be physically present as required by the regulations made under clause 208.1 (1) (b)

4.2.2. Where a member of the Board is convicted of an indictable offence, the vacancy shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat shall be deemed not to have been vacated.

#### 4.3. Filling Vacancies

4.3.1. The *Education Act* (Section 221) allows a Board to fill a trustee vacancy by either of two means:

- a. require the municipality to hold a by-election (which would be mandatory if a majority of the elected members do not remain in office and otherwise optional), or
- b. appoint a qualified person to fill the vacancy (if a majority of the elected members remain in office).

4.3.2. A by-election may not be held after March 31 in an election year (i.e., within approximately 8 months of a regularly scheduled municipal election). All costs for a by-election are borne by the Board (subsection 7(3) *Municipal Elections Act*).

4.3.3. The method of appointment is specified in the *Education Act* (Section 221 (1) (a)).

4.3.4. By-Election or Appointment. The following steps/decisions need to be considered:

- a. If a By-election, the matter is the responsibility of the municipality. The process for filling a vacancy in this manner takes approximately 2-1/2 months. Information regarding the implications of holding a by-election, including previous election results and estimated costs, will be provided to the Board.
- b. If an Appointment, the *Education Act* requires the vacancy to be filled within ninety days after the office becomes vacant and priority will be given to candidates who ran for the position of trustee in the most recent election.
- c. A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office.

#### 4.4. Qualifications

4.4.1. The *Education Act*, Section 219 (1) specifies the qualifications necessary to be elected as a member of a Board (or be appointed):

- a. qualified to vote for members of the Board;
- b. a resident in the area of jurisdiction of the Board;
- c. disqualifications are outlined in the *Education Act*, Section 219 (4) (5) (7).

## 5. Trustee Responsibility

5.1. The Board of Trustees is required to carry out its mandate as stipulated in the *Education Act*, and in particular, as set out in Section 169.1(1).

#### Areas of Responsibility

- a. Articulate the Board's vision for education.
- b. Establish and monitor Board policy based on vision and provincial policy.
- c. Approve a budget and monitor its implementation.

- d. To advocate for a strong and vigorous public education system that benefits the learners and communities served within the Region.
- e. To recruit, evaluate and, if necessary, terminate the employment of a Director of Education.
- f. To undertake directly and/or facilitate linkages with the communities and public served and represented by the Board.
- g. To establish the strategic directions, priorities and outcomes of the Board, and regularly monitor their achievement.

## 5.2. Expectations of Trustees

- 5.2.1. In addition to the responsibilities set down in the *Education Act (s. 218.1)* and incorporated in the bylaws and procedures of the Board, an individual trustee shall be expected to:
  - a. Attend and participate in meetings of the board including meetings of board committees of which they are a member.
  - b. Notify the Chair of the Board when unable to attend a Board meeting;
  - c. Notify the Chair of the Committee when unable to attend a committee meeting;
  - d. Safeguard and keep confidential, materials and information discussed or placed in confidence with trustees.
  - e. Serve on a minimum of one Standing Committee.
  - f. Be prepared for and actively participate in discussions and decision-making;
  - g. Ensure, when making public statements, that it is clear whether they speak on behalf of the Board or as an individual trustee. Individual trustees hold no authority;
  - h. Exercise their power to govern only as a trust of the corporate body, not as an individual;
  - i. Trustees will act honestly, conscientiously, and in good faith (*Education Act 198(4), 253(6), 213(1,2)*);
  - j. Reflect community needs and attitudes while also providing leadership in decision-making;
  - k. Uphold the implementation of any board resolution after it is passed by the board.
- 5.2.2. Trustees as full participating members of the Board may be expected to:
  - a. Act as a representative of the Board at official functions;
  - b. Be involved in provincial trustee organizations and committees;
  - c. Attend conferences, workshops, etc. in order to be kept informed of current educational issues.
- 5.2.3. Trustees shall be expected to model ethical practices which include:
  - a. Making decisions in a manner which is open, accessible and equitable;
  - b. Approaching all Board issues with an open mind, and be prepared to make the best decisions for stakeholders as a whole;
  - c. Respecting different points of view;
  - d. Conducting Board business through appropriate channels;
  - e. Ensuring that public office is not used for personal gain;
  - f. Protecting the integrity of the Board.

## 6. Conflict of Interest

- 6.1. At a meeting where a Trustee discloses a conflict of interest, or as soon as possible afterwards, the Trustee shall file a written and signed statement of the interest and its general nature with the Manager of Corporate Services.
  - 6.1.1. The written statement should include the following information:
    - a. Name of Trustee
    - b. Type of meeting
    - c. Date of meeting matter was considered
    - d. Subject matter/report title/agenda item
    - e. General nature of the conflict (except if it was an in-camera meeting)
    - f. Date of meeting at which Conflict of Interest was declared (this may have been declared at the next meeting because the trustee was absent from the actual meeting)
- 6.2. The Manager of Corporate Services will maintain a registry which shall contain a copy of each written statement filed under section 15.1, as well as a copy of each declaration recorded.
- 6.3. The registry maintaining the conflict of interest declarations and statements will be available for public inspection when requested.
- 6.4. When a Trustee is present at a public meeting at which a matter is being considered for which they have declared a conflict of interest, they shall:
  - a. prior to any consideration of the matter at the meeting, disclose the interest and the general nature thereof,
  - b. not take part in the discussion of, or vote on any question in respect of the matter; and
  - c. not attempt in any way whether before, during or after the meeting to influence the voting on any such question.
- 6.5. When a Trustee is present at an in-camera meeting at which a matter is being considered for which they have declared a conflict of interest, they shall leave the meeting or part of the meeting during which the matter is under consideration.
- 6.6. When a Trustee's conflict of interest has not been disclosed because of absence from a meeting, the Trustee shall disclose the conflict at the first meeting attended by the Trustee after the meeting in question.

## 7. Notice and Holding of Public Meetings

- 7.1. The Director shall give notice of all meetings of the Board, and of Standing Committees, together with all matters so far as known, that are to be brought before the Board or the Committee at such meeting, to every Trustee of the Board at least 48 hours in advance of the meeting. Notice of meetings of the Board and its Committees shall be delivered to the WRDSB designated email address of each Trustee at least 48 hours prior to the hour of each meeting.
- 7.2. Until Trustees of the Board notify the Director in writing of their official addresses for the receipt of all notices or communications, all such notices or communications delivered or mailed to the Trustees at their addresses, including email, as set out in their nomination papers, shall be deemed to have been received by them.

- 7.2.1. Trustees and Student Trustees must prioritize the completion of “Onboarding Forms” to ensure WRDSB designated email addresses are set up in a timely manner. In Camera Agenda Packages and confidential communications can only be sent to WRDSB designated email addresses.
- 7.3. Accidental omission to give notice to any Trustee or member of a committee, or the non-receipt of any notice, or any error in any notice not affecting the substance thereof shall not invalidate any action taken at any meeting held pursuant to such notice or founded thereon.
- 7.4. Trustees not able to access the notice and agenda at least 48 hours prior to the Board meeting will be responsible for notifying the Corporate Services Department of such.
- 7.5. The Chair of the Board or the Vice-Chair, in the absence of the Chair, in consultation with the Director or designate, shall have the authority to call a special meeting of the Board during an emergency without having given the required 48 hours’ notice if there is an urgent matter requiring the Board’s consideration.
- 7.6. Attendance of staff members at meetings will be determined by the Director.
- 7.7. **Electronic Meetings and Meeting Attendance**
- 7.7.1. At the request of any Trustee, including a student trustee, the Board shall provide electronic means for participating in meetings of the Board (regular or special) or of a standing committee of the board:
- a. if the Trustee complies with s. 7.7.1 and receives written approval from the Chair of the Board or Standing Committee before the meeting begins based on one or more of the circumstances in s. 7.7.6 below; or
  - b. if to do so is necessary to ensure compliance with s. 7.7.9 below.
- 7.7.2. If a Trustee proposes to participate in a meeting by electronic means, the Trustee shall submit a request in writing and the reasons for the request to the Chair of the Board or Standing Committee, or in the absence of the Chair, the Vice-Chair, before the meeting begins, ideally before noon on the day of the meeting.
- 7.7.3. If the Trustee making a request under s.7.7 is the Chair of the Board, the Chair shall submit the request and reasons to the Vice-Chair of the Board.
- 7.7.4. The Chair or Vice-Chair, as applicable, may approve a request if they are satisfied that one or more of the circumstances identified in s.7.7.6 exist.
- 7.7.5. Student Trustees may always participate in these Board or Standing Committee meetings by electronic means and do not require approval to do so but are required to submit a request before the meeting begins, ideally before noon on the day of the meeting.
- 7.7.6. The circumstances for approval to attend by electronic means are:
- a. weather conditions do not allow the Trustee to travel to the meeting location safely;
  - b. the Trustee cannot be physically present at a meeting due to health-related issues;
  - c. the Trustee has a disability that makes it challenging to be physically present at a meeting; or,

- d. the Trustee cannot be physically present due to family responsibilities in respect of:
  - 7.7.6.d.1. the Trustee's spouse;
  - 7.7.6.d.2. a parent, step-parent, or foster parent of the Trustee or the trustee's spouse;
  - 7.7.6.d.3. a child, step-child, foster child, or child who is under legal guardianship of the Trustee or the Trustee's spouse;
  - 7.7.6.d.4. a relative of the Trustee who is dependent on the Trustee for care or assistance; or,
  - 7.7.6.d.5. a person who is dependent on the Trustee for care or assistance and who considers the Trustee to be like a family member.
- 7.7.7. The Chair shall not approve a request for a trustee to participate by electronic means in a regular board meeting if the request would result in fewer than one Trustee of the Board, in addition to the Chair of the Board or their designate, being physically present in the meeting room.
- 7.7.8. The Vice-Chair or other member of the Board shall not approve a request for the Chair of the Board to participate by electronic means in a regular Board meeting unless the Chair's designate, who will chair the meeting, will be physically present in the meeting room.
- 7.7.9. The Vice-Chair or other member of the Standing Committee shall not approve a request for the Chair of the Standing Committee to participate by electronic means in a Standing Committee meeting unless the Chair's designate, who will chair the meeting, will be physically present in the meeting room.
- 7.7.10. A Trustee who participates in a meeting through electronic means in accordance with Ontario Regulation 463/97 is deemed to be present at the meeting.
- 7.7.11. The electronic means shall permit all persons participating in the meeting to communicate with each other simultaneously and instantaneously.
- 7.7.12. A trustee vacates their seat if they absent themselves without being authorized by resolution of the Board entered in the minutes, from three consecutive regular meetings of the Board (s.228(1)(b) of the Education Act.
- 7.7.13. The Director of Education or their designate shall be physically present in the meeting room for Board meetings and Standing Committee meetings except when all schools of the board are closed pursuant to s. 7.7.14 below.
- 7.7.14. If all schools of the board are closed under an order made in accordance with Ontario Regulation 463/97 then the requirement for the physical attendance at any meetings by a trustee or the Director of Education is not required in accordance with that Regulation and all trustees and student trustees may participate electronically as of right and without requesting approval.
- 7.7.15. Except for In Camera meetings, the meeting room of the Board or of a Standing Committee of the board shall be open to permit physical attendance by members of the public at every regular meeting unless all schools of the board are closed, as described in s.7.7.14 above.
- 7.7.16. The Board shall provide members of the public with the ability to connect electronically to a meeting of the board or of a standing committee of the board.

