

# 2021 2022 ANNUAL REPORT



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

**Leading Education's Advocates**

The Ontario Public School Boards' Association represents English public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.



# 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 and 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, local needs, and resources.

# Message to Members



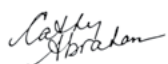
**Perseverance. Resilience. Dedication.** These are three words that are truly fitting for all of us in education during Ontario's third school year of the COVID-19 pandemic, which hit Ontario with three successive waves starting in September 2021. There were many challenges over this year as Ontario school boards took on new COVID-19 monitoring, reporting, testing, and masking mandates. Our member boards each adapted to the change in different ways that worked for their local circumstances, and we thank our trustees, senior administration, principals and vice-principals, teachers, education workers, and school communities for their commitment to keeping our schools as safe as possible in the Delta and Omicron eras.

Governance has been a central theme this year as we continued to make strong progress in Phase Two of Project Compass, which began its work in January 2021. This initiative is a comprehensive review of OPSBA's governance framework and foundational policies, including the Association's Mission, Vision and Values, the strategic planning process, governance structures and policies and procedures. Twenty-eight committee members participated in more than 44 meetings between January 2021 and February 2022, and they were joined by 80 trustees who contributed to our consultations. More information on Project Compass can be found on page 9.

During these incredibly challenging times, we nevertheless saw a continued drive to move forward in creating a more equitable, diverse and inclusive public education system for all students, staff and broader communities. At OPSBA, this is reflected in the actions we've taken as an Association following an internal Equity, Diversity, and Inclusion (EDI) audit of our own structures and practices. We now have a dedicated EDI staff person who is leading us in this work of further infusing these important principles in everything we do. More information on this is on page 11.

It has also been a busy year for elections in Ontario. On June 2, there was a provincial election, the results of which were not available until after publication of this Annual Report. Regardless of the outcome, OPSBA will continue to push and advocate for the priorities that matter most to our member boards and look to ensure there is a strong focus on education issues from all parties. We are also preparing resources for the October 2022 Municipal and School Board Elections, which includes an updated elections website, our Making a Difference guide for running for school trustee, and a 2022-2026 Guide to Good Governance. The Guide will be ready for the new term of office that starts in November. More information on our provincial and school board elections is available on page 42.

Looking ahead to 2022-23, we're hopeful that our schools and communities will continue to transition out of the long storm of the pandemic. This crisis has given us a rare once-in-a-lifetime chance to reset how we go about education, a critical moment that needs everyone's voice — students, educators, parents, trustees, and everyone in our school communities. We're excited to see what the future holds for Ontario's public education system, already one of the very best in the entire world.



**Cathy Abraham**  
President



**W.R. (Rusty) Hick**  
Executive Director



# OPPSBA'S Multi-Year Strategic Priorities



Through our Board of Directors, OPSBA's member boards establish multi-year strategic priorities that position the organization to engage with the key forces affecting high quality public education in Ontario today. They drive how the Association uses its expertise, time and resources. The priorities 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 multi-year strategic priorities are:



#### **ADVOCATING FOR THE WHOLE CHILD AND STUDENT WELL-BEING**

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



#### **ADVANCING RECONCILIATION: FIRST NATIONS, MÉTIS AND INUIT EDUCATION**

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



#### **SUPPORTING TRUSTEES AS LEADERS IN PUBLIC EDUCATION**

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



#### **ADVOCATING FOR SUSTAINABLE AND EQUITABLE EDUCATION FUNDING**

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



#### **STRENGTHENING POSITIVE LABOUR RELATIONS**

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

# The Year in Review

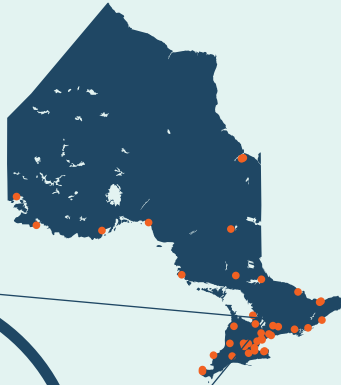




## Ontario's English Public Education System

31

District school boards



10

School authorities and treatment centres

317

Publicly elected trustees

18

Appointed Indigenous trustees

27

Appointed school authority and treatment centre trustees

## OPSBA



10

Executive Council members



49

Board of Directors members



24

Work Team members



5

Regions

## Our Work

15

Written submissions to government

4

FSL-related reports

6

Education Partner table meetings

18

Board of Directors and Executive Council Meetings

250

Attendees at the Public Education Symposium



171

Attendees at the 2022 Education Labour Relations and HR Symposium

4

Indigenous Trustees' Council Meetings

16

Regional Meetings

13

Work Group meetings

# Project Compass



## Phase Two of OPSBA’s Project Compass began its work in January 2021. The Project Compass Steering Committee and four sub-committees engaged in a comprehensive review of OPSBA’s governance framework and foundational policies.

This included the Association’s Mission, Vision and Values, the strategic planning process, governance structures and policies and procedures. Twenty-eight committee members participated in more than 44 meetings between January 2021 and February 2022, where they reflected on:

- Connections to the OPSBA Equity, Diversity and Inclusion Audit
- Existing OPSBA documents and practices
- Leading practices from other jurisdictions
- Feedback collected from trustees through the 2021 Spring Survey (147 responses) and Fall 2021 consultations (80 participants)
- Input from OPSBA committees including the Indigenous Trustees’ Council, Board of Directors, Executive Council, Regional Councils and Core Issue Work Groups
- Communication with and engagement of trustees

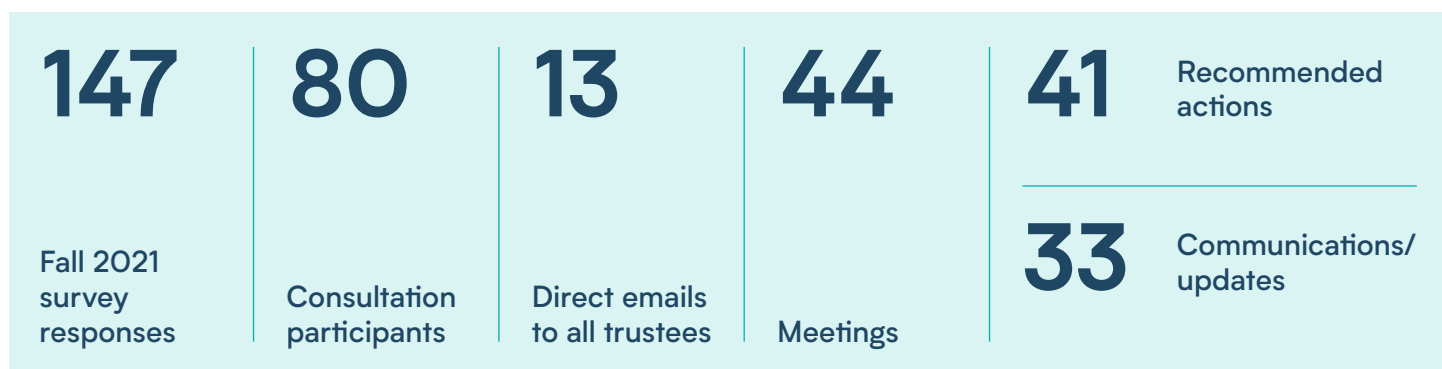
Forty recommendations were approved by the Board of Directors in February 2022 that will support the evolution of the OPSBA’s governance structures and ensure the Association continues to meet the needs of school boards and trustees and support OPSBA’s priorities.

Recommendations include:

- Updating the OPSBA Mission, Vision and Values
- Clarifying OPSBA committee member roles and responsibilities and creation of a leading practices resource
- Formalizing the Indigenous Trustees’ Council (ITC) in the OPSBA Constitution, which includes adding the ITC Chair as a member of Executive Council
- Adjusting relevant sections of the OPSBA Constitution and By-Laws
- Increasing succession planning and capacity building opportunities for trustees, which includes onboarding strategies
- Creating policies on the OPSBA Policy Review, Development and Monitoring Framework and Strategic Planning, Implementation and Monitoring
- Ensuring consistency of language in all OPSBA documents

Finally, to ensure continued trustee participation in OPSBA activities and business, the Association’s communication and engagement practices will be reviewed.

### Project Compass

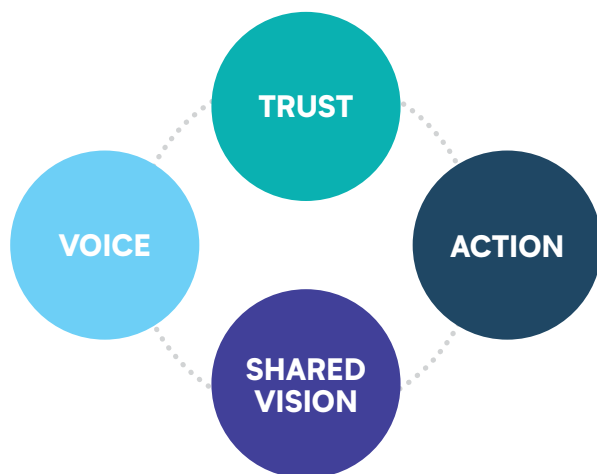


# Equity, Inclusion and Diversity



## In 2021, OPSBA took action in the wake of more incidents and evidence of overt and systemic racism, racial injustice, increased hate motivated violence and the horrifying discovery of unmarked Indigenous children’s graves at sites of Canada’s former residential schools.

These events underscore the deeply rooted history of colonialism, White supremacy, anti-Indigenous, anti-Black and racialized violence and genocide in Canada. In June 2020, the OPSBA Board of Directors passed a motion to “determine the best approach to combatting systemic racism and oppressive practices introspectively within our own organization with an expected outcome of determining best practices, strategies, and approaches to advocate and support an inclusive OPSBA organization and to support school boards with regard to Anti-Black and Anti-Indigenous Racism.” That November, the Association hired Turner Consulting Group, a consultancy firm that focuses on equity, diversity and inclusion (EDI). In September 2021, Turner Consulting delivered an EDI Audit Report, based on surveys and consultations with staff, the Executive Council, the Board of Directors, the Indigenous Trustees’ Council (ITC), and Ministry of Education staff – with 29 recommendations for organizational change. These recommendations are designed to ensure OPSBA embeds equity, human rights and anti-oppression principles in its core governance, operations, education and leadership. By adopting these recommendations as part of an integrated organization change plan, the Association will be well-positioned, going forward, as a leading voice and champion of equity, inclusion, and anti-racism in the sector.



### Summary of Recommendations

- Identify Key Leadership and Stakeholder Roles and Responsibilities
- Integrated EDI Policy review and development
- Integrated strategic action plans for systemic barrier review and identification
- Creation of impact assessment tools and application
- Monitoring, enhanced research, evaluation, and transparent reporting
- Explicit commitments for better alignment with, and formalized development of, ITC and the creation of a new Black Trustees’ Caucus (BTC)
- Outreach and engagement
- Dedicated Leadership Capacity education, outreach, diverse leadership promotion and competencies for trustee members and staff
- Mandatory ongoing EDI and human rights professional development and learning
- Modernization of administrative data collection, tracking, and reporting tools; Including comprehensive demographic data collection for students and employees and EDI impact assessments
- Integration of EDI and human rights considerations in hiring of staff, recruitment of trustee members, promotion, mentoring, leadership roles, succession planning and performance management processes

In November 2021, OPSBA hired an Associate Director of Equity, Diversity and Inclusion to help develop an implementation plan for the EDI audit recommendations and strategic framework for organizational change. This plan is required to meet OPSBA’s new strategic equity and human rights commitments. This year a draft framework, policy, workplan and education supports to deliver the recommended actions is in full development.



