

RAINBOW DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
to be held in the Training Lab (room 139)
at the Centre for Education, 408 Wembley Drive
on Wednesday, May 23, 2018 at 5:20 p.m.

AGENDA AND RECOMMENDED MOTIONS

A. APPROVAL OF AGENDA

*Chair

Motion:

That the agenda for the Regular Board meeting of May 23, 2018 be approved.

B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST

*Chair

C. PRESENTATIONS NIL

*Chair

D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD

*Director

E. OLD BUSINESS

*Director

1. Previous Minutes

*Chair

Motion:

That the minutes of the Regular Board Meeting held on April 24, 2018 be approved.

2. Tenders/Requests for Proposals

*SBO

Motion:

That the Board award the contract for Charles C. McLean Public School, interior renovations – tender #2018-06 to _____ for \$_____.

3. Reports and Recommendations from Board Committees

*Chair

i) Special Education Plan 2018-2019

*Director

Motion:

That the Special Education Plan be approved.

ii) Report from Ad Hoc Committee: Governance Policy Reviews/Updates

a) Motion:

That the changes as outlined in *Policy No. GOV-01: Vision, Mission, and Values*

as amended be approved.

- b) Motion:
That the changes as outlined in *Policy No. GOV-03: Role of the Board of Trustees* as amended be approved.
- c) Motion:
That the changes as outlined in *Policy No. GOV-06: Role of the Director of Education* as amended be approved.
- d) Motion:
That the changes as outlined in *Policy No. GOV-09: Delegation of Authority* as amended be approved.
- e) Motion:
That the changes as outlined in *Policy No. GOV-10: Policy Development and Review* as amended be approved.
- f) Motion:
That the changes as outlined in *Policy No. GOV-11: Learning and Working Environment: Equity and Inclusive Education* as amended be approved.
- g) Motion:
That the changes as outlined in *Policy No. GOV-12: Learning and Working Environment: Safe Schools* as amended be approved.
- h) Motion:
That the changes as outlined in *Policy No. GOV-14: Parent/Guardian and Community Relations* as amended be approved.

F. NEW BUSINESS

*Chair

1. Municipal Election Compliance Audit Committee

* SBO

Motion:

That the Municipal Election Compliance Audit Committee bylaw 2018-03 as attached be deemed to have been read three times and approved.

2. Requests for Leave of Absence

*Chair

Motion:

That _____ be granted a leave of absence from the May 23, 2018 Board meeting.

3. Director's Remarks

*Director

4. Other Items

*Chair

OPSBA Delegate
Student Trustee

5. **Trustees' Remarks/Questions** *Chair
Reminder: Trustees who require detailed information on specific questions are encouraged to contact the Director prior to the meeting.
6. **Chairperson's Remarks** *Chair
- G. **INFORMATION AND PROPOSALS** *Chair
1. **Reports from Officials and Staff**
Special Education Advisory Committee minutes March 7, 2018 (official)
Parent Involvement Committee minutes April 3, 2018 (official)
2. **Non-Staff Communications**
2018 Elementary and Secondary School Graduation dates *FINAL*
Letter from Waterloo Region DSB dated February 26 2018
Letter from Lambton Kent DSB dated April 16, 2018
OPSBA Strategic Priorities – 2018-2019 dated May 3, 2018
- H. **FUTURE MEETINGS** *Chair
Board Meeting - Budget May 29, 2018 5:00 pm Ernie Checkeris Boardroom
Retirement Dinner May 30, 2018 6:00 pm Holiday Inn
Student Senate Meeting June 4, 2018 5:00 pm Ernie Checkeris Boardroom
Strategic Planning Cmttee Meeting June 5, 2018 5:00 pm Ernie Checkeris Boardroom
Special Education Advisory Cmttee June 6, 2018 12:00 pm Centre for Education Room 125
Student Senate Meeting June 18, 2018 5:00 pm Ernie Checkeris Boardroom
Board Meeting July 3, 2018 5:00 pm Ernie Checkeris Boardroom
- I. **ADJOURNMENT** *Chair
- Motion:
That we do now adjourn at p.m.

Recognition of 25 & 35 Years of Service

2018 AWARD RECIPIENTS

OUTSTANDING CONTRIBUTION TO THE CO-CURRICULAR PROGRAM

Dawn Russell
Perry Sakki
Camille Vallière

COMMUNITY PARTNERSHIP AWARD

Kinsmen Club of Sudbury
Dr. Scott Fairgrieve - Laurentian University

AWARDS FOR EXCELLENCE

Gates Boudreau
Sherry Conroy
Bob Cullens
Maria Meandro
Jennifer Peloso

BARBARA KONAREK MEMORIAL AWARD

Stephanie Boyuk

WILLIAM N. ROMAN TEACHER OF THE YEAR AWARD

Coleen Eberlein

GO GREEN GLOBE AWARDS

R.H. Murray Public School
Lo-Ellen Park Secondary School

RAINBOW DISTRICT SCHOOL BOARD
MINUTES OF THE
REGULAR BOARD MEETING

held in the Ernie Checkeris Boardroom
408 Wembley Drive, Sudbury
on Tuesday, April 24, 2018 at 5:35 p.m.

Present: Trustees: D. Dewar (Chair), B. Clement, G. Fox, L. Killens, J. Kosmerly,
D. Morrison, G. Santala, R. Ward
Absent: J. Hunda, Student Trustee M. Leach Jarrett
Officials: N. Blaseg – Director
D. Bazinet - Superintendent of Business
B. Bourget, K. Wachnuk - Superintendents
N. Charette, H. Thirkill
Others: M. Bardeggia, C. McDonald, K. Dokis, Sandi Ackroyd, Paolo
Berardelli, D. Wiwchar, C. Davy and students from Central
Manitoulin PS, Susan de la Riva and students from MacLeod
PS, members of public

Chair Dewar requested that cell phones be turned off during the meeting and made the following statement:

Once again, before we begin our meeting tonight, I must ask you to join with me to observe a moment of silence in the wake of the van attack that occurred yesterday afternoon in Toronto.

Our best wishes for recovery go out to the individuals who were injured.

We extend our deepest sympathy to the families who lost loved ones.

May all those who are affected by this tragedy find comfort and the strength to carry on.

(Minute of silence)

Thank you

A. APPROVAL OF AGENDA

Motion: 18-R53, R.Ward/G.Fox

That the agenda for the Regular Board meeting of April 24, 2018 be approved as amended. The amendment being the addition of E 2 e). - **Carried**

B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST NIL

C. PRESENTATIONS

1. Eco Schools

Superintendent Noble introduced David Wiwchar, Principal of Central Manitoulin PS, who started this initiative in 2010-2011. Teacher Cori Davy and four students presented to trustees about Eco Club activities at Central Manitoulin PS.

Teacher Susan de la Riva and students from MacLeod PS presented to trustees about Eco Club activities at their school.

Trustees heard about tree planting, gardening, learning opportunities, sweater day, monthly challenges, electronic waste, earth day, litterless lunches, annual waste audit, recycling, picking up trash, monthly waste and energy audits, raising animals, GOOS bins, lights out campaign, hydroponic gardens, community building projects, boomerang lunch campaign and an upcoming campaign using refillable pens.

Trustees had an opportunity to comment and ask questions.

Trustees thanked the students for their commitment as environmentally responsible citizens.

2. Summer Programs 2018

Superintendent Noble, Superintendent Wachnuk and Kathy Dokis, Principal of Indigenous Education, referred to the Board Report provided and outlined details about 2018 summer programs for elementary and secondary students.

3. 2016-2017 Annual Report
First Nation Education Service Agreement

Kathy Dokis, Principal of Indigenous Education, shared an informative powerpoint presentation with trustees, making reference to the 2016-2017 Annual Report First Nations Education Service Agreement. Data was reviewed.

Trustees had an opportunity to comment and ask questions.

Trustees expressed their appreciation for the work that has been done for First Nation students in Rainbow schools.

D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD

1. Motion: 18-R54, J.Kosmerly/R.Ward
That Motion #18-W16 be approved. – **Carried unanimously**

2. Motion: 18-R55, D.Morrison/B.Clement
That Motion #18-W17 be approved. – **Carried unanimously**

3. Motion: 18-R56, J.Kosmerly/G.Fox
That the Director of Education has the support of all members of the Board in taking any and all measures he deems necessary to ensure the safety of students, staff and/or buildings including taking measures against threats to safety posted on

social media. – **Carried**

Trustee Kosmerly requested a poll vote.

*Bob Clement: In-favour
Grace Fox: In-favour
Larry Killens: Opposed
Dena Morrison: In-favour
Ruth Ward: In-favour*

*Doreen Dewar: In-favour
Judy Hunda: Absent
Judy Kosmerly: In-favour
Gord Santala: In-favour*

- **Carried**

E. OLD BUSINESS

1. Previous Minutes

Motion: 18-R57, D.Morrison/J.Kosmerly

That the minutes of the Regular Board Meeting held on March 20, 2018 be approved. - **Carried**

2. Tenders/Requests for Proposals

a) Motion: 18-R58, D.Morrison/R.Ward

That the Board award the contract for Lo-Ellen Park Secondary School, re-roofing - tender #2018-02 to Semple-Gooder Northern Limited for \$425,000.00. - **Carried**

b) Motion: 18-R59, B.Clement/J.Kosmerly

That the Board award the contract for Manitoulin Secondary School, electrical distribution upgrades - tender #2018-11 to Raw Electric 191649 Ontario Ltd. for \$655,620.00. - **Carried**

c) Motion: 18-R60, D.Morrison/G.Santala

That the Board award the contract for Confederation Secondary School, ventilation upgrades and roof replacement - tender #2018-12 to Douro Roofing and Sheet Metal Contractors Ltd. for \$2,075,700.00. - **Carried**

d) Motion: 18-R61, G.Santala/B.Clement

That the Board award the contract for Adamsdale Public School, HVAC upgrades and interior renovations - tender #2018-10 to J.N. Construction for \$309,000.00. - **Carried**

e) Motion: 18-R62, D.Morrison/G.Santala

That the Board award the contract for Lo-Ellen Park Secondary School, roof reinforcing - tender #2018-03 to Prosperi Co. Ltd. for \$124,750.00. - **Carried**

2. Capital and Accommodation Plan – Update #5

Superintendent Bazinet reviewed the document that was distributed to trustees. Updates were provided on child care projects, accommodation update for planning areas, and a multi use facility at Lasalle Secondary School.

3. Reports and Recommendations from Board Committees

Report from Ad Hoc Committee: Governance Policy Reviews/Updates

- a) Notice of Motion: 18-R63, J.Kosmerly
That the recommended changes as outlined in *Policy No. GOV-01: Vision, Mission, and Values* as amended be approved.
- b) Notice of Motion: 18-R64, R.Ward
That the recommended changes as outlined in *Policy No. GOV-03: Role of the Board of Trustees* as amended be approved.
- c) Notice of Motion: 18-R65, G.Fox
That the recommended changes as outlined in *Policy No. GOV-06: Role of the Director of Education* as amended be approved.
- d) Notice of Motion: 18-R66, L.Killens
That the recommended changes as outlined in *Policy No. GOV-09: Delegation of Authority* as amended be approved.
- e) Notice of Motion: 18-R67, R.Ward
That the recommended changes as outlined in *Policy No. GOV-10: Policy Development and Review* as amended be approved.
- f) Notice of Motion: 18-R68, B.Clement
That the recommended changes as outlined in *Policy No. GOV-11: Learning and Working Environment: Equity and Inclusive Education* as amended be approved.
- g) Notice of Motion: 18-R69, G.Fox
That the recommended changes as outlined in *Policy No. GOV-12: Learning and Working Environment: Safe Schools* as amended be approved.
- h) Notice of Motion: 18-R70, J.Kosmerly
That the recommended changes as outlined in *Policy No. GOV-14: Parent/Guardian and Community Relations* as amended be approved.

F. NEW BUSINESS

- 1. Motion: 18-R71, R.Ward/D.Morrison
That the short term borrowing bylaw 2018-02 as attached be deemed to have been read three times and be approved. - **Carried**
- 2. Requests for Leave of Absence

Motion: 18-R72, B.Clement/R.Ward
That Trustee Hunda and Student Trustee Leach Jarrett be granted a leave of absence from the April 24, 2018 Board meeting. - **Carried**

3. **Director's Remarks**

Over the past school year we have had several challenging situations involving social media.

In most circumstances the police have been involved. Sometimes the police have alerted us about threatening social media posts.

We really appreciate the support of the police departments we are connected to. These include the Greater Sudbury Police Service, The Espanola Police Service and the OPP that serves Manitoulin Island. These partnerships are truly valued. We have a shared commitment to keeping our schools safe and ensuring the public has confidence in our ability to do so.