The electronic means used shall permit the public to hear the meeting, and where permitted by the board (example, a delegate), to participate in a meeting so all participants in the meeting shall be able to communicate with each other simultaneously and instantaneously.

- 7.7.17. At all meetings at which a trustee, including a student trustee, participates by electronic means, it is the responsibility of those trustees to comply with the requirements of the Municipal Conflict of Interest Act, including, in the case of a meeting that is closed to the public, to disconnect from the electronic participation for so long as is necessary in order to so comply.
- 7.7.18. The Board shall ensure that appropriate processes are put in place to ensure the security and confidentiality of electronic participation in proceedings held during meetings that are closed to the public, including ensuring student trustees who participate through electronic means do not participate in any proceedings that are closed to the public under clause 207(2)(b) of the Education Act.
- 7.7.19. Where a meeting or part of a meeting is to be held in camera, the Trustee participating electronically must not be in a location where an unauthorized individual is able to hear the Trustee or the meeting discussion.

#### **Special Board and Special Standing Committees Meetings**

- 7.8. Special Board meetings shall be held at the call of the Chair of the Board or at the written request of five Trustees made to the Chair. 24 hours' notice is required. The meeting may be held at a date, time and place established by decision of the Chair of the Board, or if absent, the Vice-Chair, or if absent, the Director of Education.
- 7.9. Special Standing Committee meetings shall be held at the call of the Committee Chair or at the written request of three committee members made to the Committee Chair. 24 hours' notice is required. The meeting may be held at a date, time and place established by decision of the Committee Chair, or if absent, the Committee Vice-Chair, or if absent, the Director of Education.
- 7.10. The written notice of every special meeting shall state all business to be transacted or considered. No other business shall be considered unless all the Trustees of the Board or Standing Committee are present and agree unanimously.

#### **Adjournment of Board Meetings**

- 7.11. All public Board meetings will adjourn by 9:30 pm unless otherwise agreed to by trustees.
- 7.12. An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.
- 7.13. At 10:00 pm a second extension of an additional 30 minutes requires two-thirds support of all trustees present at the meeting.
- 7.14. At 10:30 pm a third extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.
- 7.15. At 11:00 p.m. the meeting will be adjourned.

#### **Adjournment of Standing Committee Meetings**

- 7.16. All public Standing Committee meetings will adjourn after 2 hours of the commencement of the meeting unless otherwise agreed to by trustees.
- 7.17. An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.
- 7.18. An extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.
- 7.19. Standing Committee meetings shall not continue for longer than 3 hours.

## 8. Inaugural Meeting of the Board

- 8.1. In accordance with the provisions of the *Education Act*, following a municipal election, the Board's inaugural meeting shall be held no later than seven days after November 15th in the boardroom of the WRDSB Education Centre at 7:00 p.m. at a Special Board meeting.
- 8.2. In accordance with the provisions of the *Education Act*, the Director shall preside until the election of the Chair of the Board. If the Director is absent, the Director shall designate who shall preside at the election of the Chair.
- 8.3. At the inaugural meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chair pro tem (temporary), shall read the return (if any) of the municipal clerks along with a statement that the Declaration of Office and Oath of Allegiance have been completed and filed, pursuant to the provisions of the *Education Act*.
- 8.4. Following the election of the Chair, the Chair shall preside over the meeting and shall proceed with the election of the Vice-Chair and other inaugural and organizational business.

## 9. Organizational Meeting

- 9.1. In the years that do not follow a municipal election, the organizational meeting shall be held in the boardroom of the WRDSB Education Centre at 7:00 pm at a Special Board meeting to be held. The Chair and Vice-Chair for the ensuing year, shall be elected at the first meeting on or after November 15.
- 9.2. The newly elected Chair shall deliver an inaugural address.

## 10. Election of Chair and Vice-Chair of the Board

- 10.1. The Chair and Vice-Chair for the ensuing year, shall be elected at the first meeting of the Board on or after November 15 (*Education Act*, section 208).
- 10.2. The Director, or Director's designate, shall preside over the election of the Chair for the ensuing year.
- 10.3. The Director, or Director's designate, shall name two scrutineers appointed for the election of Chair and Vice-Chair.
- 10.4. **Election Process**
  - 10.4.1. The Director or designate shall call for verbal nominations for the office of Chair. No seconder is required.

- 10.4.2. After all nominees have been identified, in random order they will be asked to declare whether they accept the nomination.
- 10.4.3. After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.
- 10.4.4. An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.
- 10.4.5. The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.
- 10.4.6. A vote by secret ballot shall then be conducted with each Trustee present able to cast one vote.
- 10.4.7. The Trustee receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.
- 10.4.8. Should no Trustee receive a majority of the votes cast, the Director or designate, shall announce the names of the Trustees remaining on the ballot with the name of the Trustee receiving the fewest number of votes being dropped from the list of candidates.
- 10.4.9. Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes. In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.
- 10.4.10. A Trustee may voluntarily withdraw their name between votes.
- 10.4.11. By motion, the ballots shall be destroyed.
- 10.5. Following the election, the newly elected Chair shall at once take the chair and preside over the election of the Vice-Chair.
- 10.6. Trustees shall then elect a Vice-Chair of the Board according to the same procedure followed for the election of the Chair.
- 10.7. In the event the office of the Chair or Vice-Chair becomes vacant for any reason, a new Chair or Vice-Chair as is required, shall be elected at a special Board meeting called for this purpose (See 6.5 Election Process above).
- 10.8. The Officers of the WRDSB shall be:
  - The Chair of the Board.
  - The Vice-Chair of the Board.
  - The Director of Education and Secretary.
  - The Coordinating Superintendent of Business Services and Treasurer of the Board.
- 10.9. The following sets out the term and tenure for Board Chair and Vice-Chair as noted:

<b>Office</b>	<b>Length of Term</b>	<b>Maximum Consecutive Allowable Terms</b>
Board Chair	1 Year or until their successor is elected	2 Terms
Board Vice-Chair	1 Year or until their successor is elected	2 Terms

Following the completion of the maximum number of terms noted in the table above, the member officer in question shall step down for a period of one year before holding that office again, except in the case of a member making a bid for a higher office.

- 10.10. In the case of a partial term for the position of Chair or Vice-Chair of less than one year, six months or more shall be defined as a term.

## 11. Duties of the Chair of the Board

- 11.1. The Chair of the Board shall be the Board's official spokesperson, including for Standing Committees, unless otherwise determined.
- 11.2. The Chair, in consultation with the Director and the Agenda Development Committee, with opportunity for input from other Trustees of the Board, shall set the agendas for the regularly scheduled Board and Standing Committee meetings and ensure that Trustees have sufficient information for informed discussion.
- 11.3. The Chair of the Board shall preside at all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of all, Trustees shall elect a chair from amongst the trustees present at the meeting.
- 11.4. The Chair shall call the Board meeting to order at the hour appointed, shall preserve order and decorum and decide upon all questions of order subject to an appeal to the Board.
- 11.5. The Chair shall not take part in any debate during a Board meeting without leaving the Chair.
- 11.6. The Chair shall have voting rights on all matters. The Chair may vote on all matters that Trustees vote on.
- 11.7. The Chair shall ensure that any Trustee wishing to speak during a Board meeting shall so indicate by upraised hand, and upon recognition by the Chair, who shall call the Trustee by name (Trustee \_\_\_\_\_), the Trustee shall then address the Chair.
- 11.8. When two or more Trustees attempt to speak during a Board meeting at the same time, the Chair shall name the Trustee who is to speak.
- 11.9. The Chair shall also ensure that Trustees direct all comments through the Chair and avoid all personal remarks and discourteous language.
- 11.10. The Chair of the Board meeting is responsible for maintaining order and seeing that appropriate decorum of the Board meeting is maintained. Disruptions by the public will not be permitted. Applause, booing or other audible or visual demonstrations of support or opposition may be intimidating for those with opposing views. The Chair may expel or

exclude from any Board meeting any person(s) who engage in this or any other form of improper conduct. Prohibition on visual demonstrations shall not be construed to prohibit expressions of identity related to characteristics protected under the Ontario Human Rights Code. Courtesy and respect for others must be displayed at all times.

- 11.11. The Chair may expel or exclude from any meeting any person(s) who engage in unauthorized audio, video, or photographic recordings at any Board meeting of the WRDSB. Authorization for audio, video, or photographs will be at the discretion of the Chair.
- 11.12. The Chair of the Board shall be a member of all Standing Committees.
- 11.13. The Chair of the Board shall be an ex-officio member of all Statutory, sub-committees of the Board, Community and Ad Hoc committees, shall have voice and vote, and shall have the power to delegate the Vice-Chair of the Board to serve on any committee in the absence of the Chair in which case the Vice-Chair shall have voice and vote.
- 11.14. The Chair of the Board, on completion of their duties as Chair, will hold the position of Past-Chair until they are no longer the immediate Past-Chair or a two-year term whichever shall occur first.
  - 11.14.1. In an election year, where the Chair of the Board is not re-elected, the Past-Chair position is held by a previous Chair as recommended by the Chair and Vice-Chair and determined by Board approval.

## 12. Duties of the Vice-Chair of the Board

- 12.1. The Vice-Chair of the Board shall chair the Agenda Development Committee.
- 12.2. The Vice-Chair of the Board shall chair the Director's Performance Appraisal Committee.
- 12.3. In the absence of the Chair from any Board meeting, the Vice-Chair shall preside at the meeting. During the continued absence of the Chair from duty, or upon written request of the Chair, the Vice-Chair shall perform all the duties of the Chair.

## 13. Quorum

- 13.1. A quorum of the Board shall consist of a majority of Trustees elected or appointed to the Board under the *Education Act*. Quorum must be present in order that business can be legally transacted.
- 13.2. **Request to be Absent from a Board Meeting**
  - 13.2.1. Under the *Education Act* [s. 228(1) (b)], a Trustee's seat is automatically vacated if the trustee is absent from three consecutive regular meetings of the Board, unless the absence is authorized by the Board of Trustees.
  - 13.2.2. The Board gives the Chair and Vice-Chair the authority to approve absences on behalf of the Board and will notify the board at the next Board meeting of any absences as part of the Consent Agenda.
  - 13.2.3. Trustees shall follow the process outlined in "Request for Approved Absence from a Board Meeting" to request approval from the Chair and Vice-Chair of the Board for their absence.

- 13.3. If it appears quorum will be lacking, the Chair will instruct the Manager of Corporate Services to notify trustees of the postponement or cancellation of the meeting.
- 13.4. Should there be no quorum present at the time appointed for the meeting, the Chair shall seek the advice and consent of Trustees as to what action should be taken. Trustees may:
- a. Cancel the meeting.
  - b. Continue the meeting, recognizing that no formal action may be taken.
  - c. Wait up to thirty minutes after the appointed time for the meeting for quorum to be present.

