

JANUARY 23, 2017

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1<sup>st</sup> Floor, 51 Ardelst Avenue, Kitchener, Ontario, on **Monday, January 23, 2017, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

**Policy and Governance (30 minutes)**

- 1** Review of Board Policy 2004 – Character Education & Social-Emotional Skills
- 5** Review of Board Policy 2005 – Parent Support
- 7** Review of Board Policy 2006 – Consultation
- 11** Review of Board Policy 5000 – Staffing
- 13** Final Approval of Board Policy 5001 – Appointment of Principals/Vice-Principals

**Reports (Business Services Focus)**

- 15** 2016-2017 Interim Financial Report and Forecast at November 30, 2016 M. Gerard
- Groh Public School Boundary - Enrolment Update (to be provided at the meeting) M. Gerard
- 23** Extended Day Program Fee for 2017-2018 M. Gerard/E. Ranney
- 29** Board Report Template Discussion J. Bryant/N. Manning

**Staff and Board Reports**

**Question Period ( 10 minutes)**

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

**Adjournment**

Questions relating to this agenda should be directed to  
Jayne Herring, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Jayne.Herring@wrdsb.on.ca](mailto:Jayne.Herring@wrdsb.on.ca)





## CHARACTER EDUCATION AND SOCIAL-EMOTIONAL SKILLS DEVELOPMENT

Legal References:

Related References: *Finding Common Ground: Character Development in Ontario Schools, K–12, 2008*  
*A Guide to Character Development in Ontario Schools, K–12, 2008*  
*Administrative Procedure 1200 - Student Bullying Prevention and Intervention*  
*Administrative Procedure 1260 - Student Discipline Procedure*  
*Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies*  
*Board Policy 6009 – Student Bullying Prevention and Intervention*  
*Police School Board Protocol*  
*Character Development Poster*  
*Digital Citizenship Poster*  
*Code of Digital Conduct Poster*

Effective Date: *June 28, 2006*

Revisions: *September 15, 2014, November 16, 2015*

Reviewed:

### 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) recognizes that character development promotes safety, caring and inclusion within all learning environments including the digital environment. These characteristics of the learning environment are important in supporting high expectations for learning and equity of learning outcomes, and optimizing learning and achievement for all students. These characteristics also create the conditions for student mental health and well-being
- 1.2 Parents, guardians, caregivers and family have the primary responsibility for students' character development including social and emotional skill development. The WRDSB also plays an important supporting role in character development including the identification, instruction and reinforcement of social and emotional skills and positive character attributes. This includes the WRDSB identified attributes: Social Responsibility, Co-operation, Empathy, Hope, Initiative, Integrity, Kindness, and Respect.
- 1.3 Staff are expected to integrate and reinforce character development for all students from JK-12. This includes embedding character development in their teaching of curriculum, integrating character development in system priorities or projects, and promoting character attributes, as identified by the WRDSB, in workplace practices and interactions with students, parents and community partners.
- 1.4 Staff is deliberate in their efforts to nurture democratic ideals, respect for self, others, property, the environment, diversity, human rights and other qualities upon which we find common ground and in doing so support the development of strong communities and the ideals of citizenship. The

focus on character development and related attributes creates and expands opportunities for students to learn about, and contribute to the building of their communities, our nation and the world.

## 2. Definitions

2.1 Character Development is defined as an ongoing process of growth that intentionally models, teaches and inspires all people to want to do the right thing for the greater good of our whole community. Character Development is the journey of connecting deep caring to knowing, feeling and doing.

2.2 The Waterloo Region District School Board has identified the following eight universal attributes that are valued within schools and our communities. Character development is the deliberate effort to nurture these attributes and use them as a standard against which we hold ourselves accountable. They are key aspects of school life. They bind us together and form the basis of responsible citizenship. They are a foundation for excellence and equity in education and for school communities that are respectful, safe, caring and inclusive.

### 2.2.1 Waterloo Region District School Board - Character Attributes:

**Empathy:**

Understanding how someone feels and responding with sensitivity.

**Initiative:**

Acting responsibly without being asked.

**Cooperation:**

Everyone working together for the greater good of all.

**Integrity:**

Saying and doing what you know is right, even when it is hard.

**Respect:**

Treating others, ourselves and our environment with care and consideration.

**Kindness:**

Helping others with your caring words and actions.

**Hope:**

Acting with the belief that things can be better and that what we say and do matters.

**Social Responsibility:**

Acting as caring citizens who want to make our world a better place for everyone.



## CHARACTER EDUCATION AND SOCIAL-EMOTIONAL SKILLS DEVELOPMENT

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Reviewed:

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- 1.2 Parents, guardians, caregivers and family have the primary responsibility for students' character development including social and emotional skill development. The WRDSB also plays an important supporting role in character development including the identification, instruction and reinforcement of social and emotional skills **that contribute to a student's cognitive, emotional and social well-being**. This includes the WRDSB identified attributes: Social Responsibility, Co-operation, Empathy, Hope, Initiative, Integrity, Kindness, and Respect.
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communities and the ideals of citizenship. The focus on character development and related attributes creates and expands opportunities for students to learn about, and contribute to the building of **healthy** communities, our nation and the world.

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## PARENT SUPPORT

Legal References: *Education Act*

Related References: *Board Policy G100 – Governance Policy – Foundations*  
*Board Policy G200 – Governance Policy - Roles and Responsibilities*  
*Administrative Procedure 1410 – Parent Support*  
*Standards of Behaviour for the School Community (JHSC, 2014)*  
*AP1410-Parent Support*

Effective Date: *September 25, 2006*

Revisions: *December 8, 2014, November 16, 2015*

Reviewed:

### 1. Family Communication with Schools

- 1.1 The Waterloo Region District School Board recognizes that, from time to time, parents or guardians of students may need support in order that they can adequately address their child's interests. This support may be necessary while parents or guardians are attending meetings with staff employed by the Board at schools or at the Education Centre. Parents or guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to this policy and the provisions established in the related procedures. Procedure 1410 - Parent Support, contains steps to guide parents or guardians if they have a concern about a school matter. All participants are expected to treat one another with dignity and respect at all times, especially when there is a disagreement.
- 1.2 Parents or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent and the appropriate senior staff and provide information and direction. Trustees shall direct the parent or guardian to Procedure 1410 that should be followed in resolving any concerns or to the appropriate person or step in the process (dependent upon the steps the parent has already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parent or guardian.



## PARENT/**CAREGIVER**/GUARDIAN SUPPORT

Legal References: *Education Act*

Related References: *Board Policy G100 – Governance Policy – Foundations*  
*Board Policy G200 – Governance Policy - Roles and Responsibilities*  
*Administrative Procedure 1410 – Parent Support*  
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### 1. Family Communication with Schools

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- 1.2 Parents/**caregivers** or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent and the appropriate senior staff and provide information and direction. Trustees shall direct the parent/**caregiver** or guardian to Procedure 1410 that should be followed in resolving any concerns or to the appropriate person or step in the process (dependent upon the steps the parent has already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parent/**caregiver** or guardian.





## CONSULTATION

Legal References: *Education Act, s.302 & 303.3*

Related References: *Board Governance Policy G300 - Policy Development and Reviews Engagement Audit, 2013*

Effective Date: *October 30, 2006*

Revisions: *December 8, 2014, November 16, 2015*

Reviewed:

### 1. Preamble

- 1.1 The Waterloo Region District School Board is committed to being an engaging organization that values community consultation and provides opportunities for effective involvement in decision-making processes for the public, which encompasses the full-range of stakeholders both internal and external, who may be interested in education-related issues as they support student learning and achievement.
- 1.2 The guiding principles for effective consultation are as follows:
  - 1.2.1 The Board recognizes the vital role of consultation and the importance of interactive two-way communication.
  - 1.2.2 The Board is committed to providing the public with meaningful opportunities to offer input and to influence Board decision-making. The level of input will be well communicated throughout this process.
  - 1.2.3 The Board will ensure that its consultation efforts are purposeful, accountable and respectful of all who participate, recognizing mutual goals and priorities.
  - 1.2.4 The Board recognizes that consultation is sometimes not possible (time constraints in which a decision needs to be made) or appropriate (personnel, union, legal matters, regulations) in certain situations.
  - 1.2.5 The Board will strive to create a cooperative and productive consultation environment that demonstrates respect for due process, appreciates the legitimacy of different opinions and that recognizes the value of diversity and dialogue.
  - 1.2.6 The Board will use the Engagement Continuum in decision-making. (Appendix A)
- 1.3 To maximize the effectiveness of its consultation efforts, the Board will engage in outreach activities using a variety of measureable consultation/engagement techniques to inform the public about key issues and promote input opportunities while respecting the contributions of all participants.

**Engagement Continuum**



<b>INFORM</b>	<b>CONSULT</b>	<b>COLLABORATE</b>
<p><b>Goal:</b> To provide the participants with balanced, objective information to assist them in understanding the project/process/issue. To provide possible opportunities and solutions to participants.</p>	<p><b>Goal:</b> To obtain participant feedback on project/process/issue, alternatives and decisions.</p>	<p><b>Goal:</b> To work directly with the participant throughout the process/project/issue to ensure stakeholder concerns and aspirations are consistently understood and considered where possible.</p>
<p><b>Participant Role:</b> The participants will be kept informed and be clear on the communication strategy.</p>	<p><b>Participant Role:</b> The participants will be listened to, kept informed and concerns will be acknowledged as appropriate. The participants' feedback will be shared and may influence the final decision. The opportunity and process for providing input (and when) will be clear.</p>	<p><b>Participant Role:</b> The participants will have their concerns and aspirations directly reflected in the solutions where possible.</p>
<p><b>How:</b> FAQs, open houses, roundtable meetings, Board website, school website, school/system communications</p>	<p><b>How:</b> Public presentations, smaller focus groups, surveys, public meetings, social media</p>	<p><b>How:</b> Focus groups, workshops, pilot projects, participant working groups</p>





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## Board Policy 5000

### STAFFING

Legal References:

Related References: *Ontario Human Rights Code, 1990*  
*Board Policy 5001: Appointment of Principals and Vice-Principals; Elementary and Secondary*  
*Board Policy 5010: Employment and Placement of Relatives*  
*Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal*  
*Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant*  
*Administrative Procedure 3360: The Selection of Teaching Personnel for Positions of Added Responsibility; Department Head, Assistant Department Head*  
*Administrative Procedure 3370: Employee Candidate Screening, Interviewing and Selection*  
*Administrative Procedure 3600: Selection Procedure for ESS/OSSTF and ESS/OSSTF Related Positions.*

Effective Date: *February 23, 1998*

Revisions: *March 7, 2016*

Reviewed: *March 7, 2016*

#### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed and/or promoted solely on the basis of qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.



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Reviewed: *March 7, 2016, **January 23, 2017***

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- 1.1 It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed **through an equitable and transparent process**, and/or promoted **based** solely on the basis of qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.



## APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *September 21, 2015*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



## APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

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Revisions:

Reviewed: *September 21, 2015, **January 23, 2017***

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals, **resulting from an equitable and transparent process**, based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



**Report to Board  
January 23, 2017**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT: 2016-2017 Interim Financial Report and Forecast at November 30, 2016**

**ORIGINATOR:** This report was prepared by Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer; Sharon Uttley, Manager of Accounting Services; Wendy Jocques, Manager of Budget Services; Nick Landry, Manager of Business Services, in consultation with Coordinating Council.