You need to know social media threats are treated with the utmost attention. Not only by the police services but also by our staff. Our staff put themselves out there not only to ensure we uphold the law, but to uphold the Education Act, Bill 168 (Ontario's Law on Workplace Violence and Harassment.) and our own Governance Policy #12 (LEARNING AND WORKING ENVIRONMENT: SAFE SCHOOLS).

Every single day staff's number one priority is to ensure all students and staff are safe. This is enforced by all of us!

Never has there been so much attention been attributed to behaviours associated with social media posts. Never before have we asked our staff to do so much on something that we have very little control over.

This is why we have suspensions, expulsions, tribunals etc. We are not lawyers, we are not courtrooms but we are entrusted to carry out our mandates. Failure to support the processes created to operationalize our mandate is extremely counter productive, if not illegal, and flies in the face for ensuring the health and safety, of all that we are given responsibility for, our students. So when someone or some event creates a barrier for providing that safety net we should be alarmed and we should react appropriately.

When our staff work in environments that are challenged with threats, or with bullying, or when they have to navigate barriers that they have no control over, they need our collective support. If they do not feel that support, the downside is obvious they will second guess them selves and will not engage in difficult conversations, nor engage in difficult investigations.

This will not happen on my watch. I will do whatever I can to ensure those threats and acts of bullying are checked and principals will have my full support. I expect that all trustees will do the same.

Yes we require your support.

In the future, if you hear that someone has posted something that is threatening in nature – do not accept that the post was a joke – always take it seriously. Every post is the potential for something – who amongst can decide otherwise.

Remember our students, our sons and daughters, moms, dads, teachers, our E.A's, secretaries, custodians, DECE's and finally our principals expect that, we as a

board, and as individuals at this table, will ensure and demand that the health and safety of the buildings in which they work and learn is your and my shared priority.

The next time you see a principal please acknowledge their work as it is through their courage and their collective wisdom that ensures they are working diligently, on behalf of every student, and on behalf of the board to make their environment free from social media threats and bullying.

I thank you for your collective support going forward.

Once again I had the privilege to attend the Sudbury Regional Science Fair. RDSB won 40 out of a possible 62 awards. Winning schools include: Copper Cliff PS, Lo-Ellen Park, MacLeod PS, Valley View PS, Northeastern Elementary School, Lasalle SS, Lockerby CS, Churchill PS and Markstay PS. Congratulations to all students, staff and parents for the countless hours they put into this event. Not only do students gain tremendous experience in science, they connect with like minds and gain so many insights to the world of competition and for some this journey will continue at the Nationals.

After a postponed Kiwanis, as a result of poor weather, we were able to attend the Cambrian College hosted event on Monday, April 23, 2018. Rainbow DSB students and schools were well represented. Here is a small sample of RDSB participants and winners in their categories:

Lasalle SS – Marc Savard - Guitar
R.H. Murray PS – Recorders
Dante Mullin-Santone (Sudbury SS) - Vocals
Tia Kantoniemi (Lo Ellen Park SS) - Vocals

Joan Mantle Music Trust (JMMT) was held on April 14, 2018 at the Parkside Centre on the YMCA site. It has become a practice over the past decade that we continue to receive outstanding support from the community, staff, students and volunteers. Most notably include Bela Ravi and Ralph MacIntosh.

It is that time of year that we receive a number of retirements and leave notices. To date we have received the following: Five principals (two leaves), 11 elementary teachers, nine secondary teachers and four resignations. I suspect this list will grow by the end of the school year. I look forward to thanking all of our retirees at the Board Retirement dinner scheduled for May 30, 2018.

The ministry has introduced a second wave of Broadband Modernization. The first round included only the Monetteville area. The most recent announcement the Board received approx. \$700,000 to enhance connectivity system wide. Work will start immediately.

The Parent Involvement Committee (PIC) are hosting an event for all community stakeholders on Saturday, April 28, 2018, registration is at 9:30 AM. The focus will be on mental health and well-being featuring Dr. Greg Wells, and his book *Eat. Sleep. Move. Think.* Daycare and lunch will be provided onsite. We hope to see many of you there.

Itinerary:

- March 22 Exec Council, budget meetings
 Alumni tour of Centre for Education
- March 26 Exec Council
 HR meeting
 Agenda Setting meeting
- March 27/29 Truth & Reconciliation Conference
 University of Manitoba –Winnipeg
- April 3 Exec Council
 Lockerby “Speak Up” announcement
 OPSEU meeting
- April 4 Eligibility Process - site visits
- April 5 Director’s Meeting – Science North
 Safe Schools – Board office
- April 6 Community Partnership Meeting
 for the Greater City of Sudbury area
- April 8 Sudbury Regional Science Fair
 Laurentian University
- April 9 Eligibility Process - site visits
 Assiginack School Council Meeting
- April 10 Exec Council
 Strategic Planning (Board)
- April 11 FNMI meeting
 Agenda Setting
- April 12/13 CODE, Orangeville
- April 14 Joan Mantle Music Trust Gala
 Parkside Room, YMCA
- April 16 PD day
- April 17 Exec Council
 Eligibility Process - site visits
- April 18 Information Services Meeting

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| April 19 | Eligibility Process - site visits |
| April 20 | Safe Schools
Exec Council |
| April 23 | Community Consultation Visits
Manitoulin Island, Manitoulin SS
Espanola, Espanola HS
Kiwanis Music Festival Awards evening, Cambrian College |
| April 24 | Exec Council
Board Meeting |

4. **Other Items**

OPSBA Delegate – Trustee Clement reported that he attended a meeting in Toronto last weekend. He met Friday night with northern boards and Saturday with representatives from throughout the province. Discussions included declining enrolment, small schools and difficulty securing occasional teachers. He reminded trustees that the minutes of the meeting can be found on the OPSBA website.

5. **Trustees' Remarks/Questions**

Trustee Kosmerly provided feedback from the Children's Mental Health Summit that she attended in Toronto on April 12 and 13, 2018, along with Trustee Clement and Trustee Fox. Trustee Kosmerly attended an informative session at this summit on domestic sex trafficking. Her notes are available to anyone who is interested.

6. **Chairperson's Remarks**

Normally I would try to provide a re-cap of some of the many activities and accomplishments of our students and staff over the past month such as the success of the Joan Mantle Music Trust International Dinner that Director Blaseg referred to. However, there is so much happening in the upcoming month that I'm going to jump right in by asking you to: "Circle your calendars".

On Wednesday, April 25, close to 400 French Immersion and Core French students in Rainbow Schools will take center stage at Sudbury SS to participate in the Franco-Rainbow lip sync competition. The French Immersion competition will take place from 9:30 am to 11:00 am and the Core French competition will take place from 12:15 pm to 2:00 pm.

Tomorrow, Wednesday, April 25, the School Council from Lively District SS will host information sessions aimed at empowering parents. This free event will take place in the school gym at 6:30 pm and will explore a number of topics – life/school balance, lack of sleep, overscheduling, teens and drugs, informed consent, online safety and for parents /guardians, an introduction to the Google Classroom platform

And thirdly tomorrow, Wednesday, April 25, at 7:00 pm, Lo-Ellen Park SS will host an interactive workshop about the connection between emotions and learning.

Guest speaker, Angie DeMarco of the Learning Disabilities Association of Sudbury, will discuss the connection between a student's ability to self-regulate while learning in a structured educational environment.

On Friday, April 27 the Lasalle SS Me2We Club will promote girl power to Grade 6 female students during the third annual Girls Empowerment Night. The overnight event will begin at 6 pm at the school and will conclude on Sat, April 28 at 8 am. Students will enjoy presentations from guest speakers and take part in a series of fun activities.

Lockerby Composite School will welcome exchange students from China with a reception at Lockerby at 6:30 pm on Sunday, April 29. It's part of the Rainbow International program, which offers students the unique opportunity to share cultural and academic collaboration between two diverse cultures.

The Veselka Dance Group, Nova Scotia Coal Mines, Bell Mansion and Creighton Mines. These are some of the many projects that will be on display at the 22nd Annual Sudbury Regional Heritage Fair on Thursday, May 3 and Friday, May 4, at Laurentian University in Sudbury. The community is invited to view the projects in the Alumni Hall from 7:30 pm to 8:30 pm on May 3. Admission is free.

The week of May 7th is Child and Youth Mental Health Week and on Monday, May 7th, the Child and Family Centre invites everyone to participate in exploring the positive mental and physical effects of a healthy and active lifestyle. Each school will receive a tree to plant as well as a guide for activities focusing on the tree as a symbol of mental well-being.

Monday, May 7, is Music Monday. Lasalle SS's music department will host its annual Spring Concert in the school cafeteria from 7 pm to 8:30 pm. More Music Monday events will be posted on rainbowschools.ca

On Thursday, May 10 Lockerby Composite will host a Hygge Conference for Grade 7 students in Rainbow schools to provide students with an understanding of stress and anxiety. The day will begin with keynote speaker Wali Shah, who uses spoken word poetry and storytelling to address many topics of interest to teens, including mental health. The word hygge (hue-guh) is Norwegian in origin and means well-being. The day is one of the projects being supported with a Ministry of Education Speak Up Student Voice grant.

Three young scientists from Rainbow Schools will compete at the Canada-Wide Science Fair in Ottawa from May 12 to 19. Their projects impressed the judges at the Sudbury Regional Science Fair, which earned them the honour of showcasing their findings among the best young scientists in the country.

Congratulations to Nethra Wickramasinghe of Lockerby Composite School, Brendon Matusch of Lo-Ellen Park SS and also to Kerry Yang, a Grade 8 student at Lo-Ellen Park SS.

Starting school for the first time can be scary - and not just for children. So all Rainbow Schools will offer Kindergarten orientation sessions in May 2018 for

children as well as their parents/guardians. Parents can reserve their spot for Kindergarten orientation by calling their nearest Rainbow School. To start the registration process online and for a list of dates and times, we encourage parents/guardians to visit rainbowschools.ca.

In closing I would like to mention that Rainbow Schools will celebrate Education Week from May 7 to 11, 2018. This year's theme is Equity in Action and a list of activities will be posted on rainbowschools.ca. The list of activities will be long, varied and extensive. I thank Nicole Charette for compiling and posting this list but very special Kudos to all Rainbow staff who every day in every way make things happen by reaching minds and touching hearts.

Thought for the month comes from Winston Churchill - "We make a living by what we get, but we make a life by what we give."

G. INFORMATION AND PROPOSALS

1. **Reports from Officials and Staff**

Election Guidelines

Parent Involvement Committee minutes February 27, 2018 (official)

2. **Non-Staff Communications**

Board and Strategic Planning Schedule of Meetings 2018-2019 (revised)

Letter from Waterloo Region DSB dated February 26 2018

Invitation from ETFO: Sara Pidgen dated April 4, 2018

Letter from Trillium Lakelands DSB dated April 10, 2018

H. FUTURE MEETINGS

Special Education Advisory Cmttee May 2, 2018 12:00 pm Centre for Education Room 125

Strategic Planning Cmttee Meeting May 8, 2018 5:00 pm Ernie Checkeris Boardroom

Stand Up Speak Out Conference May 9 & 10 2018 Cambrian College

Parent Involvement Committee May 15, 2018 7:00 pm Ernie Checkeris Boardroom

First Nation Advisory Committee May 17, 2018 10:00 am Espanola High School

Board Meeting May 23, 2018 5:00 pm Ernie Checkeris Boardroom

Board Awards May 23, 2017 6:30 pm Ernie Checkeris Boardroom

Equity & Inclusion Ed Committee May 24, 2018 4:00 pm Ernie Checkeris Boardroom

Board Meeting - Budget May 29, 2018 5:00 pm Ernie Checkeris Boardroom

Retirement Dinner May 30, 2018 6:00 pm Holiday Inn

Student Senate Meeting June 4, 2018 5:00 pm Ernie Checkeris Boardroom

I. ADJOURNMENT

Motion: 18-R73 J.Kosmerly/D.Morrison

That we now adjourn at 8:20 p.m. – **Carried.**

Title:	Special Education Plan 2018-2019
Contact:	Kathy Wachnuk
Date Submitted:	May 23, 2018
Mandate	Under the <i>Education Act</i> , Regulation 306 requires the Board submit a Special Education Plan for the school year 2018/2019. As part of this process, a Special Education budget must be developed.
Background	<p>A review of special education programs and services is conducted on an annual basis.</p> <p>The Special Education Advisory Committee, principals, special education staff, and parents (189 responses) were invited to participate in the annual review. Their input is reflected in the Special Education Budget 2018-2019.</p> <p>In anticipation of the submission of the Special Education Plan by July 31, the Special Education Budget for 2018-2019 has been prepared in accordance with the Ministry of Education policy document <i>Standards for School Board Plans for Special Education</i>.</p> <p>The Special Education Budget 2018-2019 reflects programs and services for 1418 elementary and 1001 secondary exceptional students, excluding Section 23 students.</p> <p>The Special Education Budget 2018-2019 amendments (see following page) are reflected in the Special Education Plan 2018-2019 which is available on the board website.</p>
Recommendation	That the Special Education Plan be approved.