Should no quorum be present within thirty minutes after the appointed time for the meeting, the Manager of Corporate Services shall record the names of the Trustees present and the time, and the meeting shall be cancelled, unless Trustees present direct that the meeting continue, recognizing that no formal action may be taken.

- 13.5. When a quorum is no longer in attendance, no business may be transacted but reports for information may be heard. It shall be the responsibility of the presiding Chair and the Director of Education to note the lack of a quorum and to have that fact recorded in the minutes.
- 13.6. The Chair, or Vice-Chair, shall count in forming a quorum.
- 13.7. Trustees who attend through electronic means shall be included in the quorum count.
- 13.7.1. A Trustee who is participating electronically shall follow the rules for virtual Attendance:
- a. Trustees shall keep their camera on during the meeting unless prior arrangements have been made with the Chair for extenuating circumstances such as illness or poor wifi connection.
  - b. Trustees leaving the meeting, briefly or otherwise, shall indicate their departure and return in the meeting chat.
  - c. Trustees shall vote and indicate requests to speak by using the Raise Hand function in the virtual meeting.
  - d. For In Camera meetings, Trustees shall not take the meeting in a location where unauthorized individuals are able to hear the Trustee or the meeting discussion
- 13.7.2. The record of the meeting shall indicate that the Trustee was present and participated by electronic means.
- 13.8. The Manager of Corporate Services shall record the names of the Trustees present and absent. The times of arrival and departure of Trustees not attending the entire meeting shall be recorded in the minutes. Absence during any vote will be recorded.

## 14. Board Meetings

- 14.1. The Chair of the Board shall chair all Board meetings. In the Chair's absence, the Vice-Chair shall chair such meetings. In the absence of both, the Past Chair shall chair such meetings. In the absence of all, Trustees shall elect a chair from amongst the Trustees present at the meeting who shall preside over the meeting until such time as the Chair, Vice-Chair or Past Chair arrives.

- 14.2. The regular monthly meetings of the Board shall be held in public session on the last working Monday of each month during the school year, September to June, commencing at 7:00 p.m. Meetings will be rescheduled if they fall on a WRDSB designated [Creed Accommodation Day](#). Board meetings will be held in the boardroom of the WRDSB Education Centre. Additionally, Board meetings may be held the first working Monday in July, if required, and the last working Monday in August, if required.
- 14.3. Regular meetings in any month may be cancelled or rescheduled by Board resolution at a preceding regular meeting.
- 14.4. In unusual circumstances, at the discretion of the Chair and in consultation with the Vice-Chair and the Director, a regular meeting may be cancelled or rescheduled.
- 14.5. Copies of reports to be presented to a Board meeting shall be made available with the notice of such meeting.
- 14.6. If new items of business arise at the meeting, they may be considered by decision of two-thirds of the Trustees present.
- 14.7. A quorum is necessary to hold a Board meeting.
- 14.8. All Board meetings will begin with a territorial acknowledgement, followed by the singing of the Canadian national anthem.
- 14.9. An opportunity for the public to present as a delegation to the Board regarding issues of concern/interest will be included on the agenda of Board meetings.
- 14.10. Minutes will be taken at all Board meetings and must be submitted for receipt at the next regularly scheduled Board meeting. Minutes are a concise and official record of the proceedings of a meeting, containing what was done in the meeting but not what was said.

## 15. Delegation Procedures

- 15.1. The WRDSB is committed to strengthening connections through family and community engagement. One opportunity for engagement is through delegations.
- 15.2. Delegations wishing to appear before the WRDSB at a Board or Standing Committee meeting should register with the Manager of Corporate Services by noon 3 business days prior to the meeting. Delegations not making prior arrangements by noon 3 business days prior to the meeting may still register until noon on the day of the meeting and may be added to the agenda only on the approval of a majority vote of the trustees present, up to a maximum of ten (10) delegates.
- 15.3. Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a complete copy of the presentation which should include suggestion(s) for resolving the matter. A Delegation Submission Template can be accessed via the Board's website (<https://www.wrdsb.ca/trustees/become-a-delegate/>) and can be completed online, or a hard copy can be submitted to the Manager of Corporate Services. The WRDSB will provide appropriate accommodations based on any of the human rights protected grounds to support delegations.
  - 15.3.1. Delegations must be WRDSB students and their caregivers and families, Region of Waterloo residents who direct property taxes to support WRDSB and Bona fide experts on a topic under consideration by the board for information only.

- 15.3.2. Delegates are permitted to use visual presentations to aid in the delegation. Visual presentations must adhere to relevant legislations including, but not limited to, the *Ontario Human Rights Code (OHRC)* and the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. This presentation must be provided to the Manager of Corporate Services by noon on the Thursday before the meeting in a format agreed to in advance.
- 15.4. Any request to delegate at a Standing Committee or Board meeting may be approved at the good faith discretion of the Chair of the Board who shall, in considering whether to grant approval:
- a. Consider if the individual has followed the appropriate steps to resolve the concern through [The Process for Addressing Concerns](#) outlined on the WRDSB Website.
  - b. Consider if the matter is within the scope and authority of the Board of Trustees or whether the matter is operational in nature or within the jurisdiction of the Ministry of Education or some other entity.
  - c. Consider whether the proposed delegation would be consistent with the Board's commitments and statutory duties and responsibilities under the *Education Act*, the Ontario Human Rights Code and the Board's Human Rights Policy.
- 15.4.2. If there is a concern with the way a proposed delegation is designed or framed, the requester is to be given an opportunity to rectify the issues prior to any denial. If the denial is maintained, the proposed delegation shall be circulated to all trustees by email with a summary note as to the nature of the denial.
- 15.4.3. A delegation can speak to the same topic, or one deemed substantially the same, only once within a 12-month period unless the delegation has substantial new information.
- 15.5. At regular Board meetings, delegations may speak only to matters relevant to those items listed on the agenda. All other presentations will be referred to the relevant Standing Committee.
- 15.6. The Board shall provide members of the public with electronic means for delegating at meetings. The electronic means shall permit members of the public to hear and be heard by all other participants in the meeting.
- 15.7. Delegations will be permitted to address Trustees for a period of up to five minutes. Exceptions to this rule will be permitted only by a majority vote of the Trustees present.
- 15.8. Delegations will be scheduled to appear at the beginning of the Board or Standing Committee meetings. A maximum of ten (10) delegates will be scheduled per meeting.
- 15.9. A Standing Committee may consider or act on any request from a delegation during the same meeting at which the delegation is made only if approved by a vote of two-thirds (2/3) of the Trustees present at the meeting, or if consideration of the matter was included on the meeting agenda. If the issue is not listed on the agenda, then Trustees may opt to present a motion to:
- a. refer it to staff for follow-up, or request that it be included on a future meeting agenda, or
  - b. add the item to the meeting agenda which would require a two-thirds vote of the trustees present to vote in favour of adding it to the agenda

- 15.9.2. At the discretion of the Chair of the meeting, the Director or designate may request an opportunity for staff to provide clarity to a delegation in order to assist trustees in understanding the matter.
- 15.10. Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Chair may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Prohibition on visual demonstrations shall not be construed to prohibit expressions of identity related to characteristics protected under the Ontario Human Rights Code. Courtesy and respect for others must always be displayed. Disruptions by the public will not be permitted.
- 15.11. A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).
- 15.12. Delegations may be received at in camera meetings as per the *Education Act*. The procedures for delegations, as set out in Article 15 will apply.
- 15.13. **Special Delegation Meetings**
- Special meetings to hear delegations may be scheduled, when warranted (e.g. accommodation reviews, budget). The Chair of the Board or the Vice-Chair, in the absence of the Chair, in consultation with the Director or designate, shall have the authority to call a special meeting. The Chair in consultation with the Director or designate, shall decide the length of meeting and number of delegations to receive.
- 15.13.1. Delegations wishing to appear before the WRDSB at a Special Delegation Meeting must register with the Manager of Corporate Services two working days prior to the meeting.
- 15.13.2. Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), and a complete copy of the presentation. A Delegation Submission Template can be accessed via the Board's website at (<https://www.wrdsb.ca/trustees/become-a-delegate/register-delegation/>) and can be completed online, or a hard copy can be submitted to the Manager of Corporate Services.
- 15.13.3. Where not specifically outlined in Sections 15.13, Special Delegation meetings will follow regular Delegation Procedures.

## 16. Committees

- 16.1. The Board's committee structure and operation consists of the following:
- 16.1.1. **Standing Committees** are ongoing committee established by the Board:
- Business Services Standing Committee
  - Student Achievement and Well-Being Standing Committee
  - Policy and Governance Standing Committee
- 16.1.2. **In-Camera** meetings exist to address ongoing confidential matters per the *Education Act*.

- 16.1.3. **Statutory Committees** are established as directed per the *Education Act* or other legislation/regulation.
- a. Audit Committee
  - b. Discipline Committee
  - c. Parent Involvement Committee (PIC)
  - d. Special Education Advisory Committee (SEAC)
  - e. Student Program Review/Student Alternative Learning Committee (SAL)
  - f. Director Performance Appraisal Committee (DPA)
- 16.1.4. **Sub-Committees of the Board** are ongoing committees established by the Board:
- a. Agenda Development Committee
  - b. Student Trustee and Student Mentors
- 16.1.5. **Community Committees** are established by staff to address operational/system needs, initiatives and community partnerships:
- a. Equity and Inclusion Advisory Group
  - b. Mental Health and Addiction Strategy Working Group
  - c. School Year Calendar Committee
- 16.1.6. **Ad Hoc Committees** are committees established to respond to specific issues. They have a defined task and timeline for completion.
- 16.2. The membership, tenure, terms of reference, powers, and duties of Standing, In Camera, Statutory, Sub-Committees of the Board, Community and Ad Hoc Committees shall be as required by law, collective agreement, or as approved by the Board and set forth in these bylaws.
- 16.3. Minutes will be taken at all Audit Committee, Parent Involvement Committee (PIC), and Special Education Advisory Committee (SEAC) meetings and must be submitted for approval at regular monthly Board meetings.
- 16.4. Minutes will be taken at all Standing Committee meetings and must be submitted for approval at regular monthly Board meetings.
- 16.5. Recommendations from all Standing Committees will be presented in a report for approval at regular monthly Board meetings.
- 16.6. For Statutory, Board, Standing, Community and Ad Hoc committees, only members of that committee shall elect a Chair and Vice-Chair from among themselves except for the Agenda Development Committee and Director Performance Appraisal Committee which is chaired by the Vice-Chair of the Board.
- 16.7. The Board Chair shall not be eligible to be elected as the Chair or Vice-Chair of any Statutory, Sub-Committees of the Board, or Community committees.
- 16.8. Other Trustees are not eligible to serve as Chair of more than one Statutory Committee at the same time. Trustees shall not be elected as Vice-Chair of more than two Statutory Committees at the same time, unless otherwise approved by the Board of Trustees.
- 16.9. A majority of the members constituting a committee shall be a quorum unless otherwise indicated in a committee terms of reference. Should there be no quorum present at the time appointed for the meeting, the Committee Chair shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Secretary shall record the names of the

members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken unless otherwise stated in the terms of reference.