**PURPOSE/STRATEGIC PLAN:**

To present the Interim Financial Report for the period ending November 30, 2016 and to forecast the year-end financial position for the 2016-2017 budget year. Consistent review of the factors that affect our financial position are monitored and realigned to sustain quality public education and promote forward-thinking for future budget years.

The three strategic priorities that are used to guide the work of the Waterloo Region District School Board (Board) are:

- Our Students are First – Each and Every One
- Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey
- Our Culture of Innovation Builds Students' Confidence and Success as they Face the Future

**BACKGROUND:**

It has been established practice within the Board to review expenditures on a quarterly basis in comparison with the approved budget.

**STATUS:**

The Board approved the 2016-2017 operating budget on June 27, 2016 and at that the time the Board approved a balanced budget where revenues equaled expenditures.

As required by the Ministry of Education, administration filed the 2016-2017 Revised Estimates based on enrolment results as of October 31, 2016 and revised our projection for March 31, 2017. It is important to be aware that the March 31, 2017 figures are estimates and the October 31, 2016 enrolment numbers have not been finalized at the time of this report. Therefore, there will be no certainty around our revenue until enrolments are confirmed. Enrolment levels are monitored closely and are a financial risk to the Waterloo Region District School Board as it is the key driver to the amount of grants the board receives from the Ministry.

The Revised Estimates have been submitted to the Ministry showing a surplus of \$0.75 million. These figures incorporate the change in grant revenues as a result of enrolment, corresponding staffing expenditure changes, as well as any other changes resulting from a major review of revenues, cost pressures, such as utilities or board approvals identified since the budget was passed. The 2016-2017 Interim Financial Report comparing budget to forecast is attached as Appendix A. A summary of the net adjustments is below in Table 1.

<b>Table 1</b> in (000's)		
<b>2016-17 Approved Operating Surplus/(Deficit)</b>		<b>\$(5,322)</b>
<b>2016-17 Approved One Time Initiatives</b>		<b>5,322</b>
<b>2016-17 Approved Budget</b>		<b>0</b>
<b>Changes to Grants for Student Needs Based on Enrolment Increase/(Decrease)</b>		
Net enrolment impact on Grant for Student Needs	5,921	
<b>Changes to Other Revenues Increase/(Decrease)</b>		
Teacher Qualification and Experience Grant	(631)	
Designated Early Childhood Educator Qualification and Experience Grant	(228)	
Labour Related Enhancements	(520)	
Draw from Deferred Revenue	(1,311)	
International Student Tuition Fees	266	<b>3,497</b>
<b>Changes to Expenditures Increase/(Decrease)</b>		
Classroom Teachers Salary and Benefits (28.77 FTE)	1,191	
Designated Early Childhood Educators (10.00 FTE)	482	
Utilities	1,100	
Miscellaneous Adjustments	(28)	<b>2,745</b>
<b>Estimated 16/17 In Year Operating Surplus/(Deficit)</b>		<b>\$ 751</b>

**COMMUNICATIONS:**

Information is provided to staff and members of the public as required.

**FINANCIAL IMPLICATIONS:**

It is projected that the board will have a small surplus at the end of 2016-2017, based on projected enrolments and estimated projections of cost increases and pressures. These estimates are likely to change as the year progresses. The March 31, 2017 count date will be critical to the revenue projections for the year. The forecast assumes that expenditure budgets will be fully spent by year end. Administration will continue to monitor expenses and adjust where possible to ensure the board remains in a stable financial position.

**RECOMMENDATION:**

No recommendation. For information only.

 **Director of Education**

## 2016-17 Interim Financial Report

## Summary of Financial Results

(000's)

	Budget	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Provincial Grants-GSN	650,011	660,428	10,418	1.6%
Revenue transferred from/(to) deferred revenue	3,399	2,782	(617)	(18.2%)
Other Grants	3,701	4,635	934	25.2%
Other	23,336	24,653	1,317	5.6%
School Generated Funds	14,000	14,000	-	0.0%
Transferred from DCC**	31,209	31,451	242	0.8%
Transferred to DCC**	(16,825)	(18,653)	(1,829)	10.9%
<b>Total Revenue</b>	<b>708,830</b>	<b>719,296</b>	<b>10,465</b>	<b>1.5%</b>
<b>Expenses</b>				
Instruction	552,435	558,040	5,605	1.0%
Administration	15,876	16,036	161	1.0%
Transportation	16,371	16,371	-	0.0%
School Operations & Maintenance	57,546	58,659	1,113	1.9%
Pupil Accom/Renewal/Debt/Non-operating	43,057	46,094	3,037	7.1%
School Generated Funds	14,000	14,000	-	0.0%
<b>Total Expenses</b>	<b>699,284</b>	<b>709,200</b>	<b>9,916</b>	<b>1.4%</b>
<b>Surplus/(Deficit)</b>	<b>9,546</b>	<b>10,095</b>	<b>549</b>	<b>5.8%</b>

## DETERMINATION OF ANNUAL OPERATING SURPLUS

<b>PSAB Surplus/(Deficit) (from above)</b>	9,546	10,095
<b>LESS: Internally Appropriated</b>		
2016/17 one-time initiatives	5,322	5,322
Committed Capital Projects	500	500
Committed capital projects annual amortization	(305)	(305)
<b>Sub-Total: In-Year Appropriations</b>	<b>5,517</b>	<b>5,517</b>
Previous year one-time initiatives	-	181
Commitment of sinking fund interest	24	24
Committed capital projects	(405)	(405)
<b>Total: Internally Appropriated</b>	<b>5,136</b>	<b>5,317</b>
<b>Less: Unavailable for Compliance</b>		
PSAB Adjustments	(14,988)	(14,966)
<b>Total Adjustments</b>	<b>(9,852)</b>	<b>(9,649)</b>
In-year unappropriated Operating Surplus/(Deficit)	(305)	446
Committed capital projects annual amortization	305	305
<b>ANNUAL Unappropriated Operating Surplus/(Deficit)</b>	<b>0</b>	<b>751</b>

## Changes in Revenue

- Provincial Grants - due to increase in enrolment
- Deferred Revenue transfer changes are related to special education, Student Achievement Envelope and School Renewal
- Other Grants increase due to additional Educational Program Other (EPO) grant announcements after budget submission
- Other Revenue increase due to projected increase in number of International students and increase in extended day care fees due to increased enrolment

## Change in Expenditures

- Instruction: reflects the increase in staffing due to increase in enrolment
- Pupil Accom/Renewal/Debt/Non-Operating: Increase in extended day care enrolment, and school renewal

## Risks

- projected enrolment does not materialize

\*\*DCC - Deferred Capital Contributions

## 2016-17 Interim Financial Report

## Summary of Capital to be Financed

(000's)

	Budget	Forecast
<b>Funding</b>		
New Building and Additions	28,454	28,147
Community Hubs	0	885 *
Child Care Capital	2,496	2,000
School Condition Improvement	7,842	23,937 **
Full Day Kindergarten	1,829	3,309
Renewal	7,531	9,359 **
Education Development Charge (EDC)	2,463	2,463
Proceeds of Disposition	5,651	2,200
Minor Tangible Capital Assets	9,294	9,294
Other	2,355	1,176
<b>Total Capital by Funding Source</b>	<b>67,914</b>	<b>82,771</b>
<b>Expenditure</b>		
Buildings (new, additions & renewal)	53,718	68,575
Land	2,463	2,463
Land Improvements	1,020	1,020
Moveable Assets	10,713	10,713
<b>Total Capital Expenditure</b>	<b>67,914</b>	<b>82,771</b>

\* Ministry announced new capital initiative October 14, 2016

\*\* Ministry announced additional funding July 12, 2016

2016-17 Interim Financial Report

Summary of Enrolment

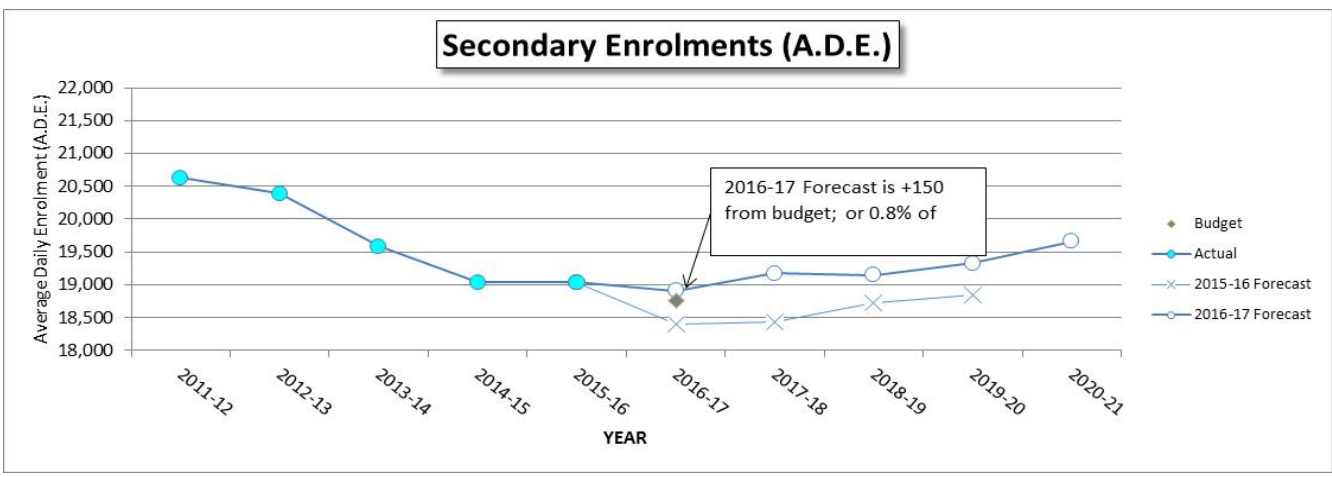
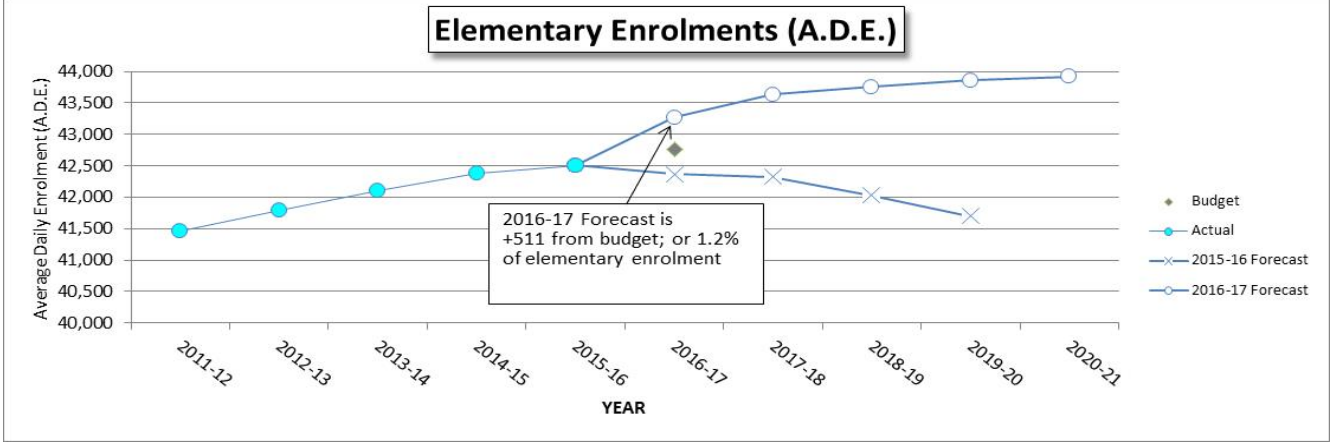
ADE	Budget	Forecast	In-Year Change	
			#	%
<b>Elementary</b>				
JK	3,764.40	3,940.15	175.75	4.7%
SK	4,216.48	4,226.89	10.41	0.2%
Grade 1-3	13,131.50	13,211.49	79.99	0.6%
Grade 4-8	21,640.50	21,886.90	246.40	1.1%
Other Pupils (International)	6.00	4.50	(1.50)	-25.0%
<b>Total Elementary</b>	<b>42,758.88</b>	<b>43,269.93</b>	<b>511.05</b>	<b>1.2%</b>
<b>Secondary</b>				
Pupils of the Board <21	18,646.45	18,777.59	131.14	0.7%
High Credit Pupils	42.98	43.55	0.57	1.3%
Pupils of the Board >21	3.00	3.25	0.25	8.3%
Other Pupils (International)	65.87	83.75	17.88	27.1%
<b>Total Secondary</b>	<b>18,758.30</b>	<b>18,908.14</b>	<b>149.84</b>	<b>0.8%</b>
<b>Total</b>	<b>61,517.18</b>	<b>62,178.07</b>	<b>660.89</b>	<b>1.1%</b>

