



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

**Leading Education's Advocates**

2015/2016

# Annual Report



# Statement of Mission and Beliefs

## **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.

To maintain excellence, the public school system must be accountable to the community it serves and must build effective partnerships throughout the community.

Local, 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.



# Message to Members

In the words of Socrates, "Education is the kindling of a flame, not the filling of a vessel."

This aptly describes our role as trustees and educators within public service and within a public education system that serves a diverse community with a range of needs that deserve to be met. As leaders we govern, we kindle a flame, we represent, we light fires, and we lay foundations. We may not always see the end result of our advocacy or the outcomes of our efforts to faithfully represent our communities and our students. At times, we find that our efforts to represent may meet with adversity, criticism and stone walls. But we step forward to take on these challenges and, above all, we serve.

Footprints are symbolic of leadership. Footprints leave impressions but don't last forever. They get wiped clean by the tide, changed by the environment, but every pathway has felt the impression of every person who has gone before us. We build on the decades of achievement of our predecessors. Those who led before us have left us placeholders that can guide us forward, and we leave our own footprints, carving out impressions that will, for a time, influence those who follow us.

A legacy is more permanent. A legacy is something that endures, a piece of old family history that we leave behind and is handed down from generation to generation. A great deal of public education as we know it today represents legacies built and handed down by trustees. Trustees and education leaders, through their decisions, policies and passion to create a better world for children, lay foundations and pass on legacies to benefit this and the next generation of students. Their work and advocacy will extend beyond the term of office of a trustee. As President and Executive Director of OPSBA, we have been honoured to serve with a great many trustees, past and present, who have been true legacy makers. These trustees have been strong leaders, driven by vision and compassion to spearhead initiatives that continue to have a tremendously positive impact on the life chances and aspirations of our children every single day.

As trustees and leaders in education, we are truly engaged in lifelong learning. In recent years we have learned hard lessons as we contributed to new initiatives and systems and created our legacy. We will always be open to learning new lessons. The role of trustee — a public servant who is of the community, by the community and for the community — continues to be a vital and contributing force for commitment to public education. We know that in some parts of our country, the role of trustee is under threat, and this is a serious undermining of community voice. Trustees are the pivotal representation of neighbourhoods. It is



**Michael Barrett**  
PRESIDENT  
*Ontario Public School  
Boards' Association*



**Gail Anderson**  
EXECUTIVE DIRECTOR  
*Ontario Public School  
Boards' Association*

critical to honour and sustain this role; it is one that stands up for the voiceless and brings meaning to local decision making.

This will be Michael's last message to members as President of OPSBA, and we both wish to thank all trustees across this province for their support during the last four years of office. As an organization, we have experienced growth and change, expanded our role and become stronger advocates for public education, and we have made a clear difference. We have led, we have listened, we have reveled in successes, and we have never stopped pushing for a better world for our students. We have walked together on many pathways. This has generated a unique opportunity to leave footprints and to create a legacy, for all of us.

OPSBA remains committed to supporting each and every Ontario public school board trustee in the vital role they play on behalf of students and their families. As well, we thank the many school board staff who support us in our advocacy work. Through our shared dedication, we are leading the way in creating a public school system that is seen as a model of excellence around the world.

Please read on to find out how we have continued to contribute to that reputation.

Michael Barrett  
President

Gail Anderson  
Executive Director



# 2015-2016 Highlights

OPSBA's member boards establish priorities that position the organization to engage with the key forces affecting high quality public education in Ontario today.

The priorities drive how the Association uses its expertise, time and resources. They offer a framework for decision-making and help shape action on ongoing initiatives and emerging issues that are relevant to the Association's mission.

OPSBA's priorities and key activities are directly or indirectly related to improving academic achievement for all students and promoting opportunities that offer Ontario's children and youth success in school and in life. The Association advocates not only for first-rate programs, pedagogy and resources, but for a social and educational environment that nurtures the values of universality, inclusiveness, human rights, respect and kindness. OPSBA's multi-year priorities reflect these values:

- The Whole Child and Student Well-Being
- New Generation Education
- Trustees – Building Leadership Capacity
- Labour Relations
- Education Finance

Our actions in advancing these priorities position OPSBA as the credible voice of Ontario's public school system and underscore the expertise that is respected by the provincial government when they seek advice on legislation and impact of government policy directions.

Our efforts are dedicated to investing expertise and energy in ways that we know will have positive impacts on a wide variety of student needs across the province. We ensure we have an informed voice at the tables dealing with current education initiatives such as Early Years, Special Education, Technology in Teaching and Learning, First Nation, Métis and Inuit (FNMI) Education, Student Assessment, Equity and Inclusive Education and Children and Youth Mental Health. We have a body of acknowledged expertise in Labour Relations and Education Funding which continues to ensure significant impact in these areas. Highlights of our advocacy and work in the past year include:

## **FIRST NATION, MÉTIS AND INUIT EDUCATION**

OPSBA's First Nation Trustees Council provides a strong voice in advocacy for FNMI Education. The Council has engaged in a



range of initiatives this year, with a primary focus on mandatory components in Ontario's elementary and secondary curriculum on FNMI histories that includes treaty education, the history and legacy of residential schools, and the impact of the *Indian Act*. OPSBA's advocacy paper was released at the same time as the report of the Truth and Reconciliation Commission (TRC) and echoes the Calls for Action around curriculum change in that report.

## **CHILDREN AND YOUTH MENTAL HEALTH**

The OPSBA-initiated Ontario Coalition on Children and Youth Mental Health has continued to be active in engaging with the Ministries of Education, Health and Long-Term Care, Children and Youth Services, and Training, Colleges and Universities to reinforce the vital role of interministerial collaboration in successful implementation of the government's Comprehensive Strategy on Mental Health and Addictions. Under OPSBA's leadership, the 2016 Summit on Children and Youth Mental Health was held on April 6 and 7, with more than 700 multi-sectorial participants in attendance.

## **FRENCH AS A SECOND LANGUAGE**

French as a Second Language education was identified both in OPSBA's Grants for Student Needs (GSN) submission and in discussion with Ministry staff as an area that requires a provincial focus to address issues impacting boards' ability to deliver high-quality and sustainable programming and instruction. OPSBA has submitted a Labour Market Partnership proposal to support the recruitment and hiring of qualified French language teachers.

## **SYRIAN NEWCOMERS**

OPSBA coordinated communications and messaging support for member boards in advance of the arrival of Syrian newcomers throughout the winter of 2015-16. School boards were and are often on the front lines in providing welcoming services and assistance as traumatized newcomer families seek education, employment and housing.

## **EQAO**

OPSBA has participated in province-wide EQAO consultation sessions to discuss the Office's mandate as it develops a renewed strategic plan. As the result of conversations held at Education Program Work Team meetings, a discussion paper, *EQAO and Large Scale Testing in Ontario*, has been developed for discussion

at the 2016 OPSBA AGM. OPSBA members continue to inform the EQAO Advisory Committee with regards to the modernization of EQAO testing. OPSBA provided feedback on the EQAO consultation stating that the Association is not supportive of EQAO expanding its mandate into measuring student well-being.

#### **COMMUNITY HUBS**

OPSBA continues to advocate for increased and sustained collaboration among school boards, community agencies and municipal governments, including promoting the value of schools as community hubs, as the provincial government rolls out its Community Hubs Strategic Framework and Action Plan. In May, the government announced a \$90 million investment to support child care and child and family support programs hosted in schools. The funding will also support renovations of surplus school space to make it available for use by community partners and the public. The list of public organizations able to purchase or lease surplus school property before it is placed on the open market has also been expanded. This list will now include Children's Mental Health Agencies, First Nations and Métis Organizations and other appropriate groups. More time will also be allowed for organizations to place an offer, potentially allowing greater opportunity for continued use of these properties by local communities.

#### **LEGISLATIVE SUBMISSIONS**

The provincial government's legislative agenda has engaged OPSBA in a wide range of advocacy work, including responses to Bill 181, *Municipal Elections Modernization Act*, Bill 113, *Police Record Checks Reform Act* and the Municipal Legislation and *Municipal Election Act* Reviews. As well, OPSBA has provided input and comments to numerous regulatory proposals, including consultations on Reg. 444/98 (Disposition of Surplus Real Property) and the Regulatory Registry Consultation Document Regarding the *Child Care and Early Years Act* and the *Education Act*. OPSBA also responded positively to the reinstatement of the Federal Census in December and provided a submission to the Quebec Election Systems Study Panel in July 2015.

#### **NEW PROFESSIONAL DEVELOPMENT MODULES**

Trustees who are skilled and knowledgeable in their complex governance and leadership roles make for strong and effective school boards. The 14 professional learning modules for trustees and school boards, which have been available online in recent years, were updated for the 2015-16 school year and reflect the needs articulated by Ontario trustees for greater clarity on their roles as governors of school boards. They have been inspired by the thoughtfulness and commitment that trustees bring to their governance work. Five new modules were made available for the 2015-16 school year:

- What Makes a Great Board Chair?
- First Nation, Métis and Inuit Education for school board trustees
- Code of Conduct for Trustees
- Social Media
- Internal Audit Committees

#### **COLLECTIVE BARGAINING AND LABOUR RELATIONS**

The past school year saw an unprecedented role for the association as OPSBA successfully concluded and ratified seven central collective agreements for the first time as the designated employer bargaining agent under the *School Boards Collective Bargaining Act* (SBCBA). Agreements were reached with CUPE,

ETFO Teachers, ETFO Education Workers, the Education Workers' Alliance of Ontario, the Ontario Council of Education Workers, OSSTF Teachers and OSSTF Education Workers. OPSBA also established Central Labour Relations Committees to build relationships with union leadership and approved a four-year agreement on Principals and Vice-Principals Provincial Terms and Conditions. Since January 2016, OPSBA has also been involved in a consultation process to review the SBCBA. This review is mandated by the legislation – included in the SBCBA is an obligation by the Ministry of Education to conduct a review of the Act following the completion of the inaugural round of collective bargaining.

#### **EDUCATION FUNDING**

In 2015-16, OPSBA staff submitted a brief during the Ministry's consultations regarding the development of the 2016-17 Grants for Student Needs (GSN). This same brief was later shared with the Standing Committee on Finance and Economic Affairs during the provincial 2016 Pre-Budget Consultations. While recognizing the financial constraints facing the government, OPSBA advocated for commitment to funding for First Nations, Métis, and Inuit Education, collective agreements, capital funding and special education. OPSBA renewed its recommendation for ongoing review of the funding model as a whole. Through the Ontario Education Services Corporation, OPSBA continues to be active in energy interventions at the Ontario Energy Board on behalf of member boards. Intervention on natural gas rates and electricity rates have continued to create significant savings for all school boards – \$16 million in 2015 alone.

#### **COPYRIGHT**

OPSBA has continued its active role in the Council for Ministers of Education, Canada Copyright Tariff Proceedings Sub-Committee, providing updates and advice for member boards whenever possible. This year, OPSBA provided member boards with detailed instructions and information regarding the February 2016 Copyright Board of Canada decision setting the K-12 Elementary and Secondary School Tariffs for 2010-15.

#### **DAY-TO-DAY SERVICES**

While we work to achieve concrete outcomes in our priority areas, we are also proud to offer a full range of valued day-to-day services. These include: rapid turnaround analyses of funding announcements, regular reports from the provincial legislature that focus on school board concerns, timely response on labour relations matters, continuous updates on education in the news and support for local media relations, development of policy positions on critical educational issues and highly topical professional development.

OPSBA's progress on our multi-year priorities over the past year has been steady and, as an Association, we take pride in the range of successful outcomes and the impact they have had. With a shared goal of building a better environment and greater opportunities for Ontario students, we have worked productively with our many partners in education and across the health and children's services sectors and throughout our communities. Our shared goal has been building a better environment and greater opportunities for Ontario students. In the year ahead we will continue to focus on the value of publicly funded education and on strengthening the programs and services that make a real difference in the lives of Ontario children, youth and their families.



