

JANUARY 25, 2016

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardelt Avenue, Kitchener, on **Monday, January 25, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Invocation (To be recited by trustees)

"In preparation for this evening's meeting, let us pause for thirty seconds of silent reflection – to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students."

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Receive Minutes – Board Meeting of December 14, 2015

Approve Minutes – Committee of the Whole Meeting of January 11, 2016

Approve Minutes – Special Education Advisory Committee Meeting of December 9, 2015

Receipt/Approval of Monthly Reports:

- | | | |
|-----------|---|---------------|
| 18 | Suspension Expulsion Report to December 31, 2015 | P. Rubenschuh |
| 20 | Staffing Information – Retirements and Resignations | M. Weinert |
| 22 | Staffing Recommendations – Appointments | M. Weinert |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Delegations

Reports

- | | | |
|-----------|--|---------------------|
| 24 | 2015 Director's Annual Report | J. Bryant |
| 25 | Major Capital Projects - Quarterly Update Report | M. Gerard |
| 28 | Interim Financial Report and Forecast at November 30, 2015 | M. Gerard |
| 36 | Extended Day Program Fee for 2016-2017 | M. Gerard/E. Ranney |
| 42 | Use of Volunteers Review | G. Shantz |
| 44 | Internet Content Filtering Report | M. Carbone |
| | Marketing, Recruitment and Retention of Students (Verbal Report) | M. Deacon |

Strategic Plan Working Group Update

L. Read/K. Smith

**All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

Newcomer Update

G. Shantz

Reports from Board Members

Board Communications

52 Peel District School Board re Aboriginal Studies

Question Period (10 minutes)

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

Adjournment

Report to Board January 25, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Student Suspension/Expulsion Report December 31, 2015

ORIGINATOR: This report was prepared by Peter Rubenschuh, Superintendent, Student Achievement & Well-Being

PURPOSE/STRATEGIC PLAN:

To provide the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

This report supports pursuing student achievement and success for all students. The WRDSB continues to support students in alternative programs that support their success. Suspension and expulsion data is helpful in supporting schools as inclusive and caring communities.

BACKGROUND:

As requested by the Board, suspension/expulsion data will be presented at the Board meeting each month.

STATUS:

Comparing Year to Date from December 2014-2015 and December 2015-2016, Elementary suspensions have increased by 1 and Secondary suspensions have decreased by 75.

Comparing Year to Date from December 2014-2015 and December 2015-2016, School expulsions have remained the same and Board expulsions have increased by 1.

The most recent month's suspension and expulsion data is included in the chart below. This data is accurate up to, and including, the date of collection.

A. Suspensions

	Dec 2015	YTD	Dec 2014	YTD
Total Elementary School Suspensions	97	335	75	334
Total Secondary School Suspensions	121	622	143	697

B. Expulsions

	Dec 2015	YTD	Dec 2014	YTD
Total School Expulsions	0	0	0	0
Total Board Expulsions	3	4	1	3

C. Violent Incidents

The term *violent incident* is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following: possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

	Dec 2015	YTD	Dec 2014	YTD
Total (Elementary/Secondary)	1	7	1	1

COMMUNICATIONS:

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Report to Board January 25, 2015



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Staffing Information – Retirements & Resignations**

ORIGINATOR: This report was prepared by Michael Weinert, Superintendent, Human Resource Services, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This report presents, as information, the names of those staff members who are retiring or resigning from the Waterloo Region District School Board.

This report relates to the Waterloo Region District School Board's strategic directions, particularly in the areas of promoting forward thinking, engaging staff and fostering wellness and well-being.

BACKGROUND:

The Board's practice has been to receive information regarding staff retirements and resignations at regular monthly Board meetings.

STATUS:

The employees listed in this Report have received acknowledgment of their retirement or resignation.

Retirements: Elementary Teaching Staff

Name	Position / Location	Effective Date	Years of Service
Devika Bradshaw	Teacher, Jean Steckle PS	June 30, 2016	30
Nancy Giofu	Teacher, Avenue Road PS	June 30, 2016	17

Retirements: Secondary Teaching Staff

Nil report

Retirements - Administrative and Support Staff

Name	Position / Location	Effective Date	Years of Service
Linda Bender	Head Secretary, Mackenzie King PS	January 31, 2016	32
Ronald Bisch	Facility Supervisor, Facility Services, Education Centre	February 29, 2016	29
Frank Ewald	Principal, Breslau PS	February 29, 2016	27
Janet Feller	Educational Assistant, Williamsburg PS	December 31, 2015	5
Robert Ferguson	Educational Assistant, Eastwood CI	February 19, 2016	26
Renee Hubercheck	Head Secretary, Margaret Avenue PS	January 31, 2016	20
John Jacques	Electrician, Facility Services, Education Centre	February 29, 2016	9
Cheryl Johnson	Secretary, Learning Services, Education Centre	February 29, 2016	29
Carol MacIntosh	Custodian, Cameron Heights CI	June 30, 2016	26
Michael Shea	Facility Supervisor, Facility Services, Education Centre	January 29, 2016	35

Ann Silk	Support Analyst, ITS, Education Centre	March 31, 2016	26
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Resignations – Teaching, Administrative and Support Staff

Name	Position/Location	Effective Date
Juliane Breidenbach	Maintenance, Facility Services, Education Centre	February 29, 2016

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:

Expenses are within the existing approved budget.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

**Report to Board
January 25, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Staffing Recommendations - Appointments

ORIGINATOR: This report was prepared by Michael Weinert, Superintendent, Human Resource Services; in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to present staff appointments to trustees for consideration and approval.

This report relates to the Waterloo Region District School Board's strategic directions, particularly in the areas of promoting forward thinking, engaging staff and fostering wellness and well-being.

BACKGROUND:

The Board's practice has been to have appointments presented for consideration and approval at regular monthly Board meetings.

STATUS:

The following staff appointments are effective the dates indicated:

Teaching Staff – Elementary:

<u>Name</u>	<u>Position & Location</u>	<u>Effective Start Date</u>
Leah Carter	Teacher, Coronation P.S.	January 1, 2016

**Teaching Staff – Secondary:
Nil Report**

Administrative and Support Staff:

<u>Name</u>	<u>Position & Location</u>	<u>Effective Start Date</u>
Snjezana Blagovcanin	Custodian, AR Kaufman P.S.	January 19, 2016
Amanda Gibson	Secretary, Jean Steckle P.S.	January 4, 2016
Maira Guillen	Custodian, Preston P.S.	January 11, 2016
Steven Harnock	Custodian, Centennial (W) P.S.	January 11, 2016
Thomas Hogg	Custodian, Manchester P.S.	January 11, 2016
Jennifer Huggins	Secretary, Forest Heights C.I.	December 7, 2015
Wendy Kloiber	Custodian, Crestview P.S.	January 18, 2016
Denise LaCroix	Custodian, Huron Heights S.S.	January 18, 2016
Douglas McMahon	Custodian, Sandowne P.S.	January 18, 2016
Vernon Thompson	Custodian, Linwood P.S.	January 25, 2016
Ganice Thomson	Custodian, Southwood S.S.	January 18, 2016

COMMUNICATIONS:

The employees listed in this report have/will be advised of the appointments.