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- We attribute our growth in both the elementary and secondary panel to net migration into the Region. This is supported by strong housing data reported for 2016, and is likely to continue as affordability of housing in the Greater Toronto area pushes people further down the 401 corridor.
- We have adjusted our multi-year forecast for both elementary and secondary schools. In previous forecasts we anticipated the secondary decline to continue into 2017-18; our adjusted forecasts indicate we are likely to "bottom out" in 2016-17 before showing a gradual increase moving forward. The multi-year forecast for elementary reflects a continuation of growth experienced this year as a result of migration into the Region.

Historic and Projected Enrolments with 2016/17 Budget vs Projected Comparison



## 2016-17 Interim Financial Report

### Summary of Staffing

FTE	Budget	Actual October 31st	In-Year Change	
			#	%
<b>Instruction</b>			-	
Classroom Teachers	3,724.90	3,743.10	18.20	<b>0.49%</b>
Non-Classroom	1,923.80	1,923.10	(0.70)	<b>-0.04%</b>
<b>Total Instruction</b>	5,648.70	5,666.20	17.50	<b>0.31%</b>
<b>Non-Instruction</b>	786.30	765.70	(20.60)	<b>-2.62%</b>
<b>Total</b>	<b>6,435.00</b>	<b>6,431.90</b>	(3.10)	<b>-0.05%</b>

#### Highlights of Changes in Staffing:

- October 31st numbers excludes vacant permanent positions, including 13.4 FTE Elementary teachers in the process of being hired

**Waterloo Region District School Board  
Interim Financial Report  
PSAB Revenues for the Period Ending November 30, 2016**

<b>Budget Assessment</b>						
<b>2016-17</b>					Material Variance Note	
Budget (Estimates)	% Change from Prior Year Actuals	Forecast	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
<b>Provincial Grants for Student Needs</b>						
1 Pupil Foundation-Elementary	222,437,078	1.4%	225,163,452	2,726,374	1.23%	
2 Pupil Foundation-Secondary	108,004,527	(0.4%)	108,764,120	759,593	0.70%	
3 School Foundation	41,159,550	1.3%	41,471,478	311,928	0.76%	
4 Special Education	82,688,649	1.1%	83,226,703	538,054	0.65%	
5 French as a Second Language	8,295,662	3.7%	8,361,507	65,845	0.79%	
6 English as a Second Language	7,466,747	28.6%	8,636,867	1,170,120	15.67%	1
7 Learning Opportunities	7,680,119	13.0%	7,703,207	23,088	0.30%	
8 Continuing Education	1,621,051	(0.5%)	1,621,530	479	0.03%	
9 High Credit	144,757	27.9%	146,676	1,919	1.33%	
10 Teacher Q&E	55,407,313	3.6%	54,776,515	(630,798)	(1.14%)	
11 New Teacher Induction Program (NTIP)	439,119	18.9%	437,427	(1,692)	(0.39%)	
12 ECE Q&E	3,942,895	7.1%	3,714,552	(228,343)	(5.79%)	2
13 Transportation	15,939,553	3.6%	16,104,148	164,595	1.03%	
14 Admin and Governance	16,279,763	1.6%	16,401,935	122,172	0.75%	
15 Trustees' Association Fee	43,316	0.0%	43,316	-	0.00%	
16 School Operations	57,381,393	0.5%	57,964,205	582,812	1.02%	
17 Community Use of Schools	793,650	1.1%	793,650	-	0.00%	
18 Declining Enrolment	50,679	(66.4%)	-	(50,679)	(100.00%)	3
19 Temporary accomodation - relocation and leasing	1,702,019	(1.3%)	1,744,589	42,570	2.50%	
20 First Nation, Metis and Inuit	844,427	(6.8%)	848,802	4,375	0.52%	
21 Safe Schools	1,239,695	0.7%	1,250,195	10,500	0.85%	
22 School Renewal	8,578,852	(11.8%)	9,745,451	1,166,599	13.60%	4
23 Approved Debt	104,872	0.0%	104,872	-	0.00%	
24 Debt Charges-Interest Portion	7,893,853	(2.9%)	7,911,978	18,125	0.23%	
25 1% Lump Sum	-	-	-	-	-	
26 Capital Grant for Land	-	-	-	-	-	
27 Restraint Savings	(129,030)	(102.5%)	(129,030)	-	0.00%	
28 Labour Related Enhancements	-	0.0%	3,620,211	3,620,211	-	
<b>29 Total Provincial Grants for Student Needs (GSN)</b>	<b>650,010,509</b>	<b>0.6%</b>	<b>660,428,356</b>	<b>6,797,636</b>	<b>1.05%</b>	
<b>30 Amortization of Deferred Capital Contributions</b>	<b>31,208,610</b>	<b>100.0%</b>	<b>31,450,627</b>	<b>242,017</b>	<b>0.78%</b>	
31 Legislative Grants transferred from/(to) Deferred Revenue	3,399,298	610.3%	2,782,021	(617,277)	(18.16%)	5
32 Other Grants	3,701,174	(19.8%)	4,634,985	933,811	25.23%	6
<b>Non Grant Revenue</b>						
33 Fees	1,245,000	(10.2%)	1,510,600	265,600	21.33%	7
34 Transportation Recoveries	26,600	0.0%	26,600	-	0.00%	
35 Rental Revenue	1,655,300	10.5%	1,655,300	-	0.00%	
36 Education Development Charge	10,072,616	-	10,072,616	-	0.00%	
37 Other Revenue	10,336,076	6.0%	11,387,876	1,051,800	10.18%	8
<b>38 Non Grant Revenue</b>	<b>23,335,592</b>	<b>16.7%</b>	<b>24,652,992</b>	<b>1,317,400</b>	<b>5.65%</b>	
39 School Generated Funds Revenue	<b>14,000,000</b>	<b>12.1%</b>	<b>14,000,000</b>	<b>-</b>	<b>0.00%</b>	
40 Grants Transferred to Deferred Capital Contributions	<b>(16,824,824)</b>	<b>36.8%</b>	<b>(18,653,475)</b>	<b>(1,828,651)</b>	<b>10.87%</b>	
<b>41 Total PSAB Revenues</b>	<b>708,830,359</b>	<b>1.1%</b>	<b>719,295,506</b>	<b>10,465,147</b>	<b>1.48%</b>	

**EXPLANATIONS OF MATERIAL GRANT VARIANCES**

- 1 Increase in number of pupils of the board who meet the English as a second language criteria
- 2 Reflects the change in the average experience factor for Designated Early Childhood Educators
- 3 Enrolment increasing compared 2015-2016 revised estimates calculations
- 4 Additional School Renewal Grant announcement, July 2016, after budget submission
- 5 Reflects the change in amounts transferred from deferred revenue for Special Education, Student Achievement Envelopes and School Renewal
- 6 Additional Education Program Other (EPO) grants announced after budget submission (Autism Supports (\$199,797); Supporting Students with severe learning disabilities (\$152,897))
- 7 Projected increase in number of International students
- 8 Extended Day Care enrolment increase offset by corresponding expense

**22**  
**Waterloo Region District School Board**  
**Interim Financial Report**  
**PSAB Expenses for the Period Ending November 30, 2016**

	A. Budget Assessment				Material Variance Note	B. Risk Assessment			Forecast vs. Prior year YTD
	2016-17					Actual to Nov 30/16	Actual to Nov 30/15	Year-to year Increase (Decrease)	
	Budget (Estimates)	Forecast	Change			% of Forecast Spent	% of Actual Spent		
\$ Increase (Decrease)			% Increase (Decrease)						
<b>OPERATING</b>									
<b>Classroom</b>									
1 Classroom Teachers	372,794,452	376,637,985	3,843,533	1.0%		25.53%	27.57%	(2.0%)	
2 Supply Staff	17,145,000	17,147,545	2,545	0.0%		20.33%	22.02%	(1.7%)	
3 Teacher Assistants	31,340,737	31,965,232	624,495	2.0%		27.72%	27.07%	0.7%	
4 Early Childhood Educator	15,991,700	16,500,782	509,082	3.2%		27.75%	26.87%	0.9%	
5 Textbooks and Classroom Supplies	14,918,864	15,140,042	221,178	1.5%		17.46%	20.24%	(2.8%)	
6 Computers	10,034,800	10,034,800	-	0.0%		18.79%	16.39%	2.4%	
7 Professionals & Paraprofessionals	25,966,086	26,276,736	310,650	1.2%		25.82%	23.51%	2.3%	
8 Library & Guidance	11,267,734	11,297,714	29,980	0.3%		27.31%	28.14%	(0.8%)	
9 Staff Development	4,026,239	3,887,077	(139,162)	(3.5%)		28.43%	21.32%	7.1%	
10 Department Heads	1,400,700	1,377,160	(23,540)	(1.7%)		22.17%	30.19%	(8.0%)	
11 Principal and Vice-Principals	26,564,604	26,564,604	-	0.0%		26.25%	28.13%	(1.9%)	
12 School Secretaries & Office Supplies	15,192,313	15,441,149	248,836	1.6%		24.69%	26.63%	(1.9%)	
13 Teacher Consultants	7,020,911	6,991,766	(29,145)	(0.4%)		22.76%	26.40%	(3.6%)	
14 Continuing Education	2,061,372	2,067,845	6,473	0.3%		13.14%	13.51%	(0.4%)	
15 Instruction-Amortization	5,573,854	5,573,854	-	0.0%		0.00%	0.00%	0.0%	
16 Less: GSN Funded Tangible Capital Assets	(8,864,200)	(8,864,200)	-	0.0%		16.23%	8.55%	7.7%	
<b>17 Sub-Total Instruction Expenses</b>	<b>552,435,166</b>	<b>558,040,091</b>	<b>5,604,925</b>	<b>1.0%</b>		<b>25.10%</b>	<b>26.67%</b>	<b>(1.6%)</b>	
<b>Other Expenses</b>									
18 Board Administration	15,596,813	15,757,521	160,708	1.0%		24.15%	21.94%	2.2%	
19 School Operations	57,696,452	58,809,570	1,113,118	1.9%		20.34%	21.59%	(1.3%)	
20 Transportation	16,369,585	16,369,585	-	0.0%		23.96%	30.17%	(6.2%)	
21 Amortization	559,488	559,488	-	0.0%		0.00%	0.00%	0.0%	
22 Less: GSN Funded Tangible Capital Assets	(430,100)	(430,100)	-	0.0%		10.1%	-20.48%	30.5%	
<b>23 Sub-Total Other Expenses</b>	<b>89,792,238</b>	<b>91,066,064</b>	<b>1,273,826</b>	<b>1.4%</b>		<b>21.57%</b>	<b>23.55%</b>	<b>(2.0%)</b>	
<b>24 TOTAL OPERATING EXPENSE</b>	<b>642,227,404</b>	<b>649,106,155</b>	<b>6,878,751</b>	<b>1.1%</b>		<b>24.61%</b>	<b>26.24%</b>	<b>(1.6%)</b>	
<b>NON-OPERATING</b>									
<b>Pupil Accommodation/Renewal/Debt</b>									
25 School Renewal	8,826,054	11,247,101	2,421,047	27.4%	1	11.30%	9.42%	1.9%	
26 Debt Charges	8,173,951	8,216,521	42,570	0.5%		16.01%	18.49%	(2.5%)	
27 Recoverable Costs	8,044,700	10,205,200	2,160,500	26.9%	2	20.45%	23.45%	(3.0%)	
28 Other Non-Operating Expenses	104,872	104,872	-	0.0%		0.00%	0.00%	0.0%	
29 Loss on Disposal of TCA and Assets									
30 Amortization	25,437,623	25,679,640	242,017	1.0%		0.00%	0.00%	0.0%	
31 Less: GSN Funded Tangible Capital Assets	(7,530,524)	(9,359,175)	(1,828,651)	24.3%		8.7%	-1.76%	10.4%	
<b>32 Total Pupil Accommodation Expense</b>	<b>43,056,676</b>	<b>46,094,159</b>	<b>3,037,483</b>	<b>7.1%</b>		<b>8.38%</b>	<b>-53.66%</b>	<b>62.0%</b>	
33 Instruction: reflects the adjustment for compensation	14,000,000	14,000,000	-	0.0%		0.00%	0.00%	0.00%	
<b>34 TOTAL EXPENSES</b>	<b>699,284,080</b>	<b>709,200,314</b>	<b>9,916,234</b>	<b>1.4%</b>		<b>23.07%</b>	<b>24.70%</b>	<b>(1.6%)</b>	