# OPSBA's 2015-2016 Priorities

## The Whole Child & 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.

### AREA OF EMPHASIS

- Active participation in processes to implement Ontario's renewed vision for education
- Advocacy for collaboration among relevant provincial ministries in relation to children and youth mental health, in-risk students and poverty reduction
- Advocacy for a strong, accessible, responsive and equitable level of children's mental health services in Ontario
- Advocacy for sustained funding to support mental health leaders and the ASSIST program in years 4 to 10 of the Comprehensive Provincial Strategy on Mental Health and Addictions
- Monitoring the Service Transformation initiative of the Comprehensive Strategy to ensure effective expansion, integration and coordination of child and youth mental health supports and services through renewed school-community agency partnerships
- Focus on improving student achievement for First Nation, Métis and Inuit students
- Advocacy and focus on strong resources and a wide range of services for children with special needs, especially linked to early learning and monitoring of and implementation of the revised approach to High Needs Amount funding
- Monitor and advocate for increased opportunities and supports for students with developmental disabilities
- Continued advocacy for effective multi-year implementation of the Full-Day Kindergarten (FDK) program and before- and after-school programs
- Advocacy for creating positive school climates for learning and working
- Monitor issues related to technology/social media that pose risks for students
- Advocacy for increased and sustained collaboration among school boards, community agencies and municipal governments to ensure effective approaches in supporting children and youth
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the provincial government's Community Hubs Strategic Framework and Action Plan



### ACHIEVEMENTS

- Active participation on the Ministry Transformation Team to support the Ministry's renewed vision as well as the Ministry Initiative Committee to support a strategy to address the pacing, timing and number of new Ministry Initiatives.
- Dialogue and staff discussions with Irwin Elman, the Provincial Advocate for Children and Youth, to strengthen ties between OPSBA and the Advocate's Office.
- The OPSBA-initiated Ontario Coalition on Children and Youth Mental Health has continued to be active in engaging with the Ministries of Education, Health and Long-Term Care, Children and Youth Services, and Training, Colleges and Universities to reinforce the vital role of interministerial collaboration in successful implementation of the government's Comprehensive Strategy on Mental Health and Addictions.
- Under OPSBA's leadership, the 2016 Summit on Children and Youth Mental Health was held on April 6 and 7, with more than 700 in attendance.
- Adoption of resolutions from the First Nation Trustees Council (FNTC) related to acknowledgement of traditional territories and to calling on the government to take action on the recommendations of the Truth and Reconciliation Commission Report.
- Following a survey of member boards, production of a report on school board progress on addressing the goals of the Charter of Commitment on First Nation, Métis and Inuit Education.
- Active response to ongoing implementation of the Community Hubs Strategic Framework and Action Plan, including consultation on Regulation 444/98 – Disposition of Surplus Real Property.
- Hosting of a technical briefing for Early Learning Leads to discuss the next steps of the *Child Care Modernization Act* and the creation of the new *Child Care and Early Years Act*. Coordination of a written response to the *Phase 2 Regulatory Registry Posting: Child Care and Early Years Act, 2014 and Education Act*.
- Regular communications and consultation with school boards and the Ministry to address impacts from implementation of FDK and active participation on the Minister's Early Years Advisory Committee and the Early Years Advisory Group.
- Communications and messaging support for member boards in advance of the arrival of Syrian newcomers throughout winter 2015-2016.
- A focus on building trustee capacity regarding effective poverty reduction strategies was initiated with a presentation at the Public Education Symposium.
- Continued analysis and monitoring of regulatory and legislative requirements for school boards related to the *Accessibility for Ontarians with Disabilities Act*.
- Submission of a proposal to the government to produce a bilingual video on *Accessibility Success: a Students' Perspective* showcasing the success of accessibility in Ontario schools.
- Continuous monitoring of legislation that may affect member boards. (See Legislative Advocacy section for more information)

# 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.

## AREA OF EMPHASIS

- Active participation in processes to implement Ontario's renewed vision for education, including identification and promotion of the teaching of 21st century competencies
- Ongoing advocacy for a provincial vision for technology in learning and teaching
- Advocacy for a renewed focus on teacher training to better meet the emerging needs of today's schools
- Advocacy for strategies to increase the pool of fluent teachers of Native Languages and the French language
- Advocacy for technological programs and skilled trades as viable student options and for support for individuals working in the trades to become teachers
- Share effective and creative practices that will help promote the expansion and sustainability of alternative programs that provide diverse pathways for students
- Advocacy for conditions that ensure that all students get the support they need to receive a graduation diploma or equivalent for successful program completion
- Promote review of traditional school structures and calendars to explore alternatives that support improved student achievement and program viability in rural areas and explore the effect of e-learning in helping rural schools remain viable
- Continued focus on environmental sustainability practices in curriculum and capital planning
- Promote the value of equitable access for all students with a focus on issues of access for students in rural areas
- Review and refine an OPSBA Draft Discussion paper on EQAO and large-scale testing



Upper Grand DSB students test out Google Cardboard

## ACHIEVEMENTS

- Provision of input to the Ministry's Student Achievement Division Working Table on Experiential Learning.
- Continued reference of OPSBA's document, *A Vision for Learning and Teaching in a Digital Age*, at Ministry meetings and discussions on 21st century knowledge, skills/competencies, attitudes and values for students.
- Continued building of a repository of effective practice. In 2015-16, member boards have been requested to share exemplary practices in mathematics education.
- Refining of a discussion paper on large-scale testing and contributions to various consultation sessions held by EQAO.
- Meeting of the First Nation Trustees Council (FNTC) with the Minister of Education to further promote OPSBA's Advocacy Paper on mandatory components on First Nation, Métis and Inuit histories in the Ontario curriculum and on improvements with regard to Indigenous languages.
- Meeting between the FNTC and the Ontario College of Teachers focusing on teacher certification and First Nation languages.
- Identification of French as a Second Language both in OPSBA's GSN submission and in discussion with Ministry staff as an area that requires a provincial focus to address issues impacting a Board's ability to deliver high-quality and sustainable programming and instruction.
- Submission of a Labour Market Partnership proposal to support the recruitment and hiring of qualified French language teachers.
- Advocacy to the federal government to express support of the reinstatement of the mandatory long-form census and sharing of census information with member boards and the wider provincial community.

# Trustees - 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.

## AREA OF EMPHASIS

- Continued work on the multi-year plan for comprehensive trustee capacity-building and professional development
- Continued 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
- Provide supports for first-term trustees and new chairs in the 2014–2018 term of office, including mentorship and active promotion of OPSBA resources developed specifically to support trustees in their multi-faceted role
- Capacity-building in the area of community involvement including trustee role in Parent Involvement Committees
- Ongoing focus on increased visibility and scope for action to expand capacity of First Nation trustees and increased general understanding of issues affecting First Nations
- Ongoing emphasis on the role of First Nation trustee with regard to effective implementation of Education Services Agreements
- Further strengthen the role of Regional Vice-Presidents as OPSBA ambassadors to boards in their region
- Explore the issues of representation of Aboriginal students in urban environments
- Advocacy for improvements in communication from Ministry to Trustees, including meaningful consultation and partnership with trustees in strategies that affect school boards
- Pursue legal and regulatory protection of the role of trustees, e.g. with regard to broad impacts of conflict of interest litigation



Simcoe County DSB trustees vote during a board meeting in March 2016

## ACHIEVEMENTS

- Representation of OPSBA First Nation trustees at the Minister's Advisory Council on First Nation, Métis and Inuit Education.
- Holding of an open session with First Nation trustees at the Public Education Symposium focusing on the implications of the report of the Truth and Reconciliation Commission.
- Updating and development of new Professional Development modules for trustees. The new modules address the role of Board Chair, First Nation, Métis and Inuit Education, Code of Conduct, Internal Audit Committees and Social Media.
- Continued liaising with Ombudsman Office staff following the Office's oversight extending to school boards on Sept. 1, 2015. Acting Ombudsman Barbara Finlay attended OPSBA's September 2015 Board of Directors and the Public Education Symposium. OPSBA staff and member board representatives attended a Public Policy Forum in February 2016 on the expanded mandate of the Ontario Ombudsman.
- Continued work on the implementation of an OPSBA Board of Directors Code of Conduct policy, with a final document to be provided to the Board of Directors for approval in June 2016.
- Survey sent to 120 first term trustees in October 2015. Fifty-three responses were received, which were compiled and shared to provide suggestions for future professional development.
- Hosting of successful events including the Northern Region Meeting & Program, the Public Education Symposium and the Education Labour Relations and Human Resources Symposium, which hosted hundreds of trustees and school board administrators.
- Monitoring of and a signatory to CSBA's submission to the Quebec Election Systems Study Panel regarding Quebec's Bill 86.
- Monitoring of proposed legislation related to the *Land Transfer Tax Act*, the *Municipal Act*, the *Municipal Elections Act*, the *City of Toronto Act* and the *Municipal Conflict of Interest Act*. OPSBA provided a submission in fall 2015 on the latter three.
- Working with the Municipal Property Assessment Corporation (MPAC) to assist with work to strengthen voter list accuracy.



# 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.

## AREA OF EMPHASIS

- Consistent implementation of terms bargained at the central tables
- Develop a resolution team for ongoing communication with Principals and Vice-Principals
- Meet with the Technical Advisory Group (TAG) on an ongoing basis to ensure open communication with the education sector and the Crown
- Build capacity of the OPSBA Labour Relations Services
- Continue development and expansion of the provincial portal, particularly as a tool for local implementation of central terms
- Ensure government initiatives are assessed from the labour relations/collective bargaining lens and influenced when necessary on behalf of OPSBA member boards
- Work with local boards to address issues arising from central agreements and their meshing with existing local terms
- Represent OPSBA at committees arising from collective bargaining to fulfill mandates prior to the next round of collective bargaining

## ACHIEVEMENTS

- Conclusion and ratification of the seven central collective agreements:
  - CUPE
  - ETFO Teachers
  - ETFO Education Workers
  - Education Workers' Alliance of Ontario (EWAO)
  - Ontario Council of Education Workers (OCEW)
  - OSSTF Teachers
  - OSSTF Education Workers
- Established Central Labour Relations Committees to build relationships with union leadership.
- Conclusion and approval of the Principals and Vice-Principals Provincial Terms and Conditions.
- Reporting regularly to Executive Council and the Board of Directors for discussion and advice related to collective bargaining and labour relations.
- Professional learning for school board officials through the Public Education Symposium (PES), the Ontario Association Of School Business Officials (OASBO), the North American Association of Educational Negotiators (NAEN), the Canadian Education Negotiators (CEN), the OPSBA Labour Relations Symposium and Senior Negotiators meetings attended by staff from the 31 member boards.
- Communication through regular collective bargaining updates.



# Education Funding

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

## AREA OF EMPHASIS

- Advocacy for a full and complete review of the funding model to ensure that it supports the current needs of school boards
- Resolution of pressing problems in funding such as transportation, full-day kindergarten, and the impact of the School Food and Beverage policy
- Advocacy for expanded supports and services to support children and youth mental health and well-being
- Continued advocacy for full funding by the Ministry of any new initiative
- Support for the impact on boards of ongoing funding formula changes
- Promote full collaboration among the four school board systems and enhancement of partnership among boards
- Advocacy for action to address the Federal-provincial discrepancy in equitable funding for First Nation students
- Advocacy for infrastructure funding including flexibility in funding approaches, transparency in the approval process for capital projects and alignment between government priorities and capital funding
- Ensure strong school board participation in and contribution to the next steps in implementing the recommendations of the provincial government's Community Hubs Strategic Framework and Action Plan
- Advocate for the importance of Community Schools to community sustainability
- Advocate for copyright provisions that are beneficial to school boards, including legal frameworks for students and teachers regarding the use of freely available Internet materials for educational purposes without fear of infringing copyright

## ACHIEVEMENTS

- Provision of regular input to the Ministry in advance of development of the 2016-2017 Grants for Student Needs (GSN), culminating in a detailed written submission in January 2016. The submission was also provided to the Standing Committee on Finance and Economic Affairs as part of the 2016 pre-budget consultations. First Nation Trustees Council participation in consultations on the 2016-2017 GSN.
- Continuation of active involvement in the implementation of the central labour agreements, including the Employee Life and Health Trusts.
- Continuation of ongoing dialogue with Ministry staff on the impact for boards of funding formula changes such as special education and school board administration and governance, as well as the issue of transparency in the administration of capital programs.
- Monitoring, for policy implications, the committee implementing recommendations from the Student Transportation Competitive Procurement Review. Updates on this are being provided to OPSBA members.
- Continued implementation of and support to member boards with regards to the revised Pupil Accommodation Review Guideline.
- Provision of regular B & SB Memo updates to Senior Business Officials. A regularly updated summary of the memos is available on the OPSBA website.
- Continued involvement in energy interventions at the Ontario Energy Board on behalf of member boards through the Ontario Education Services Corporation and its School Energy Coalition.
- Continued active role in the Council for Ministers of Education, Canada Copyright Tariff Proceedings Sub-Committee and provision of updates and advice for member boards when required.



# Education Funding

OPSBA was proactive in 2015-16 in addressing the education funding issues identified by member boards during successive dialogues with the Minister of Education and Ministry staff.

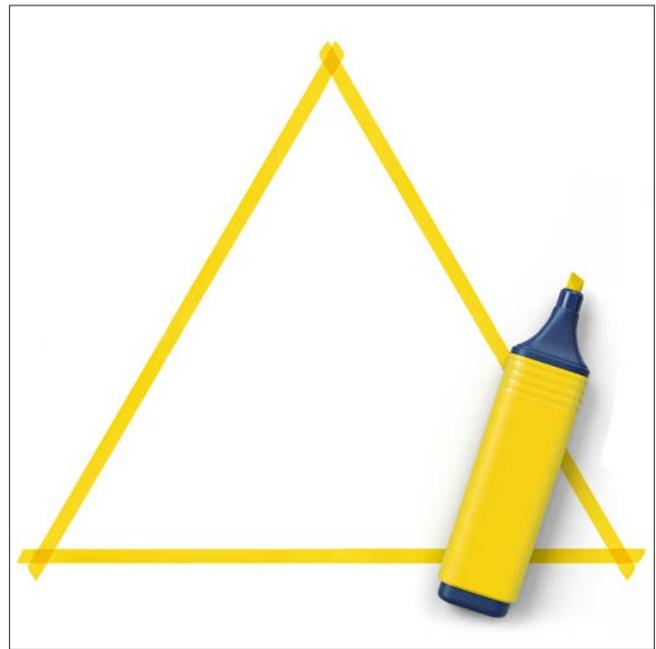
## FINANCE ISSUES

In 2015-16, OPSBA submitted a brief during the Ministry's consultations regarding the development of the 2016-17 Grants for Student Needs (GSN). This same brief was later shared with the Standing Committee on Finance and Economic Affairs during the provincial 2016 Pre-Budget Consultations. While recognizing the financial constraints facing the government, OPSBA advocated for commitment to funding for First Nations, Métis, and Inuit Education, collective agreements, capital funding and special education. OPSBA renewed its recommendation for ongoing review of the funding model as a whole.