Rainbow District School Board
Special Education Budget 2018-2019
Report to the Board
May 2018

Amendments

A total of 157 (Full Time Equivalent) special education teachers have been allocated for 2018-2019. This includes 69 Resource Teachers and 65 Intensive Support Program Teachers and 23 Section 23 teachers. This number represents an increase of 8 teachers from 2017-2018.

A total of 181 (Full Time Equivalent) Educational Assistants have been allocated for 2018-2019. This includes Educational Assistants assigned to Section 23 classroom and represents a 24.5 increase from 2017-2018.

For the 2018-2019 school year, the following positions will be added to the staffing complement:

Two social workers have been added to the existing complement to assist with the implementation of resiliency programs for our students and to work with our partnering agencies ensuring that Rainbow students are connected with necessary supports.

An additional of 2 ABA itinerant teachers have been added to provide an increase of expertise to support teachers with the implementation of this program for strategies for students with challenging behaviours in the regular classroom.

Finally, the addition of a 0.5 Speech and Language Pathologist will further support our teams in schools that work with students who struggle with language and vocabulary.

Please note:

These allocations include section 23 teachers and educational assistants.

For specific changes to staffing for special education in elementary and secondary schools see "Special Education Programs and Services", Section 8 and 11 of the Special Education Plan (available on the board website).

**BOARD POLICY No. GOV 01**

Adopted	March 25, 2014
Last Revised	September 27, 2016
Review Date	
Board Motion	16-R125

VISION, MISSION, AND VALUES

1. RATIONALE

This governance policy has been developed to identify the Board's vision, to describe the role the Board sees itself fulfilling, and to state the values that the communities of Rainbow District School Board can expect of the Board **embraces**. This policy also sets out Board priorities for the district.

This policy is a public statement of the intent and governing principles of the Board.

2. POLICY

- 2.1 Rainbow District School Board's purpose is to exemplify and promote the following vision, mission and values:

VISION

We are leaders in learning, inspiring success for all students by reaching minds and touching hearts.

MISSION

We bring learning to life, enabling students to fulfill their aspirations.

VALUES

- Honesty
- Respect
- Empathy
- Responsibility
- Integrity
- Courtesy
- Resilience
- Acceptance
- Courage
- Co-operation

2.2 Rainbow District School Board has two priorities that guide the work of the Board:

BOARD PRIORITIES

Reaching minds.

- Provide authentic and engaging learning opportunities
- Set high expectations and create excitement for learning
- Support students to reach their potential
- Foster 21st century skills and competencies
- Deepen literacy and numeracy skills

Touching hearts.

- Nurture physical, mental, social and emotional well-being
- Forge strong relationships and build resiliency
- Honour diversity and enhance cultural understanding
- Value student, staff, parent/guardian and partner voice
- Celebrate student, staff, school and system success

2.3 Rainbow District School Board's logo message appears on Board publications:

Reaching minds. Touching hearts.

3. BOARD EXPECTATIONS

Board Governance By-Laws and Policies, Administrative Procedures established by the Director of Education and all Board activities must be consistent with the Board's vision, mission and values.

REFERENCE DOCUMENTS

Legal:

Education Act, S. 169.1 Duties and Powers of Boards

Board:

Board Governance Policies
Administrative Procedures

February 28, 2018

**BOARD POLICY No. GOV 03**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

ROLE OF THE CORPORATE BOARD OF TRUSTEES (hereinafter referred to as “ the Board”)

RATIONALE

This governance policy describes the Board’s major areas of responsibility and supports effective board decision-making. Together with Board Policy Role of the Director of Education, this policy clarifies the distinction between the Board’s **Board of Trustees’** responsibility to govern and the Director’s executive and administrative duties.

POLICY: AREAS OF BOARD RESPONSIBILITY

ACCOUNTABILITY FOR STUDENT ACHIEVEMENT AND WELL-BEING

- Make decisions that reflect Rainbow District School Board’s focus on student achievement and its mission of bringing learning to life, enabling students to fulfill their aspirations.
- Promote **and foster** a culture of equity **and inclusion**
- Ensure that an appropriate educational program is available for all students in Rainbow schools.
- Promote clear, consistent expectations that focus on successful outcomes for all students.
- Rainbow District School Board recognizes and appreciates the cultural and individual differences inherent within the children of the First Nations, Métis, and Inuit peoples and will encourage these students to become active participants within their own educational processes and valued contributors to the enrichment of other students.
- The Board will embed First Nations, Métis, and Inuit perspectives, traditions, and culture in curriculum content areas.
- The Board provides the opportunity for First Nations, Métis, and Inuit students and their parents to voluntarily self-identify to improve learning outcomes.
- Approve **and ensure** measures **are in place** that promote student well-being.

ACCOUNTABILITY TO THE PROVINCIAL GOVERNMENT

- Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial standards and policies.
- Provide advice to the Ministry of Education and the Ontario Public School Boards’ Association, including advice regarding the regional and local implications of new policy recommendations.

ACCOUNTABILITY TO THE COMMUNITY

- Make decisions that reflect Rainbow District School Board's vision, mission, values, and ~~strategic directions~~ **priorities as reflected in Strategic Directions.**
- Make decisions that represent the interests of the entire Rainbow district.
- Ensure effective stewardship of the Board's resources.
- Establish processes that provide the First Nation Advisory Committee, the Special Education Advisory Committee, the Parent Involvement Committee and School Councils with opportunities for input according to their role.
- The Board is committed to building partnerships and effective working relationships with First Nations, Métis, and Inuit communities and organizations and to developing teaching strategies and resources to support the success of these students.
- Consult and engage with the staff, parents, students, and supporters of the Board on the Board's multi-year strategic directions.
- Provide reports that describe district results in accordance with provincial policy.
- Develop processes to receive and hear appeals in accordance with appropriate statutes and Board policy.
- Model a culture that reflects the Board's Code of Conduct.

SYSTEM LEADERSHIP

- Provide overall direction for the district by establishing the Board vision, mission ~~and values,~~ **priorities as reflected in Strategic Directions.**
- Develop and approve a multi-year plan aimed at achieving the Board's goals.
- Include annual system priorities and expected outcomes in the Board plan.
- Annually approve the Board plan in public session for district distribution.
- Annually use the Board plan to drive the budget process.
- Annually review the Board plan with the Director of Education.
- Annually evaluate the effectiveness of Rainbow District School Board in relation to the Board plan.
- Monitor progress toward the improvement of student achievement and well-being.
- Ensure that reports on implementation of the Board plan are brought to the attention of supporters and employees of the Board.

POLICY DEVELOPMENT, IMPLEMENTATION, AND REVIEW

- Develop governance policies ~~and by-laws~~ that outline how the Board and district will successfully function, and that promote the Board's goals.
- Ensure that a rationale statement is developed for all new policies prior to development.
- Review Board policies regularly to ensure that they continue to reflect the desired purpose and impact.
- Monitor and evaluate the effectiveness of Board policies, directions, and priorities and the efficiency of the implementation of these policies.
- Hold the Director of Education responsible for the implementation and review of Board policies.

DIRECTOR/BOARD RELATIONS

- Select the Director of Education.
- Provide the Director with a clear job description and corporate direction.
- Delegate administrative authority and responsibility to the Director through Board policy, subject to the provisions and restrictions of the *Education Act* and Regulations.

- Monitor and evaluate the performance of the Director in meeting the director's duties under the *Act*, including related policies, guidelines, and regulations as well as duties under the multi-year plan and any other duties assigned by the Board.
- Promote the professional growth of the Director in providing quality district leadership.
- Ensure ongoing capacity building and succession planning for key positions.
- At least once a year at the director's request, provide the Director with an opportunity to meet alone with the Board in closed session.
- Promote a positive working relationship with the Director of Education.

FISCAL RESPONSIBILITY

- Ensure that a budget development process is in place.
- Based on the Board's strategic plan and other provincial directions, annually approve the budget to ensure that financial resources are allocated to achieve the desired results.
- Ensure regular financial reporting to the Board.
- Monitor the adequacy, reliability, and integrity of financial and statistical information and data gathering activities.
- Approve as per legislation all student accommodation plans and other planning documents that drive budget decisions.
- Establish an Audit Committee to ensure that the district is compliant with provincial audit regulations and that the district has in place appropriate accountability processes.
- Set parameters for collective bargaining and ratify Memoranda of Agreements with all bargaining units and non-union groups.

BOARD DEVELOPMENT

- Conduct a self-assessment of the Board's effectiveness and performance on a regular basis.
- Develop an annual plan for both collective and individual trustee development by increasing knowledge of the trustee role, Board processes, issues, and the Board vision, mission, and values **and priorities**.
- Use the expertise of the Director of Education and provincial organizations to help develop and support the trustees' professional development plan.
- Seek opportunities to network with other school boards.

POLITICAL ADVOCACY AND COMMUNICATION

- Develop and maintain positive and effective relations with officials in the Ministry of Education at central and regional offices, members of provincial parliament, and counterparts in municipal government.
- Advocate for the interests of Rainbow District School Board with the Ministry of Education and other provincial and municipal officials as appropriate.

RECOGNITION

- Develop mechanisms to ensure that Rainbow District School Board recognizes students and student achievement.
- Develop mechanisms to ensure that Rainbow District School Board recognizes the achievements of the staff, volunteers, and community members.

REFERENCE DOCUMENTS

Legal: *Education Act, S. 169.1; S. 170 Duties and Powers of Boards*

Board: Board Governance Policies
Strategic Directions for Rainbow Schools

February 27, 2018

draft

**BOARD POLICY No. GOV 06**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

ROLE OF THE DIRECTOR OF EDUCATION

RATIONALE

This governance policy describes the major areas of responsibility of the Director of Education as the Chief Education Officer and the Chief Executive Officer of the Board. Together with Board Policy Role of the Corporate Board, this policy clarifies the distinction between the Board's responsibility to govern and the Director's executive and administrative duties.

POLICY: AREAS OF THE DIRECTOR'S RESPONSIBILITY**STUDENT ACHIEVEMENT AND WELL-BEING**

- Takes the necessary steps to provide a safe, caring, learning environment.
- Provides advice and leadership to the Board in setting goals for student achievement and well-being, and in promoting the Rainbow District School Board vision of inspiring success for all students;
- Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- Maintains the conditions that foster respectful and responsible behaviour for each student.
- Takes the necessary steps to provide for the safety and well-being of students while participating in school programs or being transported to or from school programs on transportation provided by the Board.
- Takes the necessary steps to provide appropriate facilities to accommodate students.

EDUCATIONAL LEADERSHIP

- Provides advice, leadership, and direction to the Board on all educational matters.
- Provides direction and educational leadership to the district and is accountable for the effective functioning of the system.
- Demonstrates a positive relationship with provincial and regional Ministry of Education officials and with the staff at local government levels.
- Advocates for the district's needs at the provincial level.
- Develops and maintains positive and effective relations with the system leadership team and the staff in district schools and departments.
- Provides a Director's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation **including making reference to the multi-year plan.**

DIRECTOR/BOARD RELATIONS

- Establishes and maintains positive working relations with the Board and individual Board members.

- Supports the ~~corporate~~ Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- Communicates effectively with the ~~governing~~ Board and individual Board members.

SYSTEM LEADERSHIP AND PLANNING

- Demonstrates positive and proactive district leadership that has the support of the staff with whom the director works most closely.
- Develops effective approaches for succession planning.
- Provides leadership for the development and annual review of the Board's multi-year strategic directions.
- Ensures that the multi-year strategic directions establish Board priorities and identify specific measures and resources that will be applied in achieving those priorities, specifically with regard to the Board's responsibility for student achievement.
- Ensures appropriate involvement of the Board in system planning (approval of process and timelines, establishment of Board priorities and expected outcomes, and final Board approval).
- Reports regularly on implementation and results achieved in relation to the Board's multi-year strategic directions and district improvement plans.

FISCAL RESPONSIBILITY

- Ensures that the fiscal management of the district is in accordance with the Ministry's ~~Student Focused Funding Model~~ **Grants for Student Needs (GSN)**, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- Ensures that the fiscal management of the district is in alignment with the Board's multi-year strategic directions.

ORGANIZATIONAL MANAGEMENT

- Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, and Board mandates and timelines.
- Reports to the Board and Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- Brings to the attention of the Board any act or omission by the Board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline, or regulation made under the *Act*.
- Advises the Deputy Minister of Education of the act or omission if the Board does not respond in a satisfactory manner to an act of omission brought to its attention.

PERSONNEL MANAGEMENT

- Has overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by Board policy, legislation, or collective agreements.
- Ensures effective processes are in place for the selection, supervision, development, and performance review of all staff.
- Ensures effective processes are in place for ongoing capacity building and succession planning throughout the organization.
- Ensures compliance with human rights and labour relations legislation.
- Makes every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, promotion, and succession planning in all positions in schools and the district.