**Pressure** The variance between year-to-date spending as a % of forecast versus spending for the same period last year indicates cost pressure  
**Due to Timing** The variance between year-to-date spending as a % of forecast versus spending for the same period last year is due to the timing of expenditure only.

**A. EXPLANATIONS OF MATERIAL BUDGET VARIANCES**

- 1 Additional School Renewal grant announcements offset by corresponding revenue
- 2 Extended Day Care enrolment increase offset by corresponding revenue, transfer of recoverable billings to non-operating

**B. EXPLANATIONS OF SPENDING RISK ASSESSMENT**

- 1 Variations between the year-to-date spending this year and the % spent at this time last year is due to the timing of expenditures only. A budget pressure in these areas is not anticipated.



**Report to Committee of the Whole  
January 23, 2017**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT:**           **Extended Day Program Fee for 2017-18**

**ORIGINATOR:**    This report was prepared by Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer; Elaine Ranney, Superintendent, Student Achievement & Well-Being; Sue Morrison, System Administrator, Learning Services - JK-12; Nick Landry, Business Services Manager in consultation with Coordinating Council.

**PURPOSE/STRATEGIC PLAN:**

To provide details regarding the proposed Extended Day Program (EDP) fee for the 2017-18 school year.

The three strategic priorities that are used to guide the work of the Waterloo Region District School Board (Board) are:

- Our Students are First – Each and Every One
- Our Staff, Families and Caregivers are Partners in Every Student's Learning Journey
- Our Culture of Innovation Builds Students' Confidence and Success as they Face the Future

**BACKGROUND:**

The Full-Day Early Learning Statute Law Amendment Act was passed into legislation on Tuesday, April 27, 2010 mandating that EDP be offered by district school boards to all JK/SK children attending school in a Full Day Kindergarten school. Each year a costing template, issued by the Ministry of Education, is used to calculate fees for a standard class of EDP students. The EDP fee regulations (O. Reg. 221/11) continue to require boards to establish fees that bear a reasonable relationship to operating cost. When functioning as the operator of the program, the Board should make every effort to operate on a cost-recovery basis in delivering the EDP. Trustees are required to approve the fee at an open meeting of the Board each year, and boards are required to disclose proposed fees to coterminous boards and the Ministry of Education prior to finalizing the fee.

The fee is established in January to coincide with the Kindergarten Registration process for the following school year.

**STATUS:**

There are a number of considerations made in determining the cost of the EDP, and the fees are set in accordance with Ministry of Education guidelines around discretionary and non-discretionary fees that have been based on input from Finance, Facilities, Human Resources and Learning Services.

Costing Projections

Costing projections for the programs, as outlined in Appendix A, are based on the assumption that the majority of EDP for children ages 4 to 7 will be Board-operated programs, with 19 programs run by Community Providers, as outlined in Appendix B.

Registration

Timelines and eligibility will continue with a web-based registration process, which will begin January 31<sup>st</sup>, 2017. A May 2016 deadline will be established for the Board to declare viability and the Board and Community Providers, where applicable, will communicate decisions to parents at each school site.

Program Viability

To maximize viability and to meet regulated requirements, the Board will offer the EDP to all students in JK – Grade 2. The Board must deem a site viable under regulation if there are 20 students registered. However, staff will continue to base viability decisions on a board wide analysis, allowing sites with lower enrolments to operate the program.

Fee Options

Parents may choose to purchase service in one of three ways: before school only, after school only, or both. They may choose the number of days per week they wish to enroll their child, (i.e., Mondays only, or Wednesday and Friday). The daily fee will be consistent across the Board and will be set at \$25.25. This is an increase of \$0.25 over the 2016-17 rate and is the result of increases to salary and benefit benchmarks for Designated Early Childhood Educators and our Educational Assistants.

A consistent before school rate of \$10.75 and after school rate of \$14.50 is being recommended for 2017-18.

Non-Instructional Days

EDP will continue to be offered on non-instructional days (e.g. PD Days, Winter Break, March Break). The costs for these days are built into the base daily rates per amendments provided in O.Reg 221/11 so that these costs can be distributed evenly over the year for families.

As the school year calendar for 2017-18 has not yet been developed, there is some uncertainty regarding the operation of Extended Day Programs during the Winter Break for 2017-18. Once the school year calendar for 2017-18 has been finalized, parents will be notified regarding the days of operation over the Winter Break.

**COMMUNICATIONS:**

The goal of the communication plan is to provide clear, factual, timely and consistent information about Before and After School Programs. Our communication strategies will focus on parents of children aged 4 to 12, parents in school communities who plan to register their child for Kindergarten, Elementary Principals, Kindergarten staff and Community Providers.

Pending approval of the EDP fee, the following strategies to reach our stakeholders will be implemented:

- Registration information to all parents (when it begins, how to register, fees of Board and Community Provider operated programs, etc.) in all schools with Kindergarten
- Promotion of Before and After School Programs outside all school offices
- Ongoing web-based information and registration available through school and corporate website
- Notification to parents about viable sites along with handbook of policies

**FINANCIAL IMPLICATIONS:**

Consistent with the direction provided by the Ministry of Education, the Extended Day Program fee has been developed to ensure it bears a reasonable relationship to operating costs and will allow the Board to operate the EDP on a cost recovery basis.

**RECOMMENDATION:**

It is recommended:

**That the Waterloo Region District School Board approves the Extended Day Program fee of \$25.25 per day, per child, for the 2017-2018 school year.**

 **Director of Education**

**Costing Projections for the Extended Day Programs (EDP)  
Components of the EDP Fee**

1. **Extended Day Staffing**  
Extended Day Programs (EDP) will be staffed by Designated Early Childhood Educators (DECE) and Educational Assistants (EA) when numbers in a single class exceed 15 children. As guided by the legislation, the EA will work under the direction of the DECE during the extended day.
2. **Benefits and Vacation**  
Benefits are calculated at 26.43% of salary, consistent with actual costs currently incurred. Vacation pay is calculated at 13.4% of salary based on compensating staff for a three week vacation and eleven statutory holidays during the school year.
3. **Supply Allowance**  
This is calculated at 12.01% to provide coverage when a DECE or EA is sick. This amount is reflective of our supply costs incurred during the 2015-16 school year and a forecast of 2016-17 expenditures based on costs incurred up to November 30, 2016.
4. **Professional Development**  
This portion is calculated at 2% of salary to help train and maintain the quality of extended day programming for Designated Early Childhood Educators and Education Assistants.
5. **Program Costs**  
Program costs are intended to address the operating needs of the extended day for items such as consumable supplies, photocopying, and replacement of materials due to increased use. The rate (\$0.50 per day per full-time equivalent child) will be credited to each FDK school's operating budget to be used on an ongoing basis.
6. **Nutrition**  
A daily amount of \$2.70 per day per child is included in the rate to cover the costs of providing a nutritious snack before and after school for children. Our existing contract with an approved vendor expires July 1, 2017. The Board will be undertaking a competitive process to secure a vendor to supply and deliver snacks for the 2017-18 school year.
7. **Program Administration and Fee Collection**  
In order to support high quality programming for our students, four supervising DECEs will continue to lead the supervision of the program. These individuals report to the System Administrator JK-12 Program - and oversee occasional DECE coverage, supervise programming and planning, communicate with parents and administrators as required, plan and deliver Professional Development and coordinate with third party providers operating 4 to 7 year old Before and After school programs. The cost of the DECE supervisors is included in the extended day fee, and is calculated based on the number of Board run Extended Day programs in operation. The administrative costs also include a newly hired HR position to support the deployment of supply staff, and a portion of an administrative secretary who supports the program. The fee does not account for varying portions of Central Administration staff (e.g. Finance, Human Resource Services) who contribute to the successful operation of the program.  
  
Beginning in September 2016, the board internalized the invoicing and collection of fees process. This has resulted in savings of approximately 2.53% compared to the cost of outsourcing these functions to the Region of Waterloo. The board will continue its Service as a Software (SaaS) arrangement with RBB Innovations to provide an online registration and program operation system. The cost of this service is \$49.95 per school, per year.
8. **School Operations**  
An amount of \$0.20 per pupil, per hour, derived from actual costs to operate our facilities is included in the rate to cover the incremental cost of utilities, custodial and maintenance expenses incurred as a result of the programs operation.
9. **Vacancy Allowance**  
This is calculated at 0.97% of the fee to address potential revenue fluctuations associated with bad debt (e.g. uncollectable revenue), and is based on the Board's bad debt expense related to the EDP over the past three years.
10. **Special Needs**  
A fee of \$0.89 per child, per day, has been included to support staffing that will allow accessibility for Special Needs students needing extended day programming.