## FINANCE DATA BASE & WEBSITE (EDFINET)

A continuing focus in OPSBA's work is increasing public awareness on education finance issues. OPSBA's Education Finance Network – EdFinet – is a valuable resource in supporting the Association's strategies in this area. EdFinet ensures that we have accurate, factual and current information that positions us to speak with authority on emerging funding issues. Our finance consultants respond to user needs through ongoing database enhancements and provide timely analysis of government financial announcements. Access to these resources are available to OPSBA member boards on a request basis.

EdFinet provides school board financial information from 1993 to present. Updates are added as they become available from the Ministry of Education. OPSBA staff continue to negotiate with the Ministry to allow access to its new financial database, which when established would enable individual school boards to review provincial financial data on all school boards and to benchmark and compare their data for all aspects of their operation.



## ENERGY INITIATIVES

Through the Ontario Education Services Corporation, OPSBA continues to be involved in energy interventions at the Ontario Energy Board (OEB) on behalf of member boards. The cost of intervention is largely borne through cost awards by the OEB; approximately 10% of this is supplemented by contributions from all school boards in the province. Intervention is led by Jay Shepherd Professional Corporation. Our collaboration involves all four school board associations, the Council of Ontario Directors of Education, the Council of Senior Business Officials and the Ontario Association of School Business Officials.

Our continued involvement in energy intervention will seek to:

- protect the interests of school boards with respect to energy costs
- work with other intervenors where we have common interests
- address specific issues such as energy conservation, and make these accessible to Boards as needed

Interventions on natural gas rates and electricity rates have created significant savings for all school boards, including \$16 million in 2015 alone.

# Total 2016-2017 GSN was \$22.9 Billion.

## Here are some highlights.

### The GSN included funding to reflect the central labour agreements, including:

- Increase in salaries for teaching and non-teaching staff of **1.25 percent** for the entire 2016-17 school year
- One-time contributions to cover provincial benefits plans start-up costs and establishment of a Claims Fluctuation Reserve for each trust funded by the province
- One-time funding will be provided through the 2015-16 GSN for the early payout of retirement gratuities

**An investment of \$1.2M** in the Per-Pupil Amount Allocation of the First Nation, Métis, and Inuit Education Supplement in 2016-17 to ensure that all boards receive a base amount of funding. This will give all boards the resources to establish a position at a supervisory officer level dedicated to supporting implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework.

**Funding of \$6M** to support Board Action Plans on First Nation, Métis and Inuit Education

### With respect to capital funding,

- the Ministry intends to make amendments to Regulation 444/98 *Disposition of Surplus Real Property* as follows:
  - double the current surplus property circulation period from 90 days to 180 days
  - expand the list of public entities to receive notification of surplus property disposition
  - have all board-to-board sales be at fair market value
  - introduce a maximum rate a school board can charge for leasing a school to another board
  - clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities
- **\$500M will be allocated to school boards** to address the significant backlog in school renewal needs.

**The Student Transportation Grant will be increased by 2 percent.**

**A 2 percent update** to assist boards in managing the increases in commodity prices (natural gas, facility insurance, and other costs)

**Funding will increase by 3.5 percent for electricity costs.**

- The Ministry is also introducing several new accountability measures, including taking action to ensure compliance with the Full-day Kindergarten (FDK) and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12)

**As a reminder**, the following funding model **reforms that began in prior years will continue to be implemented:**

- 2016-17 is the second year of a three-year phase-in of School Board Efficiencies and Modernization (SBEM) measures, introduced in 2015-16
- In 2014-15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four-year implementation of a new funding model for what will now be called the Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount)
- In 2014-15, the Ministry began phasing in a new allocation method for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). 2016-17 is the third year of the four-year phase-in.

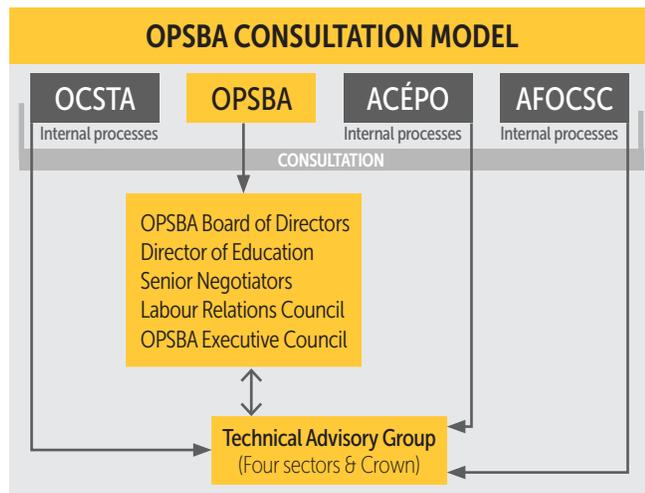


# Labour Relations

Since January 2016, OPSBA has been involved in a consultation process to review the *School Boards Collective Bargaining Act* (SBCBA).

This review is mandated by the legislation – included in the SBCBA is an obligation by the Ministry of Education to conduct a review of the Act following the completion of the inaugural round of collective bargaining.

In completing this consultation, OPSBA Labour Relations has employed the OPSBA consultation model:



## CONSULTATION STEPS:

- Preliminary consultation with Senior HR Officials on January 27, 2016
- Preliminary consultation conducted at the Public Education Symposium (PES) on January 28, 2016
- Shared PES results with the OPSBA Board of Directors on February 19, 2016
- Crown distributed Consultation Process on March 1, 2016
- Completed consultation with the Public Council of Directors of Education (PCODE) and Senior HR Officials on March 30, 31, April 1, 2016
- Concluded Trustee consultation by April 1, 2016
- Labour Relations Symposium April 1, 2016
- Next steps for OPSBA Directors, Senior HR Officials and PCODE will be tied to the Crown report of the SBCBA



## THE OPSBA CONSULTATION RECOMMENDS THE FOLLOWING PROPOSED CHANGES:

Proposed legislative changes to the SBCBA for improvement:

- Sequenced bargaining with completion of central bargaining prior to local bargaining
- Fewer bargaining tables
  - Ensure central bargaining is mandatory for all unions
  - Education Worker Tables:
    - Higher minimum membership to establish a table
    - Existing number of tables should be reduced through combining
- Job action: clarity on timing and type of job action
  - Funding to support student safety must be guaranteed in strike situations
  - Central strikes should not impact only individual boards
  - Boards/Trustee Associations should not be required to seek Crown permission to respond to job action
- Consider the advantages of bargaining longer collective agreements
- Clarity on role and partnership with the Crown
- Bargaining should focus on salary, benefits and working conditions

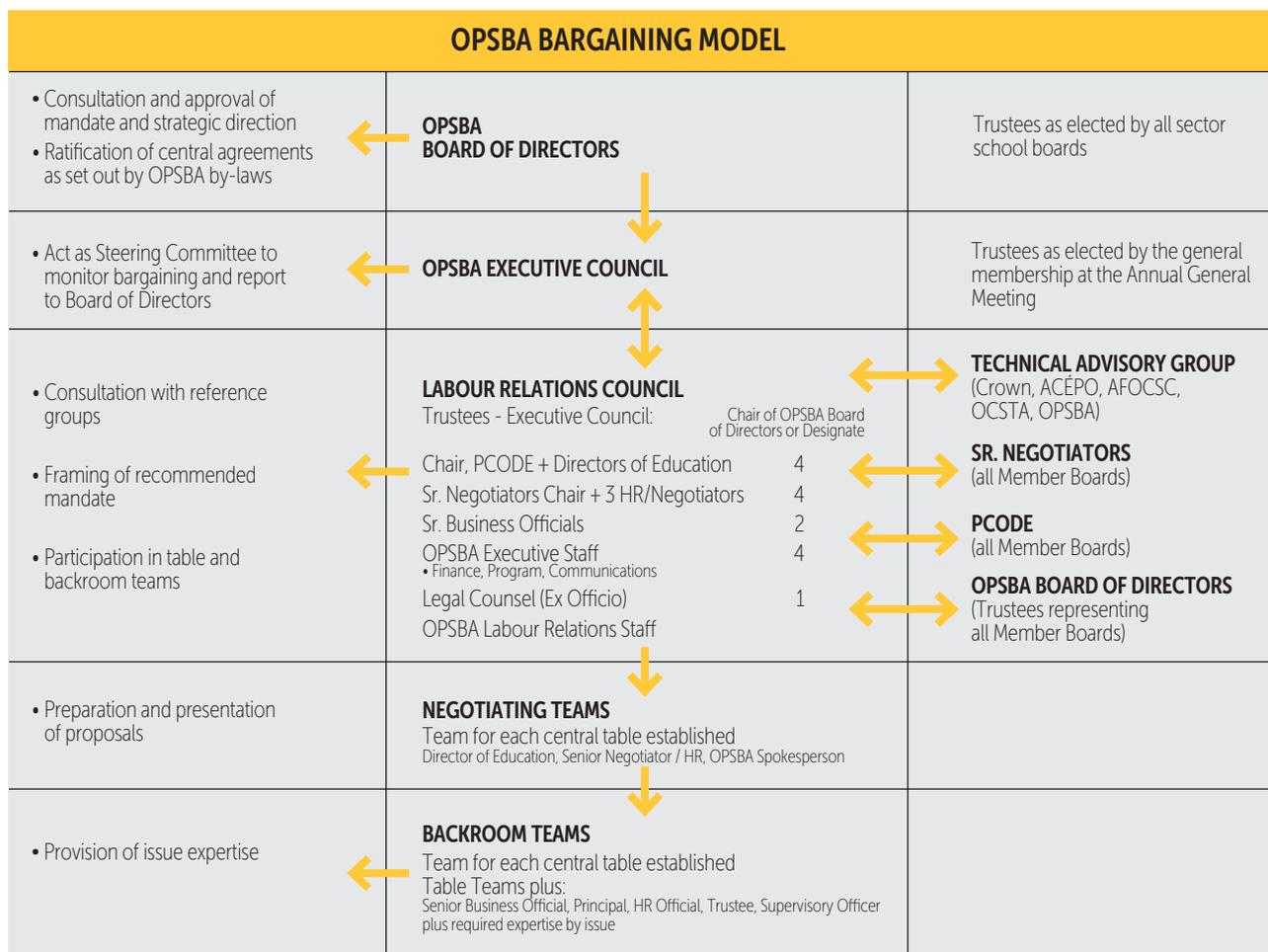
Proposed OPSBA operational changes for improvement:

- Targeted communication to key stakeholder groups, such as: OPSBA Directors, Directors of Education and Senior HR Officials
  - Clarity on confidentiality and what can be shared with Senior Staff and/or the Board
  - Model for OPSBA Directors to conduct local school board consultation
  - Professional development for OPSBA Directors, particularly the newly elected
  - Two part ratification meetings to allow for reflection
  - Ensure OPSBA has a fully funded capacity to expand the labour relations team through secondments
- The recommendations are in the hands of the government team for consideration in the review.

## IMPLEMENTATION OF CENTRAL BARGAINING

### BARGAINING MODEL

The OPSBA Board of Directors established the collective bargaining process and consultation model seen below, which was designed to create mandates and local mechanisms to ensure shared goals and values.



### PUBLIC SCHOOL BOARD BARGAINING UNITS

OPSBA is the designated bargaining agent for English Public School Boards. Represented bargaining units from the 2014-2017 Collective Agreements were ratified for these units:

SUMMARY		
Central Table	Total Bargaining Units*	Central Ratification Date
CUPE	48	December 04, 2015
ETFO Teachers	34 Permanent and 32 Occasional	November 13, 2015
ETFO Education Workers	12	December 16, 2015
EWAO	5	December 17, 2015
OCEW	13	January 21, 2016
OSSTF Teachers	32 Permanent and 29 Occasional	September 18, 2015
OSSTF Education Workers	53	December 16, 2015

\* Includes the School Authorities, excepting the treatment centres

## COMMITTEES AND WORKGROUPS ARISING FROM COLLECTIVE BARGAINING

Coming out of the central terms and conditions for the English Public School Boards, the following committees were established among the Crown, the unions and the employer bargaining agent. OPSBA either stands alone, or OPSBA is the designated bargaining agent as a member of a Council of Trustee Associations (CTA). It is imperative to note that in all cases

OPSBA is represented on these teams by local School Boards to ensure inclusion. The Ministry Initiatives and Transformation Team committees that arose out of collective bargaining are addressed in the Program and Student Achievement section of this Annual Report.