POLICY/PROCEDURES

- Provides leadership in the planning and development of Board policies.
- Provides leadership and accountability for the implementation and review of Board policies.
- Provides leadership and accountability for the planning, development, implementation, and evaluation of administrative procedures.

COMMUNICATIONS AND COMMUNITY RELATIONS

- Establishes effective communication strategies to keep the district and community informed of key monitoring reports, student and staff achievements, local issues, and Board decisions.
- Ensures open, transparent, and positive internal and external communications are in place.
- Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- Participates in community affairs in order to enhance and support the district and promote public education.

RECOGNITION AND PUBLIC RELATIONS

- Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff, volunteer, and district successes.

REFERENCE DOCUMENTS**Legal:**

Education Act, S. 283 Chief Executive Officer
Education Act, S. 283.1 Duties of Director

Board:

Board Governance Policies
Administrative Procedures
Strategic Directions for Rainbow Schools

February 28, 2018

**BOARD POLICY No. GOV 09**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

DELEGATION OF AUTHORITY

1. RATIONALE

This governance policy delegates certain responsibilities and powers of Rainbow District School Board to the Director of Education, and describes executive limitations on those powers.

2. POLICY

- 2.1 This policy delegates authority to enable the Director of Education to provide leadership as the chief education officer and chief executive officer of Rainbow District School Board. The Director of Education is responsible for the administration of all aspects of the school board's operations.
- 2.2 The Board entrusts the day-to-day management of the school system to its staff under the leadership of the Director .
- 2.3 The Director of Education is authorized to hire staff in accordance with the *Education Act*, the *Human Rights Code*, requirements for a criminal record check under the *Criminal Code (Canada)*, and within the staff complements and salary ranges approved in collective agreements and the annual Board budget.
- 2.4 The Board delegates authority to the Director to hire staff using a fair selection process based on qualifications, experience, and merit that supports the creation of a bias-free workplace.
- 2.5 The Director is authorized to establish human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for the staff, professional development of all staff, the effective handling of grievances, and protection against wrongful conditions.
- 2.6 All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director.
- ~~2.7 The Board delegates authority to the Director of Education to make decisions during the summer months with regard to awarding tenders for capital projects or other emergent business matters as required to avoid negative impact on the system. The Director will report to the Board on any capital projects awarded or other decisions made through delegated authority at the earliest opportunity.~~

~~2.8 The Board delegates to the Director of Education the right to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters, which in accordance with the legislation, cannot be delegated.~~

~~2.9~~ 2.7

Examples of matters which the Board cannot delegate include: policy development and review, selection of the Director of Education, the Director's performance appraisal, decisions regarding appeals of student suspensions and student expulsion, and decisions related to a recommendation from the Director of Education to terminate the employment of a teacher as a result of unsatisfactory performance.

~~2.10~~ 2.8

Board delegation of authority is within certain executive limitations, including but not limited to the following:

- a) The Director of Education shall comply with all legal, Ministerial, and Board mandates.
- b) Budgeting for any fiscal year or part of any fiscal year shall comply with legislative requirements and Board strategic planning.
- c) The Director will obtain clear parameters for settlement from the Board before undertaking negotiations with any employee bargaining unit, and will abide by the terms of collective agreements.
- d) The Director will avoid **and declare** potential conflict and bias during the selection process and in the workplace arising from a work relationship between an employee and a member of that employee's immediate family, **including the Director of Education**.
- e) The Director will ensure that student accommodation and capital planning does not deviate materially from the approved Capital Plan.
- f) The Director will ensure that Board assets are protected from unnecessary risk and are insured against theft and casualty losses to at least replacement value.
- g) The Director will ensure that Board buildings and equipment are maintained in a state that meets health and safety standards.
- h) The Director will protect the organization, the Board, and staff from unnecessary exposure to claims of liability or loss.

~~2.11~~ 2.9

The Board reserves to itself the authority to make decisions on specific matters. The Board will instruct the Director of Education through written policies and decisions of the Board in public session. Further, the Board requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

3. DELEGATION: ADMINISTRATIVE PROCEDURES

- 3.1 The Board delegates to the Director the right to develop administrative procedures to implement Board policy and to address all issues not governed by Board policy.
- 3.2 The development of separate and distinct policy and procedural documents reinforces the distinction between the Board's responsibility to govern and the Director's executive or administrative duties.

- 3.3 The Director of Education and designates will develop, implement, and monitor a comprehensive series of administrative procedures. The procedures must comply with legislated requirements; be consistent with Board policies, goals and priorities; provide system direction; and ensure the reasonably uniform application of the procedures by those staff members responsible for their implementation.
- 3.4 Procedures will evolve over time as new tools emerge, new processes are designed, and the environment changes. Procedures must be agile and responsive to the context. Procedures which are unnecessarily restrictive limit the creativity that staff members bring to their work.
- 3.5 The Board delegates to the Director of Education the authority to develop administrative procedures in the following major categories:
- General Administration: General administration procedures deal with system planning, matters that affect the whole district, issues that affect both students and staff members, and community involvement.
 - Educational Programs and Materials: These procedures describe school organization, the curriculum, instructional strategies, and curriculum resources.
 - Students: These administrative procedures deal with all student matters. Some examples are school attendance, student welfare and safety, supervision, emergency plans, discipline, student evaluation, reporting to parents, and awards.
 - Personnel and Staff Relations: These procedures deal with any matters related to staff members or volunteers. Procedures describe such issues as hiring of staff, staff records, health and safety, benefits and assistance, professional development, performance appraisal, professional misconduct, and recognition.
 - Business Administration: Business administration procedures relate to the management and maintenance of the Human Resources, Finance, Facilities and Information Services departments.

REFERENCE DOCUMENTS

Legal:

Education Act, sections 218.1 and 283

Human Rights Code

Criminal Code (Canada)

Ontario Regulation 521/01 Collection of Personal Information

Policy/Program Memoranda

Child and Family Services Act

Ontario College of Teachers Act

Employment Standards Act

Labour Relations Act

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health and Safety Act

Board:

Board Governance Policies

Administrative Procedures

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February 28, 2018

draft



BOARD POLICY No. GOV 10	
Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

BOARD GOVERNANCE POLICY DEVELOPMENT AND REVIEW

1. RATIONALE

This governance policy clarifies the intent and governing principles for the development and review of Board policies. It also describes the variety of documents that guide all activities within Rainbow District School Board.

2. DEFINITIONS

Board Policies: Board policies are statements of intent, governing principles, or end results adopted by the Board in public and intended to guide future actions. They provide vision and direction for all activities within Rainbow District School Board and directions for how the Board itself is to function. They address non-delegable matters such as policy-making, selection of the Director of Education, and the Director's performance appraisal. Board policies provide a framework for the effective operation of the district and a support for consistent decision-making by the Director of Education and staff.

Governance By-Laws: The Governance By-Laws establish rules for Board governance such as the role of the trustee, order of procedure, establishment of regular and special committees, and rules for electronic meetings.

Administrative Procedure: An administrative procedure is a prescribed course of action by which the Director of Education directs the staff. Administrative procedures supplement Board policy and must be entirely consistent with Board values, policies, and priorities. A guideline or implementation handbook may also serve as an administrative procedure or support such a procedure.

Guideline: A guideline is an administrative instruction issued by the Director of Education or designate which prescribes a specific course of action to be taken in a given situation, or provides additional detail about the implementation of an administrative procedure.

Implementation Handbook: An implementation handbook is a collection of administrative instructions issued by the Director or designate which consolidates implementation for staff and others in a particular field. For example, the Director or a superintendent might issue a Special Education Handbook or a School Council Handbook. A handbook may also be a similar collection issued by a principal for the school staff, students, and parents.

Protocol: A protocol is a document, which sets out the rules for interaction between the Board of trustees or the staff and outside agencies. For example, a protocol is an effective way of establishing linkages and formalizing relationships between district personnel and

community agencies that deliver prevention and intervention programs. A Police Protocol confirms working relationships between a school district and police services.

3. POLICY

POLICY DEVELOPMENT

- 3.1 Board policies provide an appropriate balance between the responsibility of the Board to develop directing principles for the system, and the opportunity for the Director of Education to exercise professional judgment in the administration of the district.
- 3.2 The Board shall establish specific policies to guide the actions of the Director of Education and staff. These policies shall be broad enough to allow flexibility in dealing with diverse situations at appropriate expense, while ensuring consistency across the system.
- 3.3 Policy may be developed for the following purposes:
 - a) to give substance to the Board's Vision, Mission, and Values Policy and Strategic Directions for Rainbow Schools;
 - b) to make a public statement by which the Board can be held accountable;
 - c) to comply with legislated requirements; and/or
 - d) to set broad parameters for the Director to establish administrative procedures.
- 3.4 Policies shall be consistent with the Board's Vision, Mission and Values Policy and Strategic Directions for Rainbow Schools.
- 3.5 Policies shall be readily available and accessible to Board employees, students, and the public on the Board's website.

POLICY REVIEW

- 3.6 The Board, with the assistance of the Director of Education, shall periodically measure the effectiveness of Board policies and their implementation, and shall develop a review process that includes a process for revising Board policy as required.
- 3.7 The Director of Education is responsible for ensuring that any policy revisions made by the Board are announced and posted on the Board website.
- 3.8 Once a policy has been approved or amended by the Board, all former policies or Board motions that are superseded in whole or in part by the new policy or amendment shall be considered revoked.

4. BOARD EXPECTATIONS

- 4.1 The Director of Education or designate ensures that Board policies are written according to Board direction and that they come to the Board for approval.
- 4.2 The Director of Education is authorized to issue administrative procedures to implement Board policy and the Director is responsible for the implementation of the procedures.
- 4.3 The Director may also develop such other independent procedures as deemed necessary for the effective operation of the district. All administrative procedures must be entirely consistent with Board policies.
- 4.4 The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director may choose to develop an administrative procedure relative to the matter that has been delegated.
- 4.5 Policies shall be current and up to date. Policies will include a template to insert the dates that policies were adopted and last reviewed/revised. ~~and the next regular review date.~~
- 4.6 Policies will include a list of legal references and cross-references to any applicable Board documents, such as related administrative procedures.
- 4.7 Policies will be expressed in simple, straightforward language and avoid acronyms.

REFERENCE DOCUMENTS

Legal:

Education Act: sections 169.1-171 Duties and Powers of Boards

Education Act: S 283 Chief Executive Officer

Education Act: S 286 Duties of Supervisory Officers

Board:

Board Governance Policies

Board Governance By-Laws

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BOARD POLICY No. GOV 11

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

**LEARNING AND WORKING ENVIRONMENT:
EQUITY AND INCLUSION **ve Education****

1. RATIONALE

This governance policy reflects the values of Rainbow District School Board that all persons are entitled to learn and work in an environment **s** that promotes human rights and equity of opportunity, free from discrimination and harassment. This policy affirms the Board's responsibility to provide a protected learning and working environment that is ~~supportive of the dignity, self esteem, and fair treatment of~~ **supportive, nurturing, welcoming, respectful and inclusive for** everyone taking part in Rainbow District School Board district activities.

2. DEFINITIONS

Bias Free: Without inclination of prejudice for or against a person or group especially in a way considered unfair

Equity: ~~Equity is the provision of opportunities for equality, ensuring that personal or social circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups and removing barriers, eliminating discrimination, and remedying the impact of past discrimination.~~ **A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.**

Discrimination: Discrimination is differential treatment which negatively affects the status of a person based upon a ~~prohibited~~ **protected** ground under the *Ontario Human Rights Code*.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Harassment: Harassment is defined in the *Ontario Human Rights Code* as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome".

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their

physical surrounding, and the broader environment, in which diversity is honoured and all individuals are respected.

Prohibited Protected Grounds: The *Ontario Human Rights Code* defines prohibited **protected** grounds as: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

3. POLICY

3.1 Equity and Inclusion **ve Education**

- a) Rainbow District School Board is committed to providing a learning and working environment in which all individuals treat each other with respect and dignity, free from objectionable conduct, **discrimination**, or harassment.
- b) The Board respects and values the ~~diversity and similarities of the cultures and traditions of diverse groups within its~~ **diverse perspectives of the Rainbow District School Board community** and actively seeks to ~~promotes an educational environment free from racial and ethnocultural prejudice and discrimination~~ **a bias-free working and learning environment.**
- c) The Board is committed to an education system that upholds the principles of equitable and inclusive education in order to enable each student to ~~learn effectively, to reduce achievement gaps, and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation, family status, religious and linguistic differences, and other historical forms of marginalization~~ **succeed personally and academically regardless of background, identity or personal circumstances.**
- d) The Board will implement ~~positive~~ **bias-free** employment practices. ~~that support equitable hiring, mentoring, retention, promotion, and succession planning.~~
- e) The Board is dedicated to serving the staff, students, and families in ~~diverse communities by incorporating~~ **embedding** the principles of equitable and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.
- f) The Board will investigate in a thorough and timely manner any claims of discrimination and harassment and take appropriate action, consistent with the principles of the *Ontario Human Rights Code*.