## EDI Audit and the proposed “Integrated Inclusive, Diverse, Equitable, Accessible, Anti-Racist, Anti-Oppressive Systems (IDEAAS)” Framework and Path Forward

The IDEAAS Integration Framework is based on consideration of recommendations contained in the Turner Associates Equity, Diversity, and Inclusion Audit, as well as a review of the following:

- OPSBA policies and practices
- The current status of Project Compass
- Operational areas needed to support recommendations
- Identified structural and system gaps and work not recommended, but required, to fulfil EDI goals
- Organizational awareness, practices, policy and leadership capacity and maturity required to successfully implement approved audit recommendations
- Education sector legislation requirements
- Human rights commitments
- OPSBA policy that aligns with and builds on recommendations

This IDEAAS Integration Framework will be divided into five distinct areas of focus:

1. Governance, Policy, Investigations/Reporting and Organizational Change
2. Education, Resource Development, Leadership Capacity
3. Data Collection, Research, Monitoring, Evaluation
4. Recruitment/ Employment, Workplace Culture, and Labour Relations
5. Engagement, Communications, Outreach and Advocacy

The Framework will align and coordinate all areas of this work:

- **Inclusion.** Creating environments in which any individual or group can be and feel welcomed, respected, represented, supported, and valued to fully participate.

- **Diversity.** Examining the makeup of an institution to ensure that people from different backgrounds and with multiple perspectives are represented.
- **Equity.** The fair and just treatment of all members of a community.
- **Accessibility.** The commitment for everyone along the continuum of human ability and experience to be included in all programs and activities.
- **Anti-racism and Anti-oppression.** Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic and structural racism. Anti-racism and anti-oppression work actively seeks to identify, remove, prevent, and mitigate oppressive and racially inequitable outcomes and power imbalances between groups, and change the structures, cultures and systems that sustain inequities.
- **Systems.** All levels of the organization working to bring an equity lens to all that we do — from our major strategic priorities to the countless small decisions we make every day is best done with an integrated systems approach.

This framework will be detailed in OPSBA’s IDEAAS Integration Policy and associated operational procedures and guidelines — that will build on our EDI Audit Action Plan, Multi-Year Strategic Plan objectives and priorities and set our go-forward action plan goals, systems integration standards, monitoring and evaluation measures to best ensure *principles of inclusion, diversity, equity, accessibility and anti-racism/anti-oppression are integrated (IDEAAS integration) into every aspect of OPSBA’s work.*

## Key EDI Accomplishments

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### June 2020

OPSBA Board of Directors passes motion to determine the best approaches for combatting systemic racism, oppressive practice, Anti-Black and Anti-Indigenous Racism.

### November 2020

Turner Consulting Group, hired to conduct audit that focuses on equity, diversity, and inclusion within OPSBA.

### September 2021

Turner Consulting delivered EDI Audit final report with 29 recommendations for organizational change.

### November 2021

OPSBA hired an Associate Director of Equity, Diversity and Inclusion to help development implementation plan for the EDI audit recommendations and organizational change.

### January 2022

Public Education Symposium features EDI-related professional learnings.

### February 2022

Board of Directors: 90-minute workshop on knowledge and understanding of issues of equity,

racism and oppression is provided, and members participated in regional dialogue, hearing next steps for moving the work forward. An EDI work plan and IDEAAAS Integration Framework for organization change was also provided to the Board of Directors.

OPSBA Executive requests consultation meetings with ITC and Black-identified trustees for input and feedback on EDI audit recommendations 19–29.

### March 2022

OPSBA staff receive ministry workshop on race-based and EDI demographic data collection strategy and school improvement equity plan goals.

OPSBA Executive meets with focus group of Black trustees who provide detailed feedback on EDI audit recommendations 24–29 regarding the formation of a Black Trustees Caucus.

Communications and political engagement plan focused on promoting increased opportunities for diverse trustee candidates in upcoming municipal elections developed and actioned.

### April 2022

OPSBA Executive meets with members of ITC who provide detailed feedback on EDI audit

recommendations 19–23 regarding the formalization of ITC in OPSBA constitution and executive representation.

The Board of Directors heard a keynote on the Right to Read Inquiry and OHRC Report from Patricia DeGuire, Chief Commissioner of the Ontario Human Rights Commission.

OPSBA Executive endorsed and Board of Directors approved the EDI Audit recommendations regarding the ITC and the establishment of a BTC, as well as, dedicated orientation and annual professional learning on diversity, inclusion, systemic racism, and all forms of oppression for all Board of Directors.

### May 2022

OPSBA partnered with Wilfrid Laurier University, Master of Applied Politics Program, on student candidate research project on data for equity best practices and policy and tool development.

Part 1 of two half day, in-person EDI professional development for all OPSBA staff.

“I ♥ Public Education!” student video challenge launched during Education Week, to engage students in showcasing the diversity of voices in public schools across the province.



# Professional Development



## 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.

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.

Our professional development offerings enhance skills, build capacity and provide the kind of information and analysis that supports informed decision-making.

### Learning Modules

The 21 professional learning modules for trustees and school boards are available at [www.ontarioschooltrustees.org](http://www.ontarioschooltrustees.org). The modules reflect the needs articulated by Ontario trustees for greater clarity on their roles as governors of school boards. The website allows trustees to track their progress through the modules — each one contains the latest legislation, education policy and research. Trustees who complete the program are invited to apply for a Certificate of Completion in recognition of their commitment to leadership and the good governance of Ontario’s education system.

**Trustee Professional Development Program**

<b>Module 1</b> Effective Governance through Ethical Leadership	<b>Module 2</b> Effective Governance for Student Achievement and Well-Being: Boards Matter!	<b>Module 3</b> Roles and Responsibilities	<b>Module 4</b> Common Ground, Common Purpose: Key Relationships in School Boards
<b>Module 5</b> Performance Review: Director of Education	<b>Module 6</b> The Strategic Role and Multi-year Strategic Planning	<b>Module 7</b> Exercising Authentic Governance: The School Board’s Role as Policymaker	<b>Module 8</b> Conflict: Managing it Creatively
<b>Module 9</b> Family and Community Engagement	<b>Module 10</b> Advocacy: Engaging the Public	<b>Module 11</b> Legal Aspects of School Board Governance	<b>Module 12</b> Running Effective Meetings
<b>Module 13</b> School Board Finance	<b>Module 14</b> School Boards and Human Resources	<b>Module 15</b> What Makes a Great Board Chair?	<b>Module 16</b> First Nation Trustees: Unique Roles & Responsibilities
<b>Module 17</b> Trustee Code of Conduct	<b>Module 18</b> Social Media	<b>Module 19</b> Internal Audit and The Role of Audit Committees	<b>Module 20</b> A Journey Towards Truth and Reconciliation
	<b>Module 21</b> Board Self-Assessment: Governance Performance	<b>Certificate of Completion</b>	

# Conferences and Seminars



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

In the 2021–22 school year, OPSBA’s events were held exclusively on Zoom due to the COVID–19 pandemic, except for the 2022 Annual General Meeting, which is occurring in Ottawa in mid–June after publication of this report.

### 2021 OPSBA Annual General Meeting (AGM)

At OPSBA’s AGM, 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.

In 2021, OPSBA held its AGM on Zoom on June 12, featuring keynote speaker Kike Ojo–Thompson. There were no table officer elections as Cathy Abraham, Trustee with the Kawartha Pine Ridge DSB, had been re–elected as President for the 2020–2022 two–year term in 2020. Michael Barrett, Trustee with the Durham District School Board, and Kathleen Woodcock, Trustee with the Waterloo Region DSB, were also elected as 1<sup>st</sup> and 2<sup>nd</sup> Vice–Presidents for the 2020–2022 term in 2020. Rainbow DSB Indigenous Trustee Elaine Johnston was acclaimed as the Indigenous Trustee representative to the OPSBA Board of Directors and the Chair of the Indigenous Trustees’ Council.

### Regional Meetings

OPSBA’s five regional councils – Northern, Western, Eastern, Central East, and Central West — share information related to issues and matters affecting their school boards with the Executive Council and Board of Directors. In the 2021–22 school year, the member boards of each region held meetings on Zoom throughout the year, including in November, January, and April.



250

Attendees at  
2022 Virtual Public  
Education Symposium



171

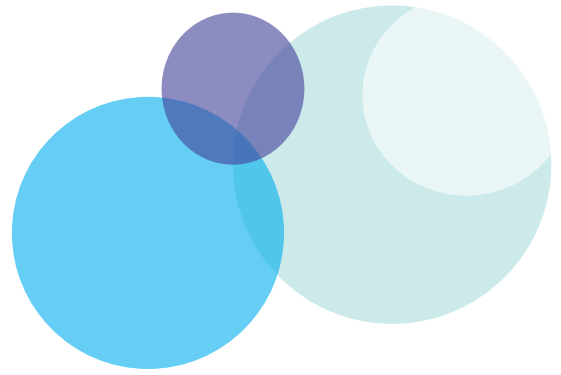
Attendees at 2022 Virtual  
Education Labour Relations &  
Human Resources Symposium

## 2022 Public Education Symposium (PES)

Over 250 trustees, student trustees, directors of education and senior school board administrators participated in a Zoom-based PES 2022, jointly hosted with the Association des conseil scolaires des écoles publiques de l'Ontario (ACÉPO) on January 28, 2022. This leading professional development symposium, specifically designed for school board leaders, offered dynamic sessions on topics directly affecting the role of trustee and the broader environment within which school boards operate.

This year's symposium focused on the future of public education in the face of COVID-19. School boards are facing the profound impact of the pandemic and together, attendees looked forward to learning how to best support Ontario's students in the "new normal." Keynote speaker Randell Adjei (Ontario's First Poet Laureate) presented with a theme of *The Audacity to Dream in the Face of Adversity*. Through storytelling, poetry and the growth mindset, Adjei inspired attendees to move forward and reminded them to have the strength to keep pushing despite the challenges of COVID.

Minister of Education Stephen Lecce addressed the group about the government's approach to pandemic and other key education issues. He also took questions from trustees.



The conference continued with a variety of workshops, including a panel discussion focused on building on the democratic and inclusive nature of school board governance to better serve Ontario students and communities. Three well-attended workshops were also presented: *Indigenous Language Recovery with First Nations Trustee Claudine VanEvery-Albert*; *Moving Forward with Anti-Racism in Every Classroom* with educator and writer Matthew R. Morris and *Understanding Operations vs. Governance: Effective Director of Education, Chairperson and Board Relationships* with board chairs and directors of education as panelists.

The group was also very pleased to welcome Nicholas A. Christakis, Sterling Professor of Social and Natural Science at Yale University and author of *Apollo's Arrow*, who spoke about the enduring impact of COVID-19 on education and society.

## 2022 Education Labour Relations and Human Resources Symposium

On April 28, 2022, more than 150 guests joined OPSBA for the Education Labour Relations and Human Resources Symposium. The event was held virtually via Zoom due to the COVID-19 pandemic.

Trustees, directors of education, supervisory officers and human resources and labour relations practitioners gathered to share, strategize and learn about next and best practices and explore practical solutions to the challenges faced by Ontario school boards. The symposium featured an address by Monte McNaughton, Minister of Labour, Training and Skills, a panel on public education and 12 workshops on topics such as Collective Bargaining for Trustees, Working From Home, Re-imagining Recruitment, Staffing and Retention through an Anti-Racist Anti-Oppressive Lens and responses to the COVID-19 pandemic.



# Indigenous Trustees' Council



## OPSBA's Indigenous Trustees' Council (ITC) is composed of First Nations trustees appointed to school boards and other Indigenous trustees elected through the municipal electoral process.

One of OPSBA's multi-year strategic priorities is *Advancing Reconciliation: First Nation, Métis and Inuit Education*.