FINANCIAL IMPLICATIONS:

Expenses are within the existing approved budget.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled “Staffing Recommendations – Appointments”, dated January 25, 2016.

 **Director of Education**

**Report to Board
January 25, 2016**



**Waterloo Region
District School Board**

Inspired learners – Tomorrow's leaders

SUBJECT: **2015 Director's Annual Report**

ORIGINATOR: This report was prepared by John Bryant, Director of Education and Secretary, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To present to trustees the Director of Education's Annual Report, as required by provincial legislation.

This report specifically supports all six strategic directions of the Waterloo Region District School Board. The strategic directions are as follows: engaging students, families, staff and communities, fostering wellness and well-being, pursuing student achievement and success for all, embracing diversity and inclusion, championing quality public education, and promoting forward-thinking.

BACKGROUND:

In accordance with Section 283 (3) of the Education Act, the chief executive officer (Director of Education) is required to:

- submit to the Board a report on the actions he/she has taken during the preceding twelve months;
- submit a copy of the annual report to the Ministry of Education.

STATUS:

This report provides information to the Board and community with respect to activities that were carried out over the past year to support student learning in line with the Board's Strategic Plan and Board Improvement Plan for Student Achievement.

COMMUNICATIONS:

The 2015 Annual Report will be submitted to the Minister of Education and the Regional Ministry Office in London as required. The Report will also be distributed to Board staff, schools, parents and the community using the Board's corporate web site at www.wrdsb.ca. This year the 2015 Annual Report will be available electronically only, eliminating printing costs, and aligning with the WRDSB Go Digital strategy.

FINANCIAL IMPLICATIONS:

The cost of producing the 2015 Director's Annual Report is covered within existing budgets.

RECOMMENDATION:

For information only.

 **Director of Education**

Report to Board January 25, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Major Capital Projects – Quarterly Update Report

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Ian Gaudet, Controller, Facility Services; Ron Dallan, Manager, Capital Projects; and Dennis Cuomo, Manager, Planning, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To provide up-to-date information to the Board with regard to major capital projects.

The strategic plan is supported by building new schools, harnessing the latest technologies, providing an excellent learning environment which promotes forward thinking and champions quality public education.

BACKGROUND:

The major capital projects listed on Appendix A have been approved by the Board.

STATUS:

Current capital projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the status of the project relative to the schedule, budget and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding as planned through the design and construction stages with the following updates.

Groh Public School has now been put out to tender as site plan approval has been granted and building permit will follow shortly.

For Chicopee Hills Public School, three tenders will be executed. A tender will be issued for each of the following: tree clearing and site grading; site development and site servicing (sewers, roads); and school construction. The tree clearing activity has started and the site alteration permit to secure approval to proceed with the grading of the north portion of the site has been submitted to the city. This portion includes the actual site where the school will be positioned.

There will be further studies done on the southern portion of the site in early spring to investigate the possible existence of a species at risk, namely the Blandings Turtle, as the Ministry of Natural Resources and Forestry (MNRF) recently explained that there was an unconfirmed sighting of a Blandings Turtle in late 2014 at this site.

Although the property is not currently a regulated habitat for Species at Risk, the MNRF does not have enough information to confirm that the species is not using the pond for overwintering and is requesting that additional surveys for Blanding Turtle be undertaken to confirm presence/absence of the species.

Despite the possible presence of Blandings Turtle, the MNRF is supportive of grading activity associated with construction of the school proceeding, however, grading and removal of the wetland in the southwest corner

and a corridor between the pond and wetland should remain untouched until the turtle surveys have been completed in March and early April of 2016.

Additionally, the cost consultant report has been submitted to the Ministry of Education and we plan to go out for tender shortly after we receive approval to proceed from the Ministry.

COMMUNICATIONS:

Facility Services staff have consulted with the Ministry of Education, administration, contractors, architects, Financial Services, municipalities, various internal committees and the Board, in regard to the stages of approval, design, construction and budget approvals.

FINANCIAL IMPLICATIONS:

The updated projects are listed on Appendix A.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Major Capital Projects
Quarterly Update Report
01/08/2016

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
Vista Hills P.S. (new)	Construction	✔	New School	21-Oct-13	25-Apr-14	Yes	No	+VG	Yes	Yes	Yes	\$12,732,439	September 2016
New Riverside P.S. (new-rebuild)	Construction	✔	New School	21-Oct-13	25-Apr-14	Yes	No	K+	Yes	Yes	Yes	\$15,547,654	September 2016
Chicopee Hills P.S. (new)	Cost Consultant Report Submitted to Ministry	✔	New School	19-Sep-11	07-Jul-11	Yes	No	BJC	No	No	No	\$12,032,963	September 2017
Groh P.S. (new)	Out for Tender	✔	New School	18-Mar-13	24-Jan-13	Yes	No	CS&P	Yes	Yes	No	\$12,859,506	September 2017
P.S. in South West Kitchener (Rosenberg III) (new)	Schematic Design	✔	New School	11-May-15	30-Oct-15	No	Yes	WFP	No	No	No	\$15,543,455	September 2018

Major Capital Projects are those greater than \$2.5M total project cost

Dashboard Definitions

On schedule, on budget, within scope	✔
Schedule, budget or scope concerns	▽

Report to Board January 25, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: 2015-2016 Interim Financial Report and Forecast at November 30, 2015

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Karen Newland, Controller, Financial Services; Sharon Uttley, Manager of Accounting Services; Wendy Jocques, Manager of Budget Services; Nick Landry, Manager of Business Services and Fabiana Frasher, Budget Analyst, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To present the Interim Financial Report for the period ending November 30, 2015 and to forecast the year-end financial position for the 2015-2016 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.

BACKGROUND:

It has been established practice within the Waterloo Region District School Board (Board) to review expenditures on a quarterly basis in comparison with the approved budget.

STATUS:

The Board approved the 2015-16 operating budget on June 22, 2015 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 2015-2016 Revised Estimates based on enrolment results as of October 31, 2015 and a revised projection for March 31, 2016. The enrolment projection used for revised estimates did not include any Syrian refugee students as the breakdown of these students into panel was not known at the time. It is important to be aware that the March 31, 2016 figures are estimates and the October 31, 2015 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.

At the time the instructions for Revised Estimates were released, the labour negotiations at the provincial level were still ongoing with some federations and unions. The Revised Estimates do not include funding for any terms of the central agreements that have been ratified so far. However, boards were requested to include in their expenditures compensation estimates for employee groups covered under centrally ratified agreements. The Ministry plans to update the Revised Estimates to implement the compensation provisions and the earned leave plans within the GSN once all labour negotiations have concluded and central agreements have been ratified by respective federations and unions. Expenditures related to the 1% salary increase and restoration of the grid for the Ontario Secondary School Teacher's Federation, Teacher Bargaining Unit (OSSTF TBU) and the Elementary Teachers' Federation of Ontario (ETFO) have been incorporated into the Revised Estimates.