3.2 Accommodations

- a) Rainbow District School Board will make every reasonable effort to ensure that all policies, procedures, and practices are consistent with the principles of **equitable and inclusive education**. ~~independence, dignity, integration, and equality of opportunity for all.~~

- b) The Board makes ~~particular~~ accommodations for persons with disabilities. The Board is committed to making services and facilities accessible to ~~all people in its communities~~ in accordance with the provisions of the **Ontario Human Rights Code**, the **Accessibility for Ontarians with Disabilities Act**, and the **Ontario Building Code**.
- c) The Board acknowledges each individual's right to follow or not follow religious/spiritual beliefs and practices free from discriminatory or harassing behaviour and is committed to ~~taking all reasonable steps to providing~~ religious/spiritual accommodation to students, ~~and the staff,~~ **and volunteers**. Religious/**spiritual** accommodation will be in accordance with the **Ontario Human Rights Code**, the requirements in Policy/Program Memorandum No. 108 Opening or Closing Exercises, and in sections 27-29 of Ontario Regulation 298 regarding religion in schools.
- d) **The Board acknowledges each individual has a right to live according to gender identity and gender expression and makes accommodations based on gender identity and gender expression in accordance with the Ontario Human Rights Commission.**

4. BOARD EXPECTATIONS

- 4.1 This policy applies to all members of the Board's community including, but not limited to, students, staff, trustees, contractors, parents/**guardians**, volunteers, permit holders and all other persons who are invited to or who work on Board property.
- 4.2 This policy also applies to any communication or activity which may take place outside of Board property but which has the effect of or results in adversely affecting the Board's working and learning environment.
- 4.3 It is the expectation of Rainbow District School Board that all employees, students, and persons invited to or visiting Board property will ~~strive to~~ maintain the highest level of professional and personal courtesy when interacting with Board employees and students.

REFERENCE DOCUMENTS

Legal:

Education Act, para. 8 (1) 29.1 Equity and Inclusive Education; Section 169.1 School Climate
Canadian Charter of Rights and Freedoms
Ontario Human Rights Code
Occupational Health and Safety Act
Accessibility for Ontarians with Disabilities Act 2005
Ontario Building Code.
Ontario's Equity and Inclusive Education Strategy 2009
PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2013

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

PPM No. 108 Opening or Closing Exercises

Ontario Regulation 298, Sections 27-29 Religion in Schools

Ontario's Education, Equity Action Plan

Board:

Board Policy No. GOV-01 Vision, Mission, and Values

Board Policy No. GOV-12 Learning and Working Environment: Safe Schools

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draft

**BOARD POLICY No. GOV 12**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

LEARNING AND WORKING ENVIRONMENT: SAFE SCHOOLS

1. RATIONALE

The goal of this governance policy is to support a safe, inclusive, and accepting learning and working environment in which every student can reach his or her full potential. This policy affirms Rainbow District School Board's commitment to a whole-school approach that supports all students in developing healthy relationships, making good choices, continuing their learning, and achieving success.

2. DEFINITIONS

School Climate: School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Code of Conduct: The Board has established a Code of Conduct that sets out standards of behaviour for students, staff, parents/guardians, volunteers, school council members, trustees, and visitors engaged in any school activity. The Board also directs principals, in conjunction with members of the school council, to develop a school Code of Conduct clarifying acceptable and non-acceptable behaviour for all members of their school community.

Progressive Discipline: Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

Bullying: Bullying means aggressive and typically repeated behaviour by a student **an individual** that is intended to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

Cyber-bullying: Cyber-bullying is using electronic means to intimidate, harm, exclude, or ruin a reputation. Cyber-bullying includes the use of e-mails and instant messaging,

text or digital imaging sent on cell phones, web pages and blogs, chat rooms, and discussion groups to spread rumours, images, or hurtful comments.

Mitigating and Other Factors: Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

Suspension: A suspension means a student is removed from school and school activities for a specific period of time ranging from one school day to 20 school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

School Expulsion: Expelled students are removed from school and school activities for an indefinite time period. A school expulsion is an expulsion from the school of the board that the student was attending. The student will be assigned to another school in the board.

Board Expulsion: A board expulsion is an expulsion from all schools of the board. The board offers a program for expelled students which must be completed before the student returns to school. A student who is expelled from the board must complete an alternative program before returning to school.

Tribunal of the Board: The tribunal of the board is a committee of at least three members of the board designated to determine suspension appeals and recommendations for expulsion.

3. POLICY

3.1 Positive Climate

- a) The Board acknowledges the impact of the school climate on student and staff success and is committed to fostering positive school climates through practices that support healthy student, staff, and school community relationships.
- b) Rainbow District School Board's Code of Conduct establishes positive expectations for student behaviour. The Board strives to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.
- c) The Board recognizes that discipline of students begins at home with parents/guardians who are the first and primary educators for their children. This includes responsibility for social development, behaviour, and discipline. The Board encourages a partnership with parents in the support of students' social, emotional and academic growth.

3.2 Prevention and Intervention

- a) Rainbow District School Board believes that students, staff, and the community have the right to learn and work in a healthy, non-threatening environment free from physical and psychological violence.

- b) The Board supports the use of prevention practices as a foundation for a healthy environment. These practices include character development, Student Success strategies, anti-bullying and violence prevention programs, citizenship development, student leadership, and healthy lifestyle initiatives. These positive measures involve the whole school and school community.
- c) Prevention and intervention measures also include effective behaviour management practices such as program modifications or accommodations; appropriate class placement; positive encouragement and reinforcement; individual, peer and group counselling; conflict resolution; mentorship programs; safety plans; and school, district and community support programs.

3.3 Progressive Discipline

- a) The Board supports the use of progressive discipline that promotes positive student behaviour and is appropriate to meet the developmental, individual, and special needs of all students.
- b) The Board believes that every student has the right to an education.
- c) The Board expects that a firm and fair application of the Board's Code of Conduct shall prevail in all matters related to Rainbow District School Board, including school activities, school board business, and school buses.
- d) The Board requires a response to all inappropriate student behaviour. The Board supports the staff in the use of a continuum of practices that include predictable and supportive consequences to inappropriate behaviours that are contrary to the Board or school codes of conduct.

3.4 Bullying

- a) Part XIII of the *Education Act* includes bullying with other inappropriate student activities that may lead to suspension, or lead to a principal's recommendation to the Board for expulsion.
- b) The Board believes that bullying adversely affects ~~pupils'~~ **students'** ability to learn, healthy relationships, and the school climate as well as a school's ability to educate its ~~pupils~~ **students**.
- c) Bullying will not be accepted on school property, at school-related activities, on school buses, **online** and in any other circumstances (~~e.g., online~~) where engaging in bullying will have a negative impact on ~~pupils~~ **students** and the school climate.

3.5 Suspension and Expulsion

- a) In order to meet the goal of creating a safe and caring school environment, the Board supports the use of positive practices as well as consequences for inappropriate behaviour, when necessary.

- b) The Board will deal with suspension of pupils in accordance with the Part XIII of the *Education Act*, related Regulations, and Memoranda.
- c) The Board will deal with expulsions of pupils in accordance with Part XIII of the *Education Act*, related Regulations, and Memoranda.
- d) In considering whether to suspend a student or to recommend to the Board that a student be expelled, a principal shall take into account any mitigating or other factors prescribed by the regulations.

3.6 Appeals and Hearings

- a) The Board recognizes its duties and powers to decide upon appeals of student suspensions and principals' recommendations for expulsion. In exercising these duties and powers, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*.
- b) The Board recognizes that the *Ontario Human Rights Code* has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, Ontario Regulations, Program Policy Memoranda, and Rainbow District School Board policies and administrative procedures are subject to and shall be interpreted and applied in accordance with the *Ontario Human Rights Code*.
- c) The Board authorizes a Tribunal of the Board of no fewer than three (3) Board members to conduct appeals of student suspensions and hearings of recommendations for student expulsion. The Board formally delegates to the **Tribunal of the Board** the powers set out in the *Education Act*, Regulations under the *Act*, and the *Statutory Powers Procedure Act* to implement any appropriate order and to make decisions on behalf of the Board.
- d) In the case of an appeal of a suspension, the ~~Tribunal of the Board~~ shall either: confirm the suspension and its duration; confirm the suspension but modify its duration, quash the suspension and order that the record be expunged, even if the suspension has already been served.
- e) The decision of the Tribunal for suspension appeals is final.
- f) In the case of an expulsion hearing, the ~~Tribunal of the Board~~ shall review the submissions and views of the parties and shall consider whether the decision to expel and the type of expulsion recommended by the principal are reasonable in the circumstances. The ~~Tribunal of the Board~~ shall decide whether to expel the student; and if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the district.
- g) A student's parent/guardian or **an** adult student may appeal a ~~Tribunal's of the Board's decision to expel a student~~ to the Child and Family Services Review Board in accordance with procedures set out by the Ministry of Education. The decision of the Child and Family Services Review Board is final.

- h) The Board provides ~~“Restart”~~ a programs for students who are on long-term suspension and for students expelled from all schools of the board. The ~~“Restart”~~ programs support~~s~~ students in both academic and non-academic areas.

4. BOARD EXPECTATIONS

- 4.1 The Board expects that each school will establish a student dress code in consultation with the School Council.
- 4.2 The Board expects staff and students to maintain the highest standards of respectful and responsible behaviour when using all information technologies.
- 4.3 ~~The Board supports the suspension of any student who is deemed responsible for an act of vandalism or theft on school property for a period of time commensurate with the seriousness of the offense.~~ A student who commits an act of vandalism or theft may be required to provide restitution.
- 4.4 The Board supports ongoing information sharing between school officials and justice system personnel within the *Youth Criminal Justice Act* subject to the *Municipal Freedom of Information and Protection of Privacy Act*.

REFERENCE DOCUMENTS

Legal:

Education Act, Part XIII Behaviours, Discipline and Safety
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils
Ontario Regulation 474/00 Access to School Premises
PPM 119 Developing and Implementing Equity and Inclusive Education Policies 2013
PPM 120 Reporting Violent Incidents to the Ministry of Education
PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct
PPM 141 School Board Programs for Students on Long-term Suspension
PPM 142 School Board Programs for Expelled Students
PPM 144 Bullying Prevention and Intervention
PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
Ontario Human Rights Code
Statutory Powers Procedure Act
Youth Criminal Justice Act
Municipal Freedom of Information and Protection of Privacy Act

Board:

Board Policy No. GOV-01 Vision, Mission, and Values
Board Policy No. GOV-11 Learning and Working Environment: Equity and Inclusion
Strategic Directions for Rainbow Schools
Rainbow District School Board Code of Conduct
Rainbow District School Board: A Guide for Students and Parents
Administrative Procedures

March 1, 2018

**BOARD POLICY No. GOV 14**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

PARENT/GUARDIAN** AND COMMUNITY RELATIONS**

1. RATIONALE

Rainbow District School Board believes that parents/guardians are the most important partners in education. This governance policy confirms the commitment of Rainbow District School Board to be proactive and inclusive in employing diverse strategies to gather input from parents/guardians and to facilitate their support of student achievement and well-being.

The Board welcomes and appreciates the ideas, perspectives, and contributions that come from partnerships with parents/guardians and the wider community. The Board believes that interaction among parents/**guardians**, community members, and members of the Board will foster mutual understanding and encourage the integration of community services and resources.

In Rainbow District School Board, parents/guardians, families, and community members are engaged in a variety of ways. These include school councils, the Parent Involvement Committee, and many other working groups and community partnerships that are important parts of the Board's operations.

2. DEFINITIONS

Parent Involvement Committee: The Parent Involvement Committee (PIC) is a legislated committee of the Board that acts in an advisory capacity to represent the voice of parents/guardians who have children in Rainbow schools. It supports, encourages, and enhances parent engagement at the district level in order to improve student achievement and well-being.

School Council: A school council is a legislated committee established in each school in Rainbow District School Board to promote the active participation of parents/guardians in improving student achievement and well-being. The council acts in an advisory capacity to the principal and/or Board according to applicable legislation.

Special Education Advisory Committee: The Special Education Advisory Committee (SEAC) is a legislated committee of the Board that plays a vital role in ensuring that exceptional pupils receive appropriate educational services. Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs.

First Nations Advisory Committee: The First Nation Advisory Committee (FNAC) is a committee of the board that includes representatives that have signed education service agreements with the board. The committee considers matters and makes recommendations regarding programs and services for First Nation students of the Board **in order to improve student achievement and well-being.**

Parent and Community Engagement: This engagement refers to the partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy and Parent Engagement Policy. Parent/guardian and community engagement can occur in homes, in the community, in the classroom, at school, within families of schools, and at the Board level.