The Association believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission. The Association continues to practice traditional land acknowledgements before all formal meetings of the Board of Directors and Executive Council.

The ITC regularly engages in a range of initiatives to support the education of Indigenous students, and to ensure all students are educated about the history and culture of Indigenous peoples.

For the 2021–22 school year, Algoma DSB Trustee Elaine Johnston continued to serve as the Chair of the ITC and sat as the Council's representative on the OPSBA Board of Directors.

The ITC endeavors to hold meetings every two months where possible to discuss and advance education issues facing First Nations children and their families. All meetings are attended by Indigenous and non-Indigenous trustees. The 2021–2022 school year continued to be significantly impacted by the COVID-19 pandemic, and the ability for the ITC to meet in person throughout the year was no exception. However, in spite of these challenges, the ITC maintained its focus on its existing strategic priorities. ITC representatives were engaged with the Ministry of Education around developments and announcements impacting Indigenous students in all OPSBA member boards and schools, as well as “on-reserve” First Nations students. Announcements were specific to curriculum updates and revisions, additional supports for Indigenous students through enhanced funding opportunities, reliable access to technology and broadband, and recognizing the ongoing mental health needs of First Nations learners.

The ITC also reaffirmed support for its identified Four Priorities by consensus:

1. Building Our Capacity
2. Indigenous Student Well-Being
3. Enabling Indigenous Education
4. Advancing Reconciliation

The initial discoveries in late spring 2021 of unmarked graves at multiple former residential school sites across Canada, as well as ongoing further discoveries at additional sites, generated much discussion and reflection among the ITC about its role in advancing this conversation and in the importance of raising awareness within all school boards. Providing historically accurate information, from an Indigenous perspective, on the intergenerational impact of the residential schools as a product of Canadian Government policy will remain a focus and important discussion item for the ITC going forward.

At several of its meetings, the ITC also discussed the recommendations and response of the OPSBA-initiated Turner Consulting Equity Audit. This included a dedicated meeting with the consultants, which was well-received, very helpful and productive. The recommendations, including the ability for the Chair of the ITC to be a standing member of the OPSBA Executive (which at publication time was not confirmed as it will be discussed at the June 2022 Annual General Meeting), were well-received, and reflected years of discussion and advocacy at the Council.

Finally, ITC was engaged in a February meeting with Ministry of Education Equity Secretariat staff to discuss the draft responses and questions posed resulting from the provincial trustee code of conduct surveys.

ITC members also provided input during the consultations leading up to the 2022–2023 provincial budget, the development of the 2022–23 OPSBA strategic priorities and the 2022–23 Grants for Student Needs.

# Supporting Positive Labour Relations



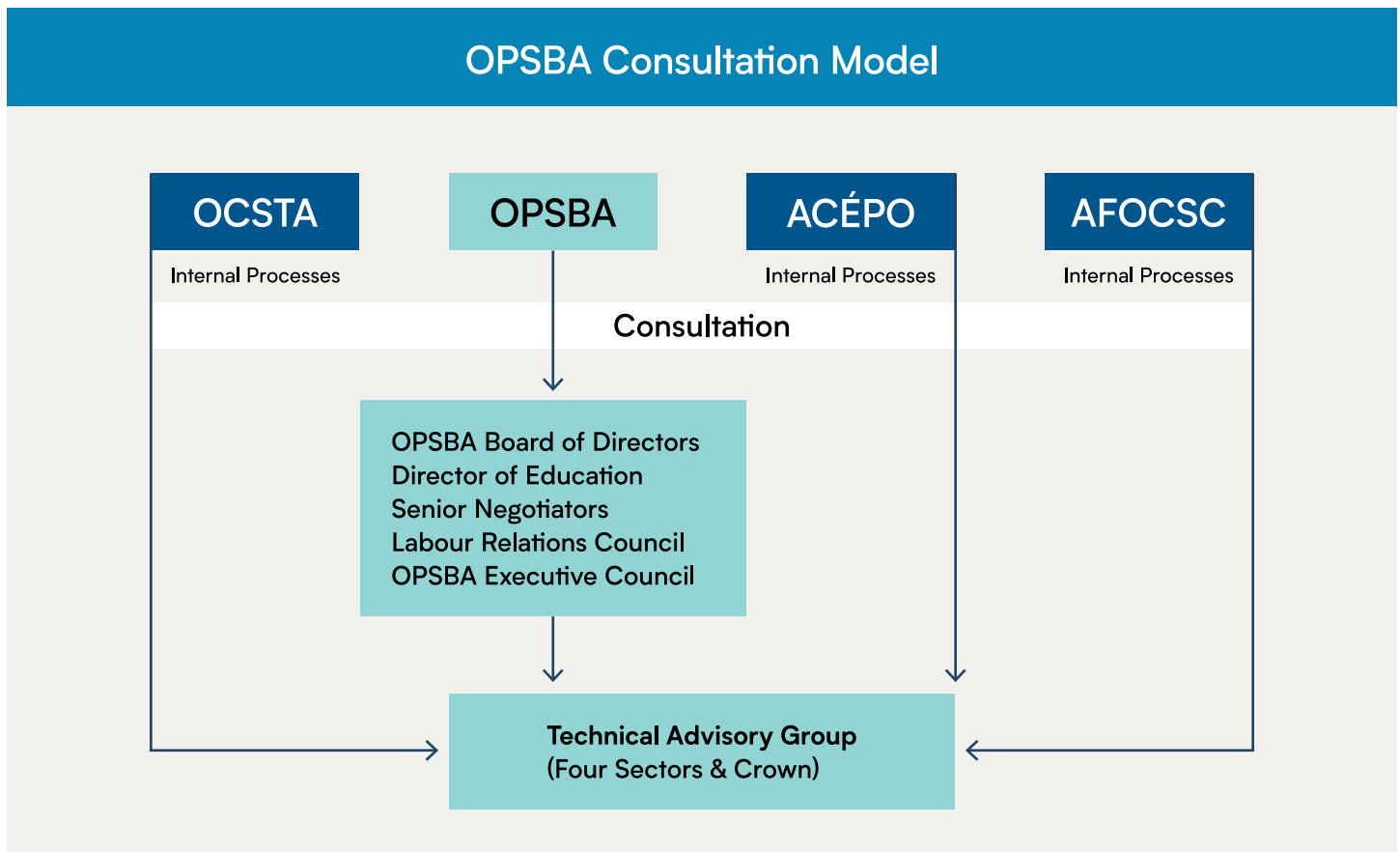


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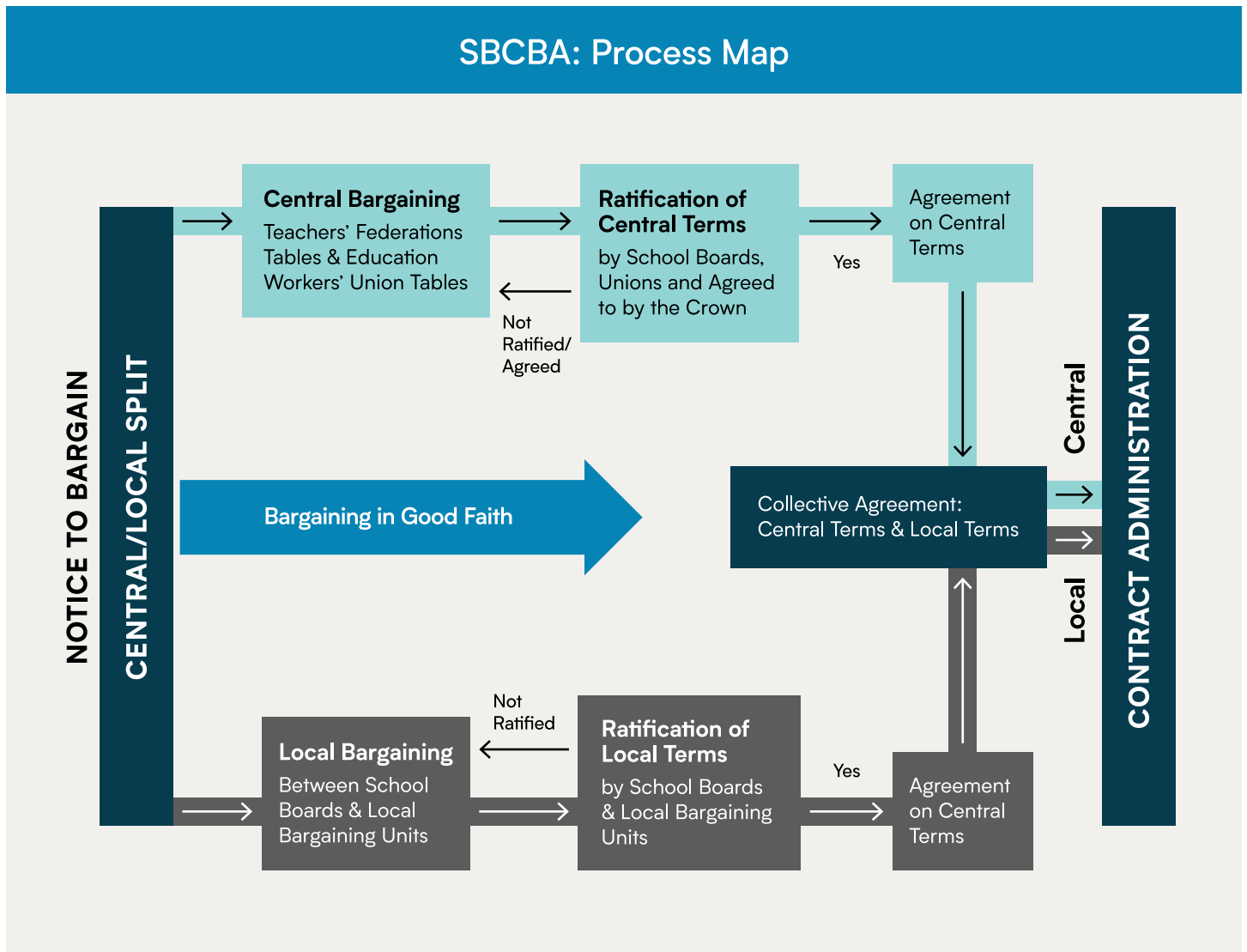
## Central Bargaining

Following the establishment of the *School Boards Collective Bargaining Act*, the OPSBA Board of Directors established the following collective bargaining and consultation models. This decision was taken by the Board of Directors on May 3, 2014. These models were designed to create mandates and local mechanisms to ensure all voices are heard.