The Revised Estimates have been submitted to the Ministry showing a deficit of \$3.7M as a result of incorporating increased salary costs without incorporating increased grant revenue. Since the Ministry has communicated they intend to fund these increases and other information known to date, the forecasted "Annual Operating Surplus/ (Deficit) – Unappropriated" indicates no significant variations from the original estimates and therefore is showing a balanced forecast of \$0. 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 or board approvals identified since the budget was passed. The 2015-

16 Interim Financial Report comparing budget to forecast is attached as Appendix A. A summary of the net adjustments is below in Table 1.

Table 1 in (000's)	
2015-16 Approved Operating Surplus/(Deficit)	\$(2,066)
2015-16 Approved One Time Initiatives	2,066
2015-16 Approved Budget	0
Changes to Grants for Student Needs Based on Enrolment Increase/(Decrease)	
Net enrolment impact on Grant for Student Needs	(2,383)
Changes to Other Revenues Increase/(Decrease)	
Teacher Qualification and Experience Grant	2,141
Designated Early Childhood Educator Qualification and Experience Grant	(115)
Draw from Deferred Revenue	1,373
Capital Grant Adjustments	(24)
Over Expenditures Increase/(Decrease)	
Impact of Negotiated Labour Agreements (ETFO, OSSTF TBU)	(6,077)
Designated Early Childhood Educators (3.58 FTE)	(157)
Expenditure Savings Increase/(Decrease)	
Classroom Teachers Salary and Benefits (12.53 FTE)	1,299
Miscellaneous Adjustments	212
Estimated 15/16 In Year Operating Surplus/(Deficit)	\$(3,731)
Estimated Net Grant Revenue to Offset Negotiated Labor Contracts	\$ 3,731
Actual 15/16 In Year Operating Surplus/(Deficit)	\$ -

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:

It is projected that the board will be in a balanced position at the end of 2015-2016 as originally estimated during the 2015-2016 budget process. As mentioned, the balanced position is 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, 2016 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 and that the Ministry does in fact fund the full cost of central negotiations for all bargaining units. 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**

2015-16 Interim Financial Report

Summary of Financial Results

(000's)

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants-GSN	638,418	637,804	(614)	(0.1%)
Revenue transferred from/(to) deferred revenue	921	4,326	3,405	369.5%
Other Grants	4,499	5,506	1,008	22.4%
Other	15,177	16,137	960	6.3%
School Generated Funds	14,000	14,000	-	0.0%
Transferred from DCC**	29,723	29,702	(21)	(0.1%)
Transferred to DCC**	(12,417)	(14,267)	(1,850)	14.9%
Total Revenue	690,321	693,209	2,888	0.4%
Expenses				
Instruction	539,288	544,743	5,455	1.0%
Administration	15,059	15,310	251	1.7%
Transportation	15,655	15,655	-	0.0%
School Operations & Maintenance	58,496	58,370	(126)	(0.2%)
Pupil Accom/Renewal/Debt/Non-operating	38,958	39,659	701	1.8%
School Generated Funds	14,000	14,000	-	0.0%
Total Expenses	681,457	687,738	6,281	0.9%
Surplus/(Deficit)	8,864	5,471	(3,393)	(38.3%)

DETERMINATION OF ANNUAL OPERATING SURPLUS

PSAB Surplus/(Deficit) (from above)	8,864	5,471
LESS: Internally Appropriated		
2015/16 one-time initiatives	2,066	1,630
Committed Capital Projects	199	990
Committed capital projects annual amortization	(331)	(289)
Sub-Total: In-Year Appropriations	1,935	2,331
Previous year one-time initiatives	-	135
Commitment of sinking fund interest	24	24
Committed capital projects	(79)	(911)
Total: Internally Appropriated	1,880	1,579
Less: Unavailable for Compliance		
PSAB Adjustments	(11,075)	(11,070)
Total Adjustments	(9,195)	(9,491)
In-year unappropriated Operating Surplus/(Deficit)	(331)	(4,020)
Committed capital projects annual amortization	331	289
ANNUAL Unappropriated Operating Surplus/(Deficit)	0	(3,731) *

* Funding is expected from the Ministry to offset the projected deficit which resulted from central labour negotiations

Changes in Revenue

- Deferred Revenue transfer changes are related to special education and child care retrofit
- Other Grants are up due to additional EPO grant announcements
- Other Revenue increase due to projected increase in number of foreign students and increase in extended day care fees due to increased enrolment

Change in Expenditures

- Instruction: reflects the adjustment for compensation estimates for centrally ratified agreements
- Administration: carryover for one-time initiatives from previous year
- Pupil Accom/Renewal/Debt/Non-Operating: Increase in extended day enrolment

Change in Surplus/Deficit

- The deficit of \$3.7M will be offset by additional Ministry Grant Funding to cover costs of central bargaining

Risks

- Further enrolment decline
- Ministry grant does not cover the full cost of central labour negotiations

**DCC - Deferred Capital Contributions

2015-16 Interim Financial Report

Summary of Capital to be Financed

(000's)

	Budget	Forecast
Funding		
New Building and Additions	21,097	22,287
Capital Priorities - land	0	0
Retrofitting School space for child care	0	2,000
Renewable Energy School Funding		
School Condition Improvement	9,354	9,354
Full Day Kindergarten	3,213	3,920
Renewal	6,554	6,554
Education Development Charge (EDC)	9,208	9,694
Proceeds of Disposition	605	0
Minor Tangible Capital Assets	5,863	5,713
Other	1,209	1,200
Total Capital by Funding Source	57,103	60,722
Expenditure		
Buildings (new, additions & renewal)	41,332	44,615
Land	9,208	9,694
Land Improvements	0	0
Moveable Assets	6,563	6,413
Total Capital Expenditure	57,103	60,722