Partnership: Partnership refers to a relationship in which the Board, its schools, and/or staff members are involved with parents/guardians, families, business partners, various levels of government, volunteers, community service agencies, and parent/**guardian** groups. It refers to all those who contribute to and have an interest in supporting student success and well-being in Rainbow schools.

3. **POLICY**

a) **School Councils and the Parent Involvement Committee**

- 3.1 The Board is committed to the belief that successful education requires a strong partnership and active involvement between the school, the home, the staff, and members of the community.
- 3.2 The Board believes that relationships between these partners will be strengthened by the formation of school councils in each school and a parent involvement committee at the board level.
- 3.3 Therefore, it is the policy of the Board that each school establish a school council and that the Board establish a parent involvement committee in accordance with provincial requirements.
- 3.4 The school council will serve in an advisory capacity to the school's principal and the Board to promote excellence in education, and will place the overall interest of students first.
- 3.5 The Board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being, and shall inform the parent involvement committee of its response to advice provided by the committee.

b) **Educational Partnerships**

- 3.6 Rainbow District School Board promotes and permits mutually beneficial educational partnerships between municipal, provincial, federal ministries and agencies, or any other individuals, corporations/businesses, or associations deemed to have a positive and direct impact on student learning and programming.

- 3.7 The Board supports the sponsorship of all school activities by an organization within a particular school providing that these activities are under the jurisdiction of the principal of the school.
- 3.8 The Board believes that co-instructional activities form an integral part of a student's education and supports community volunteers in the delivery of its co-instructional program.
- 3.9 The Board supports the use of volunteers without remuneration for Rainbow District School Board sanctioned activities.

BOARD EXPECTATIONS

4. Communication

- 4.1 The Board believes and advocates that the involvement of parents/guardians enriches the learning environment and directly contributes to successful student achievement. The Board shall provide parents/**guardians** with the information they need to support their children's education.
- 4.2 A variety of communication procedures shall be developed and maintained at the school and system levels to provide access to information needed by parents/**guardians** and communities and to ensure that all parents/**guardians** and members of the diverse communities in the district have opportunities to participate in the school system.
- 4.3 The Board will notify **the** public school ratepayers, the media, and the staff of agenda items for meetings of the Board that are open to the public, and will communicate the results of these meetings through the distribution of minutes.

5. School Councils

- 5.1 In accordance with Ontario Regulation 612/00, the principal or principal designate of each school shall facilitate the establishment of a school council consisting of student, parent/**guardian**, staff, and community representatives. The school council shall be recognized as the official school community organization representing the interests of the parents/**guardians** and students of the school. The school council shall be chaired by a parent/**guardian**.
- 5.2 The school council shall operate in a way that is consistent with the vision, mission, values, and policies of Rainbow District School Board, and shall have, as its primary guiding principle, the fostering of the educational interests of students.
- 5.3 Opportunities shall be made available to school council chairs and other local parent/**guardian** leaders to assist them in developing their school community leadership skills and to school administrators to assist them in enhancing their skills in building positive school community relations.

- 5.4 The mandate of the school councils, on behalf of their school community, is to:
- encourage the active participation of parents/**guardians** to improve student achievement and well-being;
 - enhance parent/**guardian** awareness of educational issues and the accountability of the education system to parents/**guardians**;
 - provide advice to the principal and, where appropriate, to the Board on school and education issues; and
 - submit an annual report on its activities, including any fundraising activities, to the principal of the school.

6. Parent Involvement Committee

- 6.1 The Parent Involvement Committee may advise the Board as required by the Ministry or Board, enhance parental engagement, and consider matters referred to the committee by the Board.
- 6.2 The responsibilities of the Parent Involvement Committee are to:
- enhance communications between School Councils and Rainbow District School Board
 - solicit feedback from School Councils as required by the Board
 - provide resources of benefit to School Councils
 - raise awareness of School Councils and their importance within their schools
 - encourage parents/**guardians** and community representatives to become involved within the schools
 - provide a forum for sharing ideas and recommendations while respecting the management rights and responsibilities of the Rainbow District School Board

7. Special Education Advisory Committee

- 7.1 The Special Education Advisory Committee may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.
- 7.2 The responsibilities of the Special Education Advisory Committee are to:
- provide stakeholders a voice in determining relevant educational programs and services for students identified with special needs.
 - participate in the Board's annual review of its special education plan;
 - participate in the Board's annual budget process as it relates to special education;
 - review the financial statements of the Board as they relate to special education.

8. First Nations Advisory Committee

- 8.1 The First Nations Advisory Committee may consider matters and make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of programs and service for First Nations students of the Board.

8.2 The responsibilities of the First Nations Advisory Committee are to:

- provide First Nations people a voice in determining relevant educational programs and services for students of First Nations ancestry.
- review the financial statements and tuition agreements of the Board as they relate to First Nations Tuition agreements.
- monitor progress in incorporating the seven social factors as identified in tuition agreements in Rainbow District School Board plans and programs.
- increase all students' knowledge, awareness, understanding, and appreciation of First Nations people and their history and cultures **in accordance with our commitment to Truth and Reconciliation.**

REFERENCE DOCUMENTS

Legal:

Education Act S. 170 (1) para. 17.1 School Councils

Ontario Regulation 298 Operation of Schools S 11 Duties of Principals

Ontario Regulation 612/00 School Councils and Parent Involvement Committees

Ontario Parent Involvement Policy 2005

Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010

Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada

Board:

Board Policy No. GOV-01 Vision, Mission, and Values

Board Policy No. GOV-03 Role of the Corporate Board

Board Policy No. GOV-06 Role of the Director of Education

Rainbow District School Board: *A Guide for Students and Parents*

Strategic Directions for Rainbow Schools

Administrative Procedures

Rainbow District School Board Truth and Reconciliation Action Plan

March 1, 2018

Title:	Municipal Election Compliance Audit Committee
Contact:	Dennis Bazinet
Date Submitted:	May 23, 2018
Background	<p>As per Bill 212, Good Government Act, 2009, an amendment to the Municipal Elections Act, a school board must establish a compliance audit committee before October 1st, 2018.</p> <p>An elector who is entitled to vote in an election and believes on reasonable grounds that a candidate has contravened a provision of this Act relating to election campaign finances may apply for a compliance audit of the candidate's election campaign finances.</p> <p>Compliance audit committees will be established to represent the local municipalities and the school boards represented in each of the area elections.</p> <p>The Rainbow District School Board participates in three distinct municipal elections for board trustees. These elections are conducted by the City of Greater Sudbury, the Town of Northeastern Manitoulin and the Islands, and the Town of Espanola.</p>
Process	<p>The Board must approve a by-law establishing a Municipal Election Compliance Audit Committee before October 1st, 2018.</p> <p>The Board will use the three committees established to represent electors in the elections conducted by the City of Greater Sudbury, the Town of Northeastern Manitoulin and the Islands, and the Town of Espanola.</p>
Recommendation	That the Municipal Election Compliance Audit Committee bylaw 2018-03 as attached be deemed to have been read three times and approved.

RAINBOW DISTRICT SCHOOL BOARD

By-law Number 2018-03

Being a by-law to establish a Municipal Election Compliance Audit Committee in accordance with Sections 81 and 81.1 of the Municipal Elections Act, 1996, as amended.

WHEREAS subsection 5(3) of the Municipal Act, 2001, S.O. 2001, c25, as amended, provides that a municipal power shall be exercised by by-law;

AND WHEREAS section 9 of the Municipal Act, 2001 provides that a municipality has the capacity, rights, powers and privileges of a natural person for the purpose of exercising its authority under this or any other Act;

AND WHEREAS subsection 10(1) of the Municipal Act, 2001 provides that a municipality may provide any service or thing that the municipality considers necessary or desirable for the public;

AND WHEREAS section 81.1(1) of the Municipal Elections Act, 2006, as amended requires the municipality to establish a Compliance Audit Committee;

AND WHEREAS this By-law hereto complies with Section 270 of the Municipal Act, 2001 with respect to the manner in which the municipality will try to ensure that it is accountable to the public for its actions and the manner in which the municipality will try to ensure that its actions are transparent to the public;

NOW THEREFORE RAINBOW DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. The Compliance Audit Committee of the Greater City of Sudbury shall be adopted as the Compliance Audit Committee of the Rainbow District School Board for the election of Trustees in the 2018 Municipal Election conducted by the City of Greater Sudbury for Areas 1, 2, 3, 4, 5 and 6.
2. The Compliance Audit Committee of the Town of Northeastern Manitoulin and The Islands shall be adopted as the Compliance Audit Committee of the Rainbow District School Board for the election of Trustees in the 2018 Municipal Election conducted by the Town of Northeastern Manitoulin and The Islands for Area 7.
3. The Compliance Audit Committee of the Town of Espanola shall be adopted as the Compliance Audit Committee of the Rainbow District School Board for the election of Trustees in the 2018 Municipal Election conducted by the Town of Espanola for Area 8.
4. This By-law shall take effect on the date of final passing thereof.

By-law read a first and second time this 23rd day of May 2018.

By-law read a third time and finally passed this 23rd day of May 2018.

Chair

Secretary

**MINUTES OF THE RAINBOW DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

Wednesday, March 7, 2018

Time: 12:00 PM

Room 125 – Rainbow District School Board

Present:

SEAC Members:

Maureen Beaudry

Bob Clement

Julie Contini

Natasha Delaney (Vice-Chair)

Wendy Larouche (Chair)

Canadian Hearing Society

Trustee

Down Syndrome Association of Sudbury

Autism Ontario – Sudbury

Learning Disabilities Association of Sudbury

Staff:

Lindsay Bennett

Colleen McDonald

David Squarzolo

Danielle Williamson

Teacher, Princess Anne PS

Principal of Special Education Programs and Services

Special Education Consultant

Principal, Princess Anne PS

Regrets:

Kerri Chevrier

Judy Kosmerly

Darryl Walker

N'Swakamok Native Friendship Centre (Alternate)

Trustee

N'Swakamok Native Friendship Centre

1.0 Welcome and Introductions

W. Larouche welcomed everyone.

2.0 Establish Quorum of Voting Members

Quorum was established.

3.0 SEAC Mission Statement

N. Delaney read aloud the mission statement.

4.0 Approval of the Agenda

Motion 1:

Moved by: M. Beaudry

Seconded by: N. Delaney

That the agenda for the SEAC meeting of March 7, 2018 be approved as amended.

Motion carried.

5.0 Conflicts of Interest

No conflicts of interest were noted.

6.0 Approval of the Minutes of the Previous Meeting

Motion 2:

Moved by: M. Beaudry

Seconded by: J. Contini

That the minutes of the SEAC meeting of February 7, 2018 be approved.

Motion carried.

Action items will be added to the minutes.

7.0 Business Arising

Special Education Plan Input

Questions and discussion about the IPRC form will be deferred to the April 2018 SEAC meeting.

W. Larouche will send proposed changes to D. Squarzolo for inclusion in the edits.

8.0 New Business

Inclusion in Rainbow Schools

Principal Danielle Williamson and Teacher Lindsay Bennett gave a presentation on the inclusion pilot project at Princess Anne PS including how the pilot has been implemented at the school, and parent and student testimonies. Work is occurring at the secondary level in preparation for students in the inclusion pilot who will be of high school age to be in regular program in September. The goal is to give the opportunity for students to attain an Ontario Secondary School Diploma with the proper supports.

Requests for Leaves of Absence

Motion 3:

Moved by: N. Delaney

Seconded by: M. Beaudry

That the SEAC approve the absences of Kerri Chevrier, Judy Kosmerly, and Darryl Walker from the March 7, 2018 SEAC meeting.
Motion carried.

9.0 Superintendent's Report

Deferred until April 2018

10.0 Special Education Staff Report

Principal McDonald reported on the March 2 PD Day. Session 3 ABA training is happening this evening. A spring session will be offered on the Island. Preschool transition meetings are occurring for preschoolers referred to the Board as having special needs requiring additional planning and consideration. Empower Reading will be expanded to seven additional schools for September. Training dates are booked for September. Edits are occurring on the Special Education Plan. Summer literacy camp cannot include the Empower Program due to the number of hours needed to spend on the program. We will be advertising for a CDA and continue to advertise for psychologists. The STOMP program was advertised in all secondary schools with six students registered and two dropped out.

11.0 Board Report

The Board received a presentation from Mary Jago on the Board's mental health support model. Provincial decisions around Indigenous school boards and curriculum will not see immediate implementation.

12.0 Chairperson's Report

The presentations received by the SEAC are appreciated and give a better understanding of what is going on in the Board.

13.0 Association Reports

Natasha Delaney (Autism Ontario – Sudbury)

A “Marbles and Ropes” presentation is available for schools to classes or the whole school and can be shared with the SEAC. The International Woman's Day Conference will take place at 125 Durham Street in Sudbury.