## Consultation Model



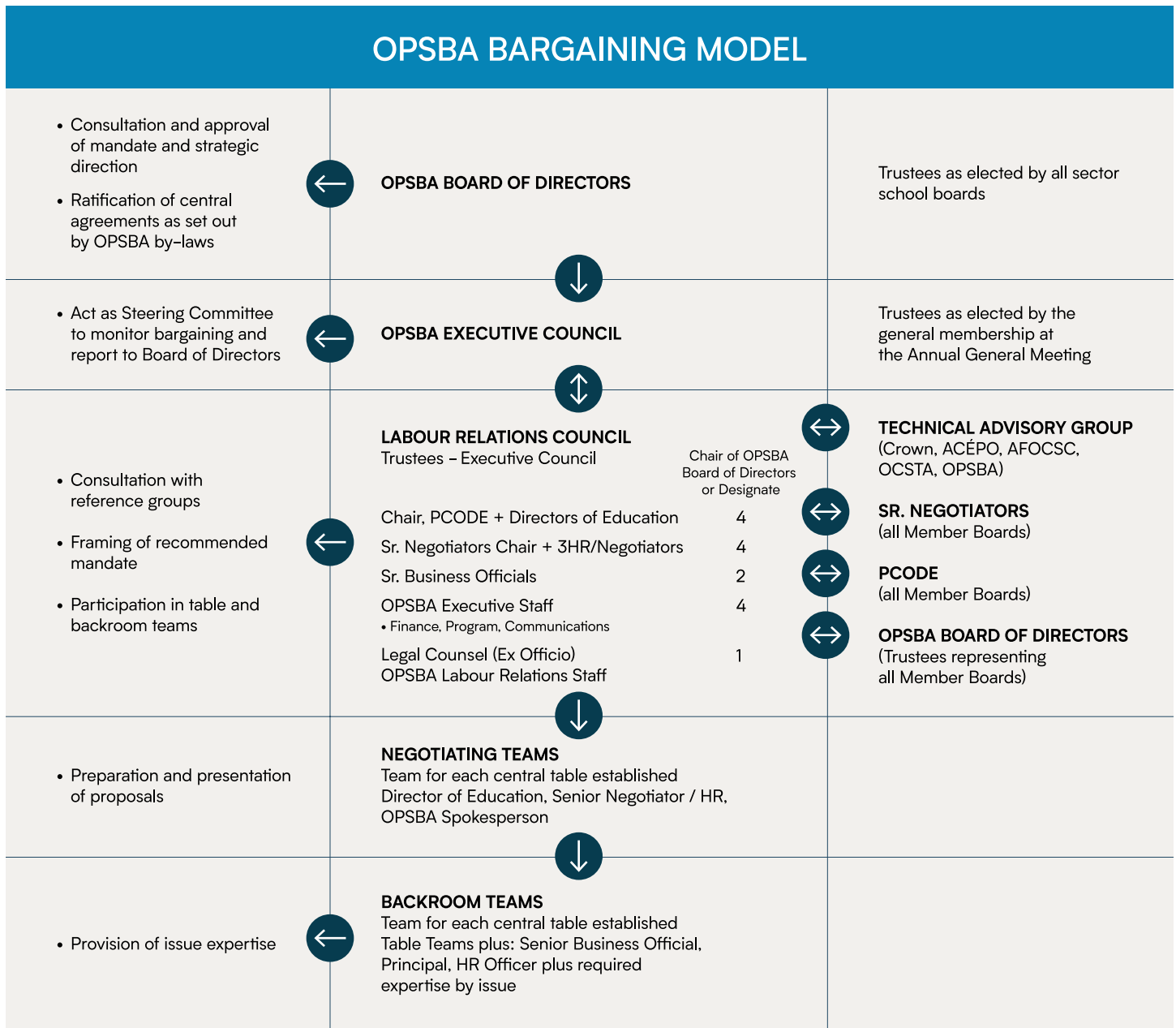
## School Boards Collective Bargaining Act: Process Map



**Under the SBCBA:**

**Local bargaining may occur at the same time as, or after, central bargaining.**

*Provided by the Ontario Ministry of Education, Education Labour Relations Office*



## Bargaining Model

OPSBA is the designated bargaining agent for 31 English public school boards and 10 public school authorities and negotiates with seven bargaining groups/federation. There are a total of 259 bargaining units. These bargaining units are members of CUPE, OSSTF Teachers and Education Workers, ETFO Teachers and Education Workers, EWAO and OCEW.

Throughout the first half of 2022, OPSBA Labour Relations Staff have been engaged in consultation consistent with OPSBA's Bargaining Model and Critical Path to Bargaining. Feedback received through this process has informed the development of OPSBA's bargaining positions.

The next round of collective bargaining will begin in the second half of 2022.

## Actions Taken in 2021-22

- Supported local collective bargaining for 2019-2022 when requested.
- Provided support for the implementation of the 2019-2022 central terms.
- Heard grievances and disputes through the central grievance/arbitration process included in the central terms.
- Maintained and improved the OESC/OPSBA Portal.
- Tracked grievances, disputes and arbitrations through the Grievance Tracking System (GTS) in coordination with the Council of Trustees' Associations and the Ministry of Education.
- Established framework to compile, post and update frequently asked questions from school boards regarding contract implementation.
- Provided presentations regarding Labour matters at Labour Relations Council (LRC), Senior Negotiators and the Public Council of Ontario Directors of Education.
- Participated at: Technical Advisory Group (TAG), LRC, and Council of Trustees' Association (CTA).
- Co-chaired meetings of Central Labour Relations Committees (CLRC) for all union groups to problem solve and build relationships.
- Completed discussions with Principals/Vice Principals on their Provincial Terms and Conditions, and approved provincial agreements.
- Engaged in bargaining consultation with Trustees, Senior Negotiators, P CODE, LRC and Board of Directors.
- Organized and delivered OPSBA's annual Education Labour Relations and Human Resources Symposium on April 28, 2022.

## Revocation of Regulation 274/12: Hiring Practices

- On October 29, 2020, the Ontario government revoked regulation 274/12: Hiring Practices and released PPM 165, requiring school boards to post public facing hiring policies for teachers.
- An OPSBA workgroup was established to facilitate this work and to provide a framework to boards.
- PPM 165 requires school boards to include the following components in their teacher hiring policies:
  - qualifications and merit
  - diversity, equity, and human rights
  - employment mobility
  - fairness and transparency
  - monitoring and evaluation

The PPM does not require the use of seniority in hiring practices

- ETFO, OPSBA and the Crown completed hearings before the Ontario Labour Relations Board. The OLRB dismissed ETFO’s complaint. With the release of this decision, Regulation 274 remains revoked.

## Committees and Workgroups Arising from Collective Bargaining

Coming out of collective bargaining of the central terms for the English public school boards, the following committees were established among the Crown, the unions and OPSBA/CTA. OPSBA is part of the CTA along with the Ontario Catholic School Trustees’ Association (OCSTA), the Association des conseils scolaires des écoles publiques de l’Ontario (ACÉPO) and the Association franco-ontarienne des conseils scolaires catholiques (AFOCSC).

Committees:	Mandate:
<p><b>Provincial Working Group Health and Safety</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 consider areas related to health and safety in order to continue to build and strengthen a culture of health and safety mindedness in the education sector.</li> <li>• Areas of discussion may include:                             <ul style="list-style-type: none"> <li>◦ Caring and Safe Schools</li> <li>◦ Workplace violence prevention training</li> <li>◦ Notification of potential risk of physical injury</li> <li>◦ Occupational health and safety training</li> </ul> </li> </ul> <p>Much of the work of this Committee through 2021-22 has focused on policy implementation surrounding the pandemic.</p>

<b>Committees:</b>	<b>Mandate:</b>
<p><b>One Benefit Plan Committee for each central table (OPSBA and the Crown attend all tables)</b></p> <ul style="list-style-type: none"> <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>• ELHT Agreements are undergoing the respective review processes.</li> </ul>
<p><b>Education Worker Diverse and Inclusive Workforce Committee</b></p> <ul style="list-style-type: none"> <li>• CTA/school board representatives</li> <li>• Crown</li> <li>• CUPE</li> </ul>	<ul style="list-style-type: none"> <li>• This is an extension of the original committee from 2014–2017. The committee continues to support school boards with respect to the practices that support diversity, equity, and inclusion and foster diverse and inclusive workforces.</li> <li>• A survey was distributed to school boards to collect information on best practices that support diversity, equity, and inclusion and foster diverse and inclusive workforces reflective of Ontario's communities. The data collected in this survey was used at an aggregate level to identify and share best practices.</li> </ul>
<p><b>Support for Students Committee</b></p> <ul style="list-style-type: none"> <li>• OPSBA/school board representatives</li> <li>• Crown</li> <li>• ETFO Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The parties have met to identify and share best practices with respect to supporting students with special needs.</li> <li>• The committee's work will focus specifically on the integration process and instances where integration has been successful. The final report of the committee was distributed to school boards in June 2021.</li> </ul>
<p><b>E-Learning Implementation Committee</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• OSSTF Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The parties have completed consultation required under LOA #12 and distributed guidelines to school boards regarding the implementation of PPM 167 in March 2022.</li> </ul>

Committees:	Mandate:
<p><b>E-Learning Alternative Models</b></p> <ul style="list-style-type: none"> <li>• OPSBA</li> <li>• Crown</li> <li>• OSSTF Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The parties have completed consultation required under LOA #13.</li> </ul>
<p><b>Ministry/School Board Initiatives Committees (OPSBA and the Crown attend all tables)</b></p> <ul style="list-style-type: none"> <li>• OSSTF</li> <li>• ETFO</li> <li>• CUPE</li> <li>• EWAO</li> <li>• OCEW</li> </ul>	<ul style="list-style-type: none"> <li>• During meetings in 2021-22, the Crown reported on matters already released to school boards as well as consulting on implementation supports, education modernization, curriculum review cycles, experiential learning, the OHRC Right to Read Report, learning recovery and revisions to PPM 81.</li> </ul>
<p><b>Provincial Liaison Committee</b></p> <ul style="list-style-type: none"> <li>• ACÉPO</li> <li>• AFOCSC</li> <li>• OCSTA</li> <li>• OPSBA</li> <li>• Principals/Vice Principals Associations</li> </ul>	<ul style="list-style-type: none"> <li>• This Committee has been established to discuss the implementation of the P/VP Provincial Agreement.</li> <li>• Three sub-committees have been established:                             <ul style="list-style-type: none"> <li>◦ Benefits</li> <li>◦ Provincial Working Group —Compensation</li> <li>◦ Recruitment Retention Strategy Working Group.</li> </ul> </li> </ul>

**Central Labour Relations Committees (CUPE, ETFO, EWAO, OCEW, OSSTF)**

The purpose of these committees is to facilitate communication between rounds of bargaining on issues of joint interest.

**Central Dispute Resolution Committees (CUPE, ETFO, EWAO, OCEW, OSSTF)**

All collective agreements established a process by which disputes over the interpretation of collective agreement language are addressed in an orderly fashion and removed from the workplace through either informal or formal resolution. Central parties may file disputes as a grievance and engage in settlement discussions. 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.

## Provincial Labour Relations

In the role of designated employer bargaining agent, to systematize both the implementation of the current collective agreements and prepare for the next round of bargaining, OPSBA delivers professional learning throughout the year and at the annual Education Labour Relations and Human Resources Conference. This year, the conference was held virtually on April 28, 2022.

To facilitate consultation and communication, OPSBA has established or maintains participation in:

### Labour Relations Steering Committee

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

### Council of Trustees' Association (CTA)

The CTA involves Labour Relations Teams from ACÉPO, AFOCSC, OCSTA, and OPSBA. Consultation among the parties occurs regularly to ensure consistency of practice related to collective agreement implementation across all four publicly funded education systems.

### Labour Reference Groups

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

### Labour Relations Council (LRC)

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

### Principal and Vice-Principal Associations

The Ontario Principals' Council is composed of Principals and Vice-Principals in public school boards across Ontario and information is obtained and shared as needed.

### Public Council of Ontario Directors of Education (PCODE)

PCODE comprises Directors of Education in public school boards across Ontario. Consultation occurs through the Labour Relations Council by Director members and updates are provided directly to PCODE by OPSBA staff.

### Senior Negotiators

The labour negotiators from the 31 OPSBA member boards and 10 school authorities meet to share issues, ideas and solutions from their respective education settings as well as through teleconferences to deal with specific issues.

### Technical Advisory Group (TAG)

TAG is composed of Labour Relations teams from the Crown, ACÉPO, AFOCSC, OCSTA, and OPSBA. The purpose is to ensure communication and understanding of implementation issues across provincial educational sectors.

## National and International Labour Relations

### Canadian Education Negotiators (CEN)

CEN is an organization 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, and changes in legislative frameworks. For the 2021-22 school year, these meetings were virtual but in-person meetings have resumed.