2015-16 Interim Financial Report

Summary of Enrolment

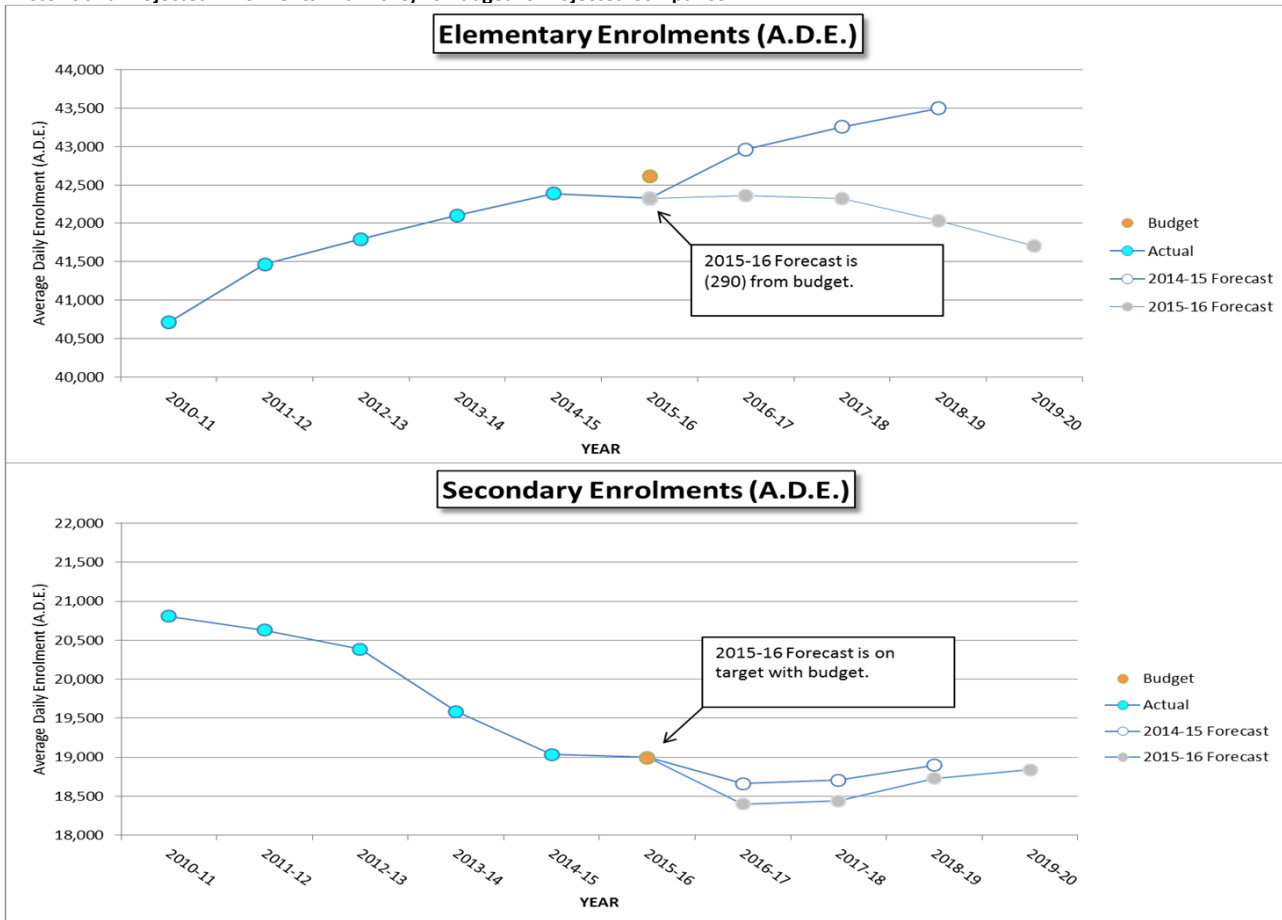
ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK	4,021.82	3,848.78	(173.04)	-4.3%
SK	4,296.08	4,287.53	(8.55)	-0.2%
Grade 1-3	13,283.00	13,136.65	(146.35)	-1.1%
Grade 4-8	21,006.50	21,046.00	39.50	0.2%
Other Pupils	7.00	5.50	(1.50)	-21.4%
Total Elementary	42,614.40	42,324.46	(289.94)	-0.7%
Secondary				
Pupils of the Board <21	18,872.52	18,876.67	4.15	0.0%
High Credit Pupils	47.74	38.21	(9.53)	-20.0%
Pupils of the Board >21	9.38	6.00	(3.38)	-36.0%
Other Pupils	60.74	72.25	11.51	18.9%
Total Secondary	18,990.38	18,993.13	2.75	0.0%
Total	61,604.78	61,317.59	(287.19)	-0.5%

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- Our JK attraction rate, which is a measure of the percentage of four year olds in the Region that we have in our schools, is the lowest it has been since 2007 (68.3%). In part, this may be a result of changes to admission requirements for Catholic schools in the area, who now accept students without a baptismal certificate. Other factors, such as proximity to school may be a deciding factor.
- The number of Part-time JK students rose again year over year (53). We are also noticing a consistent decline over the past 3-4 years in Grades 2, 3 and 5. Staff are unsure as to the reason for the decline because there is no discernable "break-point" or natural exit point in these grades.
- 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 for elementary is conservative based on 2015-16 observations.

Historic and Projected Enrolments with 2015/16 Budget vs Projected Comparison



2015-16 Interim Financial Report

Summary of Staffing

FTE	Budget	October 31st	In-Year Change	
			#	%
Instruction			-	
Classroom Teachers	3,719.20	3,703.40	(15.80)	-0.42%
Non-Classroom	1,913.20	1,915.10	1.90	0.10%
Total Instruction	5,632.40	5,618.50	(13.90)	-0.25%
Non-Instruction	764.10	772.40	8.30	1.09%
Total	6,396.50	6,390.90	(5.60)	-0.09%

Highlights of Changes in Staffing:

- Non-Classroom: change in Extended Day Care Designated Early Childhood Educators and Educational Assistants due to increase in enrolment

**Waterloo Region District School Board
Interim Financial Report
PSAB Revenues for the Period Ending November 30, 2015**

Budget Assessment						
a	e = (d-b) / b	b	c = b - a	d = c/a		
2015-16					Material Variance Note	
Budget (Estimates)	% Change from Prior Year Actuals	Forecast	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
Provincial Grants for Student Needs					1	
1 Pupil Foundation-Elementary	220,070,725	0.4%	218,348,394	(1,722,331)		(0.78%)
2 Pupil Foundation-Secondary	108,193,515	(0.3%)	108,217,306	23,791		0.02%
3 School Foundation	40,684,537	0.1%	40,515,642	(168,895)		(0.42%)
4 Special Education	81,828,553	1.3%	81,473,090	(355,463)		(0.43%)
5 French as a Second Language	8,010,544	1.5%	7,946,029	(64,515)		(0.81%)
6 English as a Second Language	5,617,431	1.3%	5,804,980	187,549		3.34%
7 Learning Opportunities	6,814,052	(0.2%)	6,819,010	4,958		0.07%
8 Continuing Education	1,878,043	3.3%	1,864,847	(13,196)		(0.70%)
9 High Credit	159,261	(1.0%)	127,469	(31,792)		(19.96%)
10 Teacher Q&E	50,555,958	4.0%	52,697,615	2,141,657		4.24%
11 New Teacher Induction Program (NTIP)	393,413	(0.8%)	393,413	-		0.00%
12 ECE Q&E	3,550,386	18.3%	3,434,951	(115,435)		(3.25%)
13 Transportation	15,850,437	3.9%	15,587,057	(263,380)		(1.66%)
14 Admin and Governance	16,001,161	(0.6%)	15,943,295	(57,866)		(0.36%)
15 Trustees' Association Fee	43,316		43,316	-		0.00%
16 School Operations	57,234,604	1.0%	56,952,100	(282,504)		(0.49%)
17 Community Use of Schools	784,719	1.6%	784,719	-		0.00%
18 Declining Enrolment	207,643	(80.1%)	410,358	202,715		97.63%
19 Temporary accomodation - relocation and leasing	1,678,668	(2.2%)	1,678,668	-		0.00%
20 First Nation, Metis and Inuit	772,190	(13.8%)	779,282	7,092		0.92%
21 Safe Schools	1,231,604	(0.0%)	1,227,436	(4,168)		(0.34%)
22 School Renewal	8,671,956	(0.2%)	8,635,277	(36,679)		(0.42%)
24 Approved Debt	104,872	0.0%	104,872	-		0.00%
25 Debt Charges-Interest Portion	8,209,699	(3.8%)	8,144,239	(65,460)		(0.80%)
26 Retrofitting school space for child care				-		
27 Capital Grant for Land				-		
28 Restraint Savings	(129,030)	(461.4%)	(129,030)	-		0.00%
31 Total Provincial Grants for Student Needs (GSN)	638,418,257	(0.3%)	637,804,335	(613,922)		(0.10%)
						2
32 Amortization of Deferred Capital Contributions	29,722,557	100.0%	29,702,010	(20,547)		
					3	
33 Legislative Grants transferred from/(to) Deferred Revenue	921,491	243.2%	4,326,230	3,404,739		369.48%
34 Other Grants	4,498,586	(10.2%)	5,506,383	1,007,797		22.40%
					4	
					5	
Non Grant Revenue						
35 Fees	1,185,800	(19.3%)	1,382,478	196,678		16.59%
36 Transportation Recoveries	-	0.0%	-	-	0.00%	
37 Rental Revenue	1,457,800	(15.3%)	1,457,800	-	0.00%	
38 Education Development Charge	5,761,966		5,761,966	-	0.00%	
39 Other Revenue	6,771,926	(24.5%)	7,535,141	763,215	11.27%	
40 Non Grant Revenue	15,177,492	(5.8%)	16,137,385	959,893	6.32%	
					6	
					6	
41 School Generated Funds Revenue	14,000,000	1.4%	14,000,000	-		0.00%
					6	
42 Grants Transferred to Deferred Capital Contributions	(12,417,300)	(24.3%)	(14,267,300)	(1,850,000)		14.90%
					6	
43 Total PSAB Revenues	690,321,083	0.3%	693,209,043	2,887,960		0.42%