- 16.10. The Chair or Vice-Chair of the committee shall count in forming a quorum.
- 16.11. Trustees may attend meetings of committees of which they are not members and, unless otherwise limited by legislation, collective agreement or Board motion, shall not vote but may use their voice in such a way that it does not hinder the actions or work of the committee. Members of the committee shall be recognized first, followed by recognition of other trustees attending the meeting.
- 16.12. If a Statutory, Sub-Committee of the Board or Community Committee makes a recommendation that requires consideration by the Board, the process noted below is to be followed:
- a. The Agenda Development Committee must be advised that the Statutory, Sub-Committee of the Board or Community Committee has a report they wish to have scheduled on a Board or Standing Committee meeting agenda.
  - b. This report shall be submitted, providing the background information necessary for trustees to make an informed decision on the recommendation.
  - c. The report will normally be scheduled for the first Board or Standing Committee meeting following the Agenda Development Committee meeting where the report is considered. If the recommendation is time-sensitive, any alternative action will be at the discretion of the Board Chair.
  - d. The minutes of the Statutory, Sub-Committee of the Board and Community Committee meetings (containing the recommendation requiring consideration) will appear on the Board meeting agenda.
- 16.13. Meetings of Committees shall be held in accordance with committee approved schedules subject to any terms and conditions contained in the Board's bylaws. Committee Chairs, in consultation with the Committee Vice-Chair, may convene additional meetings as may be deemed necessary, or may cancel a scheduled meeting where there is insufficient agenda material to warrant the holding of a meeting.
- 16.14. In November of each year, trustees will express interest in Standing, Statutory, Sub-Committees of the Board and Community Committee membership (as applicable) to the Manager of Corporate Services using the template provided. In an election year, the form will also be distributed to trustee elects. The Board Chair, Vice-Chair and Past Chair will meet with the Manager of Corporate Services to develop recommended trustee committee membership for Standing, Statutory, Sub-Committees of the Board and Community Committees.
- 16.15. Trustees shall adhere to term limits as expressed in the committee's Terms of Reference. In special circumstances, the Board may appoint trustees to committees beyond term limits set out by the committee's Terms of Reference.
- 16.16. At the Board meeting in November, trustees will vote on the recommended trustee committee membership for Standing, Statutory, Sub-Committees of the Board and Community Committees.
- 16.17. The Chair of a committee shall call the meeting to order at the hour appointed, shall preserve order and decorum and decide upon all questions of order subject to an appeal to the committee.

- 16.18. The Chair of any meeting shall have voting rights on all matters. The Chair may vote on all matters that Trustees vote on.
- 16.19. The Chair of a meeting shall ensure that any Trustee wishing to speak shall so indicate by upraised hand, and upon recognition by the committee Chair, who shall call the Trustee by name (Trustee \_\_\_\_\_), the Trustee shall then address the Chair.
- 16.20. When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who is to speak.
- 16.21. The Chair shall also ensure that Trustees direct all comments through the Chair and avoid all personal remarks and discourteous language.
- 16.22. The Chair of a meeting is responsible for maintaining order and seeing that appropriate decorum of a meeting is maintained. Disruptions by the public will not be permitted. Applause, booing or other audible or visual demonstrations of support or opposition may be intimidating for those present. The Chair may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Prohibition on visual demonstrations shall not be construed to prohibit expressions of identity related to characteristics protected under the Ontario Human Rights Code. Courtesy and respect for others must always be displayed.
- 16.23. The Chair of a meeting may expel or exclude from any meeting any person(s) who engage in unauthorized audio, video, or photographic recordings. Authorization for audio, video, or photographs will be at the discretion of the Chair.

## 17. Standing Committee

- 17.1. Trustees are not eligible to serve as Chair of more than one Standing Committee at the same time. Trustees shall not be elected as Vice-Chair of more than two Standing Committees at the same time, unless otherwise approved by the Board of Trustees.
- 17.2. The term for Chair and Vice-Chair of a Standing Committee is two years, starting at the first **regular Board** meeting of the Standing Committee after November 15, 2026. Prior to then, the term will be from the first meeting following the implementation of these Bylaws until the first **regular Board** meeting of the Standing Committee after November 15, 2026.
- 17.3. The Chair of a Standing Committee shall chair all meetings. In the Chair's absence, the Vice-Chair of the Standing Committee shall chair such meetings. In the absence of both, Trustees shall elect a chair from amongst the Trustees present at the meeting.
- 17.4. Standing Committees assist the Board in fulfilling its duties related to governance with a system wide focus by providing advice on system issues related to Policies, Programming and School Services, Business, Finance, and Facilities/Capital Planning.
- 17.5. Standing Committee meetings will be held in the boardroom of the WRDSB Education Centre.
- 17.6. All Standing Committee meetings will begin with a territorial acknowledgement, followed by the singing of the Canadian national anthem.
- 17.7. Minutes will be taken at all Standing Committee meetings and must be submitted for approval at the next regularly scheduled Board meeting. Minutes are a concise and official

record of the proceedings of a meeting, containing what was done in the meeting but not what was said.

- 17.8. An opportunity for the public to present as a delegation to the Standing Committee regarding issues of concern/interest will be included on the agenda of the Standing Committee meeting.

17.9. **Business Services Standing Committee**

17.9.1. This committee is guided by the [Business Services Standing Committee Terms of Reference](#) as approved by the Board of Trustees.

17.9.2. The committee will maintain an ongoing dialogue with and through the Director, or designate, to ensure matters related to business and finance; capital planning and facilities; student transportation; and human resources are in alignment with the Board's Multi-Year Strategic Plan and operational goals. The committee deals with such matters as may be referred to the committee by the Board and receives reports as requested or as appropriate.

17.10. **Student Achievement and Well-Being Standing Committee**

17.10.1. This committee is guided by the [Student Achievement and Well-Being Standing Committee Terms of Reference](#) as approved by the Board of Trustees.

17.10.2. The committee will maintain an ongoing dialogue with and through the Director, or designate, to ensure matters related to school programs and school services are in alignment with the Board's Multi-Year Strategic Plan and operational goals. The committee deals with such matters as may be referred to the committee by the Board and receives reports as requested or as appropriate.

17.11. **Policy and Governance Standing Committee**

17.11.1. This committee is guided by the [Policy and Governance Standing Committee Terms of Reference](#) as approved by the Board of Trustees.

17.11.2. The committee will maintain an ongoing dialogue with and through the Director, or designate, to ensure Board policies, bylaws and trustee self-evaluation are in alignment with the Board's Multi-Year Strategic Plan and operational goals. The committee deals with such matters as may be referred to the committee by the Board and receives reports as requested or as appropriate.

## 18. In Camera Meetings

- 18.1. The Board or Standing Committees may move into In Camera upon any confidential matter brought for its consideration when the subject matter under consideration involves (*Education Act*, Section 207(2)):

- a. the security of the property of the board.
- b. the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian.
- c. the acquisition or disposal of a school site.
- d. decisions in respect of negotiations with employees of the Board; or
- e. litigation affecting the Board.
- f. an ongoing investigation under the *Ombudsman Act* respecting the Board.

- 18.2. In Camera Board meetings will occur as required before a Board meeting and Standing Committees will move to In Camera as needed.
- 18.3. In Camera meetings shall be closed to all but Trustees, the Student Trustees (with the exception of items that involve the disclosure of intimate, personal and/or confidential information in respect of a member of the Board or committee, an employee or prospective employee of the board or a student or their family or caregiver), Director of Education, Supervisory Officers, members of the senior team and the Manager of Corporate Services. Others may be asked to attend as appropriate or to speak to specific agenda items as determined by the Director.
- 18.4. In Camera Board meetings will occur at 6:00 pm prior to a Board meeting, unless otherwise determined by members of the Agenda Development Committee, in the boardroom of the WRDSB Education Centre.
- 18.5. At the discretion of the Chair and in consultation with the Vice-Chair and the Director, an In Camera meeting may be cancelled or rescheduled.
- 18.6. With at least 48 hours' notice, a Special Board In Camera meeting may be held on the call of the Chair of the Board, or at the written request of the majority of Trustees made to the Chair, or if absent, the Vice-Chair, or if absent, the Director. The meeting may be held at a date, time and place established by decision of the Chair, or if absent, the Vice-Chair, or if absent, the Director.
- 18.7. With at least 48 hours' notice, a Special Standing Committee In Camera meeting may be held on the call of the Committee Chair, or at the written request of the majority of Trustees on the committee made to the Chair, or if absent, the Vice-Chair, or if absent, the Director. The meeting may be held at a date, time and place established by decision of the Chair, or if absent, the Vice-Chair, or if absent, the Director.
- 18.8. In Camera Board meetings normally will adjourn by 7:00 pm or recess and reconvene prior to the adjournment of the Board meeting as necessary.
- 18.9. The Chair of the Board or if absent, the Vice-Chair of the Board shall chair all in camera Board meetings. In the case of absence of both the Chair and Vice-Chair for five minutes after the hour appointed, as soon as a quorum is present, the Past Chair of the Board shall preside. In the event the Past Chair is not present, Board members shall elect a chair from amongst the Trustees present at the meeting.
- 18.10. In Camera Board meetings shall report at the next regularly scheduled Board meeting or at the Special meeting called specifically for this purpose.
- 18.11. In Camera Standing Committee meetings shall report at the next regularly scheduled Standing Committee meeting or at the Special meeting called specifically for this purpose.
- 18.12. All in camera materials are considered strictly confidential and provided for the sole purpose of conducting Board business. This includes, but is not limited to, agendas, reports, presentations and personal notes. Trustees are responsible for destroying or deleting all in-camera material not collected by staff, (paper and electronic) following the meeting.
- 18.13. As part of its in camera procedures, the WRDSB allows any Trustee to rise on a point of order dealing with the appropriateness of agenda items to be considered during an in camera meeting, and the decision to consider an agenda item which might be called into question will be based on the willingness of a majority of Trustees present at the meeting to consider the item as an in camera matter.

## 19. Statutory Committees

Statutory committees will operate in accordance with the legislation or regulation by which they are established. In all cases where these Bylaws conflict with the legislative or regulatory provisions governing statutory committees, the legislative or regulatory provisions shall prevail.