### North American Association of Educational Negotiators (NAEN)

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.



# Education Funding



# OPSBA continues its proactive approach in its advocacy for sustainable and equitable education funding.

In December, OPSBA submitted its response to the Ministry of Education's request for input regarding the government's 2022–23 Education Funding and the Grants for Student Needs (GSN). The submission reflected feedback from students, trustees, the OPSBA Indigenous Trustees' Council, member board business officials, and senior OPSBA staff. It also aligned with the recommendations from the Council of Senior Business Officials (COSBO). The Association requested the continued need for local flexibility to manage in-year deficits resulting from the COVID crisis and asked again for the government's support in permitting those boards to prepare plans that lead to balanced budgets.

A main focus of this year's submission was student mental health and re-engagement. These are areas of great importance in public education, which has been underscored by the COVID-19 pandemic. Funding requests that originated from policy resolutions approved at the 2021 Annual General Meeting included Research Funding (Research Officers) and Funding for Indigenous Trustee Positions in School Boards.

In addition, OPSBA's submission identified funding priorities in the following areas:

- Equity, Diversity and Inclusion
- Special Education
- Indigenous Education
- Northern and Rural Challenges
- Professional Learning
- French as a Second Language
- Skilled Trades and Apprenticeships
- Capital and Facilities Funding
- Student Transportation
- Technology and Broadband
- 2022 Municipal and School Board Elections

To support reducing administrative burden and red tape, OPSBA has asked for two policy/regulation changes that would significantly help member boards: lifting the moratorium on school closures and releasing the revised Pupil Accommodation Review Guidelines (PARG); and amending the Education Development Charge (EDC) regulation to allow for flexibility for non-eligible boards to collect EDCs and increase the EDC rates to accurately match actual land purchase costs.

## OPSBA's Finance Database

Our finance consultants respond to school board needs through ongoing database enhancements and providing timely analysis of government finance announcements. Access to these resources are available to OPSBA member boards on a request basis.

## 2022–23 GSN and PPF Highlights

The 2022–23 Grants for Student Needs (GSN) and Priorities and Partnerships (PPF) funding were announced on February 17, 2022. Grant funding is projected to be \$26.1 billion, which represents an increase of 2.7% over the prior year. The average per-pupil funding amount is projected to be \$13,059, which is an increase of \$339 from last year.

### Mental Health Supports – GSN

**\$13.1 million**, in addition to a \$25.2 million transfer from PPF grants, to support student mental health within the Supporting Student Mental Health Allocation. \$10 million of new funding to provide evidence-based mental health programs and resources to support student resilience and mental well-being.

### Mental Health Supports – PPF

**\$7.99 million** to support mental health and well-being and student success.

### Equity, Diversity and Inclusion (EDI) – PPF

- **\$6.6 million** to provide transportation and stability supports for children and youth in care.
- **\$4.1 million** for the graduation coach program for Black students.
- **\$3.24 million** for Human Rights and Equity Advisors at select school boards.
- **\$3 million** to implement de-streaming for Grade 9 students.
- **\$2.5 million** to fund school boards in collecting and analyzing student demographic data.

### Special Education – GSN

- A portion of the **\$304 million** COVID-19 Learning Recovery Fund for special education.
- **\$7.4 million** for the Special Equipment Amount to support more assistive technology.
- **\$1.4 million** for the DSENA Measure of Variability Northern Adjustment.

### Special Education – PPF

- **\$10 million** to provide summer learning supports for students.
- **\$7.48 million** to improve support for children and youth with special education needs and their families and educators.
- **\$8.32 million** to support early intervention in math for students.

### Indigenous Education – PPF

- **\$120,000** to support summer learning for First Nation students.
- **\$6.61 million** to support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.

### Professional Learning – PPF

**\$1 million** in supplemental New Teacher Induction Program funding to enhance teacher development.

### French as a Second Language (FSL) – GSN

**\$7.9 million** transfer from PPF into the GSN to support the additional costs of FSL initiatives and activities undertaken by English-language school boards in keeping with the Canada–Ontario Agreement on Minority Language Education and Second Official Language.

### Skilled Trades and Apprenticeships – PPF

- **\$13.2 million** to expand Specialist High Skills Majors (SHSM) programs.
- **\$3 million** to support experiential professional learning in the skilled trades for guidance teacher-counsellors.
- **\$1 million** to support the Skilled Trades Bursary Program.

### Capital and Facilities Funding – GSN

**\$1.4 billion** for School Renewal (\$370 million) and School Condition Index (\$1.07 billion) capital funding programs.

### Student Transportation – GSN

An increase of 2% is being added to the Student Transportation Grant, but no increase has been allocated to individual school boards at this time.

## Other Highlights

### Continuation of Supports for Students Funding

**\$212.7 million** in Supports for Students Funding (Investment in System Priorities), which was agreed to in central collective agreements, is being continued into 2022–23 to stabilize staffing supports.

### COVID-19 Learning Recovery Fund

**\$304 million** which is intended to provide staffing supports to address:

- Learning recovery
- Implementation of fully de-streamed Grade 9
- Delivery of remote learning — boards are required to maintain a viable virtual option for both elementary and secondary students
- Supports for special education
- Maintaining enhanced cleaning standards
- **\$134.4 million** to support the Recent Immigrant Supplement of the Language Grant, to ensure programs can continue to run while immigration levels remain low as a result of the COVID-19 pandemic.
- Salary and benefits benchmark increases, in alignment with central labour agreements.
- Benchmarks for non-staff operating costs in recognition of inflationary increases and enhanced ventilation standards are increasing between 2.3% and 5.45%.
- The introduction of a secondary class size compliance framework, similar to that currently in place for elementary class sizes.
- **\$144.17 million** in PPF allocations to school boards.
- **\$355 million** in PPF allocations to education partners.



# OPSBA Work Groups



Members of OPSBA's two Work Groups continue to play a meaningful role in advancing the Association's identified priorities through the initiatives they accomplish. They focus on OPSBA's identified priorities and take on tasks that are aimed at action on the Association's priorities.

## Policy Development Work Group

The Policy Development Work Group (PDWG) was regularly engaged and involved in several of the Association's legislative and regulatory submissions. Meetings continue to be conducted virtually with the group gathering on seven occasions over the course of the school year. The focus of the work and discussions supported the Association's priorities of Advocating for the Whole Child and Student Well-Being, Supporting Trustees as Leaders in Public Education, and Advocating for Sustainable and Equitable Education Funding.

OPSBA was fortunate to have guest speakers attend meetings and these included: Researcher David Jack, lawyer Sheila MacKinnon of Shibley Righton LLP, Ophea Executive Director Chris Markham, AMCTO President Sandra Macdonald and Executive Director David Arbuckle, and Holly Moran, the Ministry of Education's Assistant Deputy Minister in the Early Years and Child Care Division.

In addition to the items led by the guest speakers, the topics of discussion included:

- Accessibility Standards for K-12 Education
- Code of Conduct Consultations
- COVID-19: Health, Safety and Operational Guidance for Schools
- OPSBA's Equity, Diversity and Inclusion Audit Recommendations
- Federal Elections Package
- Grade 5 to 12 Student Provincial Survey
- The Education Funding Guide and the Grants for Student Needs
- Immunization of School Pupils Act
- Integrity Commissioners
- Local Government Week
- Municipal and School Board Elections and Professional Activity Days
- The 2022-23 School Year Calendar
- Ophea Supports and Resources
- OPSBA's Above and Beyond Digital Advocacy Campaign
- OPSBA's Project Compass
- The 2022 Provincial Budget
- PPM 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols
- Provincial Election Advocacy and Actions
- Revised PPM 81, Provision of Health Support Services in School Settings
- Transitioning from the Covid-19 School Experience Discussion Paper

David Wright, Associate Director — Corporate Services, Durham District School Board, provided support with regular education finance updates.



## OPSBA WORK GROUPS

### Submissions

Throughout the year, Work Group members provided direct and indirect input on the following matters:

- May 11, 2022 – OPSBA Submission in response to the Ministry of Education's consultation for the OHRC's Right to Read Report
- February 22, 2022 – OPSBA Submission to the Ministry of Education regarding PPM 81
- January 26, 2022 – OPSBA Submission to the 2022 Pre-Budget Consultation
- December 14, 2021 – Letter to Minister Lecce regarding booster doses and rapid antigen testing for education workers
- December 1, 2021 – OPSBA Submission regarding the 2022-23 Education Funding and the Grants for Student Needs
- November 10, 2021 – Submission to the Standing Committee on Good Government regarding Bill 13, Supporting People and Businesses Act, 2021
- October 28, 2021 – Letter to Minister Lecce regarding School Board Trustee Codes of Conduct
- October 28, 2021 – Letter to Minister Lecce regarding COVID-19 response
- October 25, 2021 – Joint post-secondary/K-12 sector Submission to Minister Cho regarding accessibility compliance reporting
- October 4, 2021 – OPSBA Submission to the K-12 Education Standards Development Committee regarding proposed recommendations for an Education Accessibility Standard
- August 13, 2021 – OPSBA Letter to Premier Ford regarding mandatory vaccination in the education sector
- June 4, 2021 – OPSBA Letter to Minister Lecce regarding 2021-22 Grants for Student Needs funding implications
- May 28, 2021 – OPSBA Letter to Premier Ford regarding the reopening of Ontario schools
- May 25, 2021 – OPSBA Response to Bill 288, Building Opportunities in the Skilled Trades Act, 2021
- May 19, 2021 – OPSBA Letter to Minister Lecce regarding Ontario Youth Apprenticeship Program funding for private schools

### Areas for ongoing consideration

The work group will be involved in the post-provincial election review and examination of education priorities to be discussed with the next government and Minister of Education. The Association will continue to advocate around the reopening of schools, in-person learning for students and staff, vaccinations for younger students and many other remaining COVID-19 issues that affect public education. The work group will also be involved in many of the advocacy and actions concerning the Municipal and School Board Elections.

### Work Group Members

Donna Edwards, Durham, Central East  
Shelley Laskin, Toronto, Central East  
Don Werden, Grand Erie, Central West\*\*  
Linda Busuttill, Upper Grand, Central West  
Robin Hutcheon, Limestone, Eastern  
Marjorie Adam, Renfrew County, Eastern  
Tom Henderson, Ontario North East, Northern (E)  
Ryan Sitch, Lakehead, Northern (W)  
Julia Burgess, Greater Essex County, Western  
Robert Hunking, Avon Maitland, Western  
Howard Archibald, Ontario North East,  
Indigenous Trustees' Council Representative

### Executive Council Liaison

Michael Barrett, First Vice-President, Durham DSB

### Alternates

Jodi Lloyd, Simcoe County, Central East  
Kathy McDonald, Peel, Central West  
Christine Boothby, Ottawa-Carleton, Eastern  
Bill Steer, Near North, Northern (E)  
Mark Mannisto, Superior Greenstone, Northern (W)  
Jane Thomson, Bluewater, Western  
Claudine VanEvery-Albert, Grand Erie,  
Indigenous Trustees' Council Representative

\*\* *Scott Piatkowski, Waterloo Region DSB, was the Central West representative until January 2022.*

## Education Program Work Group

### Government Consultations

OPSBA, through the Education Program Work Group (EPWG), provided responses to provincial government consultations and advocated through letters to the Minister of Education, and meetings and discussion with Ministry of Education political and ministry staff on remote/online learning, the new de-streamed Grade 9 curriculum, the Ontario e-Learning Consortium (OeLC), the role and responsibilities of TVO, Specialist High Skills Major (SHSM) for education, education and EQAO modernization, anti-sex trafficking programs, experiential learning, the Right to Read consultation and mental health and well-being. Jointly with the Policy Development Work Team, the EPWG took positions on a number of program-related issues and made submissions to the Ministry of Education, including consultations regarding the Proposed Regulatory Amendments under the *Childcare and Early Years Act*, 2014, PPM 164: Requirements for Remote Learning, PPM 81: Provision of health support services in school settings, the proposed expansion of the TVO mandate, and input into the OPSBA Grants for Student Needs (GSN) submission.