EXPLANATIONS OF MATERIAL GRANT VARIANCES

- 1 Actual number of high credit students lower than originally budgeted
- 2 Reflects the actual change in enrolment when compared to previous year
- 3 Reflects the change in amounts transferred from deferred revenue for Special Education and Child Care Retrofit
- 4 Additional Education Program Other (EPO) grants announced after budget submission
- 5 Projected increase in number of foreign students
- 6 Extended Day Care enrolment increase offset by corresponding expense

Waterloo Region District School Board
Interim Financial Report
PSAB Expenses for the Period Ending November 30, 2015

A. Budget Assessment					B. Risk Assessment				
	a	b	c = b - a	d = c/a		e	f	g = f - e	
	2015-16				Material Variance Note	Actual to Nov 30/15	Actual to Nov 30/14	Year-to year Increase (Decrease)	Forecast vs. Prior year YTD
	Budget (Estimates)	Forecast	Change			% of Forecast Spent	% of Actual Spent		
			\$ Increase (Decrease)	% Increase (Decrease)					
OPERATING					1				
Classroom									
1 Classroom Teachers	363,152,788	367,862,239	4,709,451	1.3%		27.58%	29.48%	(1.9%)	
2 Supply Teachers	15,471,059	15,566,875	95,816	0.6%		18.37%	20.05%	(1.7%)	
3 Teacher Assistants	30,886,389	30,886,389	-	0.0%		28.61%	30.67%	(2.1%)	
4 Early Childhood Educator	15,772,900	15,929,750	156,850	1.0%		28.46%	30.62%	(2.2%)	
5 Textbooks and Classroom Supplies	14,485,333	14,663,623	178,290	1.2%		18.37%	18.96%	(0.6%)	
6 Computers	6,697,501	7,237,500	539,999	8.1%		14.54%	12.11%	2.4%	
7 Professionals & Paraprofessionals	24,542,658	24,542,658	-	0.0%		23.70%	29.51%	(5.8%)	1
8 Library & Guidance	11,171,325	11,168,451	(2,874)	(0.0%)		28.88%	29.53%	(0.7%)	
9 Staff Development	4,602,677	4,943,415	340,738	7.4%		14.17%	25.97%	(11.8%)	1
10 Department Heads	1,383,300	1,373,395	(9,905)	(0.7%)		29.87%	30.07%	(0.2%)	
11 Principal and Vice-Principals	26,300,300	26,246,800	(53,500)	(0.2%)		28.24%	29.93%	(1.7%)	
12 School Secretaries & Office Supplies	14,925,656	14,892,656	(33,000)	(0.2%)		25.92%	27.06%	(1.1%)	
13 Teacher Consultants	6,671,835	6,707,289	35,454	0.5%		26.12%	28.47%	(2.3%)	
14 Continuing Education	2,285,014	2,322,808	37,794	1.7%		12.05%	16.48%	(4.4%)	
15 Instruction-Amortization	5,858,413	5,858,413	-	0.0%		0.00%	0.00%	0.0%	
16 Less: GSN Funded Tangible Capital Assets	(4,918,801)	(5,458,800)	(539,999)	11.0%		8.32%	27.46%	(19.1%)	
17 Sub-Total Instruction Expenses	539,288,347	544,743,461	5,455,114	1.0%		26.52%	28.43%	(1.9%)	
Other Expenses									
18 Board Administration	15,199,209	14,759,801	(439,408)	(2.9%)		23.48%	27.23%	(3.7%)	
19 School Operations	58,750,844	58,624,982	(125,862)	(0.2%)		21.14%	21.46%	(0.3%)	
20 Transportation	15,653,869	15,653,869	-	0.0%		29.92%	38.37%	(8.4%)	1
21 Amortization	551,332	551,332	-	0.0%	0.00%	0.00%	0.0%		
22 Less: GSN Funded Tangible Capital Assets	(944,499)	(254,500)	689,999	(73.1%)	(82.2%)	-7.98%	(74.2%)		
23 Sub-Total Other Expenses	89,210,755	89,335,484	(565,270)	(0.6%)	23.23%	25.42%	(2.2%)		
24 TOTAL OPERATING EXPENSE	628,499,102	634,078,945	4,889,844	0.8%	26.05%	28.01%	(2.0%)		
NON-OPERATING					2				
Pupil Accommodation/Renewal/Debt									
25 School Renewal	8,671,956	8,671,956	-	0.0%		9.22%	26.83%	(17.6%)	1
26 Debt Charges	7,859,095	7,859,095	-	0.0%		18.46%	18.82%	(0.4%)	
27 Recoverable Costs	5,175,500	5,938,715	763,215	14.7%		26.89%	24.57%	2.3%	
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	23,700,434	23,638,026	(62,408)	(0.3%)		0.00%	0.00%	0.0%	
31 Less: GSN Funded Tangible Capital Assets	(6,554,000)	(6,554,000)	-	0.0%		6.4%	-7.56%	13.9%	
32 Total Pupil Accommodation Expense	38,957,857	39,658,664	700,807	1.8%		8.65%	-52.62%	61.3%	
33 Instruction: reflects the adjustment for compensation estimates for c	14,000,000	14,000,000	-	0.0%	0.00%	0.00%	0.00%		
34 TOTAL EXPENSES	681,456,959	687,737,609	5,590,651	0.8%	24.52%	26.34%	(1.8%)		

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 Education Program Other (EPO) grant announcements offset by corresponding revenue
- 2 Extended Day Care enrolment increase offset by corresponding revenue

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 Board January 25, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Extended Day Program Fee for 2016-17**

ORIGINATOR: This report was prepared by Matthew Gerard, 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:

The purpose of this report is to provide details around the proposed Extended Day Program (EDP) fee for the 2016-17 school year. The Waterloo Region District School Board's strategic directions that relate to this report are engaging students, families, staff and communities; fostering wellness and well-being and pursuing student achievement and success for all.