- 19.1. **Audit Committee** – The Audit Committee shall function in accordance with the terms of the *Education Act* and the regulations made thereunder. (*Education Act*, Section 253.1; Ontario Regulation 361/10 – Audit Committees)
- 19.2. **Discipline Committee** - In accordance with Section 23 (6) of the *Education Act*, the WRDSB has directed its powers and duties with respect to the hearing of appeals to suspensions/expulsions to a Committee comprised of three or more trustees appointed annually by the Board.
- 19.3. **Parent Involvement Committee (PIC)** – The Parent Involvement Committee shall function in accordance with Regulation 612/00 from Bill 177 (*The Student Achievement and School Board Governance Act*).
- 19.4. **Special Education Advisory Committee (SEAC)** - The Special Education Advisory Committee shall function in accordance with the terms of the *Education Act* and the regulations made thereunder. (*Education Act*, Section 57.1; Ontario Regulation 464/97)
- 19.5. **Student Program Review/Student Alternative Learning Committee (SAL)** – The Student Program Review/Student Alternative Learning Committee shall function in accordance with the *Education Act* and the regulations made thereunder (Ontario Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School).
- 19.6. **Director Performance Appraisal Committee (DPA)** – The DPA Committee shall function in accordance with the *Education Act* and the regulations made thereunder (Ontario Regulation 83/24 - Director Of Education Performance Appraisal).
  - 19.6.1. The committee consists of the Board Chair, the Board Vice-Chair, Board Past Chair, two trustees selected to align with the Director’s Performance Appraisal timelines, the Associate Director with responsibility for Human Resources, and other staff as determined by the Director of Education.
  - 19.6.2. The Committee is chaired by the Board Vice-Chair or the Board Chair, in the absence of the Vice-Chair, or by another trustee designated by the Board Chair and will report directly to the Board.

## 20. Board Sub-Committees of the Board

- 20.1. **Agenda Development Committee**
  - 20.1.1. Agenda Development Committee shall be struck each year for the following purposes:
    - a. to set meeting agendas.
    - b. to ensure the flow of business to be brought before the Board or any of its committees, including timed, regular reports.
    - c. to track to completion all business brought before the Board by motion and provide to all trustees on a monthly basis a current schedule of meetings and pending agenda items.

- 20.1.2. The committee shall be comprised of the following: Board Chair; Board Vice-Chair; Chair of each Standing Committee, Director of Education and Secretary, and Manager of Corporate Services.
- 20.1.3. The committee is chaired by the Board Vice-Chair or the Board Chair, in the absence of the Vice-Chair, or by another Trustee designated by the Committee Chair and will report directly to the Board. The committee will serve in an advisory capacity only, having no power to act.
- 20.1.4. The Agenda Development Committee will meet on the first working Monday of each month, as well as at the call of the Committee Chair.

20.2. **Student Trustee Mentors**

- 20.2.1. Two student trustee mentors will be assigned using the committee membership process set out in sections 16.13-16.15 above.
- 20.2.2. Student Trustees and Student Trustee Mentors are guided by Board Policy 3006, Student Trustees and Student Representation within the Board and the *Education Act*.

## 21. Community Committees

Trustees may attend meetings of committees of which they are not members and, unless otherwise limited by law, collective agreement or Board motion, shall have voice but no vote.

21.1. **Equity and Inclusion Advisory Group**

- 21.1.1. This committee is guided by the Equity and Inclusion Advisory Group Terms of Reference.

21.2. **Mental Health and Addiction Strategy Working Group**

- 21.2.1. This committee is guided by the Mental Health and Addiction Strategy Working Group Terms of Reference.

21.3. **School Year Calendar Committee**

- 21.3.1. This committee is guided by the *Education Act*, the Regulations legislation, Ministry of Education policies and timelines and collective bargaining agreements.

## 22. Ad Hoc Committees

- 22.1. Ad Hoc Committees of the Board may only be established by Board approval. The recommendation to form such a committee must include completed Terms of Reference stating a mandate, time frame for reporting to the Board and committee membership.
- 22.2. An Ad Hoc Committee shall be permitted to request from the Board an extension of its reporting timeline, if required.
- 22.3. A formal Board motion should be presented to dissolve an Ad Hoc Committee once the final report has been presented to the Board.

## 23. Trustee Representation on Staff Committees

- 23.1. Trustee representatives may be requested to serve on staff (administrative) committees which are chaired by a senior administrator or designate.
- 23.2. Staff Committee Chairs are to submit any requests for trustee representation to the Chair of the Board who will seek trustee volunteers and determine appointments in consultation with the Vice-Chair of the Board and the Director.
- 23.3. If necessary, actions taken by staff committees will be reported to the Board as information as determined by the Staff Committee Chair.

## 24. Student Trustees

- 24.1. The Board appoints student representatives annually, as directed by the *Education Act*, in accordance with the Board's policy 3006 – Student Trustees and Student Representation within the Board.
- 24.2. A Student Trustee will have their vote recorded for the purpose of public record and for accountability to the student body; however, it is recognized that “a student trustee is not a member of the Board and is not entitled to exercise a binding vote.” (*Education Act*, Section 55 (2))
- 24.3. Student trustees will have the opportunity to provide verbal reports to the Board.
- 24.4. Student trustees are expected to attend Board meetings and Student Achievement and Well-Being Standing Committee meetings.
- 24.5. Student trustees are invited to attend Business Services Standing Committee meetings and Policy and Governance Standing Committee meetings.

## 25. Rules of Order

The rules and regulations contained within these bylaws and procedures shall be the rules and regulations for the order and dispatch of business of the WRDSB. In all cases not provided for by these rules, the rules and practice of *Robert's Rules of Order* shall govern as applicable.

### 25.1. Notice of Motion

- 25.1.1. Trustees may verbally serve notice of a motion that they intend to present at a future meeting during a Board meeting under the “Future Agenda Items” portion of the meeting.
- 25.1.2. The notice of motion must indicate the rationale of the motion and must be accurate and complete since it will determine what amendments are in order when the motion (e.g. “To raise the annual fee to \$20.00”) is considered. The notice of motion will become invalid if the motion is amended beyond the scope of the notice.
- 25.1.3. Trustees require the signed support of at least one additional trustee before the notice of motion would be accepted and scheduled for consideration by the Board.

- a. a non-member Trustee may second the motion at a Standing Committee meeting providing the non-member is present at the meeting.

- 25.1.4. The wording of the motion and appropriate signatures must be provided to the Manager of Corporate Services for scheduling on the next Agenda Development Committee agenda, no later than noon on the Friday prior to the Agenda Development Committee meeting.
- a. If the motion refers to the formation of an ad hoc committee, the terms of reference for such committee shall be included when the notice of motion is submitted to the Manager of Corporate Services.
- 25.1.5. A Notice of Motion may be withdrawn by the server with agreement by the seconder prior to discussion of the motion commencing.

## 25.2. **Types of Motions at Board and Standing Committee Meetings**

Debate of a motion shall take place after it has been moved, and where required, seconded and only after the Chair states the motion.

- 25.2.1. The mover of a motion may alter the wording, or withdraw the motion, up until such time as the motion is stated by the Chair. Once stated by the Chair, and thereby recorded in the minutes, the motion is in control of the Board of Trustees and cannot be withdrawn or amended without passing a motion to do so.
- 25.2.2. When a question is under debate, the only motions in order shall be:
- a. adjourn or take a recess.
  - b. raise a question under point of order, privilege, information or inquiry.
  - c. lay on the table.
  - d. call the question.
  - e. postpone to a certain time.
  - f. refer.
  - g. amend.
  - h. postpone indefinitely.
  - i. main motion.

Each motion shall have precedence in the order listed; and a, b, c and d shall be decided without debate except as provided under point of order, privilege or inquiry by majority vote other than motion d which shall require a two-thirds vote of those present to adopt.

### 25.2.3. **Adjourn**

- a. A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to adjourn only shall not be open to amendment or debate; but a motion to adjourn to a particular time may be amended or debated.
- b. No second motion to adjourn shall be made until some business has been transacted after the first motion to adjourn has failed.

### 25.2.4. **Take a recess**

A motion to take a recess shall be in order except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to take a recess shall be open to amendment but is not debatable.

### 25.2.5. **Raise a question under point of order, privilege, information or inquiry**

No Trustee shall be interrupted while speaking except when a point of order, privilege, information or inquiry is raised by a Trustee, in which case the Trustee shall remain silent until the point has been decided by the Chair. A Trustee so interrupting shall speak to the point or in explanation only.

A privilege motion, in order of precedence, shall be considered over all other business and may be moved without notice. A privileged motion is a motion that is granted precedence over ordinary business. Such motions are not debatable, although in case of questions of privilege, the Chair may feel the need to elicit relevant facts from members.

- a. A point of order is called for transgression of the rules of the Board. When a point of order is called, the Trustee, when recognized by the chair, must state the rule that has been transgressed.
- b. A point of privilege affecting the Board includes matters such as noise, comfort or safety.
- c. A point of personal privilege affecting a member includes the reputation or treatment of the member or staff, as well as any member of the public and the member's ability to exercise rights and privileges.
- d. A point of information is a request made to the chair for information regarding the pending business.
- e. A point of parliamentary inquiry is called to request information on the parliamentary procedure for a meeting.

#### **25.2.6. Appeal the decision of the Chair**

The Chair, when called upon to decide a point of order or practice, shall, before stating a decision, give reasons for such decision.

- a. The ruling of the Chair shall be final, subject only to a Trustee appealing the ruling of the Chair.
- b. When a Trustee appeals the decision of the Chair, the Trustee shall state the reasons for the appeal and the Chair shall have the opportunity to provide the rationale in support of the decision or if the reasons given for the appeal are convincing, the Chair may change their ruling accordingly, in which case the appeal is automatically dropped. Such appeal shall be decided with limited debate.
- c. The Chair shall ask "Shall the decision of the Chair be sustained?" The Chair may vote on such an appeal and if there is a tie vote, the decision of the Chair shall be deemed to be sustained.

#### **25.2.7. Lay on the Table**

A motion to lay on the table is properly used only when it is necessary to suspend consideration of a main motion to deal with another matter that has come up unexpectedly and which must be dealt with before the pending motion can be properly addressed. This motion cannot be used to end consideration of the pending main motion without debate.

#### **25.2.8. Call the Question**

A motion to call the question may be moved at any time when a motion, with or without amendment or amendments, is before the Board, provided that no Trustee is interrupted while speaking.

- a. A motion to call the question is undebatable and shall be put in the following words, "I move that we call the question".
- b. If carried by two-thirds of those present, the Chair shall then call for the vote on the pending motion and amendments (if more than one is before the Board at the time the question is called), in the appropriate order as required by these rules, and these items shall be voted upon and disposed of without further debate, and no other motion or amendment shall be entertained until the motion and amendment(s) are disposed of.
- c. If the vote on the amendment is negative, further amendments may then be moved, and the motion and all amendments shall continue to be debated in the same manner.

**25.2.9. Postpone to a certain time**

A motion to postpone to a certain time is used to delay action on a pending question until a different day, meeting, hour or until after a certain event. Then, when that time comes, the consideration of the question is picked up where it was left off when it was postponed. A motion to postpone to a certain time must be seconded, is debatable and can be amended.

**25.2.10. Refer**

A motion to refer is used when several details need to be worked out and the motion needs to be discussed much more informally or at a greater length than is possible in a regular meeting. The Board can refer the motion to a committee or staff. A motion to refer must be seconded, is debatable and can be amended.

**25.2.11. Amendments**

After a motion is made and seconded, a motion to amend may be made, and a motion to amend the amendment; but no further motion to amend shall be made until those have been decided.