*Please see full list of 2021-22 OPSBA submissions on the previous page.*



### Transitioning from the COVID-19 School Experience: An OPSBA Discussion Paper

This discussion paper reflects the proactive thinking of OPSBA membership from first-hand accounts of remote learning during the pandemic. This process of reflection has revealed two compelling realities: that a worrisome number of students have been unable to profit from remote forms of learning; and that several innovative practices in pedagogy and leadership have emerged that should be preserved and implemented on a broader scale post-pandemic.

Utilizing the discussion paper, OPSBA created a provincial Education Partner Table to propose recommendations for the 2022-23 GSN and to discuss and reimagine what “school” should look like in five years and what is needed to get there.

The EPWG identified two specific research projects to inform these discussions and to support school board efforts. OPSBA conducted research and widely shared reports on Grade 5 to 12 student perceptions regarding the remote learning experience and on parent and community perceptions regarding online learning during the pandemic.

### First Nation, Métis and Inuit Education

The Indigenous Trustees’ Council report is a standing item on the EPWG agenda to assist in aligning advocacy efforts. The EPWG continues to advocate for the implementation of Calls to Action from the Truth and Reconciliation Committee’s Final Report with regards to a need for a mandatory curriculum.

### Online Learning and the Ontario e-Learning Consortium

OPSBA has participated in ongoing discussions with the OeLC leadership, PCODE and OCSTA to determine next steps to support the implementation of the online graduation requirement.



## OPSBA WORK GROUPS

### French as a Second Language

French as a Second Language (FSL) continues to be identified, both in OPSBA's GSN submission and in discussion with the Ministry of Education, as a priority area that requires a provincial focus to address issues impacting school boards' ability to deliver high-quality and sustainable FSL programming and instruction. OPSBA, through the EPWG, has been successful in securing continued funding from the government of Ontario to extend the FSL labour market partnership and to continue the work of mobilizing and communicating promising practices in the recruitment, hiring, professional support and retention of FSL teachers and education workers.

In addition, OPSBA is leading three pan-Canadian initiatives to support English language school boards that address the issues of the FSL teacher shortage as part of the FSL teacher recruitment and retention strategy funded by the Department of Canadian Heritage and the Province of Ontario.

Year 2 of the three initiatives is complete. OPSBA is awaiting approval for Year 3 to complete this work. The main deliverables for the three initiatives are:

1. Recruitment Guide for English Language School Boards
2. French Language Proficiency Assessment Toolkit and Resource Guide
3. Compendium of Strategies and Practices to Support School Administrators with FSL Programs in their Schools

### Specialist High Skill Major in Education

OPSBA led a writing team to establish two Specialist High Skill Majors (SHSM) in the Non-Profit Sector in education stream to promote careers in education. One stream is specifically designed for Grade 11 and 12 students in FSL programs – core, extended and immersion. OPSBA's efforts have been recognized and additional Ministry of Education funding has been secured to conduct a provincial scan of school boards and third-party certification providers to facilitate and support province-wide engagement. OPSBA will also be creating resources to promote and support SHSMs in education.



### The Ontario Coalition for Children and Youth Mental Health

OPSBA was the founding member of the Coalition, which is now in its 12<sup>th</sup> year of operation. Through the EPWG, the Coalition provides ongoing advice to the Ministry of Education. The Coalition's focus this past year was continuing with networking opportunities, sharing evidence-based practices, and co-creating new resources and materials especially needed during the pandemic. The Coalition members identified just how important the established relationships have been to their collective efforts throughout COVID-19.

### OPSBA Website Repository of Exemplary Practices

The EPWG continues to annually gather school board exemplary practices. Summary overviews are placed on the OPSBA website for sharing purposes and to recognize the significant efforts and progress that school boards are making in a number of important areas to support student success. The focus is on exemplary strategies/programs that increase student confidence, achievement, engagement and retention, and reduce systemic barriers. This year the exemplary strategies/programs/practices are in support of equity, diversity, inclusion and human rights in school boards.

### Committees

OPSBA staff sat on and contributed to the following provincial committees in 2021-22:

- EQAO Advisory Committee
- FSL Provincial Working Group
- Ministry Initiatives Committee
- Ministry Online Learning Workgroup

## OPSBA WORK GROUPS

### Work Group Members

Michelle Aarts, Toronto, Central East  
Patrice Barnes, Durham, Central East  
Alex Johnstone, Hamilton–Wentworth, Central West  
Carol Ann Sloat, Grand Erie, Central West\*  
Karen McGregor, Limestone, Eastern  
Susan Humphries, Renfrew County, Eastern  
Jennifer Sarlo, Algoma, Northern (E)  
Trudy Tuchenhausen, Lakehead, Northern (W)  
Colleen Schenk, Avon Maitland, Western  
Jan Johnstone, Bluewater, Western  
Ryan Jacobs, Upper Canada,  
Indigenous Trustees' Council Representative

\*Chair

### Executive Council Liaison

Kathleen Woodcock, Second Vice–President,  
Waterloo Region DSB



### Alternates

Louise Clodd, Trillium Lakelands, Central East  
Joanna Oliver, Halton, Central West  
Alison Kelly, Hastings and Prince Edward, Eastern  
Bill Steer, Near North, Northern (E)  
George Saarinen, Lakehead, Northern (W)  
Alicia Higgison, Greater Essex County, Western  
Keith Penny, Ottawa–Carleton, Indigenous  
Trustees' Council Representative

## OPSBA–OSTA Liaison Committee

The OPSBA–OSTA Liaison Committee continued its commitment to supporting student trustees and student voice. The Public Board Council's President Jazzlyn Abbott (Renfrew County DSB) and Vice President Aisha Mahmoud (Hamilton–Wentworth DSB) were the lead contacts in joining OPSBA's work groups and participating in other Association advocacy initiatives.

The Committee's work this year included:

- The 2022 Ontario Public Student Trustee Leadership Award application launch and selection
- Amendments to Ontario Regulation 7/07 (Student Trustees) regarding an election deadline extension for one-year term student trustees
- The final publication and distribution of the Student Trustee Handbook

Committee representation included trustees from across OPSBA's membership and governance levels.

### Members

Cathy Abraham, Kawartha Pine Ridge DSB,  
OPSBA President  
Mike Brant, Hastings and Prince Edward DSB,  
Indigenous Trustees' Council  
Sarah Cipkar, Greater Essex County DSB  
Laurie French, Limestone DSB, Ex Officio  
Mark Mannisto, Superior–Greenstone DSB  
Dr. Margo Shuttleworth, Halton DSB

# Legislative Advocacy



**As a non-partisan association, OPSBA advocates for public education regardless of which political party is in power at Queen’s Park. The Association is proud of its expertise and track record in the area of effective advocacy to support its priorities.**

OPSBA monitors legislation, regulations, and policy directions that could affect our students and member boards. With the support of our Work Groups, Executive Council and Board of Directors, staff provide submissions and feedback to many government consultations.

Legislative Updates are shared with all member boards on a regular basis and our advocacy efforts can be seen at all levels of government.

### **Municipal**

Local Government Week was recognized October 18 to 22, 2021. OPSBA and its member trustees and education partners engaged in activities to create civic awareness and promote the role of trustees among Ontario students. The Association created six videos featuring the President and the five Regional Chairs. Resources were provided to facilitate virtual sessions with students, including a Word document and a short PowerPoint presentation.

The Association has spent much time preparing for the upcoming Municipal and School Board Elections that will occur on October 24, 2022. The Ontario Education Services Corporation (OESC), on behalf of the four school board/trustee associations (including OPSBA), has begun the distribution of the first set of resources to support trustee candidates and communities. These include:

- Making a Difference: Running for Election as a School Board Trustee — a PDF guide
- Printable public awareness posters to encourage nominations and get out the vote

The resources were sent to municipal clerks via their association (AMCTO), all school board staff that are responsible for elections, and an extensive distribution list of community stakeholders and equity-seeking groups (i.e., parents, community groups, libraries, PICs, SEACs, Indigenous organizations, BIAs, YMCAs, Boys and Girls Clubs, education partners and more). School boards were asked to share the resources with their own distribution lists as well.

All candidates are encouraged to submit their profiles to be included on the OESC-managed school board elections website. A new 2022 Good Governance Guide will be created and distributed to all trustees post-election and will be part of the Association’s orientation.

OPSBA will continue to distribute resources and communicate leading up the election.

### **Provincial**

OPSBA continued its strong working relationship with the Minister of Education, the Honourable Stephen Lecce (MPP King-Vaughan) and the Parliamentary Assistant, Sam Oosterhoff (MPP Niagara West). OPSBA senior staff have regular and direct communications with their staff about education-related issues.

The minister continued to conduct weekly teleconferences with school board chairs that provided updates and the opportunity to ask questions. He also held regular virtual meetings with the Presidents and Executive Directors at all four school board/trustee associations. In addition, Deputy Minister Nancy Naylor conducted similar weekly calls with Directors of Education and the Executive Directors.

Minister Lecce spoke at OPSBA’s 2022 Public Education Symposium in January, which was held virtually this year, and participated in a Question and Answer session.

OPSBA also maintained regular contact with the other political parties and their education critics. This includes Marit Stiles (New Democratic Party Education Critic), Kathleen Wynne (Liberal Party Education Critic), and Mike Schreiner (Green Party Leader and Education Critic). In addition, OPSBA regularly connects with Steven Del Duca, the leader of the Liberal Party of Ontario.

## LEGISLATIVE ADVOCACY

Once again, OPSBA partnered with students in the Wilfrid Laurier University Applied Masters of Applied Politics Summer Practicum. Students worked with OPSBA's Northern Region Chair and Vice-Chair on a research project about the challenges faced by the Association's northern boards. A final report entitled, *Priorities of Ontario's Northern School Boards and Authorities – Data to Support Change* focused on these priority areas: Indigenous Education, Special Education, Experiential Learning, and Mental Health and Well-Being.

OPSBA engaged with the main provincial parties (or their staff) on the development of their election platforms to discuss and share education priorities. OPSBA's focus included the Association's multi-year priorities and the Education Funding/GSN submission.

OPSBA's President and Northern Regional Chair both presented to the Standing Committee on Finance and Economic Affairs in January 2022.

OPSBA produced, after publication deadline for this report, a number of resources to support the inclusion of public education as part of the provincial election discussion. These included:

- Overview of party platforms vs. OPSBA priorities
- Questionnaire to each party
- OPSBA's Education Day in the province of Ontario
- Guide to Hosting a Provincial All-Candidates Meeting
- Education Day Poster
- Template Letter to Candidates
- Template Letter to Parents

### Federal

As a member of the Canadian School Boards Association (CSBA), OPSBA examines provincial and federal legislation that affects Ontario students and our member boards. In areas such as copyright or Indigenous education, the CSBA gives its members a national voice and opportunities for influence beyond the provincial level. President Cathy Abraham and Executive Director Rusty Hick represented OPSBA on the CSBA Board of Directors in 2021-22. Laurie French, a past president of OPSBA, remains the current President of CSBA as of May 2022.

### Federal Election – Monday, September 20, 2021

During federal elections, OPSBA advocates for non-partisan strategies to engage politicians on issues that affect public education and our children and youth.