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 Waterloo Region District School Board (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 Education 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 16 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 22nd, 2016. 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 total base daily fee will be consistent across the Board and will be set at \$25.00.

A consistent before school rate of \$10.50 and after school rate of \$14.50 is being recommended for 2016-17.

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 2016-17 has not yet been developed, there is some uncertainty regarding the operation of Extended Day Programs during the Winter Break for 2016-17. Next year, December 25th falls on a Sunday and a determination of when the Winter Break will occur will impact when the Extended Day Programs will operate.

Once the school year calendar for 2016-17 has been finalized, parents will be notified regarding the days of operation over the Winter Break.

COMMUNICATIONS:

The goals of the communication plan are 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 and rates posted 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 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 approve the Extended Day Program fee of \$25.00 per day, per child, for the 2016-2017 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 23.27% 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 10.50% to provide coverage when a DECE or EA is sick. This amount is reflective of our supply costs incurred during the 2014-15 school year and a forecast of 2015-16 expenditures based on costs incurred up to December 31, 2015.
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 \$2.60 per day per child is included in the rate to cover the costs of providing a nutritious snack before and after school for children. An approved vendor supplies and delivers the snack.
7. **Program Administration and Fee Collection**
To reflect the growth of programs and to support high quality programs, four supervising DECEs will lead the supervision of the program. These individuals will 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, coordinate with third party providers operating 4 to 7 year old Before and After school programs, and help facilitate collection of payments in arrears. 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 do not account for varying portions of Central Administration staff (e.g. Finance, Human Resource Services) who contribute to the successful operation of the program.

The board has had an agreement with the Region of Waterloo to invoice, collect fees and issue subsidies for the EDP since the program inception. The cost of this service has been \$145 per extended day pupil annually. Staff will be investigating opportunities to internalize these administrative tasks for the 2016-17 school year. 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 \$0.29 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.
9. **Vacancy Allowance**
This is calculated at 1.46% 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 \$0.83 per child, per day, has been included to support staffing that will allow accessibility for Special Needs students needing extended day programming.

2016-17 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
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
Hespeler P.S.	Waterloo Region DSB	Jacob Hespeler Child Care
Highland P.S.	Waterloo Region DSB	YMCA Cambridge

40	School	Extended Day Provider JK - Grade 2	Youth Development Provider Grade 3 - 6
	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.	Waterloo Region DSB	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	Waterloo Region DSB	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

School	Extended Day Provider JK - Grade 2	Youth Development Provider Grade 3 - 6
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 Board January 25, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Use of Volunteer Review

ORIGINATOR: This report was prepared by Graham Shantz, Superintendent of Student Achievement & Well-Being, and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The following report has been developed as a result of a request from Trustees on November 16, 2015 to examine the use of volunteers within the Waterloo Region District School Board. This report relates to the Board's strategic directions of engaging students, families, staff and communities, fostering wellness and well-being, and pursuing student achievement and success for all.

BACKGROUND:

The last review regarding the use of volunteers occurred during the 2014-2015 school year. During this review, the practices of sixteen (16) school boards were examined. It was determined that a wide range of practices exist amongst school boards.

Outcomes of this review included greater clarity around the requirements for Police Vulnerable Sector Checks (PVSC), as well as the development of Administrative Procedure 1415 – Use of Volunteers. This procedure outlines the responsibilities of principals and teachers when contemplating the use of volunteers. Also included in the procedure are considerations when making use of volunteers. These include the following expectations of volunteers:

- Submitting an original copy of a PVSC;
- Adherence to established board and school procedures, including the School Code of Conduct;
- Being responsible to the Principal and under the supervision of the teaching staff;
- Working co-operatively with the school team;
- Respecting confidentiality;
- Being prompt, dependable and regular in attendance and give advance notice to teachers when unable to attend.

STATUS:

The Board provides a wide range of extracurricular activities to students. These fulsome opportunities exist in both elementary and secondary schools. When examining the extracurricular experiences that are offered throughout the province, it can be noted that schools in the WRDSB offer a very robust array of experiences for students. Samples of these extracurricular activities are provided below:

Academics

- DECA
- Skills Canada competitions
- Math competitions (Galway, Pascal Cayley, Fermat)

Arts

- Choirs (grade level choirs, chamber choirs, senior National Music Festival)
- Bands (strings, brass, ensembles)
- Drama (seasonal celebrations, school-wide drama presentations)
- Visual Art and anime clubs

Athletics

- Intramurals
- Waterloo County Secondary School Athletics Association (WCSSAA)
- Waterloo Region District Senior School Physical and Health Educators' Association (WRDSSPHEA)

Clubs

- Chess club
- Scrapbooking club
- Outdoor Education club

An environmental scan of the practices throughout the province was a component of this current review. Similar to the review conducted in 2014-2015, a wide range of practices still exist. Though many boards require staff to be present at an extracurricular event, there are some boards that permit volunteers to lead extracurricular activities without staff present.

If the WRDSB were to move in this direction, changes to existing Board procedures would need to be made to allow parents and community members to volunteer to run extracurricular activities in the absence of a teacher supervisor. These changes would need to envision situations where a single volunteer is required to lead an extracurricular activity, as well as situations where a large number of volunteers would be required. These changes would include:

1. Supervision and Student Safety:

As these volunteers would not be supervised during the time they are interacting with students, a thorough screening process of potential volunteers would need to be developed. The PVSC acts as a screening mechanism, but there are limitations to its scope. A component of this screening process would need to include the evaluation of volunteer's skills, reliability and experiences. A training program for the volunteer(s) would also need to be developed and implemented. A mechanism for severing the volunteer/school relationship would also need to be developed for circumstances where performance expectations were not being met.

2. Organizational Structures:

For some activities, the organization and scheduling of events is coordinated and led by staff. In cases where the organizational structure of an event is not initiated by a staff member, an alternative means for accessing volunteers to initiate, lead, and support the organization of an activity would need to be developed.

3. Equity of Access:

A process would need to be developed to ensure that students have equity of access. Some schools would be more easily able to engage volunteers, while other schools would not have the same level of volunteerism.

A trend was noted through the review that boards across the Province have continued to experience higher levels of litigation and discipline issues associated with the use of volunteers, especially those who do not require staff supervision. The Ontario School Boards' Insurance Exchange (OSBIE) requires school boards to undertake "due diligence" when determining their use of volunteer practices; it is the school boards' responsibility to determine what due diligence constitutes. Currently, the Board uses acceptable practices to mitigate risk (PVSC, supervision of volunteers by a staff member, education of volunteers regarding School Code of Conduct). Removal of these practices would increase the Board's risk to litigation. Another noted impact would be to the school principal. The responsibility to supervise volunteers would be an additional workload consideration for principals.