- a. An amendment modifying the subject of a motion shall be in order, but an amendment relating to a different subject or completely changing the intent of a motion shall not be considered.
- b. All amendments shall be put in the reverse order to which they are moved.
- c. Every amendment submitted shall be decided upon or withdrawn before the main question is put to a vote; and if the vote on an amendment is decided in the affirmative the main question as amended shall be put to a vote.
- d. After a motion has been moved and seconded and before the question has been put by the Chair, any Trustee may informally suggest one or more modifications (a friendly amendment) to the motion about which there is unlikely to be a difference of opinion. The mover of the motion may accept or reject the suggested modification.

- 25.2.12. The motion to postpone indefinitely is used to eliminate a main motion without taking a direct vote on it. This motion does not actually "postpone" the main motion. A question having been postponed indefinitely shall not be taken up again at the same meeting.

**25.3. Motions Considered at Board and Standing Committee Meetings**

- 25.3.1. Motions shall be related to an agenda item.
  - 25.3.2. Every motion shall be seconded and shall be disposed of only by a vote unless the mover and seconder, by permission of the Chair, withdraw the motion, if the motion has not been 'put' or stated by the Chair.
    - a. After a motion is moved and seconded, and has been stated by the Chair, it shall be deemed to be in possession of the Board and cannot be withdrawn or amended without passing a motion to do so.
  - 25.3.3. Any Trustee may request the motion under discussion be read for information at any time during the debate, provided that no such request is made so as to interrupt a Trustee speaking to the question.
  - 25.3.4. The mover and seconder shall be recorded in the official minutes of all Board and Standing Committee meetings.
  - 25.3.5. A Trustee may introduce a motion and to provide clarification only on the wording before the motion is seconded. No other Trustee is permitted to speak to a motion before it is seconded.
  - 25.3.6. Student Trustees may not move a motion but may suggest a motion on any matter at a meeting of the Board or of one of the committees on which the Student Trustee sits. If no Trustee or committee moves the suggested motion, the record shall show the suggested motion.
- 25.4. **Discussion of Agenda Items at Board and Standing Committee Meetings**
- 25.4.1. The Chair shall ensure every Trustee speaks only to the matter under discussion.
  - 25.4.2. A Trustee may speak twice to an agenda item and request one supplementary question each time.
  - 25.4.3. No Trustee shall speak longer than five minutes on the same question without leave of the Chair.
  - 25.4.4. At the Discretion of the Chair, trustees may be given permission to ask additional questions.
- 25.5. **Motion to Suspend the Rules at Board and Standing Committee Meetings**
- 25.5.1. Any Trustee may make a motion to suspend the rules to do something, which cannot ordinarily be done without violating these rules. Such a motion is not debatable and requires a two-thirds vote of Trustees present at the meeting to pass. It may not be used in such a manner that would be seen as taking away a Trustee's rights.
- 25.6. **Voting at Board and Standing Committee Meetings**
- 25.6.1. No Trustee shall have more than one vote, as Chair or otherwise, either at Board meetings, or on any committee.
  - 25.6.2. Any Trustee may abstain from voting. An abstention maintains a quorum. The number of yea and nay votes will determine the approval or defeat of a motion under consideration. If the vote required is a majority or two-thirds of the Trustees present, an abstention will have the same effect as a no vote. In any case an

abstention is not a vote and cannot be counted as a vote; but can be noted in the minutes of the meeting.

- 25.6.3. As ruled by the Chair, every Trustee may vote on a question put in a telephone poll or e-mail submission conducted by the Manager of Corporate Services or designate. In all cases where there is an equality of votes, the question is defeated.
- 25.6.4. After the Chair has put a question to vote, there shall be no further debate. The decision of the Chair as to whether the question has been finally put shall be conclusive. Once the vote has occurred, we will move onto the next item on the agenda. Trustees are not permitted to continue to debate the motion by making any comments on the outcome of the vote that has just occurred as this could be seen as the final word.
- 25.6.5. A Trustee may call for a recorded vote if the request is made prior to the vote. The Manager of Corporate Services will conduct the recorded vote.
- a. The request for a recorded vote shall record the votes of those participating in the vote indicating a nay, yea or abstention. The resulting number of yeas, nays and abstentions shall be declared by the Manager of Corporate Services.
  - b. Unless a recorded vote is requested, all votes at meetings shall be taken by a show of hands. The resulting number of yeas, and nays, shall be declared by the Chair. The Manager of Corporate Services will restate and reconfirm the outcome of a recorded vote if it is in question.
- 25.6.6. Voting by proxy will not be allowed in any meeting under the jurisdiction of the Board in that proxy voting is incompatible with the essential characteristics of the Board in which membership is individual, personal and non-transferable.
- 25.6.7. In accordance with the *Education Act* (Section 55), the Student Trustees are not entitled to exercise a binding vote on any matter before the board or any of its committees. They may request to have their non-binding vote recorded in the Board minutes and may request that a matter before the Board, or any of its committees, be put to a vote.
- 25.7. **Reconsideration of a Motion Previously Approved by the Board**
- 25.7.1. Once a motion has been decided upon by the Board at a regular or Special Board meeting, and confirmed by a resolution of the Board recorded in its minutes, it shall not be reconsidered during the ensuing twelve-month period unless:
- a. at least 72 hours written notice has been given to all members of the Board; and
  - b. the motion to reconsider is made by a Trustee who voted with the prevailing side (whether it was for or against); \* and
  - c. the affirmative vote of two-thirds of all Trustees of the Board present at the meeting is received to reopen the matter. \*\*

Notes:

\*The prevailing side means that if the majority of Trustees voted in favour of a motion, the Trustee presenting the motion of reconsideration must be someone who previously voted in favour of it. If the majority of Trustees voted against the motion, the Trustees presenting the reconsideration motion must be someone who

previously voted against it. However, in the year following the election of a new Board, newly elected trustees (not including re-elected incumbents), will be deemed to have voted on the prevailing side of any motion proposed for reconsideration that received formal approval by the previous board. A tie vote would consider the vote against the motion (or the No vote) to be the prevailing side.

**\*\*No formal action may be taken unless a quorum is present (half of total membership plus one).**

- 25.7.2. When a Trustee has properly moved for reconsideration of any question which has been decided, no discussion of the main question shall be allowed until the motion for reconsideration has been decided in the affirmative.

**25.8. Question Period at Board and Standing Committee Meetings**

- 25.8.1. ~~Question Period occurs~~ A period of time is scheduled just prior to the adjournment of each regular Board and Standing Committee meeting for other business from Trustees. Trustees are advised to contact the appropriate administrative official(s) regarding the item on which they intend to speak so that staff are prepared to respond appropriately, if possible.

**25.9. Requests for Information**

- 25.9.1. Requests by individual Trustees for information, which will require a significant time commitment by Administration, must be formulated into a motion and receive Board approval prior to the task being undertaken. A request approved by "will of the Board" is acceptable when the request does not require significant time commitment by staff as determined in consultation with the Director of Education.

**25.10. Announcements/Celebrating Board Activities**

- 25.10.1. Presentations made under the "Announcements/Celebrating Board Activities" section on the regular Board meeting agenda shall be limited to information concerning events or activities at which the Trustee or Student Trustee presenting the report was acting on behalf of or representing the Board as an advocate for public education.



# Student Achievement and Well-Being Standing Committee

## Terms of Reference

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**Committee Type:** Standing Committee

**Membership:** Four (4) Trustees plus the Chairperson of the Board

**Election of Committee Chair and Vice-Chair:** Election to be held at the first **regular Board** meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board and will follow the Election Process outlined in Section 10 of the WRDSB Board Bylaws

**Term of Appointment:** Two-Year Term

**Quorum Requirement:** A majority of members - three (3)

**Meeting Frequency:** Approximately Four (4) times per school year  
(for example: October, December, February, May)

**Reporting Structure:** Reports Directly to Board

**Administrative Responsibility:** Associate Director, SAWB

**Approval Date/Last Update:** August 31, **2026**

### COMMITTEE MANDATE:

- to consider matters related to student achievement, well being and equity through school improvement
- to review structures, programs, processes and work plans to examine disparities in outcomes as they relate to student achievement and well-being for students who are most marginalized
- to consider staff reports regarding proposed interventions and other processes to address disparities in learning outcomes
- to consider reports on educational programs to promote belonging (i.e. equity, decolonization, inclusion and through an anti-oppressive lens)
- to consider staff reports regarding the efficacy of instruction as well as the effectiveness of student programs
- to consider recommendations for new programs anchored in the Multi Year Strategic Plan and Board Improvement and Equity Plan
- to consider reports regarding staffing needs related to student programs and associated budget implications

- to study trends in education and their implications on student learning and achievement
- to review and make recommendations to the Board for the naming of school facilities
- to be aware of the programs provided to support student achievement and well-being, including curricular and co-curricular choice, for students available in the Board's schools
- to ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to provide all members of the WRDSB community with an opportunity to provide input to the Committee
- to ensure that the Committee's decision-making process and any subsequent recommendations are free from discrimination and adhere to the Ontario Human Rights Code and related policies in addressing historically and currently marginalized or underserved students or families
- to consider delegations in accordance with the WRDSB Bylaws

**Roles and Responsibilities of Members:**

- to ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Mission, Vision and Strategic Directions
- to ensure that the Committee's work is supported by relevant Board policy, where applicable
- to provide official minutes and related recommendations to the Board for its consideration
- to ensure that the Committee's work is conducted in an open and transparent manner (within the confidentiality provisions of the Education Act)

**Annual Reports:**

- Student Behaviour Incident Report
- Identification Placement and Review Committee Membership
- Annual Suspension/Expulsion Report
- Monthly Suspension Reports
- School Year Calendar

**Filling Vacancies:** Vacancies shall be filled by appointment by the Board, and in accordance with applicable legislation or regulation.

**Note:** If the Terms of Reference are found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.



# Policy & Governance Standing Committee

## Terms Of Reference

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**Committee Type:** Board Standing Committee

**Membership:** Four (4) Trustees plus the Chairperson of the Board

**Members Election of Committee Chair and Vice-Chair:** Election to be held at the first **regular Board** meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board and will follow the Election Process outlined in Section 10 of the WRDSB Board Bylaws.