COMMITTEES:	MANDATE:
<p><b>Provincial Health and Safety Work Group</b></p> <ul style="list-style-type: none"> <li>• CTA</li> <li>• Crown</li> <li>• OSSTF</li> <li>• ETFO</li> <li>• CUPE</li> <li>• Education Workers' Alliance of Ontario (EWAO)</li> <li>• Ontario Council of Educational Workers (OCEW)</li> </ul>	<ul style="list-style-type: none"> <li>• To address and implement key recommendations contained in the <i>ETFO MOU Provincial Health and Safety Task Force Report and Recommendations</i></li> <li>• Areas of discussion may include               <ul style="list-style-type: none"> <li>– Violence in the workplace</li> <li>– Occupational health and safety training</li> <li>– Caring and Safe Schools</li> <li>– Health and safety considerations in high risk areas of the school</li> </ul> </li> <li>• Best practices will be shared with boards</li> </ul>
<p><b>Full Day Kindergarten Staffing Committee</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• ETFO</li> </ul>	<ul style="list-style-type: none"> <li>• Will review staffing, including class size</li> <li>• Recommendations will be made to the Minister of Education</li> </ul>
<p><b>Class Size Committee (Grades 4-8)</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• ETFO</li> </ul>	<ul style="list-style-type: none"> <li>• Will identify potential areas of improvement</li> <li>• Will make recommendations to the Minister of Education</li> </ul>
<p><b>One Central Dispute Resolution Committee for each central table</b> (<i>OPSBA and the Crown attend all tables</i>)</p> <ul style="list-style-type: none"> <li>• OSSTF Teachers</li> <li>• OSSTF Education Workers</li> <li>• ETFO Teachers</li> <li>• ETFO Education Workers</li> <li>• CUPE</li> <li>• EWAO</li> <li>• OCEW</li> </ul>	<ul style="list-style-type: none"> <li>• Central Parties may file disputes as a Grievance</li> <li>• Engage in settlement discussions</li> <li>• It is the responsibility of each Party to inform their respective local parties of each step in the dispute resolution process, and to direct them accordingly.</li> </ul>
<p><b>One Central Labour Relations Committee for each central table</b> (<i>OPSBA and the Crown attend all tables</i>)</p> <ul style="list-style-type: none"> <li>• OSSTF Teachers</li> <li>• OSSTF Education Workers</li> <li>• ETFO Teachers</li> <li>• ETFO Education Workers</li> <li>• CUPE</li> <li>• EWAO</li> <li>• OCEW</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the Committee is to facilitate communication between rounds of bargaining on issues of joint interest.</li> </ul>
<p><b>ETFO Hiring Practices (Regulation 274)</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• ETFO</li> </ul>	<ul style="list-style-type: none"> <li>• The parties will meet with a jointly selected facilitator to discuss Regulation 274 Hiring Practices</li> </ul>
<p><b>OSSTF Hiring Practices (Regulation 274)</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• OSSTF</li> </ul>	<ul style="list-style-type: none"> <li>• The parties will meet with a jointly selected facilitator to discuss Regulation 274 Hiring Practices</li> </ul>
<p><b>Benefits Trust Transition Committees attended by OPSBA and the Crown exist for each Trust</b></p> <ul style="list-style-type: none"> <li>• OSSTF Teachers and Education Workers</li> <li>• ETFO Teachers and Education Workers</li> <li>• CUPE</li> <li>• EWAO (with AEFO)</li> <li>• OCEW (pending)</li> </ul>	<ul style="list-style-type: none"> <li>• Will be established to address all matters that may arise from the creation of the Benefits Trusts.</li> </ul>

COMMITTEES: CONTINUED	MANDATE: CONTINUED
<b>Special Education Committee</b> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• ETFO</li> </ul>	<ul style="list-style-type: none"> <li>• Will discuss current issues as identified by the parties related to supporting students with special education needs</li> <li>• Recommendations will be made to the Minister of Education</li> </ul>
<b>Education Workers Diverse and Inclusive Workforce Committee</b> <ul style="list-style-type: none"> <li>• CTA</li> <li>• Crown</li> <li>• CUPE</li> </ul>	<ul style="list-style-type: none"> <li>• The committee will explore and identify best practices that support diversity, equity, inclusion and to foster diverse and inclusive workforces reflective of Ontario's diverse communities</li> <li>• Will produce a summary document that will identify and promote best practices. It will be endorsed by both parties and translated into French.</li> </ul>
<b>Long Term Disability (LTD) Plan Working Group</b> <ul style="list-style-type: none"> <li>• CTA</li> <li>• Crown</li> <li>• CUPE</li> <li>• EWAO</li> <li>• OCEW</li> </ul> <i>(ETFO EW and OSSTF EW each have separate committees)</i>	<ul style="list-style-type: none"> <li>• The purpose is to review the issue of affordability of LTD plans for both boards and employees who pay LTD premiums</li> </ul>
<b>Early Child Educator Working Group</b> <ul style="list-style-type: none"> <li>• CTA</li> <li>• Crown</li> <li>• CUPE</li> <li>• EWAO</li> <li>• OSSTF EW</li> <li>• OCEW</li> </ul> <i>(ETFO EW and OSSTF EW each have separate committees)</i>	<ul style="list-style-type: none"> <li>• Consider and make recommendations concerning Early Childhood Educators, including (but not limited to): <ul style="list-style-type: none"> <li>– Hours of work</li> <li>– Prep time</li> <li>– FDK class size</li> <li>– Students with special needs</li> <li>– Staffing levels</li> <li>– Professional collaboration and development</li> <li>– The feasibility of establishing Itinerant Lead Positions with the BU</li> </ul> </li> </ul>
<b>Two Regulated Support Staff Compensation Committees attended by OPSBA and the Crown:</b> <ul style="list-style-type: none"> <li>• EWAO</li> <li>• OSSTF EW</li> </ul>	<ul style="list-style-type: none"> <li>• Sub-committee of the Central Labour Relations Committee (CLRC)</li> <li>• Will meet to conduct a study on compensation of certain support staff employed by Ontario's publicly funded School Boards.</li> </ul>

#### DISPUTE RESOLUTION MECHANISM

All Collective Agreements established a process by which disputes over the meaning of Collective Agreement language is addressed in an orderly fashion and removed from the workplace through either informal or formal resolution. These Central Dispute Resolution Committees and the supporting grievance processes are beginning to be established.

#### PROVINCIAL LABOUR RELATIONS

To support the ongoing role as the designated employer bargaining agent and to systematize both the implementation of the current collective agreement and prepare for the next round of bargaining, OPSBA maintains participation in:

#### TECHNICAL ADVISORY GROUP (TAG)

This workgroup is composed of Labour Relations Teams from the Crown, ACEPO, AFOCSC, OCSTA and OPSBA. The purpose is to ensure communication and understanding of implementation issues across provincial educational sectors.

#### LABOUR RELATIONS COUNCIL (LRC)

The Labour Relations Council (LRC) is a cross section of OPSBA Executive Council, Directors of Education, HR Officials and Senior Business Officials. The LRC meets regularly to give advice and guidance to the bargaining process.

#### SENIOR NEGOTIATORS

The labour negotiators from the 31 OPSBA member boards meet four times annually to share issues, ideas and solutions from their respective education settings.

#### LABOUR REFERENCE GROUPS

Expert groups have been utilized from across the teaching and bargaining portfolios to offer advice to labour relations. These teams meet on an ad hoc basis.

#### EXECUTIVE COUNCIL

The Executive Council of the OPSBA Board of Directors serves as the steering committee to consider and vet labour relations strategies.

#### NATIONAL AND INTERNATIONAL LABOUR RELATIONS

##### CANADIAN EDUCATION NEGOTIATORS (CEN)

The Canadian Education Negotiators (CEN) is a team with representation from the Provinces and Territories who are bargaining on behalf of the employer in education settings. Membership comes from the School Board Associations and/or Governments as applicable.

OPSBA participates in these meetings to understand issues facing Provincial jurisdictions including collective bargaining issues, changes in legislative frameworks. These meetings take place twice annually and have provided valuable insights into other centralized bargaining models, particularly those that include the Crown.

##### NORTH AMERICAN ASSOCIATION OF EDUCATIONAL NEGOTIATORS (NAEN)

The North American Association of Educational Negotiators (NAEN) is an annual conference that brings together educational negotiators and human resources professionals from across Canada and the United States to share challenges and solutions from the sector. The recent focus of this group is around issues of declining enrolment and the resulting reduction in funding in the context of collective bargaining.

OPSBA has provided workshops on the Ontario system for the annual conference, this year on the SBCBA.



# Legislative Advocacy

OPSBA is proud of its expertise and track record in the area of effective legislative advocacy.

The Association is a respected voice in the province on important issues that affect the education agenda and has been engaged this year in creating and influencing positive change.

OPSBA remains effective by providing concise analyses of the emerging issues and trends in our sector. We have the confidence that we are representing the thoughtful consensus of our member boards and choose strategic opportunities for presenting our positions in ways that engage audiences, and, where appropriate, draw media attention.

OPSBA monitors all legislation and regulations that could affect our students and member boards. With the support of our work teams, Executive Council and Board of Directors, staff provide submissions and feedback to many government consultations. OPSBA also sends regular Legislative Updates to all members.

OPSBA's political leadership and staff continue to be active participants in many consultations that cover a broad range of topics and involve the Ministry of Education and other Ministries. OPSBA senior staff are also contributing members on a number of government/ministry advisory groups including:

- Minister's Early Years Advisory Committee
- Minister's Education Partnership Table
- Minister's Advisory Council on First Nations, Métis and Inuit Education and associated Working Team
- Truth and Reconciliation Commission Curriculum Steering Committee
- GSN Funding Formula Consultation on Special Education
- Early Years Advisory Group
- French as a Second Language (FSL) Working Group
- Healthy Schools Working Table
- Provincial Steering Committee for Urban Aboriginal Education Project
- EQAO Assessment Advisory Committee



- Student Achievement Division Working Table
- Minister's Advisory Council on Special Education (MACSE)
- Kindergarten Program Document and Addendum to Growing Success Implementation Working Group
- Trillium List Advisory Committee
- Ministry Transformation Table
- Ministry Initiatives Committee

OPSBA also participates in a number of other external organizations through senior staff and trustee membership including:

- Canadian School Boards Association (CSBA)
- Chiefs of Ontario Education Coordination Unit
- Lieutenant Governor's Aboriginal Forum and Idea Exchange
- Ontario Coalition of Children and Youth Mental Health
- Ophea
- Learnography (formerly Curriculum Services Canada)
- Public Services Health & Safety Association
- Accessibility Standards Advisory Council
- OMERS

We continue to strategically collaborate with many other education partners to strengthen the impact of our influence on key education issues. We are pleased to acknowledge our fellow trustee associations, the Council of Directors of Education, the Ontario Principals' Council, the Council of School Business Officials, the Ontario Association of School Business Officials, the Ontario Student Trustees' Association, Teachers' Federations, the Ontario College of Teachers, the Education Quality and Accountability Office, People for Education, other parent organizations and other supportive groups. OPSBA is proud of its role in the expansion of the Ontario Coalition for Children and Youth Mental Health and the growing profile of the Coalition

as a source of professional expertise in matters affecting student well-being.

The past year has demonstrated that our strong capacity for effective legislative advocacy positions us to work successfully for students and for public education.

### MUNICIPAL

In April 2016, the Ontario government introduced Bill 181, *Municipal Elections Modernization Act*. This legislation follows a consultation last summer that occurs after each municipal and school board election. The proposed legislation includes changes to allow municipalities (not school boards) to choose a ranked balloting system, creates a shorter campaign period, increases transparency and accounting in advertising and campaign finance, and includes the promotion of accessible voting plans in advance to the electorate. The bill will require school boards to develop policies regarding school board resources during campaigns and recounts. Municipal and School Board elections occur every four years and we believe that by holding the elections on the same day, voter participation and candidate knowledge is increased.

OPSBA continues to enjoy successful partnerships with the Association of Municipalities of Ontario, the Association of Municipal Managers, Clerks and Treasurers on Ontario and Municipal Property Assessment Corporation. Staff regularly connect and share information. OPSBA will be coordinating materials and resources for the 2018 Municipal and School Board Elections.



Acting Ombudsman Barbara Finlay speaks at the 2016 Public Education Symposium

### PROVINCIAL

The Legislative Assembly of Ontario will rise for summer recess after June 9, 2016, and resume on September 12, 2016. As of May 2016, 107 seats are represented by: Ontario Liberal Party – 58, Progressive Conservative Party of Ontario – 28 and the New Democratic Party of Ontario – 20. There is one vacant seat.

MPP Lisa Gretzky (Windsor West) remains the NDP's education critic and MPP and party Leader Patrick Brown is the PC critic. OPSBA President Michael Barrett has met with both critics

and staff regularly communicate with staff in both offices. In addition, OPSBA staff also maintain professional relationships with the political staff in the Minister of Education's office. Other ministries are also very integral to OPSBA's work including: Children and Youth Services, Municipal Affairs and Housing, Health and Long Term Care, Labour, Finance, Aboriginal Affairs, and Tourism, Culture and Sport.