COMMUNICATIONS:

A communication plan has not been developed at this time.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Report to Board January 25, 2016



**Waterloo Region
District School Board**

Inspired learners – Tomorrow's leaders

SUBJECT: Internet Content Filtering Report

ORIGINATOR: This report was prepared by Mark Carbone, Chief Information Officer, in consultation with Peter Rubenschuh, Superintendent of Student Achievement and Well-Being, IT Services Staff and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The following report has been developed as a result of a request from Trustees to explore firewall and content filtering options that support student safety.

The report is related to the following aspects of the strategic plan: Forward Thinking, Wellness, Diversity and Inclusion and Championing Public Education.

BACKGROUND:

A Vision of the Learner: The Waterloo Region District School Board recognizes the importance of access to digital and internet based resources that support the learning journey of our students and working needs of our staff. Flexible program offerings include eLearning and blended learning options in addition to our face-to-face classroom spaces. Delivering a vibrant and robust program addressing curriculum requirements necessitates access to relevant resources and materials for research and learning in an environment sensitive to issues of intellectual property and copyright, choice, culture, analysis, bias, censorship, values, digital literacies, interpretation, critical thinking and student safety.

Preparing students to be active and engaged citizens includes fully embracing the digital world as part of the developmental experience. Students must learn to navigate the digital world responsibly, ethically and be accountable for actions in the digital space. Character development extends beyond face-to-face relationships to include “virtual relationships” in the reality of our digitally connected world. All staff plays an important role in effectively helping students learn to navigate the digital landscape that we live in today.

Additional information regarding Digital Citizenship and Character Development is provided in Appendix C.

Technical Information Overview:

All Waterloo Region District School Board staff and students have internet access. Wifi access is pervasive throughout our school board.

The Board has one firewall providing separation between the private Board internal network (intranet) and the outside world, the internet. Schools sites are all connected via a wide area network. Computers and mobile devices obtain network access at all sites via wired or wireless connections. All network traffic must pass through our centralized firewall and related systems before requests to access internet based resources can be processed. Existing firewall protection screens and eliminates access to literally thousands of undesirable or potentially harmful external access points each and every day.

The Waterloo Region District School Board currently utilizes a Palo Alto firewall administered by the Information Technology Services (ITS) Department. The administration of the firewall is accomplished centrally, in a uniform manner. The system we have in place at this point in time meets stringent industry and

sector criteria, and has tightly integrated functions to optimize function and performance. Currently, the ongoing task of maintaining and servicing the firewall is carried out as part of one employee's work assignment. The effectiveness of the firewall system is a function of the technical features inherent in the software, the attention and care provided by the individual servicing the system and the quality/quantity of the information provided to the administrator by individuals in the system reporting undesired access sites.

Additional technical information is outlined in Appendix A.

Local Model Considerations:

In contemplating a local model (additional hardware and software at each site), the Board must consider the costs and complexity associated with administering additional equipment and configurations for each of its approximate 116 school sites. The local model does not eliminate the need for the central firewall. The local model approach does in fact require the duplication of the equipment at each of its school sites which will create a cost pressure related to the acquisition and maintenance of local equipment, and the recruitment of additional staff to support the increased activities. In addition, this approach increases complexity and reduces response time when dealing with maintenance, issues or investigations.

The Board, as other school boards around the Province of Ontario, is currently experiencing cost pressures which limit its ability to contemplate a local model such as the one proposed by delegations to the Board.

Content Filtering Overview

Content filtering is governed by sets of rules and criteria used to create relationships between a) the algorithms of the hardware (firewall, URL filter modules etc.) b) the users (known/unknown) and their classification and c) the capabilities of the devices (the hardware, operating system (OS) and the functionality of the programs and apps). These rules are used to screen requests for internet based resources by comparing the criteria against the classifications of images, videos and sites. Based on the outcome of the comparison, access to content is granted or denied.

Additional information regarding content filtering is available in Appendix B.

STATUS:

Over the years of gathering feedback from the system, we have learned that the following elements are important to staff and students:

- The setup of the system and access to content must be practical and easy to use from a classroom teacher perspective. Recent communications from the Secondary School Principals Association (SSPA) has reinforced the need to operate in this manner.
- The system must work for a variety of devices, representative of the world in which students live. (desktops, laptops, tablets, phones, Board owned and "bring your own" equipment etc.).
- The student trustee discussions and student delegations have clearly indicated that access to the tools they use every day in their personal lives needs to be part of the digital landscape available at the Waterloo Region District School Board. For example, it was through this process of working with students that changes were made to allow access to YouTube.
- Conversations with Superintendents and Principals centre on the notion of a level of "reasonableness of access".
- Schools are not identifying the need for stricter controls concerning content access through annual technology planning processes completed by a team at each site (see Appendix B).
- In the 20 years of having internet in our schools, there have been very few concerns raised over the approach taken to managing internet access and internet safety. Generally speaking, most requests

have come from staff to allow additional access. Few complaints have been received noting safety, with even fewer highlighting specific sites or web addresses that have generated troubling content.

Additional information regarding school and system consultations is available in Appendix B.

Requesting Content Reviews

We recognize the importance of providing a mechanism and process to request site and content reviews when concerns arise. We have always made this opportunity available. Any staff member can submit a review request concerning a personal or classroom experience, or on behalf of a student or parent via our IT Service Desk system. Using the service desk system allows the request, findings and actions to be tracked. The follow up and possible action from a request will factor consider validation of the situation, privacy, security, copyright and licensing requirements and consider relevance to our established norms.

Companies such as Google clearly state that sexually explicit content is not allowed on their sites such as YouTube (<https://support.google.com/youtube/answer/2802002?hl=en>) and they provide a method to submit items for review.

At the Waterloo Region District School Board, we believe that the best overall strategy to educating students concerning responsible use and safety in the digital arena is to provide a 3-pronged approach: technology based protection, digital citizenship and staff training.

Summary of recent work concerning internet access (April - December 2015)

As part of Board Staff's regular review of our internet filtering effectiveness and in response to the concerns raised by parents in our community, IT Services has undertaken the following work:

1. Added Google Safe Search functionality (enforced for all users and devices)
2. Updated clear text screening functions
3. Updated all systems related to provisioning access to the latest stable code versions
4. Completed a review of a number of search engines which resulted in access to a number of search engines being removed
5. Tested some new search and screening configurations from Microsoft and Google
6. Added some additional restrictions to our Google Apps environment
7. Reconfigured the wireless network for improved monitoring and to allow for a more granular approach to setting user based restrictions
8. Successfully completed a proof of concept project to clearly identify Board owned devices, user owned devices and user classification within the wireless environment
9. Note: project and collaborative work in this area was suspended during the labour sanctions (fall 2015).

Next steps

In addition to the work noted above, additional steps have been identified as staff continues to address the importance of internet safety for students. These steps include:

1. Prepare a project plan to implement #8 above to facilitate a more granular approach to assigning privileges within our wireless environment while maintaining a centrally administered firewall and content filtering system.
2. Re-offer staff training workshops concerning additional access restrictions within the School Connect environment.