**Term of Appointment:** Two (2) year term

**Quorum Requirement:** Majority of members

**Meeting Frequency:** Approximately six (6) to ten (10) meetings per year

**Reporting Structure:** Directly to Board

**Administrative Responsibility:** Director of Education

**Approval Date/Last Update:** August 31, 2026

### COMMITTEE MANDATE:

- to consider and make recommendations to the Board regarding the development, review, revision or elimination of Board policy
- to monitor, prioritize as required, and make available to the public a list of Board policies scheduled for review, based on a four-year cycle, concurrent with the trustees' term of office
- to entrust the implementation of Board policy, through operational procedures, to the Director of Education
- to implement a policy development and review process that incorporates specific methods to obtain input from the educational community
- to ensure that relevant Board policy changes, including the development of new policies, will be communicated broadly to the educational community with related rationale and supporting documentation and information about how the policy direction aligns with the Board's Multi-Year Strategic Plan and student achievement
- to ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and

accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies

- to consider and make recommendations to the Board regarding the addition, amendment, repeal or replacement of the WRDSB Bylaws following Board approval of a Notice of Motion to do so
- To ensure the completion of the annual performance self-assessment of the Board of Trustees
- to provide all members of the WRDSB community with an opportunity to provide input to the Committee
- to ensure that the Committee's decision-making process and any subsequent recommendations are free from discrimination and adhere to the Ontario Human Rights Code and related policies in addressing historically and currently marginalized or underserved students or families
- to consider delegations in accordance with the WRDSB Bylaws

**Roles and Responsibilities of Members:**

- to ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Mission, Vision and Values
- to ensure that the Committee's work is supported by relevant Board policy, where applicable
- to provide official minutes and related recommendations to the Board for its consideration
- to ensure that the Committee's work is conducted in an open and transparent manner (within the confidentiality provisions of the Education Act)

**Annual Reports:**

- Board Policies
- Trustee Self-Evaluation

**Filling Vacancies:** Vacancies shall be filled by appointment by the Board, and in accordance with applicable legislation or regulation.

**Note:** If this Governance Directive is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.



# Business Services Standing Committee

## Terms Of Reference

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**Committee Type:** Standing Committee

**Membership:** Four (4) Trustees plus the Chairperson of the Board

**Members Election of Committee Chair and Vice-Chair:** Election to be held at the first **regular Board** meeting of the Committee after the Inaugural Meeting or the Organizational Meeting of the Board and will follow the Election Process outlined in Section 10 of the WRDSB Board Bylaws.

**Term of Appointment:** Two-Year Term

**Quorum Requirement:** A majority of members - three (3)

**Meeting Frequency:** Approximately six (6) per year  
(for example: September, November, January, March, May, June)

**Structure:** Reports Directly to Board

**Administrative Responsibility:** Associate Director, Business Services

**Approval Date/Last Update:** August 31, **2026**

### COMMITTEE MANDATE:

- to provide oversight for physical planning, finance and building matters to review and make recommendations to the Board for short and long-term accommodation and to develop strategies for meeting these objectives through the Long Term Accommodation Plan (LTAP)
- to review and make recommendations to the Board for new schools and additions
- to review and make recommendations to the Board to change school boundaries and school organizations
- to review and make recommendations to the Board for major maintenance, repair, retrofit and replacement projects (i.e. LTAP)
- to review and make recommendations to the Board for an Annual Accessibility Plan including measures to identify, remove and prevent barriers for people with disabilities
- to receive Accommodation Review Committee reports and recommendations and forward reports to the Board for review and approval

- to review and make recommendations to the Board to purchase, sell or lease sites or facilities through Agreements of Purchase and Sale
- to review and make recommendations to the Board to enter into agreements with other organizations and agencies to use school facilities such as Joint Use Agreements
- to review and make recommendations to the Board regarding financial matters and the development of the Board's annual capital and operating budgets
- to review the Energy and Greenhouse Gas Emissions Update
- to review and recommend to the Board new financial systems
- to monitor and report to the Board the performance of major Construction Contracts, as outlined in the Major Capital Projects Quarterly Update
- to receive the annual report from the Student Transportation Services of Waterloo Region (STSWR)
- to receive minutes from the Budget Development Committee
- to ensure the Committee's deliberations are undertaken with the intent to achieve the goals of equity, decolonization, inclusion, anti-racism, anti-oppression and accessibility and in compliance with its obligations under the Ontario Human Rights Code and related policies
- to provide all members of the WRDSB community with an opportunity to provide input to the Committee
- to ensure that the Committee's decision-making process and any subsequent recommendations are free from discrimination and adhere to the Ontario Human Rights Code and related policies in addressing historically and currently marginalized or underserved students or families
- to consider delegations in accordance with the WRDSB Bylaws

**Roles and Responsibilities of Members:**

- to ensure that the Committee's work supports the goals in the Board's Multi-Year Strategic Plan and the Board's Mission, Vision and Values
- to ensure that the Committee's work is supported by relevant Board policy, where applicable
- to provide official minutes and related recommendations to the Board for its consideration
- to ensure that the Committee's work is conducted in an open and transparent manner (within the confidentiality provisions of the Education Act)

**Annual Reports:**

- Bank Borrowing Resolution
- Capital Priorities
- Annual Facilities Partnership

- Major Capital Projects Quarterly Update
- Audit Committee Report
- Audited Financial Statements
- STSWR Update
- Final Financial Report
- Trustee Expenses
- Interim Financial Report & Forecast
- Extended Day Program Fee
- School Renewal
- Tabling the Budget
- Energy Update
- Accessibility Plan

**Filling Vacancies:** Vacancies shall be filled by appointment by the Board, and in accordance with applicable legislation or regulation.

**Note:** If the Terms of Reference are found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.



# [Committee] Standing Committee

## Notice of Meeting

The XX Standing Committee Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1<sup>st</sup> Floor, 51 Ardelt Avenue, Kitchener, Ontario, on XX, XX, 2025, at 6:00 p.m.

### AGENDA

#### Call to Order

#### Territorial Acknowledgement and O Canada

#### Approval of Agenda

#### Announcements

#### Declarations of Pecuniary Interest

#### Delegations

#### Staff Follow Up

01 Follow up 1

Name

#### Reports

01 Report 1

Name

#### Board Reports

01 Board Report 1

Name

#### Question Period for Members (**10 Minutes**)

#### Adjournment / Rise and Reconvene In Camera



# Report to Board

April 27, 2026

## Subject: 2026 OPSBA Delegate

### Recommendation

That the Waterloo Region District School Board confirm or appoint 2026 Ontario Public School Boards' Association (OPSBA) Delegate and Alternate Delegate for the 2026 OPSBA Annual General Meeting.

### Status

For the OPSBA Annual General Meeting, the WRDSB must appoint one member to serve as the Delegate and a second member to act as an Alternate in the absence of the Delegate in preparation for the Association's Annual General Meeting (AGM) being held from June 4-6, 2026 in Ottawa, Ontario.

[Page 5-6 of the Guide to OPSBA Roles and Responsibilities document outlines the responsibilities of the Delegate and Alternate Delegate.](#)

### Background

The voting process can be found as Appendix A. Trustees must attend in person in order to participate in the voting process.

The Board's current trustee appointments to OPSBA are:

- Voting Delegate C. Johnson
- Alternate Voting Delegate S. Piatkowski

Note: There is nothing within OPSBA's procedures that prevents re-appointment.

### Financial implications

There are no known financial implications.

### Communications

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

**Prepared by:** S. Reidel, Manager of Corporate Services in consultation with Leadership Council.

## Appendix A

### Voting Process For Election of OPSBA Delegate

The information below is provided for clarification of the voting process, if required, for the election of the Delegate and Alternate Delegate positions at the Board Meeting on Monday, April 27, 2026. Trustees will be using the same process outlined in the Bylaws for Election of the Chair and Vice-Chair.

The Board's bylaws state:

10.3. The Director, or Director's designate, shall name two scrutineers appointed for the election of Chair and Vice-Chair.

#### **10.4. Election Process**

10.4.1. The Director or designate shall call for verbal nominations for the office of Chair. No seconder is required.

10.4.2. After all nominees have been identified, in random order they will be asked to declare whether they accept the nomination.

10.4.3. After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.

10.4.4. An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.

10.4.5. The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.

10.4.6. A vote by secret ballot shall then be conducted with each Trustee present able to cast one vote.

10.4.7. The Trustee receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.

10.4.8. Should no Trustee receive a majority of the votes cast, the Director or designate, shall announce the names of the Trustees remaining on the ballot with the name of the Trustee receiving the fewest number of votes being dropped from the list of candidates.

10.4.9. Should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes. In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.

10.4.10. A Trustee may voluntarily withdraw their name between votes.

10.4.11. By motion, the ballots shall be destroyed.

**Instructions for an Anonymous Ballot:**

The Board, by majority vote, appoints two staff members to act as scrutineers and such appointments have traditionally been from senior administration.

One of the scrutineers distributes a slip of paper to each trustee following the closing of nominations for the position. Once the ballots are completed, trustees fold the slip of paper in half and the second scrutineer will present the ballot box to each trustee in which he/she will deposit the ballot.

The scrutineers will withdraw from the Boardroom to the Trustees Lounge to count the ballots. The name of the successful candidate will be written on a piece of paper and handed to the Chairperson. The Chairperson will then announce the name of the successful candidate.

However, if a successful candidate is not determined through the first vote, the ballot process must be repeated. If the drawing of lots is required, one scrutineer will be selected to do so.

The same process will be repeated for the remaining positions.

**Please contact Stephanie Reidel, Manager of Corporate Services, if you have any questions regarding the election process.**



April 24, 2026

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

**RE: Submission of Student Evacuation Data and Request for Provincial Action to Support Student Well-Being**

Dear Minister Calandra,

On behalf of the Waterloo Region District School Board (WRDSB), I am writing to share our Student Evacuation Quarterly Data and to advocate for a provincial approach to managing student dysregulation and classroom evacuations.

The WRDSB utilizes classroom evacuations as a safety management tool to protect students and staff during incidents involving a risk of imminent harm, or to reduce environmental stimuli for students requiring immediate support. During the period of November 16, 2025, to January 30, 2026, our district recorded a total of 495 evacuations. Key findings from this data period include:

- **Early Years Focus:** A significant concentration of evacuations involved students in Grade 1 (128 incidents) and Kindergarten (70 incidents).
- **Primary Causes:** 431 evacuations were necessitated by a perceived risk of harm to self or others, while 64 were conducted to reduce triggers or address medical exigent circumstances.

While these data reflect an evacuation rate of only 0.5% in elementary classes and 0.007% in secondary periods, each evacuation represents a disruption to the learning environment and a signal of a student in distress.

In accordance with a recent motion passed by our Board of Trustees, we respectfully submit the following requests for your consideration:

1. **Standardized Data Collection:** We ask that the Ministry of Education mandate the collection of student evacuation data across all Ontario school boards. Provincial data would allow for a clearer understanding of the systemic



challenges regarding student behavior and the identification of best practices across the sector.

2. **Resource Allocation for Schools and Agencies:** We request that the Ministry provide additional, targeted resources to school boards and community-based mental health and social service agencies. Enhanced funding for specialized staff, early intervention programs, and community partnerships is essential if the frequency of classroom evacuations is to be reduced and the root causes of student dysregulation addressed.

The WRDSB remains committed to maintaining safe, inclusive, and dignified learning environments. The complexity of student needs requires a collaborative, provincial effort to ensure that educators have the tools and support systems necessary to keep classrooms stable and productive.

We look forward to your response and to working together to support the well-being of all Ontario students.

Sincerely,

A handwritten signature in black ink, appearing to read "Maedith Radlein".