## 2017-18 Before and After School Program Providers

School	Extended Day Provider JK - Grade 2	Youth Development Provider Grade 3 - 6
A.R. Kaufman P.S.	Waterloo Region DSB	Conestoga College
Abraham Erb P.S.	Waterloo Region DSB	YWCA KW
Alpine P.S.	Waterloo Region DSB	YMCA KW
Avenue Road P.S.	Waterloo Region DSB	YMCA Cambridge
Ayr P.S.	Waterloo Region DSB	YMCA Cambridge
Baden P.S.	Creative Beginnings Child Care	Creative Beginnings Child Care
Blair Road P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Breslau P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Bridgeport P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Brigadoon P.S.	YMCA KW	YMCA KW
Cedar Creek P.S.	Waterloo Region DSB	YMCA Cambridge
Cedarbrae P.S.	Waterloo Region DSB	YWCA KW
Centennial P.S. (C)	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Central P.S.	Waterloo Region DSB	YMCA Cambridge
Chalmers Street P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Chicopee Hills P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Clemens Mill P.S.	YMCA Cambridge	YMCA Cambridge
Conestogo P.S.	Waterloo Region DSB	YMCA KW
Coronation P.S.	Waterloo Region DSB	YWCA Cambridge
Country Hills P.S.	Waterloo Region DSB	YMCA KW
Crestview P.S.	Waterloo Region DSB	YMCA KW
Driftwood Park P.S.	Waterloo Region DSB	Conestoga College
Edna Staebler P.S.	YMCA KW	YMCA KW
Elgin Street P.S.	YMCA Cambridge	YMCA Cambridge
Elizabeth Ziegler P.S.	Waterloo Region DSB	YWCA KW
Empire P.S.	Waterloo Region DSB	YWCA KW
Floradale P.S.	Waterloo Region DSB	YMCA KW
Forest Glen P.S.	Waterloo Region DSB	Creative Beginnings Child Care
Forest Hill P.S.	Waterloo Region DSB	YMCA KW
Franklin P.S.	Waterloo Region DSB	YMCA KW
Glencairn P.S.	Waterloo Region DSB	Conestoga College
Grand View P.S. (C)	Waterloo Region DSB	YWCA Cambridge
Grandview P.S. (N.H.)	Waterloo Region DSB	Creative Beginnings Child Care
Groh P.S.	YMCA KW	YMCA KW
Hespeler P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Highland P.S.	Waterloo Region DSB	YMCA Cambridge

<b>School</b>	<b>Extended Day Provider JK - Grade 2</b>	<b>Youth Development Provider Grade 3 - 6</b>
Hillcrest P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Howard Robertson P.S.	Waterloo Region DSB	YWCA KW
J. F. Carmichael P.S.	Waterloo Region DSB	Conestoga College
J.W. Gerth P.S.	YMCA KW	YMCA KW
Jean Steckle P.S.	YWCA KW	YWCA KW
John Darling P.S.	Waterloo Region DSB	Conestoga College
John Mahood P.S.	Waterloo Region DSB	YMCA KW
Keatsway P.S.	Waterloo Region DSB	YMCA KW
King Edward P.S.	Waterloo Region DSB	Conestoga College
Lackner Woods P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Laurelwood P.S.	Waterloo Region DSB	Conestoga College
Lester B. Pearson P.S.	Waterloo Region DSB	YMCA KW
Lexington P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Lincoln Heights P.S.	Waterloo Region DSB	YMCA KW
Linwood P.S.	Waterloo Region DSB	YMCA KW
Mackenzie King P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Manchester P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Mary Johnston P.S.	Waterloo Region DSB	YWCA KW
Meadowlane P.S.	Waterloo Region DSB	YMCA KW
Millen Woods P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Moffat Creek	YMCA Cambridge	YMCA Cambridge
N.A. MacEachern P.S.	Waterloo Region DSB	YWCA KW
New Dundee P.S.	Waterloo Region DSB	Creative Beginnings Child Care
Northlake Woods P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Park Manor P.S.	Waterloo Region DSB	YWCA KW
Parkway P.S.	Waterloo Region DSB	YWCA Cambridge
Pioneer Park P.S.	Waterloo Region DSB	YMCA KW
Preston P.S.	Waterloo Region DSB	YWCA Cambridge
Prueter P. S.	Waterloo Region DSB	Jacob Hespeler Child Care
Queen Elizabeth P.S.	Waterloo Region DSB	YWCA KW
Riverside P.S.	Waterloo Region DSB	YMCA KW
Rockway P.S.	Waterloo Region DSB	YWCA KW
Ryerson P.S.	YWCA Cambridge	YWCA Cambridge
Saginaw P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Sandhills P.S.	Waterloo Region DSB	YMCA KW
Sandowne P.S.	Waterloo Region DSB	YMCA KW
Sheppard P.S.	Waterloo Region DSB	YWCA KW
Silverheights P.S.	Waterloo Region DSB	Conestoga College
Sir Adam Beck P.S.	Creative Beginnings Child Care	Creative Beginnings Child Care

<b>28</b>	<b>School</b>	<b>Extended Day Provider JK - Grade 2</b>	<b>Youth Development Provider Grade 3 - 6</b>
	Smithson P.S.	Waterloo Region DSB	YWCA KW
	Southridge P.S.	Waterloo Region DSB	YWCA KW
	St. Jacobs P.S.	Waterloo Region DSB	YMCA KW
	Stewart Avenue P.S.	Waterloo Region DSB	YMCA Cambridge
	Suddaby P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
	Tait Street P.S.	Waterloo Region DSB	YMCA Cambridge
	Trillium P.S.	Waterloo Region DSB	YMCA KW
	Vista Hills P.S.	Waterloo Region DSB	YMCA KW
	W.T. Townsend P.S.	YMCA KW	YMCA KW
	Wellesley P.S.	Waterloo Region DSB	YMCA KW
	Westmount P.S.	Waterloo Region DSB	YMCA KW
	Westvale P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
	Williamsburg P.S.	YMCA KW	YMCA KW
	Wilson Avenue P.S.	Waterloo Region DSB	YWCA KW
	Winston Churchill P.S.	Waterloo Region DSB	YWCA KW
	Woodland Park P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care

**Report to Committee of the Whole  
January 23, 2017**



**Waterloo Region  
District School Board**

*Inspired Learners – Tomorrow's Leaders*

**SUBJECT: Board Report Template Discussion**

**ORIGINATOR:** This report was prepared by Nick Manning, Chief Communications Officer, and in consultation with Coordinating Council.

**PURPOSE/STRATEGIC PLAN:**

This report is intended to provide trustees with the basis for a discussion to consider revisions to the report template used by staff to bring information and decisions forward to trustees.

**BACKGROUND:**

In an effort to find continuous improvements to the way in which staff provide information to trustees, staff - with agreement from Agenda Development Committee - propose bringing forward changes to the templates used for board reports.

Board reports are developed by local board custom and are not subject to regulation.

**STATUS:**

Our goals in proposing changes to the board report templates include:

- meeting current accessibility guidelines and best-practices for printed documents in accordance with the information and communication standard in the Accessibility for Ontarians with Disabilities Act, 2005;
- providing trustees and the public greater clarity, transparency and accountability on information and recommendations discussed at meetings of the board of trustees;
- providing trustees with clearer recommendations from staff – even in cases where the recommendation is simply to receive the report; and,
- encouraging staff to use plain English in report writing.

A proposed new template for board reports is attached at Appendix A and a completed example using a current report is at Appendix B. The communications team developed this template in reference to board report templates used at a variety of school boards in Southern Ontario (Appendix C) and the [CNIB Clear Print Accessibility Guidelines](#) (Appendix D) and University of Toronto Accessible Print Documents Guide (Appendix E).

**COMMUNICATIONS:**

Changes to the print version of the board report template are needed to ensure the WRDSB complies with current accessibility best practices. If trustees agree to implement changes, next steps will be to review the ways in which we share board materials online, moving minutes and agendas to HMTL presentation in preference over PDF.

**FINANCIAL IMPLICATIONS:**

No financial implications.

**RECOMMENDATION:**

It is recommended:

**That the Waterloo Region District School board adopt a new board report template based on standards for accessibility as presented at the Committee of the Whole Meeting of January 23, 2017/**

Director of Education



## Report to Committee of the Whole

January 23, 2017

**Subject:**      **Brief, one line description of subject**

### Recommendation

*Every report should include a recommendation and the entire recommendation should use the Recommendation style. If no substantive recommendation is being made, the phrase "It is recommended that trustees receive this report" should be used.*

### Status

Include current relevant descriptive, explanatory and/or comparative data about the recommendation being made. Identify implementation or completion where appropriate. If necessary, include:

- rationale for date being recommended,
- simple charts and graphs should be included with the text of the report rather than in the appendices as needed.
- Identify any attached appendices that support rationale in the body of the report (Appendix A). Appendices should be marked in the top right corner of the page in bold font in capital letters, right-justified.

### Background

Include information about Board or Committee resolutions, legislation or correspondence which precipitated the recommendations.

### Financial implications

Indicate approximate or actual costs or savings as appropriate. The calculations used are to be reviewed by the Superintendent of Business Services. When no costs or savings are incurred as a result of the report, the following statement must be inserted below the heading: No financial implications.

### Communications

To ensure the smooth flow of information, communications should be part of every report - identifying who needs the information, how it will be communicated and by whom. This paragraph should be developed by the originator with advice from the Communications Department and approved by the Chief Communications Officer.

Prepared by:      John Bryant, Director of Education  
                          Nick Manning, Chief Communications Officer  
                          in consultation with Coordinating Council



## Appendix Title

### Additional Information

Reports should be similar to an Executive Summary and ideally no more than two pages in length. Supporting information is provided in Appendices.

- If you refer to a previous Board motion in the body of the report, use italic (emphasis) font and indent the motion slightly from both margins.
- It may be necessary to adjust the spacing of the report to avoid having one paragraph or just the recommendation on a page of its own.
- Spell out the Waterloo Region District School Board. You may refer to it as the district, reserve Board to refer to the Board of Trustees. Do not use WRDSB anywhere in a recommendation.
- If you use an acronym (for example, FDK), please refer to the full name at the beginning of the report with the acronym in brackets. You may then continue to use just the acronym elsewhere in the report.
- Spell out entire school names: Stewart Avenue Public School, Southwood Secondary School, exceptions may be made in charts or appendices.
- There should only be one space after a period.
- For financial reports amounts should be reported as: \$1.5M or \$350,000 and always round figures.
- If referring to a Board Policy or Administrative Procedure, it should be provided with a hyperlink to the policy on the public-facing board website.

Reports are due the Thursday before the meeting and are to be sent to the Manager of Corporate Services, for inclusion in the COW/Board meeting package.



## Report to Committee of the Whole

January 23, 2017

### **Subject: Extended Day Program (EDP) Fee for 2017-18**

#### **Recommendation**

*That the Waterloo Region District School Board approves the increase of the Extended Day Program fee by \$0.25 to \$25.25 per day, per child, for the 2017-2018 school year.*

#### **Status**

EDP fees are set in accordance with Ministry of Education guidelines around discretionary and non-discretionary fees that are developed with input from Finance, Facilities, Human Resources and Education Services.

Staff recommend increasing the EDP fee by \$0.25 over the 2016-17 due to increases in salary and benefit benchmarks for Designated Early Childhood Educators and Educational Assistants. A consistent before school rate of \$10.75 and after school rate of \$14.50 is being recommended for 2017-18. The daily fee is, therefore, \$25.25 across WRDSB-operated programs.

Costing projections for the programs, as outlined in Appendix A, assume that WRDSB will operate programs for children aged 4 to 7 and community providers will operate 19 youth programs as outlined in Appendix B.

#### **Background**

The [Full-Day Early Learning Statute Law Amendment Act](#) became legislation on Tuesday, April 27, 2010 mandating that district school boards offer EDP to all kindergarteners.