OPSBA followed and continues to monitor the governmental stages for several pieces of provincial legislation. These include:

- Bill 8, *Public Sector and MPP Accountability and Transparency Act*
- Bill 10, *Child Care Modernization Act*
- Bill 113, *Police Record Checks Reform Act*
- Bill 115, *Electoral Boundaries Act*
- Bill 127, *Pathways to Post-secondary Excellence Act (Post-secondary Educational Report)*
- Bill 132, *Sexual Violence and Harassment Action Plan Act*
- Bill 139, *Smoke-Free Schools Act*
- Bill 149, *Rowan's Law Advisory Committee Act*
- Bill 173, *Jobs for Today and Tomorrow Act (Budget Measures)*
- Bill 181, *Municipal Elections Modernization Act*
- Bill 195, *Child Care and Early Years Amendment Act (Waiting Lists)*
- Bill 197, *Allergy Friendly Schoolyard Act*
- Municipal Legislation Review (*the Municipal Act, the City of Toronto Act and the Municipal Conflict of Interest Act*)
- *Construction Lien Act Review*
- Bill 200, *Protecting Students Act, 2016*

### FEDERAL

OPSBA monitors federal legislation that affects students and our member boards. This past year, OPSBA sent a submission to Prime Minister Justin Trudeau and Navdeep Bains, Minister of Innovation, Science and Economic Development, in support of the federal government's decision to reinstate the mandatory long form census. OPSBA also actively promoted Census 2016 information via our communication vehicles.

Of current interest are issues of school board governance and the role of trustees in the province of Quebec. OPSBA was a signatory to a CSBA letter supporting the Quebec English School Boards Association and we will continue to monitor this legislation. OPSBA was also a signatory to a CSBA letter to the Prime Minister supporting Bill C-241, An Act to Amend the Excise Tax Act (School Authorities).

In areas such as copyright or FNMI education, CSBA gives its members a national voice and opportunities for influence beyond the provincial level. OPSBA's executive continue to be involved with the national organization C21 Canada: Canadians for 21st Century Learning and Innovation.



# Program and Student Achievement

OPSBA priorities frame the Association's role in provincial dialogues promoting student success and well-being.

## STUDENT ACHIEVEMENT DIVISION WORKING TABLE

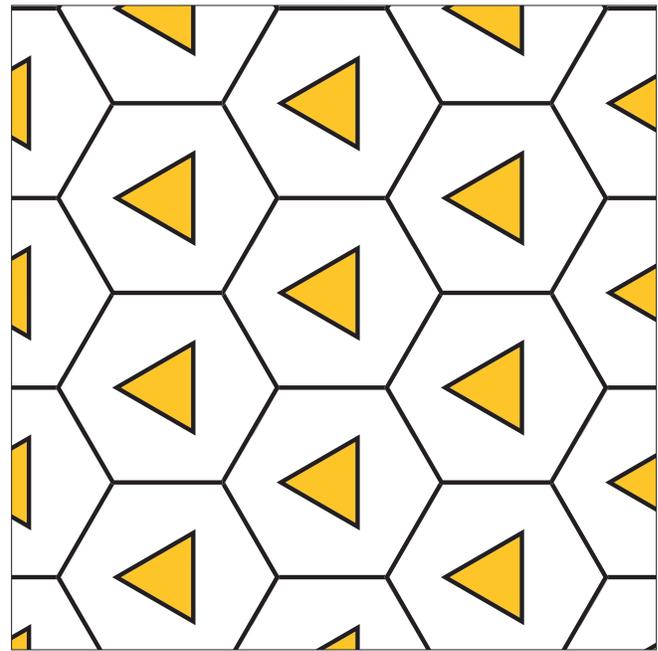
OPSBA has been an active member of the Student Achievement Division Working Table. With the release of *A Renewed Vision, Achieving Excellence in Ontario Education* the focus is on creating action plans. OPSBA made a significant contribution to the vision document with particular focus on student well-being and on innovation, creativity and entrepreneurial skills. The Working Table did not meet in 2015-16. Instead, a Transformation Table (see below) was created and the Ministry Initiatives committee provided a venue for collaboration with education partners to provide input to influence province-wide strategies and action plans. OPSBA will continue to contribute to the development of effective strategies to meet the goals articulated in the renewed vision document.

## TRANSFORMATION TABLE

OPSBA is now represented at the Transformation Table, one of a number of tables that have been developed to support the government's renewed education vision. This table is dedicated to building collaborative professionalism among education partners to facilitate effective and sustainable implementation of Ministry initiatives. Recommendations from the Table will be made to the Ministry of Education in the development of a Policy/Program Memoranda (PPM) to guide collaborative professionalism and collective responsibility to support improved student achievement and well-being. The finalized PPM is expected to begin to guide practice starting in September 2016. The future of this committee has yet to be determined.

## MINISTRY INITIATIVES COMMITTEE

This committee was developed during the recent round of collective bargaining to discuss the timing, pace and volume of Ministry Initiatives. The need for the alignment of associated training and professional learning required to build capacity of teachers, administrators and support staff for effective and sustainable implementation of Ministry Initiatives is also being discussed. OPSBA participates in these meetings with other education partners and every effort is being made to connect the work of the Transformation Table with the Ministry Initiatives Table. Once the terms of reference and inventory of current initiatives are completed, this committee will continue to meet quarterly to provide ongoing input and feedback on the development, implementation, review and evaluation of new Ministry Initiatives.



## THE EQAO ADVISORY COMMITTEE

OPSBA actively contributes to the work of this Committee. EQAO has now completed province-wide consultations both on its mandate and on its plan to modernize administration of student assessments including offering online testing. OPSBA's Education Program Work Team developed positions to support participation in these consultations. There have been pilots of the online assessments with more to follow in the 2016-2017 school year. EQAO results continue to be strong in literacy, but there also continues to be a trend toward declining achievement in mathematics resulting in the Ministry of Education's province-wide mathematics strategy.

## FRENCH AS A SECOND LANGUAGE (FSL) WORKING GROUP

OPSBA has continued to be an active participant in the FSL working group. Many FSL resources and supports for teachers and administrators have been developed and released provincially via Learnography (formerly known as Curriculum Services Canada). The working group contributed to a document supporting the inclusion of special education students in FSL programs, *Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools*, which has been released in school boards. Currently the working group is consulting on a draft document, *Moving Beyond the Welcome Mat ... Embracing Inclusionary Practices for English Language Learners in FSL Programs*. There have also been initial conversations regarding planning for the growth of FSL.



# OPSBA Work Teams

Members of OPSBA's Work Teams play a meaningful role in advancing the Association's identified priorities through the initiatives they accomplish.

Teams focus on OPSBA's identified priorities and take on tasks that are aimed at action on the Association's priorities.

## POLICY DEVELOPMENT WORK TEAM

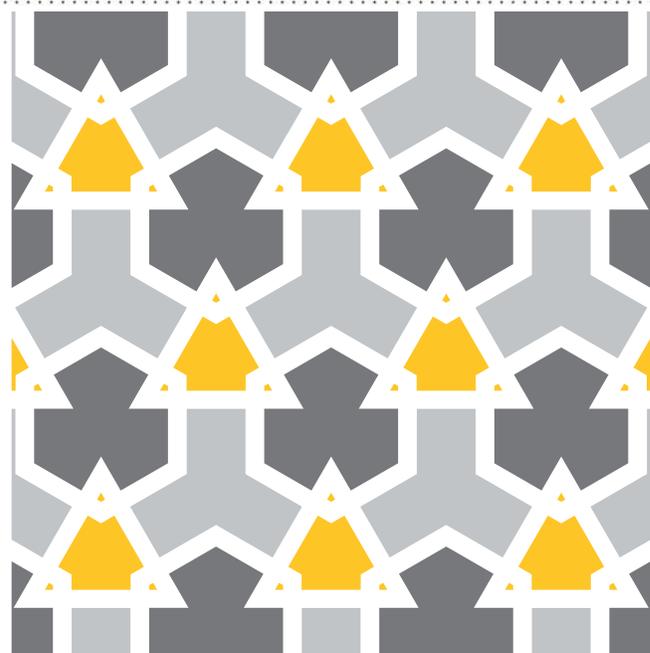
The members of the Policy Development Work Team (PDWT) concentrated their efforts for the year on legislative and education initiatives that aligned with the OPSBA priorities for The Whole Child and Student Well-Being, Building Leadership Capacity for Trustees and Education Finance. Guest speakers included:

- Shannon Fuller, Early Years Policy and Program Branch, Ministry of Education
- Rupert Gordon, Poverty Reduction Strategy Office
- Anita Khanna, Ontario Campaign 2000
- Michael Cooke, Keep the Promise
- Sharon Weller and Dan Shultz, Safe Schools Unit, Ministry of Education
- Sarah Hoffman, Municipal Elections Act, Ministry of Municipal Affairs and Housing
- Steve Soroko, Healthy Schools Unit, Ministry of Education
- Dr. Radhika Chawla and Melissa Secord, Ontario Association of Optometrists

## Highlights of the work covered this past year include:

- Ombudsman Oversight
- 2016-17 Grants for Student Needs
- OPSBA Board of Directors Code of Conduct Policy
- First Year Trustee Survey Results
- Strategy for A Safer Ontario consultation
- Regulatory Consultation re: *Child Care and Early Years Act and Education Act*

On an as needed basis, the PDWT and staff connect with OPSBA's Health and Safety Liaison regarding Occupational Health and Safety issues including inquest recommendations and school inspections.



## OPSBA SUBMISSIONS:

Throughout the year, the PDWT provided input on the following matters:

- OPSBA Submission on Bill 181, *Municipal Elections Modernization Act* – May 12, 2016
- OPSBA Response to the Regulatory Registry Consultation Document Regarding the *Child Care and Early Years Act* and the *Education Act* - April 1, 2016
- OPSBA Letter Regarding the Reinstatement of the Federal Census - December 10, 2015
- OPSBA Submission on Bill 113, *Police Record Checks Reform Act*, 2015 - November 4, 2015
- OPSBA Submission to the Municipal Legislation Review - October 30, 2015
- OPSBA Submission to the *Municipal Election Act* Review - July 24, 2015
- OPSBA Submission to the Quebec Election Systems Study Panel - July 15, 2015

The PDWT also provided input on the following matters that have financial implications for member boards:

- OPSBA Brief to the Ministry of Education Regarding 2016-17 Education Funding - January 27, 2016
- Joint School Board Association Submission to the Premier's Special Advisor on Community Hubs - December 18, 2015
- OPSBA Submission on Proposed Reforms to O. Reg. 444/98 - Disposition of Surplus Real Property - December 10, 2015
- OPSBA Submission to the Premier's Special Advisor on Community Hubs - June 26, 2015
- OPSBA Feedback on the Regional Internal Audit Initiative - May 22, 2015

## AREAS FOR ONGOING CONSIDERATION:

The Work Team has identified the following issues that will be included in its deliberations for the year ahead:

- Community Hubs
- Competitive Student Transportation Procurement
- GSN submission
- Health and Safety Issues (inquest, inspections)
- Immunization 2020 and proposed changes to *Immunization of School Pupils Act*
- Municipal Legislation Review
- School Food and Beverage Policy/Daily Physical Activity
- Trustee Honoraria
- Trustee templates for appointments and by-elections

## POLICY DEVELOPMENT WORK TEAM

### MEMBERS

**George Saarinen**, *Lakehead, Northern (W)*\*  
**Jennifer Sarlo**, *Algoma, Northern (E)*  
**Mary Hall**, *Hastings and Prince Edward, Eastern*  
**John McAllister**, *Upper Canada, Eastern*  
**Colleen Schenk**, *Avon Maitland, Western*  
**Cheryl Lovell**, *Greater Essex County, Western\*\**  
**Donna Edwards**, *Durham, Central East*  
**Shelley Laskin**, *Toronto, Central East*  
**Jeanne Gray**, *Halton, Central West*  
**David Green**, *Peel, Central West*  
**Howard Archibald**, *Ontario Northeast, First Nations*

### EXECUTIVE COUNCIL LIAISON

**Laurie French**, *First Vice-President, Limestone DSB*

### ALTERNATES

**Aaron MacGregor**, *Superior-Greenstone, Northern (W)*  
**Michelina Beam**, *Near North, Northern (E)*  
**Donna Blackburn**, *Ottawa-Carleton, Eastern*  
**Alyson Kent**, *Avon Maitland, Western*  
**Peter Beacock**, *Simcoe County, Central East*  
**Jennifer Ajandi**, *Niagara, Central West*  
**Michael Brant**, *Hastings and Prince Edward, First Nations*

\* Chair

\*\* Vice-Chair

## EDUCATION PROGRAM WORK TEAM

OPSBA's multi-year priorities related to The Whole Child and Student Well-Being and New Generation Education continued to be a focus for the work of the Education Program Work Team (EPWT) throughout 2015-2016. Given the focus on labour in the sector many of the established working groups and Ministry meetings did not occur or occur with the same frequency.

### • POVERTY REDUCTION

OPSBA work teams invited key leaders in the area of poverty reduction to the joint work team September meeting. The Director of the Poverty Reduction Strategy Office in the Treasury board, the executive director of Campaign 2000 and the coordinator of Keep the Promise attended the meeting. The dialogue led to continued advocacy for the return of the long form census, creating professional learning opportunities to build capacity for trustees on the impact of poverty and the renewal of the OPSBA partnership with Campaign 2000.

### • SPECIAL EDUCATION

OPSBA's Work Teams continue to monitor the impact of the changes to the formula for the high needs amount funding during the four-year phase-in period. In addition OPSBA has continued to advocate for the fetal alcohol spectrum disorder provincial strategy and continued and expanded supports for students on the autism spectrum.