N. Delaney to send information to D. Squarzolo to share.

Autism Awareness Day will be April 4 for the Raise the Flag Ceremony, and dinner and concert.

Julie Contini (Down Syndrome Association of Sudbury)

World Down Syndrome Day is March 21, 2018.

Wendy Larouche (Learning Disabilities Association of Sudbury)

The LDAS will host Barbara Coloroso on April 16 in Sudbury. Tickets are free but must be reserved on the ticket website.

14.0 Correspondence Addressed to SEAC

2018-02-05 CSCFN SEAC Letter

Information item

15.0 Other Items/ Future Agenda Items/ Information Requests

- IPRC form – Julie Contini – April 2018
- Invitation for Input feedback review – Superintendent Wachnuk – April 2018
- Proposed special education staffing – Superintendent Wachnuk – May 2018

16.0 Next Meeting Date

April 4, 2018 from 12:00 until 2:00 PM in Room 125 at the RDSB Board Office, 408 Wembley Drive, Sudbury.

17.0 Adjournment

W. Larouche adjourned the meeting at 2:25 PM.

Parent Involvement Committee Meeting Minutes

Tuesday, April 3, 2018
Rainbow District School Board Centre for Education
408 Wembley Drive, Sudbury

Attendance

Sudbury site:

Natasha Delaney, parent, Jean Hanson Public School; Stacy Paajanen, parent, Lively District Secondary School; Karry Strelezki, parent, Lively District Secondary School; Judy Noble, Superintendent of Schools; Shannon Boland, parent, Lo-Ellen Park Secondary School; Sara Pidgen, ETFO representative; Sherri Conley, teacher, Princess Anne Public School; Kristina Rivard Gobbo, Principal, Barrydowne College; Denis Plouffe, parent, Chelmsford Valley District Composite School; Nicole Charette, Senior Advisor, Corporate Communications and Strategic Planning; Bernadette Rémillard, parent, Lansdowne Public School; Richard Eberhardt, parent, Walden Public School and Kim Nadeau, public health nurse, Public Health Sudbury & Districts.

Espanola Site:

Nil

Manitoulin Site:

Alicia McGraw, parent, Little Current Public School; Christy Case, Principal, Little Current Public School and Heather Pennie, Vice-Principal, Little Current Public School.

1. Call to Order: 7 pm

2. Welcome: Chair Richard Eberhardt welcomed everyone to the meeting and invited PIC members to introduce themselves.

3. Presentation:

MyBlueprint, by Karen Burgess, Coordinator - Innovation in Learning

MyBlueprint is a web-based tool for students in Grades 7 to 12. All students should have a clear plan for their studies and future career. MyBlueprint helps students chart pathways, map post-secondary choices and explore careers. This online tool supports students in their learning and life plans through surveys, portfolios and goal setting. Through the online tools, students get to know who they are and what they want to be when they graduate from secondary school. Students can streamline information on occupations using filters like Sudbury only. The presentation included videos showing students using and talking about the benefits of MyBlueprint. Karen Burgess showed parents a number of screen captures of MyBlueprint. Parents can send an email to request access to their child's account. Students have 24/7 access to MyBlueprint. Students can also talk to Guidance Counsellors.

4. Approval of the Agenda

Motion: "That the agenda be approved, as presented."

Moved by: Denis Plouffe, parent, Chelmsford Valley District Composite School

Seconded by Natasha Delaney, parent, Jean Hanson Public School

Carried

Judy Noble indicated that she reached out to secondary schools regarding the sharing of prom dresses. This initiative is co-ordinated at the school level. There is no need to duplicate this effort at the board level. For this reason, this suggestion was not added to the agenda.

5. Approval of the Minutes of the PIC Meeting held on February 27, 2018

Motion: "That the minutes of the meeting held on February 27, 2018 be approved, as presented."

Moved by: Bernadette Rémillard, parent, Lansdowne Public School

Seconded by: by Natasha Delaney, parent, Jean Hanson Public School

Carried

6. For Parents By Parents Conference on Saturday, April 28, 2018

The organizing committee for the conference met prior to the PIC meeting. Richard Eberhardt shared that the conference will be held on Saturday, April 28, 2018 from 10 am to 2 pm at Lockerby Composite School. Dr. Greg Wells will deliver the keynote address on eat, sleep, move, think. Following the keynote address, participants will have the opportunity to take part in two of the following workshops – Growth Mindset: Building resiliency in children; Mental Health: Supporting wellness; Equity and Inclusion: Transgender 101; and Internet Safety: What parents need to know. He invited PIC members to share the information and encourage parents/guardians to attend. Registration will be through Eventbrite. While the event is open to the public, it is primarily for Rainbow Schools. There was a discussion about how we may engage parents in Espanola and Manitoulin. All parents are invited to attend in person. It was suggested that PIC consider the possibility of offering busing if there were sufficient interest.

7. Communications Report – Nicole Charette, Senior Advisor of Corporate Communications and Strategic Planning, delivered the communications report.

Accomplished speaker and author, Dr. Greg Wells, will be in Sudbury on Saturday, April 28, 2018 to headline a conference for parents by parents. Eat. Sleep. Move. Think. Everyone is invited to come explore The Ripple Effect and its impact on the brain.

School Year Calendar for 2018-2019 is now online.

Rainbow District School Board hosted its annual Science Fair on March 8th. A total of 41 projects were selected for the Sudbury Regional Science Fair to be held at Laurentian University on April 7th and 8th.

Grade 10 students will write the Ontario Secondary School Literacy Test (OSSLT) on Tuesday, April 10, 2018. We remind all Grade 10 students to be at school on April 10th prepared to write the test. The OSSLT is a graduation requirement administered by EQAO.

Staff and students in Rainbow Schools will wear pink on Wednesday, April 11, 2018 to mark Day of Pink, the International Day against bullying, discrimination, homophobia and transphobia in schools and communities. It's part of Rainbow District School Board's ongoing efforts to build community and promote inclusion.

Grade 7 and 8 students in Rainbow Schools will participate in the Math, Science and Technology Olympics on Thursday, April 12, 2018 at Science North in Sudbury.

Brenda and Jamie Arrowsmith, a mother/son duo who are well known musicians and music educators, have been selected as the 2018 recipients of the Joan Mantle Music Trust Community Award. The awards will be presented at the International dinner and Silent Auction in support of the Trust on Saturday, April 14, 2018 at 6 pm at the ParkSide Older Adult Centre in Sudbury. The evening will mark the 10th anniversary of the Joan Mantle Music Trust, which has raised more than \$220,000 since its inception.

Lo-Ellen Park Secondary School will host an interactive workshop about the connection between emotions and learning on Wednesday, April 25, 2018 at 7 pm. Guest speaker, Angie DeMarco of the Learning Disabilities Association of Sudbury, will discuss the association between a student's ability to self-regulate while learning in a structured educational environment.

Innovative projects are being implemented in Rainbow Schools thanks to funding provided through the Ministry of Education's Student Voice strategy. Rainbow Schools will share a total of \$16,930 in SpeakUp Project grants in the 2017-2018 school year.

8. School Announcements

Shannon Boland of Lo-Ellen Park secondary school indicated that students had a successful trip to Ecuador.

ETFO representative Sara Pidgen reminded parents about the presentation by parenting expert Barbara Colorosso on April 16, 2018 at Cambrian College at 6 pm. ETFO will host a public forum with keynote speaker Annie Kidder of People for Education. The Building Better Schools Community Forum will take place at the Lexington Hotel on Brady Street on Wednesday, May 23, 2018 from 6 pm to 8 pm.

Bernadette Rémillard of Lansdowne Public School indicated that students are involved in many activities from a basketball tournament to student led conferences to Heritage Fair, to the Big Crunch healthy eating challenge to the planning of a Grade 8 trip to Canada's Wonderland, including fundraising. Queen Elizabeth Public School is also hosting a number of events. Students are engaged in coding as part of 21st Century learning. School Council raised funds to present an award or membership at the end of the school year to reward a Grade 6 student for their great work.

Natasha Delaney of Jean Hanson Public School spoke on behalf of Autism Ontario. As the President, she thanked Lockerby Composite School for providing space for the Sudbury chapter. She also talked about the autism celebration at the Caruso Club on April 4, 2018.

Stacy Paaanen and Karry Strelezki of Lively District Secondary School talked about an upcoming presentation made possible with a Parents Reaching Out grant. The School Council from Lively District Secondary School will host information sessions aimed at empowering parents on Wednesday, April 25, 2018. This free event will take place in the school gym from 6:30 pm to 9 pm. Doors open at 6 pm. The information sessions will explore a number of topics – life/school balance, excessive screen time, lack of sleep, overscheduling, teens and drugs, informed consent, and online safety. Parents/guardians will also be introduced to the Google Classroom platform. The parents also praised the school for ongoing success in athletics and academics.

Denis Plouffe announced that Chelmsford Valley District Composite School will host its second annual benefit concert in support of autism on Saturday, June 2, 2018 from 12 pm to 6 pm in the school parking lot. He also highlighted other school events – greenhouse plant sales, a health and wellness conference, launch of sports teams and the most successful fundraising dance ever. Parents are anxious to see plans for the revitalized school.

Kristina Rivard Gobbo, Principal of Barrydowne College, said 22 students are on track to graduate. The school is open until 7 pm on Tuesdays for students who work during the day. On Friday, May 11th from 10 am to 1:30 pm, students from Barrydowne College will create original works of art at St. Andrew the Apostle Church with ministers, priests and representatives of the Northeast Ministerial Association. Completed art will be auctioned off on Saturday, May 12, 2018 at 3 pm. Proceeds will benefit the art program at Barrydowne College, and the young artists to help support their talents. A special thank you to Gerry Loughheed Jr., who has generously volunteered to be the auctioneer for the event.

9.The meeting adjourned at 9 pm.

Motion: "That the meeting be adjourned."

Moved by: Denis Plouffe, parent, Chelmsford Valley District Composite School

Next Meeting:

Tuesday, May 15, 2018

Centre for Education 408 Wembley Drive, Sudbury

Topic: Planning Meeting for the 2018-2019 school year

ELEMENTARY GRADUATION DATES 2018

TRUSTEES	SCHOOLS	GRADUATION (DATE/TIME)
Ruth Ward (Area 2)	CVDCS (Gr 8)	Wednesday, June 27, 2018 at 6:30 PM in the gymnasium
	Lansdowne	Wednesday, June 27, 2018 @ 6:00 PM at Sudbury SS
	Larchwood	Tuesday, June 26, 2018 @ 6:00 PM in the gymnasium
	Levack	Wednesday, June 20, 2018 @ 6:00 PM in the gymnasium
Bob Clement (Area 8)	AB Ellis	Wednesday, June 27 from 7:00 to 10:00 PM in the gym
	S. Geiger	Tuesday, June 26 at 6:30 PM in the gym
Doreen Dewar (Area 5)	Alexander	Wednesday, June 27 @ 6:00 PM in the gymnasium
	Algonquin	Monday, June 25, 2018 @ 6:00 pm in the gymnasium
	Lo-Ellen (Gr 8)	Wednesday, June 27 @ 7:30 PM at the Hellenic Centre
	MacLeod	Tuesday, June 26 @ 6:00 PM in the gymnasium
Grace Fox	First Nations system wide	
Judy Hunda (Area 6)	Carl A. Nesbitt	Wednesday, June 27 @ 6:30 PM in the gymnasium
Larry Killens (Area 7)	Assiginack	Tuesday, June 26 @ 5:30 PM in the gymnasium
	Central Manitoulin	Thursday, June 21 @ 6:30 PM in the gymnasium
	Little Current	Monday, June 25 @ 6:00 PM Little Current Recreation Complex (upstairs at arena)
	CC McLean	Friday, June 22 @ 6:30 PM in the gymnasium
Judy Kosmerly (Area 3)	Confederation (Gr. 8)	Thursday, June 21 @ 6:00 PM in the gymnasium
	Valley View	Tuesday, June 26, 2018 @ 6:00 PM in the gymnasium
Dena Morrison (Area 4)	Churchill	Wednesday, June 27 @ 6:00 PM in the gymnasium
	CR Judd	Wednesday, June 27 @ 7:00 PM in the gymnasium
	Markstay	Thursday, June 22 @ 6:00 PM in the gymnasium
	Monetville	Tuesday, June 26 @ 6:00 PM in the gymnasium
	Northeastern Elem	Tuesday, June 26 @ 6:30 PM in the gymnasium
Gord Santala (Area 1)	Copper Cliff	Thursday, June 27 @ 7:00 PM in the gymnasium
	Jean Hanson	Wednesday, June 20 11:30 - 1:30 PM in the gymnasium
	RH Murray	Tuesday, June 26 @ 6:00 PM in the gymnasium
	Princess Anne	Tuesday, June 26 @ 6:00 PM @ Sudbury SS
	Lively (Elem)	Wednesday, June 27 @ 6:30 PM in the gymnasium

GRADUATION DATES 2018

SECONDARY	DATE & TIME
BARRYDOWNE COLLEGE	Thursday June 21, 2018 at 6:00 PM at Cambrian College
CHELMSFORD VDCS	Thursday, June 14, 2018 at 6:30 PM in the gymnasium
CONFEDERATION	Wednesday, June 6 @ 6:00 PM in the gymnasium
ESPANOLA	Thursday, June 28 @ 7:00 PM in the gymnasium
LASALLE	Thursday, June 14 @ 6:30 PM in the gymnasium
LIVELY	Wednesday, June 6 @ 6:00 PM in the gymnasium
LOCKERBY	Monday, June 4 @ 6:30 PM at Cambrian College
LO-ELLEN PARK	Thursday, June 7 @ 7:00 PM at Fraser Auditorium
MANITOULIN	Thursday June 28, 2018 at 7:00 PM the gymnasium
SUDBURY SECONDARY ADULT DAY SCHOOL N'SWAKAMOK	Thursday, June 14 @ 7:00 PM in the auditorium Wednesday, June 13 Thursday, June 7 @ 10:30 AM

RECEIVED

MAR 2 ~ 2018



**Waterloo Region
District School Board**

51 Ardelt Avenue Kitchener ON N2C 2R5
(o) 519 570 0003 (f) 519 570 9007 www.wrdsb.ca

February 26, 2018

Hon. Indira Naidoo-Harris
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris:

I am writing to you on behalf of Trustees of the Waterloo Region District School Board to express concerns about funding for children with special education needs.