The Ministry of Education issues a costing template annually to calculate fees for a standard class of EDP students. The EDP fee regulations (O. Reg. 221/11) continue to require boards to establish fees that bear a reasonable relationship to operating cost. As the operator of extended day programs, Waterloo Region District School Board should make every effort to operate on a cost-recovery basis.

Trustees are required to approve the fee at an open meeting of the Board each year, and boards are required to disclose proposed fees to coterminous boards and the Ministry of Education prior to finalizing the fee.

The fee is established in January to coincide with the Kindergarten Registration process for the following school year.

#### Registration

- Parents may choose to purchase service in one of three ways: before school only, after school only, or both. They may choose the number of days per week they wish to enroll their child, (i.e., Mondays only, or Wednesday and Friday). A [web-based registration process](#) begins on January 31st, 2017.

#### Program Viability

- To maximize viability and to meet regulated requirements, the Board will offer the EDP to all students in JK to Grade 2. The Board must deem a site viable under regulation if there are 20 students registered. However, staff will continue to base viability decisions on a board wide analysis, allowing sites with lower enrolments to operate the program. WRDSB will declare the viability of programs at individual sites in May 2017 and will communicate decisions to parents promptly.

#### Non-Instructional Days

- EDP will continue to be offered on non-instructional days (e.g. PD Days, Winter Break, March Break). The costs for these days are built into the base daily rates per amendments provided in O.Reg 221/11 so that these costs can be distributed evenly over the year for families.

#### Financial implications

Consistent with the direction provided by the Ministry of Education, the Extended Day Program fee bears a reasonable relationship to operating costs and will allow the Board to operate the EDP on a cost recovery basis.

#### Communications

Pending approval of the revised EDP fee, WRDSB staff will continue to communicate the availability of to parents in all schools with Kindergarten focusing on:

- issuing a revised EDP flyer;
- promotion outside all school offices;
- ongoing web-based information and registration through school and corporate websites as well as social media channels;
- prompt notification to parents about viable sites along with handbook of policies.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services  
Elaine Ranney, Superintendent, Student Achievement & Well-Being  
Sue Morrison, System Administrator, Learning Services - JK-12  
Nick Landry, Business Services Manager.

## **Costing Projections for the Extended Day Programs (EDP)**

### **Components of the EDP Fee**

#### **Extended Day Staffing**

Extended Day Programs (EDP) will be staffed by Designated Early Childhood Educators (DECE) and Educational Assistants (EA) when numbers in a single class exceed 15 children. As guided by the legislation, the EA will work under the direction of the DECE during the extended day.

#### **Benefits and Vacation**

Benefits are calculated at 26.43% of salary, consistent with actual costs currently incurred. Vacation pay is calculated at 13.4% of salary based on compensating staff for a three-week vacation and eleven statutory holidays during the school year.

#### **Supply Allowance**

This is calculated at 12.01% to provide coverage when a DECE or EA is sick. This amount is reflective of our supply costs incurred during the 2015-16 school year and a forecast of 2016-17 expenditures based on costs incurred up to November 30, 2016.

#### **Professional Development**

This portion is calculated at 2% of salary to help train and maintain the quality of extended day programming for Designated Early Childhood Educators and Education Assistants.

#### **Program Costs**

Program costs are intended to address the operating needs of the extended day for items such as consumable supplies, photocopying, and replacement of materials due to increased use. The rate (\$0.50 per day per full-time equivalent child) will be credited to each FDK school's operating budget to be used on an ongoing basis.

#### **Nutrition**

A daily amount of \$2.70 per day per child is included in the rate to cover the costs of providing a nutritious snack before and after school for children. Our existing contract with an approved vendor expires July 1, 2017. The Board will be undertaking a competitive process to secure a vendor to supply and deliver snacks for the 2017-18 school year.

#### **Program Administration and Fee Collection**

In order to support high quality programming for our students, four supervising DECEs will continue to lead the supervision of the program. These individuals report to the System Administrator JK-12 Program and oversee occasional DECE coverage, supervise programming and planning, communicate with parents and administrators as

required, plan and deliver Professional Development and coordinate with third party providers operating 4 to 7-year-old Before and After school programs. The cost of the DECE supervisors is included in the extended day fee, and is calculated based on the number of Board run Extended Day programs in operation. The administrative costs also include a newly hired HR position to support the deployment of supply staff, and a portion of an administrative secretary who supports the program. The fee does not account for varying portions of Central Administration staff (e.g. Finance, Human Resource Services) who contribute to the successful operation of the program.

Beginning in September 2016, the board internalized the invoicing and collection of fees process. This has resulted in savings of approximately 2.53% compared to the cost of outsourcing these functions to the Region of Waterloo. The board will continue its Service as a Software (SaaS) arrangement with RBB Innovations to provide an online registration and program operation system. The cost of this service is \$49.95 per school, per year.

### **School Operations**

An amount of \$0.20 per pupil, per hour, derived from actual costs to operate our facilities is included in the rate to cover the incremental cost of utilities, custodial and maintenance expenses (Lead Water Flushing) incurred as a result of the programs operation.

### **Vacancy Allowance**

This is calculated at 0.97% of the fee to address potential revenue fluctuations associated with bad debt (e.g. uncollectable revenue), and is based on the Board's bad debt expense related to the EDP over the past three years.

### **Special Needs**

A fee of \$0.89 per child, per day, has been included to support staffing that will allow accessibility for Special Needs students needing extended day programming.

## 2017-18 Before and After School Program Providers

School	Extended Day Provider (JK - Grade 2)	Youth Development Provider (Grade 3 – 6)
A.R. Kaufman P.S.	Waterloo Region DSB	Conestoga College
Abraham Erb P.S.	Waterloo Region DSB	YWCA KW
Alpine P.S.	Waterloo Region DSB	YMCA KW
Avenue Road P.S.	Waterloo Region DSB	YMCA Cambridge
Ayr P.S.	Waterloo Region DSB	YMCA Cambridge
Baden P.S.	Creative Beginnings Child Care	Creative Beginnings Child
Blair Road P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Breslau P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Bridgeport P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Brigadoon P.S.	YMCA KW	YMCA KW
Cedar Creek P.S.	Waterloo Region DSB	YMCA Cambridge
Cedarbrae P.S.	Waterloo Region DSB	YWCA KW
Centennial P.S. (C)	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Central P.S.	Waterloo Region DSB	YMCA Cambridge
Chalmers Street	Waterloo Region DSB	Jacob Hespeler Child Care
Chicopee Hills P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Clemens Mill P.S.	YMCA Cambridge	YMCA Cambridge
Conestogo P.S.	Waterloo Region DSB	YMCA KW
Coronation P.S.	Waterloo Region DSB	YWCA Cambridge
Country Hills P.S.	Waterloo Region DSB	YMCA KW
Crestview P.S.	Waterloo Region DSB	YMCA KW
Driftwood Park P.S.	Waterloo Region DSB	Conestoga College
Edna Staebler P.S.	YMCA KW	YMCA KW
Elgin Street P.S.	YMCA Cambridge	YMCA Cambridge
Elizabeth Ziegler	Waterloo Region DSB	YWCA KW
Empire P.S.	Waterloo Region DSB	YWCA KW
Floradale P.S.	Waterloo Region DSB	YMCA KW
Forest Glen P.S.	Waterloo Region DSB	Creative Beginnings Child
Forest Hill P.S.	Waterloo Region DSB	YMCA KW
Franklin P.S.	Waterloo Region DSB	YMCA KW
Glencairn P.S.	Waterloo Region DSB	Conestoga College
Grand View P.S. (C)	Waterloo Region DSB	YWCA Cambridge

<b>School</b>	<b>Extended Day Provider (JK - Grade 2)</b>	<b>Youth Development Provider (Grade 3 – 6)</b>
Grandview P.S.	Waterloo Region DSB	Creative Beginnings Child
Groh P.S.	YMCA KW	YMCA KW
Hespeler P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Highland P.S.	Waterloo Region DSB	YMCA Cambridge
Hillcrest P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Howard Robertson	Waterloo Region DSB	YWCA KW
J. F. Carmichael	Waterloo Region DSB	Conestoga College
J.W. Gerth P.S.	YMCA KW	YMCA KW
Jean Steckle P.S.	YWCA KW	YWCA KW
John Darling P.S.	Waterloo Region DSB	Conestoga College
John Mahood P.S.	Waterloo Region DSB	YMCA KW
Keatsway P.S.	Waterloo Region DSB	YMCA KW
King Edward P.S.	Waterloo Region DSB	Conestoga College
Lackner Woods	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Laurelwood P.S.	Waterloo Region DSB	Conestoga College
Lester B. Pearson	Waterloo Region DSB	YMCA KW
Lexington P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Lincoln Heights P.S.	Waterloo Region DSB	YMCA KW
Linwood P.S.	Waterloo Region DSB	YMCA KW
Mackenzie King	Waterloo Region DSB	Jacob Hespeler Child Care
Manchester P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Mary Johnston P.S.	Waterloo Region DSB	YWCA KW
Meadowlane P.S.	Waterloo Region DSB	YMCA KW
Millen Woods P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Moffat Creek	YMCA Cambridge	YMCA Cambridge
N.A. MacEachern	Waterloo Region DSB	YWCA KW
New Dundee P.S.	Waterloo Region DSB	Creative Beginnings Child
Northlake Woods	Waterloo Region DSB	Jacob Hespeler Child Care
Park Manor P.S.	Waterloo Region DSB	YWCA KW
Parkway P.S.	Waterloo Region DSB	YWCA Cambridge
Pioneer Park P.S.	Waterloo Region DSB	YMCA KW
Preston P.S.	Waterloo Region DSB	YWCA Cambridge
Prueter P. S.	Waterloo Region DSB	Jacob Hespeler Child Care
Queen Elizabeth	Waterloo Region DSB	YWCA KW



<b>School</b>	<b>Extended Day Provider (JK - Grade 2)</b>	<b>Youth Development Provider (Grade 3 – 6)</b>
Riverside P.S.	Waterloo Region DSB	YMCA KW
Rockway P.S.	Waterloo Region DSB	YWCA KW
Ryerson P.S.	YWCA Cambridge	YWCA Cambridge
Saginaw P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Sandhills P.S.	Waterloo Region DSB	YMCA KW
Sandowne P.S.	Waterloo Region DSB	YMCA KW
Sheppard P.S.	Waterloo Region DSB	YWCA KW
Silverheights P.S.	Waterloo Region DSB	Conestoga College
Sir Adam Beck P.S.	Creative Beginnings Child Care	Creative Beginnings Child
Smithson P.S.	Waterloo Region DSB	YWCA KW
Southridge P.S.	Waterloo Region DSB	YWCA KW
St. Jacobs P.S.	Waterloo Region DSB	YMCA KW
Stewart Avenue	Waterloo Region DSB	YMCA Cambridge
Suddaby P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Tait Street P.S.	Waterloo Region DSB	YMCA Cambridge
Trillium P.S.	Waterloo Region DSB	YMCA KW
Vista Hills P.S.	Waterloo Region DSB	YMCA KW
W.T. Townsend	YMCA KW	YMCA KW
Wellesley P.S.	Waterloo Region DSB	YMCA KW
Westmount P.S.	Waterloo Region DSB	YMCA KW
Westvale P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care
Williamsburg P.S.	YMCA KW	YMCA KW
Wilson Avenue P.S.	Waterloo Region DSB	YWCA KW
Winston Churchill	Waterloo Region DSB	YWCA KW
Woodland Park P.S.	Jacob Hespeler Child Care	Jacob Hespeler Child Care



# Halton District School Board

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**Report Number: 16167**

Date: November 10, 2016

**FOR DECISION**

**TO:** The Chair and Members of the Halton District School Board

**FROM:** David Boag, Associate Director

**RE: Grade 1 Program Information Evenings for Parents**

## **Warrant**

With the change in the French Immersion model in elementary schools, the rationale for the current Grade 1 parent information evening has changed. This report will provide background on this current communication structure as well as a recommendation to change it.