### • THE COALITION FOR CHILDREN AND YOUTH MENTAL HEALTH

OPSBA was the founding member of the Coalition and through the Work Team provides ongoing advice for OPSBA's role in the Coalition. The Coalition's profile continues to grow and its ability to provide timely expert advice on issues is well-recognized. In October 2015, the Coalition held a follow-up meeting with Directors from the Ministries of Education, Health and Long-Term Care, Children and Youth Services, and Training, Colleges and Universities. These meetings continue to promote cross-sectoral and inter-ministerial collaboration and recognition of shared goals on behalf of children and youth mental health.

The fourth Summit on Children and Youth Mental Health was successfully held on April 7 and 8, 2016, with more than 700 multi-sectoral participants who attended in teams from communities across Ontario. The theme of the Summit was *From Policy to Practice Through Collaboration*.

### • HEALTH AND PHYSICAL EDUCATION

The Work Team has long advocated for the release of the Human Development section of the Health and Physical Education Curriculum for Grades 1 to 8 and for the release of the full Health and Physical Education Curriculum for Grades 9 to 12. OPSBA attended meetings in fall 2015 with education partners to review resources for parents, teachers and administrators and provided links to key resources for school boards. The Work Team's recommendation for the release to be accompanied by resources for parents and communities to provide a positive understanding of content and implementation was included in the Ministry of Education's communications strategy and action plan.

### • FIRST NATION, MÉTIS AND INUIT EDUCATION

The Work Team advocates for the implementation of Calls to Action from the Truth and Reconciliation Committee's Final Report with regards to curriculum. The Work Team's representative on the First Nations Council will be a member of the Ministry Steering Committee, comprising First Nation, Métis and Inuit representatives, set up to address curriculum issues arising from the TRC report. This supports the goal of OPSBA's advocacy paper on this topic. The Work Team continues to consider the challenges of recruiting fluent teachers of First Nations languages. These issues were discussed in a



meeting with the Ontario College of Teachers during the August meeting of the First Nation Trustees Council. The Work Team's First Nation representative and other First Nation Trustees provided input during the consultations leading up to the 2016-2017 Grants for Student Needs; one of the positive outcomes was funding for a dedicated First Nation, Métis and Inuit Lead for every school board. A survey measuring member boards' progress on OPSBA's Charter of Commitment was conducted. The resulting information has been incorporated in a draft progress report and the Work Team will have the opportunity to comment on the report.

• FRENCH AS A SECOND LANGUAGE (FSL)

The Work Team drafted and submitted a concept paper proposal to the Ministry of Training, Colleges and Universities to request funding to investigate the labour market need for qualified French language teachers and support staff to support the significant growth in the demand for French Immersion and other French language programs. The Work Team is currently awaiting a decision on the proposal. FSL was also identified both in OPSBA's Grants for Student Needs submission and in discussion with the Ministry as an area that requires a provincial focus to address issues impacting a Board's ability to deliver high-quality and sustainable programming and instruction.

• EQAO

Work Team Members have participated in province-wide EQAO consultation sessions to discuss its mandate as it develops a renewed strategic plan. In December 2015 the Work Team invited EQAO staff to present and discuss random vs. full-census assessments, an update on the modernization project and current EQAO research regarding mathematics. The results of this conversation assisted in finalizing the OPSBA Discussion Paper, *EQAO and Large Scale Testing in Ontario* for discussion at the 2016 OPSBA AGM.

Members have continued to provide advice to OPSBA representatives on the EQAO Advisory Committee with regards to the modernization of EQAO testing. OPSBA provided feedback on the EQAO consultation regarding student well-being stating it was not supportive of EQAO expanding its mandate into measuring student well-being.

• EXEMPLARY ELEMENTARY MATHEMATICS STRATEGIES

The Work Team selected exemplary elementary mathematics strategies as the focus of its 2015-16 survey of member boards. This survey builds on the OPSBA website repository of effective practice. In the 2014-15 school year exemplary environmental sustainability practices that have an impact on student learning were posted at [www.opsba.org](http://www.opsba.org).

• EXPERIENTIAL LEARNING

The Work Team contributed to the 2016 consultations on Community-Connected Experiential Learning. OPSBA continues to highlight opportunities in Cooperative Education, Specialized High Skills Majors and the Ontario Youth Apprenticeship Program that offer meaningful experiences that complement the curriculum. The need to increase the level of apprenticeships and opportunities and access at the secondary school level were also highlighted. Comments also included the importance of incorporating a continuum from the early years to build a cultural acceptance of experiential learning as a medium that is relevant and applicable, thereby defining success more broadly.

• FULL-DAY KINDERGARTEN

The Work Team provided input regarding the implementation timeline and strategies for the release of the final FDK curriculum document and the FDK Growing Success Addendum.

## EDUCATION PROGRAM WORK TEAM

### MEMBERS

**Tom Henderson**, Ontario North East, Northern (E)  
**Trudy Tuchenhagen**, Lakehead, Northern (W)  
**Caroll Carkner**, Upper Canada, Eastern\*\*  
**Marjorie Adam**, Renfrew County, Eastern  
**Jan Johnstone**, Bluewater, Western  
**Julia Burgess**, Greater Essex County, Western  
**Loralea Carruthers**, York Region, Central East  
**Cathy Abraham**, Kawartha Pine Ridge, Central East\*  
**Kathi Smith**, Waterloo Region, Central West  
**Marty Fairbairn**, Upper Grand, Central West  
**Mary Lynch Taylor**, Kawartha Pine Ridge, First Nations

### EXECUTIVE COUNCIL LIAISON

**Mark Bailey**, Second Vice-President, Upper Grand

### ALTERNATES

**Parthi Kandavel**, Toronto, Central East  
**Carol Ann Sloat**, Grand Erie, Central West  
**Paula Murray**, Limestone, Eastern  
**Grace Fox**, Rainbow, First Nations  
**Bob McEachren**, Algoma, Northern (E)  
**Jennifer Manitowabi**, Keewatin-Patricia, Northern (W)  
**Arlene Morell**, Thames Valley, Western

\* Chair

\*\* Vice-Chair

### FIRST NATION TRUSTEES COUNCIL

OPSBA's First Nation Trustees Council contributes to the work of both the Education Program and Policy Development Work Teams. The Council has engaged in a range of initiatives to support First Nation, Métis and Inuit (FNMI) Education. A primary focus for the First Nation Trustees Council has been continued advocacy for mandatory components in Ontario's elementary and secondary curriculum on FNMI histories that includes treaty education, the history and legacy of residential schools, and the impact of the Indian Act. OPSBA's advocacy paper was released at the same time as the report of the Truth and Reconciliation Commission (TRC) and echoes the Calls for Action around curriculum change in that report. The Ministry has committed to a TRC Curriculum Steering Committee comprising FNMI representatives to advise on needed changes in the curriculum. The first meeting was held in May 2016.

A First Nation trustee representative co-chairs the Work Team of the Minister's Advisory Council on First Nation, Métis and Inuit Education. The Work Team has been engaged in developing the next three-year implementation plan for Ontario's First Nation, Métis and Inuit Education Policy Framework.

First Nation Trustees provided input during the consultations leading up to the 2016-2017 Grants for Student Needs; one of the positive outcomes was funding for a dedicated FNMI Lead for every school board.

The First Nation Trustees Council has recently completed a first progress report on the ways in which school boards are meeting the goals of the OPSBA-developed Charter of Commitment on First Nation, Métis and Inuit Education.

### ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

OPSBA continues to take the lead on behalf of all Ontario school boards in supporting implementation of the accessibility standards regulated by the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). This includes providing ongoing advice on use of the TeachAble Project to promote educator awareness of accessibility awareness and ensuring that boards are kept informed of accessibility requirements as they come on stream.



# Communications and Media Relations

OPSBA's communications and media relations strategies are designed to increase public confidence in the effectiveness of our public school system. OPSBA continues to stand out as a credible and primary voice of public education in Ontario.

The focus of OPSBA's communications and media relations is to ensure that the Association's identified priorities are presented in a strong and positive light, showcasing public education and the achievements of school boards.

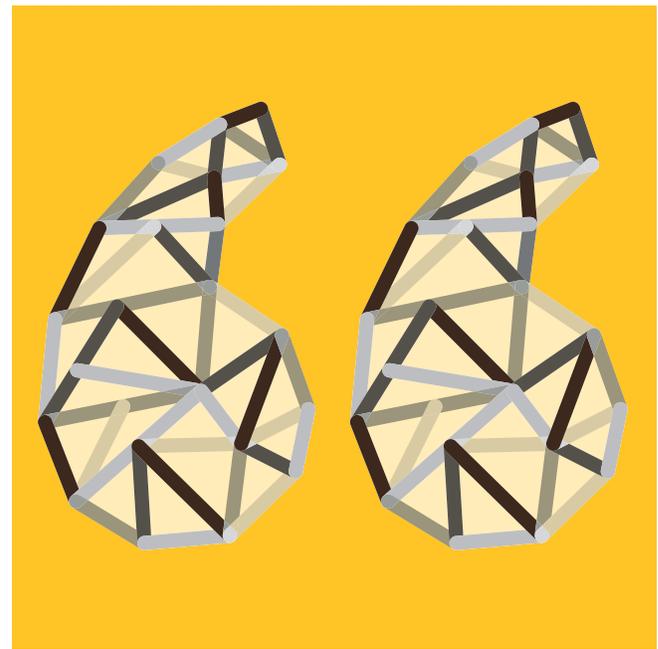
The 2015-2016 year was an intensely active and particularly productive year for OPSBA in achieving sustained media coverage on a variety of issues. Throughout the year, OPSBA president Michael Barrett was a "go to" commentator, interviewed by the mainstream media on issues that impacted public education.

Our ongoing commitment to keeping the membership of OPSBA informed on critical issues meant frequent development of up-to-date analysis of breaking news and reports. OPSBA's popular "Media Report" service, launched in 2013 in response to a pressing need to issue breaking labour negotiations news to trustees and board staff on a daily basis, continues to serve staff and trustees.

Media reports and releases, templates and other communication vehicles were regularly distributed to all trustees, directors of education, senior human resources and finance officials, and communication officers. Some of the new communication resources initiated by the Association included:

- Collective Bargaining and Labour Relations Bulletins, which provided current and relevant updates on the latest in provincial and local negotiations
- An extensive range of feature stories in OPSBA's flagship magazine *Education Today* included: OPSBA's First Nations Council – Correcting the Myths; Pan Am games fever spreading across Ontario schools; and Model Schools – opportunities for inner-city students.

The Communications Networking group, which brings together school board communications officers, continues to be a valuable gathering for developing and sharing approaches to positive communications with the public around student achievement and well-being. This network also includes communications staff from other education partner organizations such as the Ontario College of Teachers and the Ontario Principals' Council.



At the networking session in January, Shawn McKillop and Heather Carter from the Grand Erie District School Board described communications strategies designed to entice communities to learn more about mental health literacy, suicide intervention policies and mental health promotion programs. Other topics discussed by the communications officers included: welcoming Syrian newcomers and accommodating the demand for French immersion programs.

OPSBA works proactively with the Ministry of Education and other branches of the provincial government, seeking to cooperate and collaborate on issues of mutual interest. This approach has strengthened relations between the government and school boards and has contributed to gains in advancing our shared commitment to improved student achievement and local democracy.

## OPSBA IN THE MEDIA: VOICE OF PUBLIC EDUCATION

OPSBA is the first and most consistent point of contact for reporters and columnists when they are looking for a provincial perspective on education issues. This past year, there were dozens of major stories featuring OPSBA commentary. Labour negotiations-related issues dominated the media coverage.

Here are just some of the quotable quotes of OPSBA's President Michael Barrett in 2015-16:

### School boards urge province to reconsider autism change

by Andrea Gordon, *Toronto Star*, May 5, 2016

Ontario's public school boards want the province to review its controversial decision that children age 5 and over are no longer eligible for intensive autism treatment.

"We're hoping the government will give careful reconsideration to changes being made," Michael Barrett, president of the Ontario Public School Boards' Association, said Wednesday.

"It's never too late to correct a mistake," he added.

## Remedy for ruling on Bill 115 could be costly

By Kristin Rushowy, Rob Ferguson, and Robert Benzie, Toronto Star, April 21, 2016

Michael Barrett, president of the Ontario Public School Boards' Association, called Bill 115 "a dark period in teacher, board and ministry labour relations" and school boards did not support it.

"It will be interesting to see what the ramifications of the remedy are," he said, wondering if things like sick days or the controversial hiring Regulation 274 — that imposes seniority when supply teachers apply for positions — would be rolled back.

## Ontario to pump extra \$300M into education

By Kristin Rushowy, Toronto Star, March 24, 2016

The Ontario Public School Boards' Association said the government's increase in funding "reinforces a strong school environment and the growth of student success" but president Michael Barrett warned "many of our member boards have already been absorbing reductions in other budget areas such as special education and this has had an impact on their flexibility."