OPSBA's Federal Election Resource Guide for School Boards and Trustees was developed with input from Association senior staff and the Policy Development Work Group. This was distributed prior to the Federal Election and used in conjunction with the key messages developed by the CSBA.

### An Advisory Role

OPSBA's political leadership and staff continue to be active participants in the many consultations that cover a broad range of topics that involve the Ministry of Education and other Ministries. Many of the previously existing ministry committees, of which OPSBA senior staff and representative trustees were contributing members, were discontinued in the 2018-19 school year, however some have resumed their work, including the FSL Provincial Working Group and Ministry Initiatives Committee. OPSBA continues to advocate for collaborative Ministry of Education committee structures to facilitate education partner dialogue and input into any proposed changes within the education sector.

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

- Canadian School Boards Association (CSBA)
- Ontario Coalition for Children and Youth Mental Health
- Public Services Health and Safety Association
- Ontario School Bus Association
- OMERS



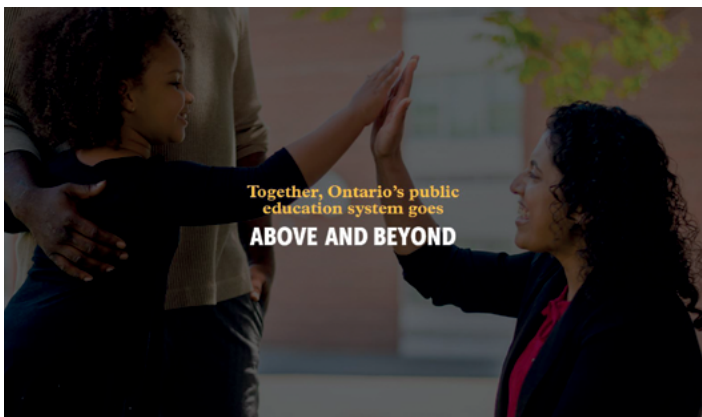
# Communications and Media Relations



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

OPSBA's advocacy, 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 2021–2022 year was another successful year for the Association in achieving sustained media coverage on a variety of issues, including the ongoing impact of COVID-19 on public education, vaccination of students and staff, and child care. OPSBA is a consistent point of contact for journalists when they are looking for a provincial perspective on education issues. Throughout the year, OPSBA President Cathy Abraham was a valued commentator, interviewed by the local, provincial and national media on hot button issues that impacted public education. The Association had more than 80 appearances in a variety of media sources throughout the year, including:



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### Toronto Star | February 17, 2022

Both the Ontario Public School Boards' Association and the Ontario Catholic School Trustees' Association said the funding news gives boards time to plan for the 2022–23 school year. "We welcome the focus on those students who really struggled with their learning needs," said public school association president Cathy Abraham, something both associations had pressed for. "The COVID-19 pandemic has been a challenging and stressful time for students, staff, and our broader school communities," she also said.

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### City News Toronto | January 2, 2022

Ontario's Public School Boards' Association (OPSBA) says that while it supports a return to in-person learning next week, precedence must lie in getting students and staff vaccinated and subsequently protected against further transmission. OPSBA President, Cathy Abraham, says proper masking and more vaccinations are the two most significant factors with classes to resume on Wednesday.

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### CBC News | November 21, 2021

Cathy Abraham is president of the Ontario Public School Boards' Association and also a school board trustee in Clarington, Ont. Her organization had been advocating for a change and she says the return to normal is "really good news for students, and it's really good news for teachers."

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### CTV News | October 30, 2021

With projections of a November authorization, there are calls already to add the COVID-19 vaccine to the list of mandatory immunizations in Ontario's schools. In a letter to the province, the Ontario Public School Boards' Association said, "We encourage the government to move forward on making this important change as soon as possible."

## COMMUNICATIONS AND MEDIA RELATIONS

Our ongoing commitment to keeping the membership of OPSBA informed on critical issues means frequent development of up-to-date analysis of breaking news and reports.

In 2021–2022, OPSBA staff provided comprehensive communication support and leadership to member boards on key issues impacting education across the province to ensure positive and consistent messaging and positioning to highlight the strength of public education including COVID-19 impacts and the release of the 2022 Ontario Budget and 2022–23 Grants for Student Needs funding.

OPSBA’s popular daily “Media Report” service, launched in 2013 in response to a pressing need to issue breaking labour negotiations news to hundreds of trustees and board staff on a daily basis, continues to serve staff and trustees.

Since the last OPSBA Annual Report was published in June 2021, 15 media statements and news releases (as of May 2022), and templates and other communication vehicles

and supports were regularly developed and distributed to all trustees, directors of education, senior human resources and finance officials, and communication officers.

Communications officers from all 31 OPSBA member boards regularly participated in Zoom conference calls with OPSBA staff to discuss items of mutual interest, and share best practices and key messages on the pressing issues of the day, including sessions with the founders of Vaccine Hunters and former sports broadcaster and now mental health advocate Michael Landsberg of the Sick Not Weak charity.

OPSBA’s communications team continues to work proactively with the Minister of Education’s Office, the Ministry of Education and other branches of the provincial government, seeking to cooperate and collaborate on issues of mutual interest.

## OPSBA Social Media

84

Media hits since the start of July 2021

15

News releases and statements

201

OPSBA Media Reports in the 2021–22 school year

713

Total tweets

2,110,000

Total tweet impressions



517

Instagram Followers

274%

Facebook page fan growth



## COMMUNICATIONS AND MEDIA RELATIONS

### OPSBA Advocacy Campaign for Public Education

OPSBA worked through the summer and fall of 2021 with an agency to produce a multifaceted public awareness campaign, Above and Beyond, which launched in May 2021. Some of the goals of the campaign included highlighting the strengths of our public education system, dispelling misconceptions, raising awareness about the important role local governance plays in our system. Outreach was done to all OPSBA member boards for relevant stories. After the initial spring 2021 launch, the campaign ramped up again for the return to school in September.

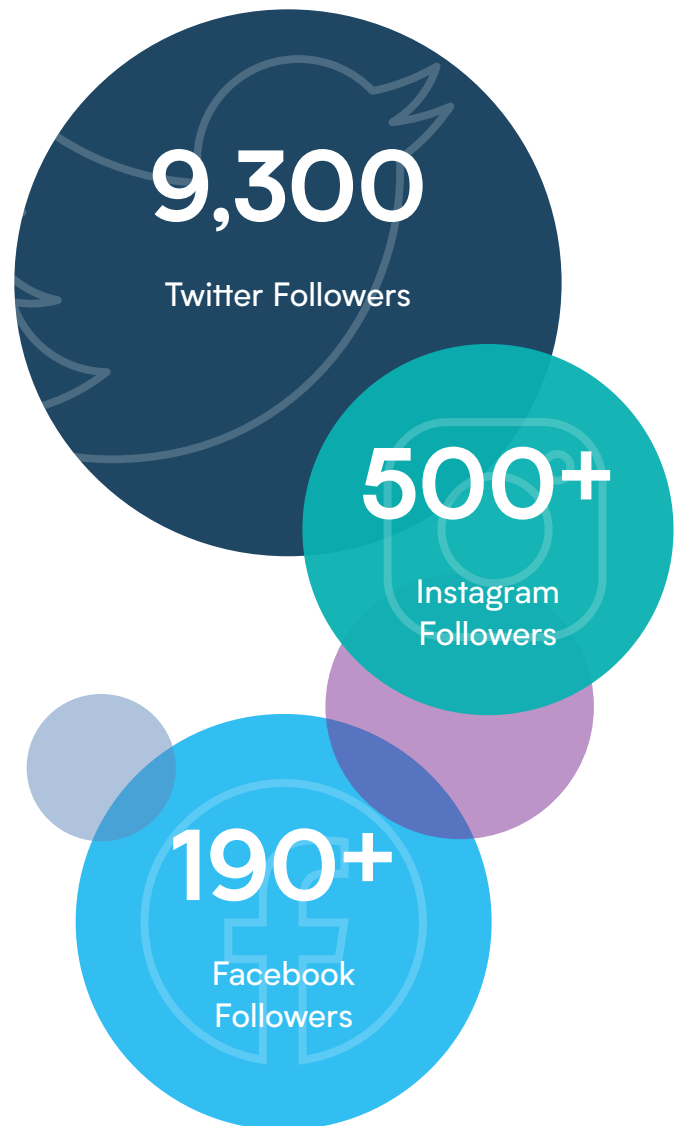
The campaign was seen by millions of people across social media and traditional media, including:

- 2 million impressions and 50,000 completed video views on Facebook
- 795,000 impressions and 11,000 completed video views in Instagram
- 1.6 million impressions and 148,000 completed video views on Twitter
- Over 3 million impressions with viewers on Sportsnet and CityNews

### Social Media

OPSBA recently expanded its use of social media from Twitter and Instagram to include a Facebook page as well, as it looks to continue engaging with key stakeholders and strengthen its online presence. Social media allows direct communication with key online audiences as part of ongoing efforts to be accountable and transparent to member boards. As of April 2022, @OPSBA has nearly 9,300 followers on Twitter, more than 500 followers on Instagram, and an additional 190-plus followers on Facebook.

-  **Follow OPSBA on Twitter: @OPSBA**
-  **Follow OPSBA on Instagram: @OPSBA\_Official**
-  **Follow OPSBA on Facebook: OPSBA\_Official**



# 2022 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.

**Jack A. MacDonald Award of Merit and Certificate of Recognition**

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 Jack A. MacDonald Award of Merit was presented to Alexandra Elmslie, John F. Ross Collegiate, Upper Grand DSB.

Certificates of Recognition were awarded to Jessica Kellow, Englehardt HS, Upper Grand DSB, and Tabarak Al-Delaimi, Sir Wilfred Laurier, Ottawa Carleton DSB.

**The President's Award**

This award recognizes trustees who have given 25 or more years of service to public education. This year's recipients are Jane Bryce, Lambton Kent DSB, Marilyn McComb, Bluewater DSB, and John Hendry, Waterloo Region DSB.



Trustee Judith Brown, 2022 Dr. Harry Paikin Memorial Award winner.

**Dr. Harry Paikin Memorial Award**

This award is given to an active or retired public school trustee for outstanding service. This year's recipient is Judith Brown, Limestone DSB.

**Fred L. Bartlett Memorial Award**

The Fred L. Bartlett Memorial Award is given to an active or retired member of the teaching profession for outstanding contribution to education in Ontario. This year's recipients are Kimiko Shibata, Waterloo Region DSB, and the late Martha Rogers, Upper Grand 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.

## 2022 OPSBA AWARDS

This year's Award of Excellence was presented to Erin Kahkonen, President, Gorham and Ware Home and School Association, Lakehead DSB.