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## **RECOMMENDATION:**

***Be it resolved that the Halton District School Board rescind Board Motion M13-0287 in recognition of the change to the entry to the Board's early entry French Immersion program.***

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## **Background:**

Prior to the 2014-15 school year, a Grade 1 Parent Information Evening occurred at all elementary schools offering Grade 1 French Immersion programming. These evenings were intended for families with students in Senior Kindergarten to help parents and guardians better understand the Halton District School Board's French Immersion model so an informed decision could be made about whether to enroll their child in the French Immersion Program in Grade 1.

Starting in the 2014-15 school year, these evenings were changed to also include both English program and Special Education programs based on Board motion M13-0287:

*Be it resolved that effective in the 2014-2015 school year the Halton District School Board:*

*All elementary schools that offer Grade 1 programming must host a Grade 1 Information Evening that includes information about English program, FI program and Special Education placements. If the home school does not offer FI, the school their students would be directed to for FI cannot host their Grade 1 Information Evening at the same time. The Special Education presentation is to be scripted by the Board's Special Education department, to include a description of all elementary Special Education placements.*

The presentations then occurred in all schools hosting a Grade 1 program and presentations contained information on French Immersion, English program and Special Education. The special education portion of the presentation was later reduced significantly as it was found that it did not apply to the majority of families; for the most part, the decision to enter a special education placement was either made through the IPRC process or made through recommendation by school and regional staff in consultation with parents.

## Halton District School Board

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**Recommended Action:**

Through the work of the Program Viability Committee, the model for the delivery of French Immersion program has changed to include a Grade 2 entry. As a result, the Grade 1 program will now be a 100% English program with 40 minutes per week of primary core French. The original rationale for holding these information evenings (i.e., with FI entry, and specifically students leaving their home school to enter an FI program for Grade 1) no longer remains.

After the considerable dialogue by the Program Viability Implementation Committee, it is recommended the current Grade 1 Parent Information Evening no longer occur. Instead, it is recommended an online resource be created consisting of a webinar, video and print material, including a FAQ, to be hosted on the Board website. This resource will be designed for parents/guardians to provide an overview of the French Immersion program and the English program, information on enrolling in FI and a guide to support families in the decision to enroll their child in FI.

**Summary:**

In summary, the recommendation was made for the following reasons:

- Ensure timely and accurate information is available for parents as needed any time prior to making the decision to enroll in French Immersion or remain in the English program;
- Ensure there is consistent messaging for parents across the HDSB about key information on French Immersion and English programs.

*Respectfully submitted,*

*David Boag  
Associate Director*

*Stuart Miller  
Director of Education*



## EXECUTIVE REPORT TO BOARD

**TO:** BOARD

**FROM:** Manny Figueiredo, Director of Education

**DATE:** November 14, 2016

**PREPARED BY:** David Anderson, Senior Facilities Officer – Facilities Management  
Ellen Warling, Manager – Planning, Accommodation & Rentals  
Ian Hopkins, Planner – Planning, Accommodation & Rentals

**RE:** Pupil Accommodation Review – Ancaster – Initial Report

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**Action X**                      **Monitoring**

**Recommended Action:**

That the Pupil Accommodation Review for Ancaster be approved for commencement including the following elementary schools:

- Ancaster Senior
- CH Bray
- Fessenden
- Queen's Rangers
- Rousseau

And;

That the composition of the Advisory Committee for Ancaster be comprised of:

- One (1) parent/guardian representative from each of the schools under review, chosen by their respective School Council and/or Home & School Association;
- One (1) employee representative from each school under review;
- One (1) community member with no child/ward currently attending HWDSB schools (at a minimum one per advisory committee). Staff at the board level endeavour to select members that are reflective of the communities where these school(s) reside.

**Rationale/Benefits:**

As per HWDSB's Pupil Accommodation Review Policy (Policy No. 3.8) staff are required to provide a complete recommendation, along with the supporting documentation, in the Initial Report requesting to commence an accommodation review.

Within 5 business days following the approval of the accommodation review, HWDSB will see that:

- The Initial Report and SIP will be made available to the public and posted on the Board's website.

- HWDSB will provide written notice of the Board of Trustees' decision to the City of Hamilton and other identified community partners (e.g. CMSMs, LHINs);
  - The written notice will include an invitation for a meeting to discuss and comment, as well as the opportunity to provide a written response, on the recommended option(s) in the school board's Initial Report before the final public meeting;
  - HWDSB will notify the Director(s) of Education of the coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

**Proposed Timelines:**

<b>Milestone</b>	<b>Timelines</b>
Pupil Accommodation Review initiation	November 14, 2016
Advisory Committee volunteers confirmed	Nov 15-29, 2016
Advisory Committee orientation meeting	November 29, 2016
Advisory Committee working group meetings begin	December 8, 2016
First public meeting date	January 12, 2017
Second public meeting date	March 9, 2017
First date available for final staff report delivery	March 28, 2017
First date available for public delegation	April 26, 2017
First date available for final decision by Trustees	May 10, 2017

**Background:**

On Monday May 30, 2016, Trustees approved the May 19, 2016, Finance and Facilities Committee report which advised staff to proceed with preparation for potential pupil accommodation reviews in 2016-17 for the following two areas: Ancaster and West Hamilton City (RESOLUTION #16-81).

## Superintendent Department Memo

### Expansion of the International Baccalaureate Program in the Upper Grand DSB



**To:** Martha Rogers, Director of Education  
**From:** Doug Morrell, Superintendent of Education  
Julie Prendergast, Principal, Guelph CVI  
**Date:** December 13, 2016  
**Report Type:** DECISION

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#### **Background**

In September 2014, the Upper Grand District School Board passed a motion to develop an International Baccalaureate Program (IB) Diploma Program at Guelph Collegiate Vocational Institute (GCVI). In November 2015, the IB Program at GCVI was authorized as an International Baccalaureate Diploma Program World School. In September of 2016 the first class of students began the IB Diploma Program at GCVI.

#### **Issue**

To seek approval to investigate the expansion of the IB program to a Primary Years Program for students aged 3-12 (Grades JK-5) in the City of Guelph with an expansion to add a Middle Years Program for students aged 11-16 (Grades 6-10) in subsequent years, and to seek approval to investigate expansion of the IB Diploma Program to Dufferin County and/or the County of Wellington.

#### **Recommendations**

It is recommended:

1. That the report entitled Expansion of the International Baccalaureate Program in the Upper Grand DSB, dated December 13, 2016 be received.
2. That staff be directed to investigate the expansion of the International Baccalaureate program to include a Primary Years Program and/or Middle Years Program, in the City of Guelph, and
3. That staff be directed to investigate establishing an International Baccalaureate Diploma Program in Dufferin County and/or the County of Wellington.

*This document is available in alternative formats upon request.*

## Rationale

The IB organization describes the Primary Years Program and Middle Years programs as follows:

***“The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.***

***A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.”***

[www.ibo.org](http://www.ibo.org)

The Upper Grand District School Board successfully launched our first IB program at GCVI. Board staff are now equipped with the knowledge and data developed during our preparation and establishment of this initial program to now expand the IB World School Program from JK to Grade 12 in the City of Guelph.

The Board is also well positioned to start a second Diploma Program in Dufferin County and/or the County of Wellington based upon our successful in the development of the program at GCVI.

Expanding the IB program will excite families and add to the already high quality of education available to our students.

If approved, UGDSB staff will immediately begin the necessary work to expand the IB program into the Primary Years Program through the selection of the most appropriate school site in order to apply to the IB for candidacy by April 2017.

# Clear Print Accessibility Guidelines



**Print that's easy on the eyes**



CNIB's goal is to create a better Canada – a barrier-free Canada – where every individual, regardless of vision loss, is able to fully participate in the world around them.

Creating this barrier-free Canada means not only ensuring buildings and roadways are safe and accessible for all citizens to enjoy; it also means ensuring that the way we communicate with each other is just as accessible – things like signs, ads, books, websites, brochures, product packages and so many other communication materials we absorb in everyday life.

How do we do that? By making the print we produce as clear and readable as possible.



Readability shouldn't be an afterthought when producing materials. It should be the first step in making your merchandising, service, location or information accessible to everyone, no matter how much vision they have.

Keep the following Clear Print guidelines in mind as you design your products, and you'll reach a wider audience . . .

# Contrast

Use high-contrast colours for text and background.


Good examples are black or dark blue on a white or yellow background, or white/yellow text on a black/dark blue background.

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**Use high-contrast colours  
 for text and background.**

Use high-contrast colours  
 for text and background.



# Type Colour

Printed material is most readable in black and white. If using coloured text, restrict it to things like titles, headlines or highlighted material.


Printed material is most readable in black and white.

~~Printed material is most readable in black and white.~~



# Point Size

Bigger is better. Keep your text large, preferably between 12 and 18 points depending on the font (point size varies between fonts). Consider your audience when choosing point size.



Consider your audience  
when choosing point size.

Consider your audience when choosing point size.

too small

# Leading

## Leading

### Leading

Leading is the space between lines of text and should be at least 25 to 30 per cent of the point size. This helps readers move their eyes more easily to the next line of text. Heavier typefaces will require slightly more leading.



Leading is the space between lines of text and should be at least 25 to 30 per cent of the point size.

~~Leading is the space between lines of text and should be at least 25 to 30 per cent of the point size.~~

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# Font family and font style

Avoid complicated or decorative fonts. Choose standard fonts with easily recognizable upper and lower case characters. Arial and Verdana are good choices.

✓ Arial  
✓ Verdana

*Avoid complicated  
or decorative fonts.*

# Font heaviness

Choose fonts with medium heaviness and avoid light type with thin strokes. When emphasizing a word or passage, use a bold or heavy font. Italics or upper case letters are not recommended.

## Font heaviness

Opt for fonts with medium heaviness.

Avoid light type with thin strokes.  
 Avoid italics and **UPPER CASE LETTERS.**

For those of you who've read the previous paragraph six times and still have no idea what I'm talking about, here's a little insight. To connect an Ethernet network through an AirPort Base Station to the network, you connect an AirPort Base Station to the network through an AirPort Base Station. Using standard Mac OS X, you can connect an AirPort Base Station to the network through an AirPort Base Station. Using standard Mac OS X, you can connect an AirPort Base Station to the network through an AirPort Base Station.

Interland Stann  
 money-back guarantee  
 starting at \$19.99  
 toll-free support  
 99.9% uptime

# Letter spacing

Don't crowd your text: keep a wide space between letters. Choose a monospaced font rather than one that is proportionally spaced.





Don't crowd your text: keep a wide space between letters.

Don't crowd your text: keep a wide space between letters.

# Margins and columns

Separate text into columns to make it easier to read, as it requires less eye movement and less peripheral vision.

Use wide binding margins or spiral bindings if possible. Flat pages work best for vision aids such as magnifiers.