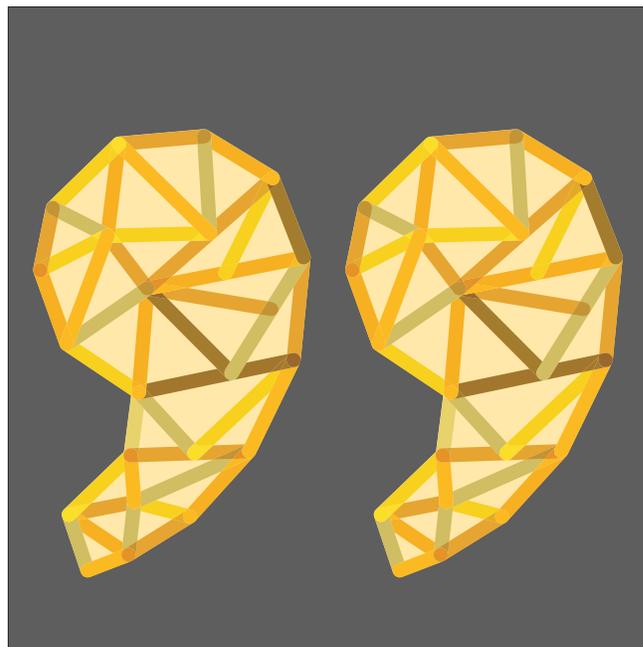
## Teachers' union reaches tentative deal with province, ends work-to-rule

By Mike Wilson, Arthur Enterprise News, Nov. 3, 2015

A tentative deal has been reached between the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Public School Boards' Association (OPSBA) and the provincial government...

Michael Barrett, president of the OPSBA, said in a release that they are pleased that a tentative agreement has been reached.

"This tentative settlement ensures positive learning conditions for students and is respectful of the teachers who work in our classrooms," he said. "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 that comes from successfully negotiated collective agreements."



### OPSBA ON TWITTER

Twitter has continued to be an important digital tool for the organization throughout the year. It allows direct communication with key online audiences as part of ongoing efforts to be accountable and transparent to member boards.

Twitter was used extensively throughout the 2015 OPSBA AGM (#OPSBAagm), the 2016 Public Education (#PESym16) and the 2016 Summit on Children and Youth Mental Health (#scymh16).

Significant social media campaigns included Twitter strategies regarding new OPSBA professional development modules, Education Week, children and youth mental health through #BellLetsTalk Day, collective bargaining, the return of the long-form Canadian census and welcoming Syrian refugee newcomers.





# 2016 OPSBA Awards

Each year, the Ontario Public School Boards' Association honours individuals who have made significant contributions in the field of education.

While it is impossible to honour all those special people who make a difference, the recipients of these awards represent the many who contribute to the creativity and hard work that make our schools and education system leaders in the world.

## AWARD OF MERIT AND AWARDS OF RECOGNITION IN MEMORY OF JACK A. MACDONALD

The winners of these student awards are selected on the basis of a sound academic record throughout their career, accompanied by outstanding community service and leadership. This year's Award of Merit was presented to Zachary (Zack) Misener, Stratford Secondary School, Avon Maitland DSB.



**Zachary Misener**  
STRATFORD SECONDARY SCHOOL  
*Avon Maitland DSB*

## OPSBA AWARD OF EXCELLENCE AND ACHIEVEMENT AWARD

The OPSBA Award of Excellence and the Achievement Award are presented by the local board to volunteers for outstanding, exemplary and/or unique contributions to the overall well-being of the school or community through in-school, board-wide, extra-curricular and/or volunteer activity. This year's Award of Excellence was presented to:

**Felicia Waboose**  
ELDER  
*Lakehead DSB*

**This year's Achievement Award was awarded to:**

**Laura Shannon**  
BREAKFAST CLUB  
SUPERVISOR  
*Algonquin Avenue  
Public School,  
Lakehead DSB*

**Lyndy Stajkowski**  
CHAIR  
*School Community  
Association, Valley  
Central School,  
Lakehead DSB*

**Felicia Waboose**  
ELDER  
*Lakehead DSB*



## DR. HARRY PAIKIN MEMORIAL AWARD

This award is given to an active or retired public school trustee for outstanding service as a public school trustee. This year's winner of the Dr. Harry Paikin Memorial Award is R.H. (Roy) Wilfong, Former Trustee, Kawartha Pine Ridge DSB.



**Roy Wilfong**  
FORMER TRUSTEE  
*Kawartha Pine Ridge DSB*



# Professional Development

As leaders in school board governance trustees are committed to initiating the important conversations that improve life chances for students and to engaging in vital professional and personal learning that hones leadership skills.

OPSBA's professional development services support trustees in their role of ensuring Ontario's education system continues to consistently produce excellent results in student achievement and well-being.

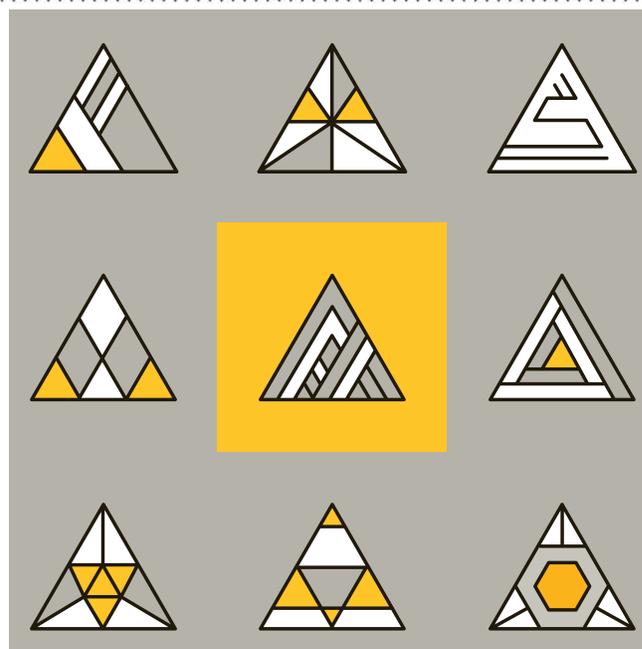
## TRUSTEE PROFESSIONAL DEVELOPMENT – BUILDING LEADERSHIP CAPACITY

OPSBA believes that trustees make a significant and direct contribution to the achievement of all students through their leadership in setting priorities, shaping policy and directing the resources of the local school board to build a culture of continuous improvement. One of OPSBA's leading priorities is trustee professional development that enhances skills, builds capacity and provides the kind of information and analysis that supports informed decision-making. This is accomplished through symposia and conferences, single-day events, regional meetings, and other learning opportunities such as the comprehensive suite of online Trustee Professional Development Modules.

Our multi-year priority on building trustee leadership capacity includes development of the resource *Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities*. This is both an orientation for new trustees and a refresher for experienced trustees. It incorporates the most up-to-date legislative and policy changes affecting the education environment and the current version was released to coincide with the new term of office for school board trustees following the 2014 Municipal and School Board Elections.

The 14 professional learning modules for trustees and school boards which have been available online in recent years were updated for the 2015-16 school year and reflect the needs articulated by Ontario trustees for greater clarity on their roles as governors of school boards. They have been inspired by the thoughtfulness and commitment that trustees bring to their governance work. The modules are:

- Effective Governance Through Ethical Leadership
- Raising the Bar: Governance and Student Achievement
- Roles and Responsibilities (board, director, chair and individual trustees)



- Relationships
- Performance Review (director of education and board)
- Multi-year Strategic Planning
- School Board's Role as Policymaker
- Conflict Management
- Family and Community Engagement
- Advocacy Role
- Conflict of Interest, quasi-judicial hearings – some legal aspects of governance
- Running Effective Meetings
- Finance
- Human Resources (school board as employer)

Five new modules were also published:

- What Makes a Great Board Chair?
- First Nation, Métis and Inuit Education for school board trustees
- Code of Conduct for Trustees
- Social Media
- Internal Audit Committees

These five new modules have been built on interactive workshops and meetings involving trustees and reflect the experiences and challenges of trustees in their day-to-day roles.

The Good Governance Guide and the full Trustee Professional Development Program are available at [www.ontarioschooltrustees.org](http://www.ontarioschooltrustees.org). The website provides easy access to the learning modules, accompanying videos and resources along with search, read and print functions in English and in French.

Throughout 2015-16, OPSBA has continued to offer individual school boards professional development programs based on the modules and customized to their needs. This training has been led by facilitators with expertise in the modules.



# Conferences and Seminars

OPSBA conferences and seminars offer trustees and school board staff a dynamic opportunity for professional learning that is uniquely tailored to the needs of Ontario's education leaders.

## 2015 OPSBA ANNUAL GENERAL MEETING (AGM)

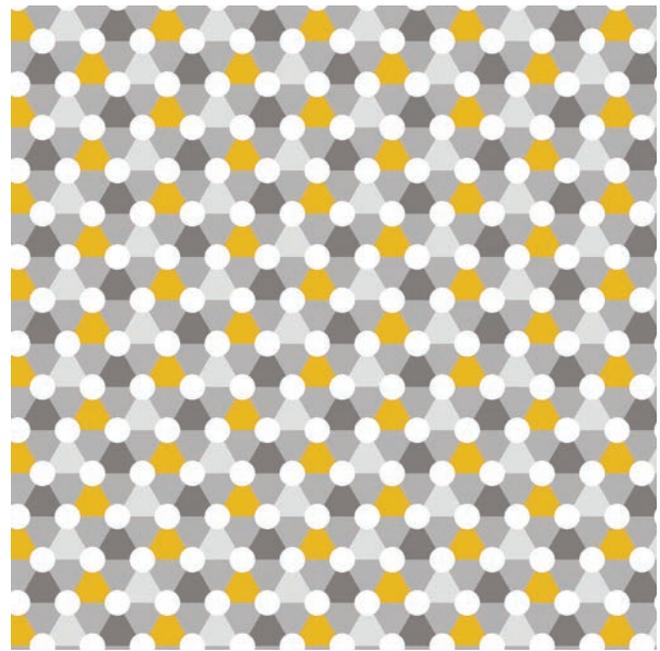
At OPSBA's AGM, OPSBA members determine priorities and directions for the coming year, elect officers and plan for the future. The event also offers a comprehensive professional development program for trustees.

The 27th AGM was hosted in Blue Mountain by OPSBA's Western Region from June 11 to 13, 2015. Michael Barrett, trustee with the Durham DSB, was acclaimed as President for the 2015-16 term, while Laurie French, then Chair of the Limestone District School Board, was elected 1st Vice-President. Mark Bailey, Chair of the Upper Grand District School Board, took on the role of 2nd Vice-President. Peter Garrow was elected the First Nation Director to the OPSBA Board of Directors.

Keynote speakers included author John Ralston Saul and "The Wealthy Barber" David Chilton. Workshops and special 5-Minute Sessions addressed issues such as inclusive models for students with exceptional learning needs, new pedagogies for deep learning, social media, legal aspects of school closures and legislation and policies in place to protect students. Karen Pitre, the Premier's Special Advisor on Community Hubs, hosted an information and feedback session for trustees.



Keynote speaker David Chilton at the 2015 AGM



## 2015 NORTHERN REGION MEETING AND PROGRAM

The OPSBA Northern Regional Meeting and Program offers trustees from our Northern Region a dynamic professional development and networking opportunity. This year's event was held on October 16 and 17 in Sault Ste. Marie and featured keynote speaker Brian Thwaites, who demonstrated how learning to use your brain better can significantly enhance the way you think, learn and communicate. Other sessions covered topics such as effective practices, fetal alcohol spectrum disorder and labour relations.

## 2016 PUBLIC EDUCATION SYMPOSIUM (PES)

More than 350 trustees, student trustees, Directors of Education and senior school board administrators participated in the very successful PES 2016, jointly hosted with the Association des conseil scolaires des écoles publiques de l'Ontario (ACÉPO). This leading professional development symposium, specifically designed for school boards, offered dynamic sessions on topics directly affecting the role of trustee and the broader environment within which school boards operate. Keynote speakers included Richard Gerver, Natalie Panek, Bill Carr and Dr. Daniel Ansari. A number of panel sessions informed new and returning trustees on the key issues affecting Ontario's public education system at the time:

- The Three Ps of Reducing Poverty
- The State of Canadian Media
- A Blueprint for Addressing Poverty in Ontario Schools
- School Board Legal Issues
- Student Trustee Leadership

## PRE-SYMPOSIUM – A PARTNERSHIP IN ORIENTATION

Michael Barrett, President of OPSBA and Denis Labelle, President of ACÉPO, opened the Pre-Symposium day by welcoming Minister of Education Liz Sandals.

Additional sessions from the well-received pre-Symposium included:

- Nancy Matthews, Assistant Deputy Minister, Early Years Division - Moving Forward with our Shared Vision for the Early Years in Ontario

- Carol Campbell, OISE/UT, and Education Advisor to the Premier and Minister of Education - Leadership of and for Learning: Developing Evidence-Informed Educational Improvement
- An interactive session to allow for trustee feedback on the *School Boards Collective Bargaining Act* process, and
- A panel discussion on the Board's leadership role in the Director of Education selection process.

#### FIRST NATION TRUSTEES SESSION

The open session offered by OPSBA's First Nation Trustees Council to all trustees was well attended. First Nation Director Peter Garrow gave a presentation on the Truth and Reconciliation Commission report and the role of education in the reconciliation process. Julia Candlish, Director of Education with Chiefs of Ontario, outlined highlights from the recent Political Accord signed between the Government of Ontario and First Nations and focused on the First Nations Education Strategy that will flow from this new relationship. The lively question and answer period that followed demonstrated the depth of support that Trustees have for ensuring that school boards are engaged in First Nation, Métis and Inuit initiatives that uphold the spirit of education for reconciliation.