The Achievement Award was presented to the following individuals:

- Chris and Robin Cooper, Algoma DSB
- Elizabeth Carlton, Bluewater DSB
- Aline Saleem, Durham DSB
- Stephen Crowther, Durham DSB
- Carolynn McCarron, Durham DSB
- Stephanie Vesey, Durham DSB
- Rihanna Harris, Hastings and Prince Edward DSB
- Carl Creachman, Hamilton–Wentworth DSB
- Pamela Spragg, Hamilton–Wentworth DSB
- Brenda Gardiner, Hamilton–Wentworth DSB
- Alison Lyver, Kawartha Pine Ridge DSB
- Sheri Meiklejohn, Kawartha Pine Ridge DSB
- Patti Freeburn, Kawartha Pine Ridge DSB
- Constance Hodson, Principal, Kawartha Pine Ridge DSB
- Dawn Magee, Keewatin–Patricia DSB
- Fergus Penner, Keewatin–Patricia DSB
- Cecile Marcino, Keewatin–Patricia DSB
- Erin Kahkonen, Lakehead DSB
- Dan Hendry, Limestone DSB
- Louri Snider, Limestone DSB
- Anne McCrank, Near North DSB
- Angela Ayeni, Peel DSB
- Tracy Alli, Peel DSB
- Caroline Alli, Early Childhood Educator, Peel DSB
- Yonnette Dey, Peel DSB
- Patrika Daws, Peel DSB
- Mr. Hutchins, Simcoe County DSB
- Christopher Klassen, Simcoe County DSB
- Mona Parsram, Simcoe County DSB
- Jonathan Carr, York Region DSB

### The OPSBA Public Property Assessment Network Scholarship

The Public Property Assessment Network Scholarship was awarded in the amount of \$1,000 to one recipient in each of the Ontario Public School Boards' Association's (OPSBA) five regions, for three school years – 2019–20, 2020–21, and 2021–22. Scholarship recipients are students of strong character, leadership skills and potential, who care deeply about their communities and furthering their own learning. Each of OPSBA's regions fine-tuned the eligibility and selection criteria that would be taken into consideration. The 2021 winners included:\*

- **Central East Region**  
Grace Boese, Port Hope HS, Kawartha Pine Ridge DSB
- **Central West Region**  
Amberlee Morgan, Delhi District Secondary School, Grand Erie District School Board
- **Eastern Region**  
Luna Flores, Sir Wilfrid Laurier Secondary School, Ottawa–Carleton DSB
- **Northern Region**  
Kaytlyn Julien, Kirkland Lake District Composite School, DSB Ontario North East
- **Western Region**  
Cydney Morris, Saugeen District Senior School, Bluewater DSB

### The Ontario Public Student Trustee Scholarship

OPSBA and the Public Board Council of OSTA–AECO announced the winners of the first ever Ontario Public Student Trustee Scholarship in June 2020. The 2021 winners were:\*

- Firdaus Shallo, Toronto DSB
- Joy Liu, Ottawa–Carleton DSB

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\* The 2022 winners will be announced after the publication of this Annual Report and will be included in the 2022–23 OPSBA Annual Report.

# 9 Reasons Why School Boards Belong in OPSBA

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## Effective advocacy

on issues that make a difference for students and families

## Effective leadership

in collective bargaining

## High quality

professional development opportunities for school trustees

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## Communications

through media relations, social media and information services support on key issues

## United and credible

voice in advocacy and action in legislative and policy changes

## Democratic environment

and responsiveness to member board needs

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## Practical support

for complying with legislative and regulatory change

## Strategic relations

with education partners and key stakeholders across Ontario and Canada

## Access

to financial savings stemming from interventions on copyright tariffs, and natural gas and electricity rates

# BOARD OF DIRECTORS 2021-2022



## BOARD OF DIRECTORS 2021–2022

(As of May 2022)

*Michelle Aarts*  
Vice-President, Enrolment  
Toronto District School  
Board

*Lisa Anne Chatten*  
Eastern  
Hastings and Prince Edward  
District School Board

*Andréa Grebenc*  
Central West  
Halton District School  
Board

*Jaine Klassen Jeninga*  
Central East  
Kawartha Pine Ridge District  
School Board

*Cathy Abraham*  
President  
Kawartha Pine Ridge District  
School Board

*Rachel Chernos-Lin*  
Central East  
Toronto District School  
Board

*David Green*  
Vice-President, Enrolment  
Peel District School Board

*Gerald Kleist*  
Northern (West)  
Keewatin–Patricia District  
School Board

*Carrie Andrews*  
Central West  
Peel District School Board

*Louise Clodd*  
Central East  
Trillium Lakelands District  
School Board

*Tom Henderson*  
Northern (East)  
District School Board  
Ontario North East

*Judy Kosmerly*  
Northern (East)  
Rainbow District School  
Board

*Kate Baggott*  
Central West  
District School Board of  
Niagara

*Donna Danielli*  
Regional Chair, Central West  
Halton District School Board

*Susan Humphries*  
Eastern  
Renfrew County District  
School Board

*Benoit Laberge*  
Treatment School Authorities  
CHEO School

*Patrice Barnes*  
Central East  
Durham District School  
Board

*Donna Edwards*  
Regional Chair, Central East  
Durham District School  
Board

*Sean Hunt*  
Western  
Thames Valley District  
School Board

*Jodi Lloyd*  
Central East  
Simcoe County District  
School Board

*Michael Barrett*  
First Vice-President  
Durham District School  
Board

*Sheryl Evans*  
Regional Chair, Northern  
Algoma District School  
Board

*Elaine Johnston*  
First Nations  
Algoma District School  
Board

*Martha MacNeil*  
Central West  
Upper Grand District School  
Board

*Christine Boothby*  
Eastern  
Ottawa–Carleton District  
School Board

*Jack Fletcher*  
Western  
Lambton Kent District  
School Board

*Alex Johnstone*  
Central West  
Hamilton–Wentworth District  
School Board

*Nadeem Mahmood*  
Central East  
York Region District School  
Board

*Julia Burgess*  
Western  
Greater Essex County  
District School Board

*Laurie French*  
Eastern  
Limestone District School  
Board

*Jan Johnstone*  
Western  
Bluewater District School  
Board

*Mark Mannisto*  
Northern (West)  
Superior–Greenstone  
District School Board

## BOARD OF DIRECTORS 2021-2022

(As of May 2022)

*David McDonald*  
Eastern  
Upper Canada District  
School Board

*Chris Moise*  
Central East  
Toronto District School  
Board

*Arlene Morell*  
Regional Chair, Western  
Thames Valley District  
School Board

*Christina Nielsen*  
School Authorities  
James Bay Lowlands  
Secondary School Board

*Keith Penny*  
Eastern  
Ottawa-Carleton District  
School Board

*Kathryn Pierroz*  
Northern (West)  
Rainy River District School  
Board

*Russell Reid*  
Northern (East)  
Algoma District School  
Board

*Nancy Rothwell*  
Western  
Avon Maitland District  
School Board

*Meagan Ruddock*  
Western  
Thames Valley District  
School Board

*Dave Shields*  
Regional Chair, Eastern  
Renfrew County District  
School Board

*Dr. Elizabeth Sinclair*  
Central East  
York Region District School  
Board

*Ryan Sitch*  
Northern (West)  
Lakehead District School  
Board

*Bill Steer*  
Northern (East)  
Near North District School  
Board

*Christine Thatcher*  
Central East  
Durham District School  
Board

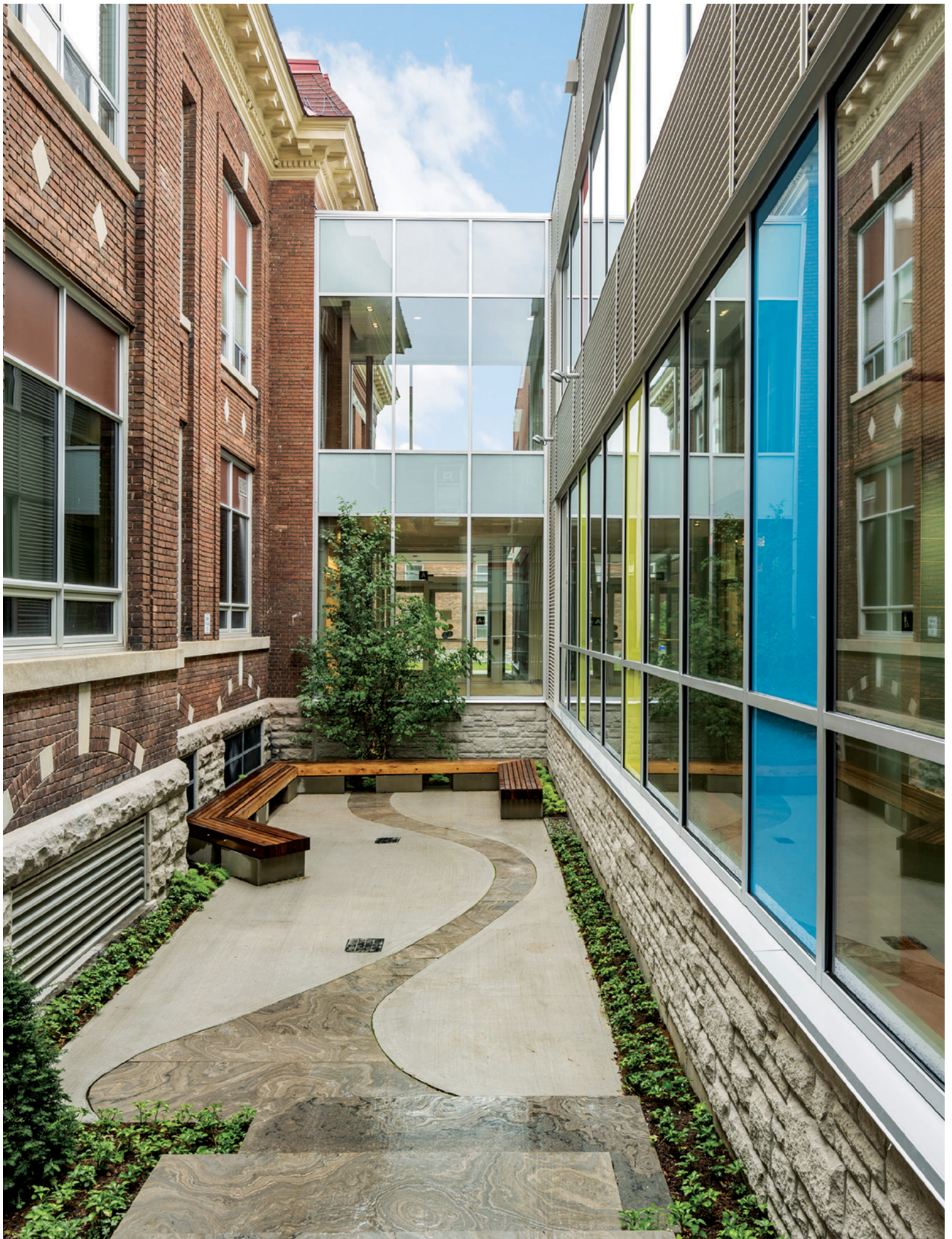
*Laurie Tremble*  
Central West  
Waterloo Region District  
School Board

*Claudine VanEvery-Albert*  
Central West  
Grand Erie District School  
Board

*Kathleen Woodcock*  
Second Vice-President  
Waterloo Region District  
School Board









# ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Leading Education's Advocates



# OPSBA STAFF

## Corporate and Office Services

Receptionist  
*Mary Adams*

Administrative Assistant  
*Carla Garbas*

Financial Officer  
*Diana Hong*

Computer Systems Administrator  
*Debbie Lazaroff*

Director of Corporate Affairs  
*Lisa Reinhardt*

PD and Events Consultant  
*Kendra Tedford Devine*

Comptroller  
*Vanessa Trinh*

## Communications and Public Affairs

Senior Communications and Policy Officer  
*T.J. Goertz*

Managing Director, Government and Public Affairs  
*Shane Gonsalves*

## Education Funding

Associate Director, Durham DSB, and Special Advisor to OPSBA  
*David Wright*

## Equity, Diversity, and Inclusion

Associate Director, Equity, Diversity, and Inclusion  
*Ken Jeffers*

## Indigenous Education

Special Advisor to OPSBA  
*Sean Monteith*

## Labour Relations

Associate Director of Labour Relations  
*Janet Edwards*

Director of Labour Relations  
*Penny Mustin*

Manager of Labour Relations  
*Alison Warrion*

## Policy

Director of Policy  
*Jennifer McIntyre*

## Program

Director of Program Policy  
*Judith Nyman*

**Executive Director**  
*W.R. (Rusty) Hick*



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

**Leading Education's Advocates**

**Ontario Public School Boards' Association**

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