Maedith Radlein  
Chair, Board of Trustees  
Waterloo Region District School Board

cc: WRDSB Trustees  
Ontario Public School Boards' Association (OPSBA) and Member Boards



April 17, 2026

Premier of Ontario and  
Minister of Education  
Queen's Park  
Legislative Building  
Toronto, Ontario  
M7A 1A1

RE: Resolution Passed by Woolwich Township Council – School Board Trustees

This letter is to inform you that the Council of the Township of Woolwich passed the following resolution at their meeting held on April 14, 2026:

**That the Council of the Township of Woolwich considering a resolution passed by the Municipality of Clarington regarding school board trustees endorse the resolution:  
Whereas locally elected trustees provide essential community representation;  
And whereas all communities rely on trustees to reflect local priorities, ensure accountability, and advocate for students;  
And whereas proposed changes may reduce or eliminate locally elected trustees;  
Now therefore be it resolved:**

- 1. That Clarington Council affirms support for maintaining elected trustees; and**
- 2. That the Premier and Minister of Education be encouraged to pause on this issue and asks the government to commit to a full-scale, transparent, and province-wide consultation on school board governance models.**
- 3. That the Ontario Public School Boards' Association (OPSBA), Rural Ontario Municipal Association (ROMA), Association of Municipalities of Ontario (AMO), and local MPP(s) be advised of Council's decision.**

Should you have any questions, please contact Julia Wushke, by email at [jwushke@woolwich.ca](mailto:jwushke@woolwich.ca) or by phone at 519-669-6004.

Yours truly,



Jeff Smith  
Municipal Clerk  
Corporate Services  
Township of Woolwich

Cc: Ontario Public School Boards' Association  
Waterloo Region District School Board  
Rural Ontario Municipal Association  
Association of Municipalities of Ontario  
Mike Harris, MPP  
Clerks in the Region of Waterloo

April 22, 2026

The Honourable Doug Ford  
 Premier's Office  
 Room 281 Main Legislative Building  
 Queen's Park  
 Toronto, ON M7A 1A5

And

The Honourable Paul Calandra  
 Minister of Education, Ministry of Education  
 315 Front Street West, 14<sup>th</sup> Floor  
 Toronto, ON M7A 0B8

RE: Potential Changes to English Public School Board Governance

Dear Premier Ford and Minister Calandra,

On behalf of the Hamilton-Wentworth District School Board (HWDSB), I am writing to express our deep concern regarding the Government of Ontario's announcement of the *Putting Student Achievement First Act, 2026*, and its proposed restructuring of English public school board governance and the role of democratically elected trustees. Given the profound implications this legislation has for democratic accountability, Indigenous representation, and student voice, HWDSB urges the Ministry to implement a transparent, province-wide public consultation process and to undertake comprehensive, evidence-based analysis before solidifying decisions that would substantially alter the governance framework of Ontario's public education system.

## 1. The Essential Role of Democratic Governance

Elected trustees serve as a critical and longstanding bridge between local communities and public education. They are democratically accountable, accessible to families, and entrusted with ensuring that board-level decisions reflect local needs, values, and priorities.

Under the proposed governance model, significant authority is reallocated from elected trustees to appointed senior administrators. The re-designation of the Director of Education as a Chief Executive Officer (CEO), with primary authority over finances and operations, alongside the establishment of a Chief Education Officer appointed by—and reporting to—the CEO, represents a substantial shift away from publicly accountable governance toward an administrative model centered on executive authority.

Further, while trustees retain the ability to review and suggest changes to board budgets, the removal of their authority to amend or approve budgets independently—and the referral of unresolved budgetary matters to the Minister for final decision—meaningfully narrows the scope of trustee oversight. These changes risk reducing transparency, limiting meaningful public participation, and weakening community trust in local educational decision-making.

For boards such as HWDSB, which serve large, complex, and diverse communities, these changes—combined with the proposed capping of trustees at twelve—would expand ward sizes and dilute local representation, reducing trustees’ capacity to effectively engage with constituents and advocate for community-specific priorities.

## 2. Impacts on Indigenous Representation

The cumulative effect of reduced trustee roles, consolidated governance authority, and capped trustee representation also raises significant concerns regarding both legislated and non-legislated Indigenous representation across the province.

At HWDSB, we are deeply committed to upholding our responsibilities as treaty partners and have developed local governance and advisory structures—including the Indigenous Education Circle—rooted in long-standing and evolving relationships with Indigenous communities.

Indigenous partners have consistently emphasized that meaningful representation must be grounded in autonomy, self-governance, and reciprocal relationships. Governance reforms that centralize authority and diminish locally responsive democratic structures risk eroding these principles unless they are shaped through direct, respectful consultation with First Nations, Métis, and Inuit partners and informed by the commitments of truth, reconciliation, and honourable relationships.

## 3. Impacts on Student Trustees and the Only Legislated Student Voice

The proposed governance changes also present risks to **Ontario’s Student Trustee model**—the only formal, legislated mechanism through which students participate in board-level governance. While Student Trustee positions may remain formally intact, the narrowed authority of boards and trustees, combined with expanded administrative control over core decision-making, risks marginalizing student voice in practice. Student Trustees play an essential role in informing policy discussions, bringing forward the lived experiences of students, and cultivating civic engagement and leadership.

## 4. Need for an Evidence-Based and Consultative Approach

To date, there has been no province-wide public consultation regarding the governance changes proposed in the Putting Student Achievement First Act, 2026, including the restructuring of senior leadership roles, the reallocation of budgetary authority, ministerial involvement in board-level employment decisions, or the broader implications for democratic accountability.

Decisions of this magnitude must not be made without:

- Transparent, province-wide consultation with families, Indigenous leaders, students, educators, and communities;
- Collaboration with school boards and sector partners; and
- Comprehensive review grounded in evidence, research, and the lived experiences of Ontario students and families.

We also note that the recent history of provincial supervision—including under the framework enabled by **Bill 33**—has already raised concerns among boards across the province. If governance changes are being considered, the policy context surrounding provincial takeovers must form part of an open, public conversation.

## 5. Request for Formal Public Consultation

HWDSB formally requests that the Ministry of Education:

1. Develop and implement a **province-wide public consultation process** prior to any governance changes affecting English public school boards;
2. Conduct and publish **evidence-based research** evaluating governance models and their implications for public accountability, Indigenous representation, and student voice;
3. Engage directly with First Nations, Métis, and Inuit partners;
4. Commit to strengthening—rather than diminishing—democratic participation in public education.

We appreciate your attention to this urgent matter and welcome further dialogue. Public education belongs to the communities it serves, and democratic oversight is essential to maintaining trust, transparency, and student success.

Sincerely,



Maria Felix Miller  
Chair of the Board

cc: Members of Provincial Parliament (MPPs) for Hamilton-Wentworth  
Members of Parliament (MPs) for Hamilton-Wentworth  
Ontario Ombudsman  
Ontario Public School Boards' Association (OPSBA) and Member Boards

April 22, 2026

Ms. Barbara Finlay  
Acting Ontario Ombudsman  
Bell Trinity Square  
483 Bay Street, 10th Floor, South Tower  
Toronto, ON M5G 2C9

Delivered via electronic mail: [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)

Dear Ms. Finlay,

On behalf of the Hamilton-Wentworth District School Board (HWDSB), I am writing to request that your Office undertake a review of the potential impacts associated with the Government of Ontario's consideration of the proposed restructuring of English public school board governance and the roles of democratically elected trustees.

Given your mandate to examine issues of fairness, transparency, accountability, and good governance within public institutions, we believe this matter warrants your urgent attention.

### **1. Concerns Regarding Fairness, Transparency, and Accountability**

Elected trustees serve as a critical and longstanding bridge between local communities and public education. They are democratically accountable, accessible to families, and entrusted with ensuring that board-level decisions reflect local needs, values, and priorities.

Under the proposed governance model, significant authority is reallocated from elected trustees to appointed senior administrators. The re-designation of the Director of Education as a Chief Executive Officer (CEO), with primary authority over finances and operations, alongside the establishment of a Chief Education Officer appointed by—and reporting to—the CEO, represents a substantial shift away from publicly accountable governance toward an administrative model centered on executive authority.

Further, while trustees retain the ability to review and suggest changes to board budgets, the removal of their authority to amend or approve budgets independently—and the referral of unresolved budgetary matters to the Minister for final decision—meaningfully narrows the scope of trustee oversight. These changes risk reducing transparency, limiting meaningful public participation, and weakening community trust in local educational decision-making.

For boards such as HWDSB, which serve large, complex, and diverse communities, these changes—combined with the proposed capping of trustees at twelve—would expand ward sizes and dilute local representation, reducing trustees' capacity to effectively engage with constituents and advocate for community-specific priorities.

## 2. Impacts on Indigenous Representation

The cumulative effect of reduced trustee roles, consolidated governance authority, and capped trustee representation also raises significant concerns regarding both legislated and non-legislated Indigenous representation across the province.

At HWDSB, we are deeply committed to upholding our responsibilities as treaty partners and have developed local governance and advisory structures—including the Indigenous Education Circle—rooted in long-standing and evolving relationships with Indigenous communities.

Indigenous partners have consistently emphasized that meaningful representation must be grounded in autonomy, self-governance, and reciprocal relationships. Governance reforms that centralize authority and diminish locally responsive democratic structures risk eroding these principles unless they are shaped through direct, respectful consultation with First Nations, Métis, and Inuit partners and informed by the commitments of truth, reconciliation, and honourable relationships.

## 3. Loss of Student Trustee Voice

The proposed governance changes also present risks to **Ontario's Student Trustee model**—the only formal, legislated mechanism through which students participate in board-level governance. While Student Trustee positions may remain formally intact, the narrowed authority of boards and trustees, combined with expanded administrative control over core decision-making, risks marginalizing student voice in practice.

Student Trustees play an essential role in informing policy discussions, bringing forward the lived experiences of students, and cultivating civic engagement and leadership.

## 4. Lack of Public Consultation and Need for Oversight

To date, there has been no province-wide public consultation regarding the potential removal of English public trustees. Decisions of this scale require open engagement with communities, Indigenous partners, students, and education stakeholders. They also require transparency regarding evidence, rationale, and anticipated impacts.

For these reasons, we respectfully request that the Ontario Ombudsman review:

- The government's process and decision-making related to these proposed governance changes;
- Whether affected communities have been provided fair, accessible, and meaningful opportunities to be heard;
- The potential impacts on public accountability, Indigenous representation, and student voice; and
- The extent to which such reforms align with principles of good governance in Ontario.

Maria Felix Miller  
Chair of the Board of Trustees  
Hamilton-Wentworth District School Board  
20 Education Court, P.O. Box 2558  
Hamilton, ON L8N 3L1  
[mfMiller@hwdsb.on.ca](mailto:mfMiller@hwdsb.on.ca)  
905-527-5092 ext. 2279

HWDSB remains committed to transparency, collaboration, and the highest standards of governance in service of our students and communities. We would welcome the opportunity to provide further information or participate in any review your Office may undertake.

Sincerely,



Maria Felix Miller  
Chair of the Board

Cc: The Honourable Doug Ford, Premier of Ontario  
The Honourable Paul Calandra, Minister of Education  
Members of Provincial Parliament (MPPs) for Hamilton-Wentworth  
Members of Parliament (MPs) for Hamilton-Wentworth  
Ontario Public School Boards' Association (OPSBA) and Member Boards