OPSBA President Michael Barrett (right) with Minister of Education Liz Sandals and ACÉPO President Denis Labelle at the 2016 Public Education Symposium



Keynote speaker Natalie Panek speaks with a student trustee at the 2016 Public Education Symposium

#### EDUCATION LABOUR RELATIONS & HUMAN RESOURCES SYMPOSIUM 2016

OPSBA's annual Education Labour Relations and Human Resources Symposium is designed to provide professional development in the areas of labour relations and human resources to trustees, directors of education, senior human resources officials and labour relations staff. This year's symposium, held on March 31 and April 1, gave school board decision makers the opportunity to share ideas and strategies, learn about next and best practices, and explore practical solutions to the challenges faced by Ontario school boards. The focus this year was on the impact of the first collective agreements under the *School Boards Collective Bargaining Act* (SBCBA) on human resources and labour relations practices in school boards.

This year's Pre-Symposium featured a workshop on disability management, accommodation and sick leave presented by Michael Hines and colleagues from Hicks Morley LLP.

Speakers included the Hon. Liz Sandals, Minister of Education, and Peter Simpson, Director, Dispute Resolution Services, and Assistant Deputy Minister, Labour Relations Solutions Division. Additional workshops were held on the SBCBA, arbitration, provincial benefits plans, the role of the crown in bargaining and local bargaining.

#### 2016 SUMMIT ON CHILDREN AND YOUTH MENTAL HEALTH

OPSBA has continued to be a leader in the Ontario Coalition for Children and Youth Mental Health, which held its fourth Summit in Toronto in April 2016. More than 700 attendees came together to facilitate urgent and positive change for children and youth mental health services in Ontario on April 6 and 7.



Unity Charity's Scott Jackson (left) and Michael Prosserman entertain the audience at the 2016 Summit on Children and Youth Mental Health



# Ontario Education Services Corporation

Ontario Education Services Corporation (OESC) is a non-profit corporation that was established by all 72 Ontario Boards through the four Trustees' Associations and Council of Ontario Directors of Education (CODE) in 2002 to provide the highest quality services and programs to all Boards that meet demonstrated needs in the sector at prices below what Boards would pay individually to purchase or provide the service internally. The delivery of services by OESC in this manner on behalf of school boards is effective and efficient. OESC has established and maintains an excellent reputation in the Ontario education community and is governed by a Board of Directors comprising the Executive Directors of the four Trustees' Associations and CODE and a representative from the Council of Senior Business Officials.

Profit is not a motive for OESC, and the organization is operated with very low overhead costs.

## SCHOOL ENERGY COALITION

As the official intervenor representing all school boards at the Ontario Energy Board, OESC, through the School Energy Coalition, works to protect the interests of all boards in reducing and stabilizing energy costs. In a status report to Boards in March 2016, it was noted that total savings in the first quarter of 2016 was \$1.6 million. The cumulative savings to Ontario school boards in 2015 was \$16 million. Since 2004 school boards have saved approximately \$172 million. In the coming months, OESC will be acting in the major Ontario Power Generation case.

## COMPASS FOR SUCCESS

Ownership of the Compass for Success (C4S) service was assumed by OESC in January 2013. The service provides a data warehouse and sophisticated analytical tools that boards, principals and teachers can use to gather and analyze data on student achievement and well-being over time. Compass for Success is a very cost-effective option and the number of Ontario school boards using this service is expanding annually.

## BEHAVIOUR MANAGEMENT SYSTEMS

An ongoing OESC program, Behavioural Management Systems (BMS), has been implemented in a majority of Ontario boards, with very positive feedback. This much-needed non-violent crisis prevention and intervention training program has resulted in more than 400 certified board trainees. The BMS service is substantially less expensive than similar programs and is the



only one tailored specifically to the needs of school boards. The expansion of this program continues with new boards becoming clients. We now serve about 85% of all school boards.

## CENTRE FOR GOVERNANCE EXCELLENCE: GOVERNANCE TRAINING

OESC, the four School Board Associations and the Council of Ontario Directors of Education have partnered with the Ministry of Education to provide a professional development program for trustees. It offers modules that have been well-received by all four school systems, with four new modules implemented in 2015. The latest module, *Internal Audit and the Role of Audit Committees*, is now online. In addition, OESC has enhanced its inexpensive quality training program in governance.

In partnership with the Ministry of Education, OESC provided leadership and support for a well-received Provincial Roundtable held on Feb. 9, 2016, for Board Chairs, Vice-Chairs and Directors of Education across the province.

## CONSCIOUS CLASSROOMS

This is an innovative and practical training program for teachers and other professionals in the strategies to work effectively with challenging behaviour of students. The pilot project is currently running in four school boards.

## EQUITY AND INCLUSIVE EDUCATION

The Equity and Inclusive Education Initiative has been expanded and three new projects, supported by the Ministry of Education, have been completed. The first was the completion of a comprehensive listing of resources to support training and relevant information related to service for LGBTQ students in Ontario. This extensive data bank is housed on the OESC portal.

The second was our partnership with the Ministry of Education in the coordination and training program for educators at seven regional conferences held in the autumn of 2014.

The final project was the creation, vetting and completion of training modules for adults serving the LGBTQ population in all four systems of public education. These modules were completed in January 2015.

We are in the process of preparing professional development video resources featuring Directors of Education and student voice representatives. We are working with the Principal Associations to develop similar resources. Finally, we partnered with the Ontario College of Teachers in crafting a video on LGBTQ inclusion.

## NEW AND EMERGING WORK

- Possible work with the Ministry on four prevalent medical conditions for students.
- Possible partnership with the Ministry on the development of Board multi-year planning.
- Expansion of Conscious Classrooms pilot projects which have proven to be highly effective.

# Ten good reasons why School Boards belong in OPSBA

- 
- Effective leadership in collective bargaining
  - United and credible voice in advocacy and action in legislative and policy changes
  - Democratic environment and responsiveness to Member Board needs
  - Strategic relations with education partners across Ontario and Canada
  - OPSBA is seen as a respected source of consultation by the Provincial Government for all education initiatives
  - Practical support for complying with legislative and regulatory change including deliberations regarding early years education, immunization of school pupils, pathways to post-secondary education, the *School Boards Collective Bargaining Act*, the *Municipal Act* and *Municipal Elections Act*, smoke-free schools and Rowan's Law
  - Media relations, social media and information services support on key issues
  - High quality professional development opportunities for school trustees
  - Effective advocacy on issues that make a difference for students: copyright, education funding, child care, First Nations, Métis and Inuit education, community hubs, children and youth mental health, special education, technology in teaching and learning, transportation, school accommodation reviews
  - Access to energy savings and other education services through OPSBA's partnership with the Ontario Education Services Corporation (OESC)



# Board of Directors 2015-16\*

**Jennifer Ajandi**

CENTRAL WEST  
District School Board  
of Niagara

**Carrie Andrews**

CENTRAL WEST  
Peel District School Board

**Mark Bailey**

SECOND  
VICE-PRESIDENT  
Upper Grand District  
School Board

**Michael Barrett**

PRESIDENT  
Durham District School  
Board

**Micheline Beam**

NORTHERN (EAST)  
Near North District School  
Board

**Christine Boothby**

EASTERN  
Ottawa-Carleton District  
School Board

**Linda Busuttill**

CENTRAL WEST  
Upper Grand District  
School Board

**Jerry Chadwick**

CENTRAL EAST  
Toronto District School  
Board

**Bob Clement**

NORTHERN (EAST)  
Rainbow District School  
Board

**Louise Clodd**

VICE-PRESIDENT,  
CENTRAL EAST  
Trillium Lakelands District  
School Board

**Amy Collard**

CENTRAL WEST  
Halton District School  
Board

**Donna Danielli**

VICE-PRESIDENT,  
CENTRAL WEST  
Halton District School  
Board

**Donna Edwards**

CENTRAL EAST  
Durham District School  
Board

**Nancy Elgie**

CENTRAL EAST  
York Region District  
School Board

**Jack Fletcher**

WESTERN  
Lambton Kent District  
School Board

**Laurie French**

FIRST  
VICE-PRESIDENT  
Limestone District School  
Board

**Peter Garrow**

FIRST NATIONS  
Upper Canada District  
School Board

**Graham Hart**

WESTERN  
Thames Valley District  
School Board

**Tom Henderson**

NORTHERN (EAST)  
District School Board  
Ontario North East

**Susan Humphries**

EASTERN  
Renfrew County District  
School Board

**Robert Hunking**

WESTERN  
Avon Maitland District  
School Board

**Alex Johnstone**

CENTRAL WEST  
Hamilton-Wentworth Dis-  
trict School Board

**Jan Johnstone**

WESTERN  
Bluewater District School  
Board

**Parthi Kandavel**

CENTRAL EAST  
Toronto District School  
Board

**Gerald Kleist**

NORTHERN (WEST)  
Keewatin-Patricia District  
School Board

**Shelley Laskin**

VICE-PRESIDENT,  
ENROLMENT  
Toronto District School  
Board

**Elaine Lewis**

TSA  
KidsAbility

**Graham Lidstone**

VICE-PRESIDENT,  
NORTHERN  
Algoma District School  
Board

**Angela Lloyd**

CENTRAL EAST  
Kawartha Pine Ridge  
District School Board

**Michele Locke**

CENTRAL EAST  
Simcoe County District  
School Board

**Cheryl Lovell**

WESTERN  
Greater Essex County  
District School Board

**Tom Mahoney**

EASTERN  
Limestone District School  
Board

**Mark Mannisto**

NORTHERN (WEST)  
Superior-Greenstone Dis-  
trict School Board

**Corrie McBain**

CENTRAL EAST  
York Region District School  
Board

**Don McBride**

NORTHERN (WEST)  
Rainy River District School  
Board

**David McDonald**

EASTERN  
Upper Canada District  
School Board

**Bob McEachern**

NORTHERN (EAST)  
Algoma District School  
Board

**David Morrison**

CENTRAL EAST  
Trillium Lakelands District  
School Board

**Dave Patterson**

EASTERN  
Hastings and Prince Ed-  
ward District School Board

**Keith Penny**

EASTERN  
Ottawa-Carleton District  
School Board

**Doug Pratley**

VICE-PRESIDENT,  
WESTERN  
Avon Maitland District  
School Board

**George Saarinen**

NORTHERN (WEST)  
Lakehead District School  
Board

**Dave Shields**

VICE-PRESIDENT,  
EASTERN  
Renfrew County District  
School Board

**Carol Ann Sloat**

CENTRAL WEST  
Grand Erie District School  
Board

**Kathi Smith**

CENTRAL WEST  
Waterloo Region District  
School Board

**Linda Stone**

CENTRAL EAST  
Durham District School  
Board

**Ruth Tisdale**

WESTERN  
Thames Valley District  
School Board

**Rick Williams**

VICE-PRESIDENT,  
ENROLMENT  
Peel District School Board

\*As of May 2016

## Member Boards

**CENTRAL EAST**

Bloorview School  
Authority  
Campbell Children's  
School Authority  
Durham District  
School Board  
Kawartha Pine Ridge  
District School Board  
The Protestant Separate  
School Board of the  
Town of Penetanguishene  
Simcoe County  
District School Board  
Toronto District  
School Board  
Trillium Lakelands  
District School Board  
York Region District  
School Board

**CENTRAL WEST**

District School Board  
of Niagara  
Grand Erie District  
School Board  
Halton District School  
Board  
Hamilton-Wentworth  
District School Board  
KidsAbility School  
Authority  
Niagara Peninsula  
Children's Centre School  
Authority  
Peel District School Board  
Upper Grand District  
School Board  
Waterloo Region District  
School Board

**EASTERN**

Hastings & Prince  
Edward District School  
Board  
Limestone District  
School Board  
Ottawa-Carleton  
District School Board  
Ottawa Children's  
Treatment Centre  
School Authority  
Renfrew County  
District School Board  
Upper Canada  
District School Board

**WESTERN**

Avon Maitland  
District School Board  
Bluewater District  
School Board  
Greater Essex County  
District School Board  
John McGivney  
Children's Centre  
School Authority  
Lambton Kent  
District School Board  
Thames Valley  
District School Board

**NORTHERN**

**SUB REGION EAST**  
Algoma District  
School Board  
District School Board  
Ontario North East  
James Bay Lowlands  
Secondary School Board  
Moose Factory Island  
District School Area  
Board  
Moosonee District  
School Area Board  
Near North District  
School Board  
Rainbow District  
School Board

**NORTHERN**

**SUB REGION WEST**  
Keewatin-Patricia  
District School Board  
Lakehead District  
School Board  
Rainy River District  
School Board  
Superior-Greenstone  
District School Board



Trillium Lakelands DSB



Ottawa-Carleton DSB



Hastings and Prince Edward DSB



Trillium Lakelands DSB



Ottawa-Carleton DSB



Ottawa-Carleton DSB



2016 Summit on Children & Youth Mental Health



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**Michael Barrett**  
PRESIDENT  
*Ontario Public School  
Boards' Association*



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**Gail Anderson**  
EXECUTIVE DIRECTOR  
*Ontario Public School  
Boards' Association*

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