Specifically, Trustees are concerned about the increasing occurrences of student aggression in the classroom and request further funding for supports in the classroom.

As elected public school Trustees, we acknowledge the generous commitment this government has made to fund public education in Ontario. However, it is our responsibility to identify what we feel is a serious gap in support for these particular vulnerable students and families.

We would be happy to provide you with further details of our concerns at your convenience.

Sincerely,

A handwritten signature in black ink that reads 'Scott McMillan'.

Scott McMillan
Chair of the Board
Waterloo Region District School Board

c.c.: John Bryant, Director of Education, Waterloo Region District School Board
Chairpersons, Ontario Public School Boards
Ontario Public School Boards' Association



Lambton Kent District School Board

Student Achievement / Community Success

200 Wellington Street, P.O. Box 2019, Sarnia, Ontario N7T 7L2

Phone: 519-336-1500 or 1-800-754-7125

Fax: 519-336-0992

April 16, 2018

The Honourable Indira Naidoo-Harris
Minister of Education
900 Bay Street
22nd Floor Mowat Block,
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris:

The Trustees of the Lambton Kent District School Board passed the following motion at the April 10, 2018 Board Meeting.

"That the Board unreservedly support our student trustees in their desire to support student voice and advocate on the behalf of students. The LKDSB acknowledges the OSTA platform as a meaningful step towards bridging the gap between adult decision-makers and the students they serve and further that the LKDSB communicate the acknowledgement to the Minister of Education and all government funded school boards across the province."

The Trustees wish to acknowledge the efforts of the LKDSB Student Trustees Elisabeth Guthrie and Evan Rogers to promote student engagement throughout Lambton Kent.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Hudie".

Elizabeth Hudie,
Chair of the Board

Date: May 3, 2018

Re: OPSBA Strategic Priorities – 2018-2019

Background

Since 2010, OPSBA has focused its advocacy and actions on multi-year strategic priorities. The first of these priorities were developed as a result of a comprehensive priority-setting process that was initiated for the 2010-11 year. The most recent priority, Advancing Reconciliation: First Nation, Métis and Inuit Education, was added in 2016 in response to recommendations from OPSBA's regions, the Indigenous Trustees' Council and the Truth and Reconciliation Commission's Final Report.

For 2018-19, OPSBA staff are recommending that the priorities of The Whole Child and Student Well-Being and New Generation Education be combined, with a suggested title of "The Whole Child and Student Well-Being for Today and Tomorrow."

Mission Statement

The mission of the Ontario Public School Boards' Association (OPSBA) is to promote and enhance public education by: helping member boards to fulfil their mandates; developing effective partnerships with other groups interested in public education; and providing a strong and effective voice on behalf of public education in Ontario.

OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious preference. Excellence in education is achieved by:

- Promoting high standards of individual achievement;
- Providing the understanding and basic skills required for active, compassionate participation in the life of the family, the community, the province, the nation, and a global society;
- Cultivating a love of learning;
- Employing highly qualified, highly motivated teachers, strongly committed to ongoing professional development;
- Recognizing the value of diversity among learners and communities; and
- Exploring creative educational alternatives.

Locally elected school boards play a key role as part of a democratic process of checks and balances in decision-making by ensuring that schools remain responsive to both provincial program requirements and local needs and resources.

The Association's 2017-18 multi-year strategic priorities are:

The Whole Child and Student Well-Being

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth.

New Generation Education

OPSBA believes that preparing students for success in the 21st century means that our educational programs and instructional practices must incorporate the skills, attitudes, values and knowledge that are needed for today's complex global context.

Advocating for the Role of Trustees as Members of the Board and Building Leadership Capacity

OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Labour Relations

OPSBA believes that teachers and support staff deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Advancing Reconciliation: First Nation, Métis and Inuit Education Priority

OPSBA believes that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Process for determining OPSBA Strategic Priorities for 2018-2019

Although the Association's strategic priorities are multi-year in scope, it is vital to review them annually to ensure that the areas of emphasis remain current and are responsive to the environment within which our education system operates. In keeping with OPSBA's priority-setting process, these priorities were considered at regional meetings at the Public Education Symposium on Jan. 27, 2018, and at further regional meetings on April 7, 2018. Participants in the regional meetings received a progress report on the work to date with regard to current priority areas of emphasis. The progress report was also circulated to trustees in the Northern Region and to the Indigenous Trustees' Council for input. The Board of Directors received a summary of this input at its meeting on April 20 and 21, 2018.

OPSBA's strategic priority reports are living documents – the areas of emphasis for action change from year-to-year as the work OPSBA does adapts to the evolving needs of students, staff, schools and communities.

Feedback from Regional Meetings

Feedback from regional meetings strongly endorsed the Association's multi-year approach to priorities. There were a number of helpful suggestions to modify, strengthen and add to specific areas of emphasis for action, as well as to reduce duplication. Discussions at the regional meetings included ideas for action or communication connected to the priorities and these can be considered in the context of development of the Action Plan for OPSBA Priorities. This will be developed by Executive Council in the summer and recommended to the Board of Directors in September 2018, for inclusion in OPSBA's Key Work publication.

The Whole Child and Student Well-Being for Today and Tomorrow

OPSBA believes that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively to support the social, emotional, mental and physical well-being of all children and youth in our increasingly complex world.

Areas of Emphasis for Action

- Participate in processes to implement Ontario's vision for education
- Collaborate with relevant provincial ministries to ensure strong, equitable, accessible, and responsive services and supports for children and youth mental health
- Continue leadership and advocacy for social justice, equity and inclusion
- Work to support equitable and diverse learning opportunities for all students in our member school boards
- Build on progress achieved for differentiated resourcing, programming and services to support students, especially in northern school boards, rural and remote areas
- Continue to provide input and feedback to the Ministry of Education regarding the content, measurement and implementation of the Ministry's Well-Being Strategy
- Monitor and promote increased opportunities, supports and coordinated services for students with developmental disabilities and special needs with a focus on early intervention to maximize learning outcomes for students
- Monitor the implementation of the pending federal legalization of cannabis and its implications for school boards through 2020
- Continue to advocate for teacher training and professional development that meets the learning needs of students, and reflects the diverse nature of Ontario, including its Indigenous Peoples
- Advocate for technological programs and skilled trades as viable student options, and for support for individuals working in the trades to become teachers
- Advocate for a graduation diploma or equivalent that has value for students no matter what program pathway they choose, including directly into the world of work
- Continue to support environmental sustainability practices in curriculum and capital planning
- Advocate for a comprehensive government review of the current delivery of French as a Second Language

Advancing Reconciliation: First Nation, Métis and Inuit Education

OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC).

Areas of Emphasis for Action

- Advocate for a comprehensive Ontario curriculum that contains clear expectations that every Ontario student will acquire knowledge and understanding of Treaties and of the historical context that gave rise to residential schools, the impact on First Nation, Métis and Inuit children and their families, and the ongoing legacy that is the responsibility of all Canadians
- Advocate for sufficient provincial funding to cover curriculum resources, and staff training, to support the implementation of the comprehensive Ontario curriculum
- Ensure the needs and aspirations of First Nation, Métis and Inuit children and their families are a prominent focus of OPSBA's other priority areas
- Respect the TRC Call to Action regarding retention and revitalization of Indigenous languages in Ontario schools, taught by fluent Indigenous speakers
- Expand capacity of First Nation trustees and increase understanding by all trustees of First Nation, Métis and Inuit issues
- Advocate for equity at the federal level in education funding for First Nations students
- Explore the issues of representation of First Nation, Métis and Inuit students in urban environments
- Support the development of mechanisms to increase the hiring of Indigenous staff, including in leadership roles
- Advocate for supports needed to ensure the well-being of Indigenous students.

Trustees as Leaders in Public Education

OPSBA believes that local democratically elected trustees make a significant and direct contribution to the achievement of all students through their leadership in directing the policies and priorities of the local school board that shape a culture of continuous improvement.

Areas of Emphasis for Action

- Continue promotion of the role of trustees, including advocacy for clear government support for the role of trustees as a matter of public confidence in education
- Advocate for public education on the significant role and value of local, democratically elected school board trustees
- Provide supports for first-term trustees and new chairs in the 2018-2022 term of office, including mentorship and active promotion of OPSBA and OESC resources developed specifically to support trustees in their multi-faceted role
- Continue professional learning for trustees as to scope and legal implications of trustee duties and building of deeper awareness of the day-to-day trustee requirements, including accountability and governance, collaboration with municipal partners, conflict management and relationship building
- Support the development of communication materials and/or resources for trustees to use in their role to support social justice, equity and inclusion in their board and communities

- Further strengthen the role of Regional Vice-Presidents and Board of Directors members as OPSBA ambassadors to boards in their region
- Advocate for improvements in communication from the Ministry to OPSBA, including meaningful consultation and partnership in strategies that affect school boards
- Advocate for the inclusion of local school board governance in the government/civics curriculum (Grade 5 and Grade 10)
- Continued advocacy for greater school board autonomy in hiring
- Enhance representation of student voice through elected student trustees within OPSBA and at member boards

Labour Relations

OPSBA believes that teachers and education workers deeply influence a positive and productive learning environment for students and are supported in this role through the peace and stability engendered by successfully negotiated collective agreements.

Areas of Emphasis for Action

- Ensure OPSBA priorities are reflected in collective bargaining strategies and positions
- Continue leadership as a Designated Employer Bargaining Agent in the bargaining of central agreements under the School Boards Collective Bargaining Act
- Provide leadership in the discussions of central terms and conditions that respects the contributions of principals and vice-principals and their role in improving student achievement and well-being
- Ensure government initiatives (legislation/policy) are assessed from the labour relations/collective bargaining perspective
- Provide support to all OPSBA member boards in ongoing labour relations/collective bargaining services
- Facilitate information and learning exchange through the OPSBA Board of Directors, Labour Relations Symposium, Senior Negotiators Committee and the Public Council of Ontario Directors of Education
- Track board experience with contract implementation for forward planning
- Maintain relationships with key education partners
- Enhance communications support to school boards regarding labour relations
- Participate in the work of the Provincial Health and Safety Working Group, which is addressing the issue of violence in classrooms as it affects the safety, health and well-being of all employees

Education Funding

OPSBA believes that strong and equitable education funding is a foundational factor in setting the conditions that promote and sustain student achievement.

Areas of Emphasis for Action

- Advocate for an ongoing cycle of review of the funding model grant categories to ensure that they support the current local needs of all school boards
- Advocate for more flexibility in local spending
- Advocate for resolution of pressing problems in funding, such as Special Education and student transportation
- Advocate for expanded funding and services to support children and youth mental health and well-being

- Continue to advocate for full funding by the Ministry of any new initiative
- Promote collaboration among the four school board systems and enhancement of partnership among boards
- Advocate for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects, alignment between government priorities and capital funding
- Participate and advocate for OPSBA member board issues during the Ministry's 2018-19 Urban Student Accommodation Engagement
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the Community Hubs Strategic Framework and Action Plan
- Continue to emphasize the role of First Nation trustees with regard to effective implementation of Education Services Agreements
- Advocate for adequate funding to allow boards to meet AODA compliance deadlines and maintain ongoing compliance in future years

ACTION:

It is recommended the following motions be passed:

That the amendments and additions to the Priority Areas of Emphasis for 2018-2019, be affirmed by the members.