HARDER  
TO READ

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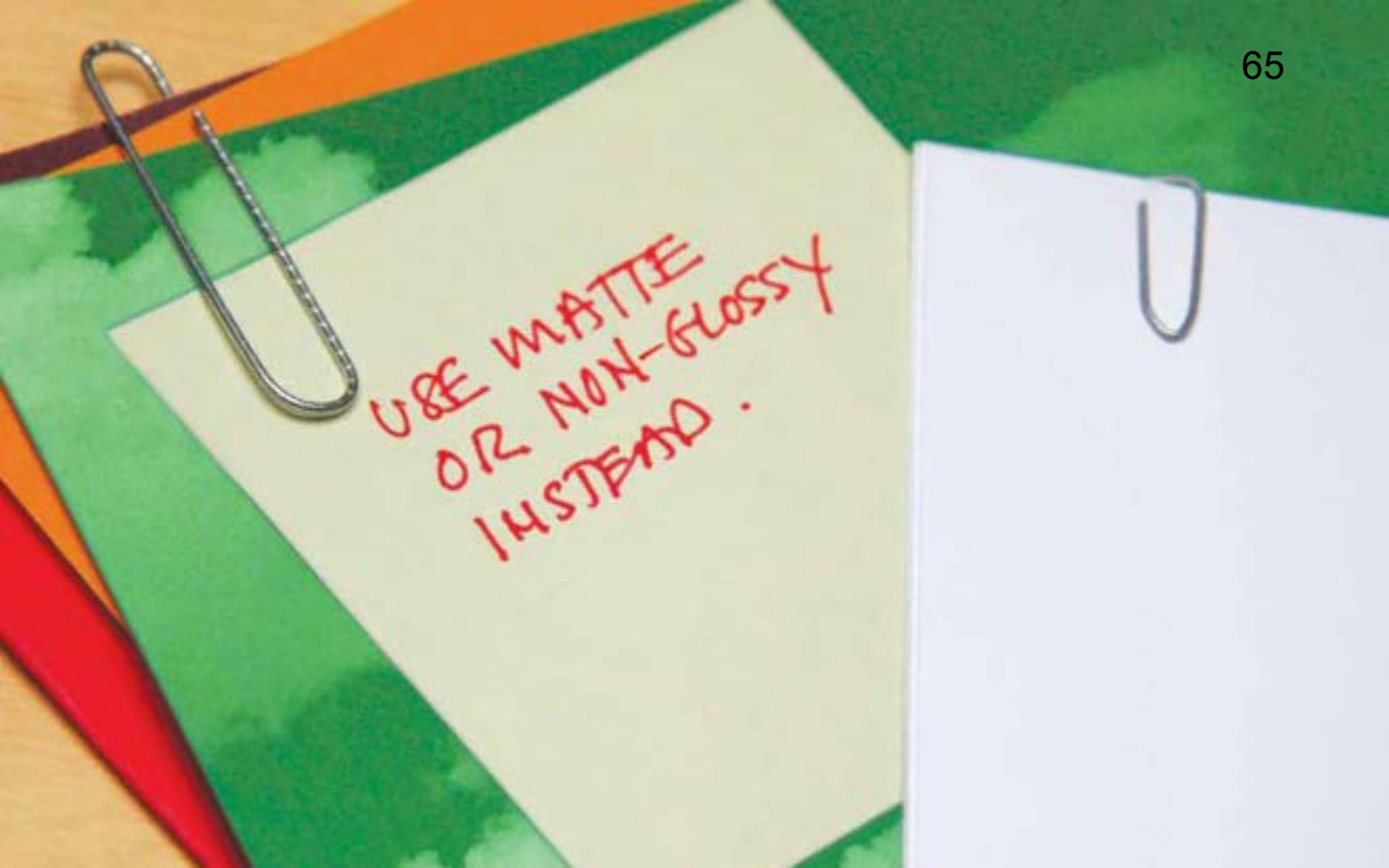
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# Paper finish

Use a matte or non-glossy finish to cut down on glare.

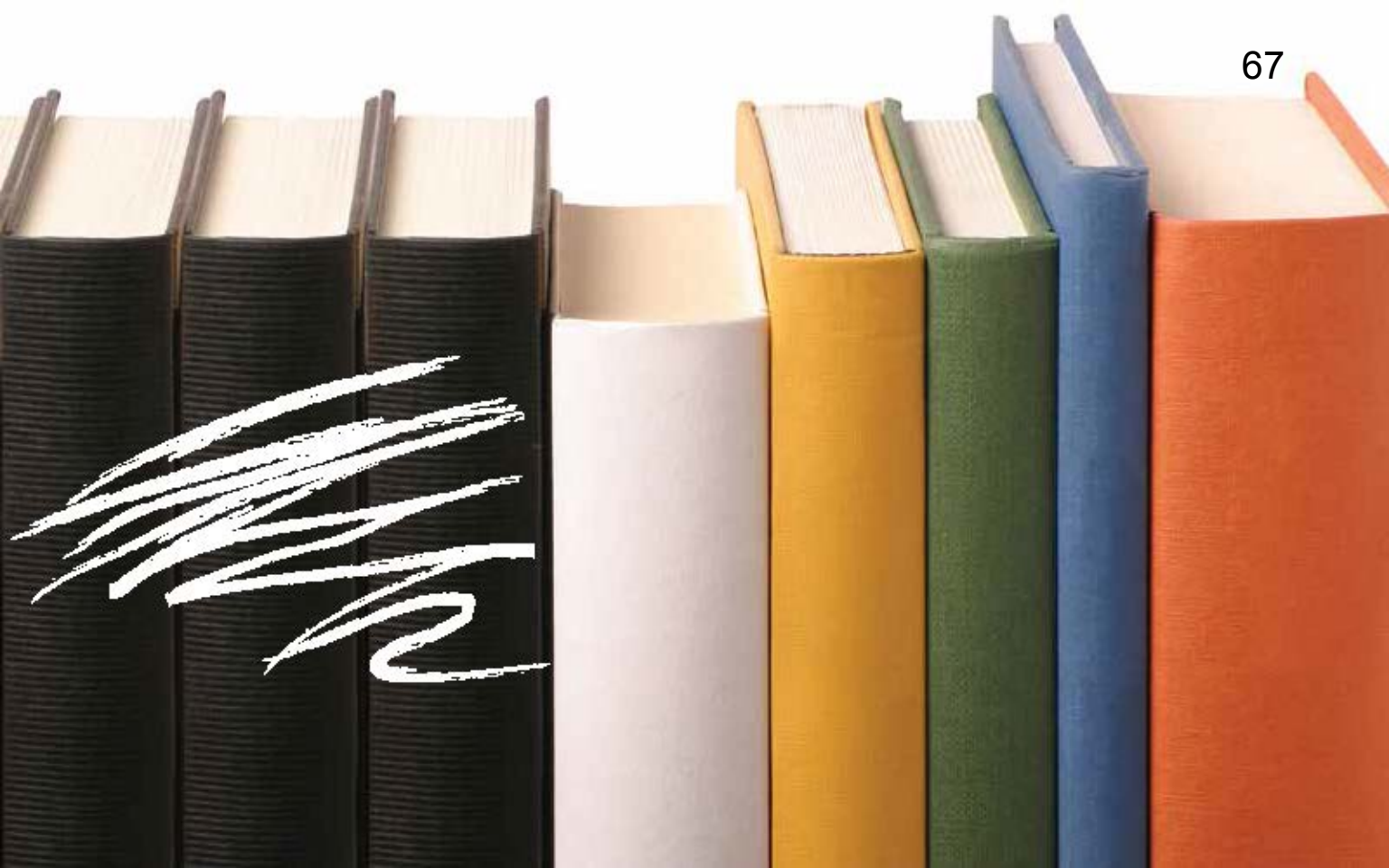
Reduce distractions by not using watermarks or complicated background designs.



USE MATTE  
OR NON-GLOSSY  
INSTEAD.

# Clean design and simplicity

Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart.



# About CNIB

CNIB is a registered charity, passionately providing community-based support, knowledge and a national voice to ensure Canadians who are blind or partially sighted have the confidence, skills and opportunities to fully participate in life.

To find out more about CNIB's accessibility services, contact us today:

Web: **[cnib.ca/accessibility](https://cnib.ca/accessibility)**

Email: **[info@cnib.ca](mailto:info@cnib.ca)**

CNIB Helpline: **1-800-563-2642**

# Creating Accessible Documents: Tip Sheet

## Part I: Print Documents

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### Planning your document

- What is the timeline and budget?
- What type of formatting will work best for the message?
- Will it be designed in-house or contracted out?
- Prioritize content and organization
- What accessible versions will you provide (large print, accessible PDF etc.)?
- How will accessible versions be made available?

### Language

- Use clear language
- Avoid dense paragraphs
- Use bulleted lists to simplify information
- Avoid acronyms and abbreviations

### Fonts

- Choose legible and readable fonts
- Avoid using decorative or display fonts
- Sans-serif fonts are considered easier to read
- Minimum point size should be 12 points
- Avoid using condensed or extended fonts
- Avoid italics or uppercase letters
- Use a bold or heavy font for emphasis

### Layout

- Use wide margins
- Use columns with sufficient white space between them
- Left-justified text is easier to read
- Use adequate leading between lines of text
- White space guides the readers eye – use it effectively
- Avoid using extra spaces, tabs or character returns. Use styles and formatting tools to create these effects
- It is more accessible to place images to the right of text

### Colour and contrast

- Use high-contrast colours for text and background
- Ensure that colours used to differentiate are sufficiently contrasting if printed in grayscale
- Printed material is most readable in black – use colour for headings or emphasis only
- Avoid complicated background designs or watermarks
- Avoid using colour alone to communicate information

### Images and graphs

- Always provide concise text alternatives for images and graphics
- If the image is for decorative purposes only, use “” as the text alternative
- Provide a separate long text description for charts and graphs



# Creating Accessible Documents: Tip Sheet

## Part I: Print Documents

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### Tables

- Use simple table structures (avoid merged cells, nested tables)
- Ensure that headers, rows and columns are properly labelled in tables
- If the table continues on more than one page, ensure that the header rows repeat at the top of the next page
- Include a long description for long or complicated tables
- Do not use blank cells for formatting
- Ensure that the tab order is logical (left to right, top to bottom)
- When creating tables in spreadsheets, give all sheet tables unique names

### Hyperlinks

- Ensure that all links to website or email addresses work
- Link text needs to make sense out of context and provide information about the destination – avoid using “click here” or “read more”

### Document styles and formatting

- Use styles to format your document (Heading 1, Heading 2 etc.)
- Use heading styles in the correct order

### Finishing touches

- Set your document properties (Title, author, subject and language)
- Always “convert to PDF” or “create PDF” in Word 2010 – never “print to PDF”
- Choose a printing surface that minimizes glare, i.e. matte is better than glossy
- Track changes must be accepted or rejected then turned off
- All comments and formatting marks must be turned off
- For long documents, add a table of contents

### Resources

Canadian National Institute for the Blind (CNIB)  
Clear print Guidelines: [www.cnib.ca/en/services/accessibilities/resources/clearprint/](http://www.cnib.ca/en/services/accessibilities/resources/clearprint/)

Registered graphics Designers of Ontario  
Accessibility handbook: [www.rgd-accessibledesign.com/](http://www.rgd-accessibledesign.com/)

Vischeck Colour Blindness Simulator: <http://vischeck.com>