3. The Waterloo Region District School Board continues to raise awareness of the importance of Digital Citizenship and continues to offer learning opportunities in this important area including student, staff and parents/guardians.
4. Offer trustee seminars as needed or requested.
5. Provide additional professional learning opportunities in the areas of selection of digital resources, classroom management strategies with technology (best practices), and leveraging tools such as the library learning commons.
(<http://library.wrdsb.ca/library/Discovery/Home.aspx>) and teacher websites as part of the resource access options.
6. The Waterloo Region District School Board will continue proactive work in promoting responsible use of technology through a variety of community partners including the Crime Prevention Council, the social media sub-committee of the Crime Prevention Council, Waterloo Region Police Services and other community associations as appropriate. One excellent example of community partnership work is the THINK campaign, designed to raise digital citizenship awareness and to promote safe and responsible internet use.
(<http://preventingcrime.ca/our-work/awareness-campaigns/think-resources/>)

COMMUNICATIONS:

None required at this time.

FINANCIAL IMPLICATIONS:

No financial implications. All project work identified is within current budget amounts.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Additional Information:**A Historic Perspective:**

As an organization, we have now hit the 20 year mark of providing internet access to our staff and students. During this time, we have used a variety of products from local, Canadian and international companies to manage access to internet based resources as we evolve to stay current and address requirements. A sampling of products used over time, recommended by companies such as Gartner Consulting and utilized here at the Waterloo Region District School Board includes: WebSense, SmartFilter, Netsweeper, ContentKeeper, N2H2 / BESS, BlueCoat/K9, Borderware/watchguard, 8e6/M86/Trustwave, Palo Alto Networks - PANdb and Brightcloud - Webroot.

Selection criteria for enterprise level equipment used to manage internet access for a large scale network such as ours which has over 70,000 users and over 40,000 devices connected, include: excellent performance in a large scale network, robust security protocols, screen by network traffic patterns, application and user identification, functionality to categorize content by groupings, allow custom groups, allow/restrict specific sites based on full internet addresses (URLs), handle proxy sites, clear text screening, identify malware, viruses, attacks and alert to malicious activity. All of these required functions must work well both individually and collectively.

APPENDIX B

Content Filtering Details

As one might imagine, not all internet based content is accurately categorized and a fine tuning process is needed to further refine the comparison process. Ongoing changes and updates to operating systems, browsers, software and applications by vendors and software authors produces a situation where there is constant flux between the rules, criteria, hardware, software and apps. To put this in perspective, based on current statistics the amount of content posted during a two hour period is: 11,666 new web sites, 341,666 new blog posts, 14,400 hours of video are uploaded to YouTube and 4.9 million photos are uploaded and shared on Instagram.

The set of rules and criteria for content filtering must strike a balance to meet the wide ranging needs across the system as we engage students through research, relevant resources, consider intellectual property and copyright, choice, analysis, bias, censorship, values, digital literacies, interpretation and critical thinking. The notion of content filtering is not based upon a hard and fast black and white view on the world. Digital content on the internet represents a broad range of diverse content, ideas, opinions, values and global perspectives. Each user will have their own personal views about content just as we have varying opinions about art, news, culture, religions, privacy and rights in other forums such as newspapers, newscasts, media projections, videos and library materials.

At the Waterloo Region District School Board, we have engaged our learning community in a variety of contexts to develop a set of norms by which we set the criteria for content filtering. Each school develops an annual technology plan to provide input and guidance to central staff regarding hardware, software, apps, professional learning needs, projects and resources needed to support curriculum delivery. The school based teams represent a variety of voices in the planning process including teachers, support staff, school leaders and students. On an annual basis, meetings are held with our student trustee senate to discuss technology needs, concerns and future directions. Recent opportunities include a locally organized technology summit which provided an opportunity to gather feedback from students, teachers and school administrators.

Internal committees such as Coordinating Council, the Senior Strategy Team and the Technology Steering Committee are brought into the planning process as needed. Ongoing individual conversations with superintendents, principals, teachers and students also help to inform our approach. Staff is also committed to engaging vendors by providing feedback about their products and makes recommendations for consideration in the context of this ever changing world.

Digital Citizenship

How students and educators access and use digital resources and social media tools is incredibly important. The Waterloo Region District School Board's focus on Digital Citizenship supports the engagement of students, staff, parents and our community in the promotion of positive and practical solutions towards SAFE, SAVVY, and ETHICAL use of digital resources. The use of digital resources and tools in a positive and proactive manner supports 21st Century Learning, responsible citizenship, and ultimately our collective commitment to student achievement and well-being.

School and board improvement initiatives promoting the use of digital resources explicitly reference the "Vision of the Student" and the Waterloo Region District School Board Character Attributes as foundational to the development of the skills, knowledge and attitudes necessary to achieve success.

The Vision of the Student provides a profile and a rationale, commonly understood by educators, students, parents and other stakeholders, towards which all students should be supported and aspire to. This requires the cultivation of contemporary (21st Century) learning skills and competencies that support the well-being of the whole student. These contemporary learning skills and competencies are identified below and require Waterloo Region District School Board students to be collaborative, a communicator, a contributing citizen, a critical thinker, creative and of positive character. Attainment of this vision for all students involves students developing the capacity and commitment to act for one's good and the common good. Achieving this vision will require all staff to collaborate with others in the development of students who reflect a new entrepreneurial spirit, (applicable to business, social and other domains), characterized by innovation, risk taking, commitment and skilled problem solving in the service of a better future.

(WRDSB – Board Improvement Plan for Student Achievement, 2015)

Waterloo Region District School Board - Digital Citizenship initiatives integrate and align the Waterloo Region District School Board Character Attributes (Respect, Empathy, Initiative, Cooperation, Integrity, Kindness, Hope and Social Responsibility) with the increasing use of digital technology by students and staff to enrich the teaching and learning opportunities for all. Integrating discussions about character development, global citizenship and effective communication with the use of information technology within a context of high expectations and an unwavering commitment to the WRDSB Digital Code of Conduct and Responsible Use Guidelines are imperative in sustaining safe, caring and inclusive learning environments.

All stakeholders have an important role in modeling and supporting students to be responsible and contributing citizens, in a society that is increasingly driven by technology. Schools are well positioned to actively engaging students, staff and parents in discussions that explore the positive and potentially negative impacts of technology and provide opportunities for increasing awareness, understanding, individual growth, student engagement and community cohesion. School communities engaged in discussions related to Digital Citizenship are encouraged to shift school cultures from one of compliance, to that of commitment, by actively engaging all stakeholders in critical thinking about opportunities and vulnerabilities of digital engagement. Students and staff that understand the explicit impacts of their digital interactions are best positioned for success.

Technology and Digital Citizenship conferences sponsored by the Waterloo Region District School Board during the last five years have engaged hundreds of students, staff, parents and community members in expanding their collective awareness and understanding related to the integration of digital resources and practices in schools and classrooms. Conference goals have included the following:

Developing Awareness – enhance knowledge of technology and the role of character development with technology and how it affects everyone.

Increased Understanding – how the use of technology can enhance the learning opportunity and student engagement appropriate and the importance of having character attributes reflected in the use of technology:

Act Appropriately - thinking and planning for accessing and using technology and digital tools in the most appropriate way.

Reflect and Evaluate - critically reflect on how character attributes can contribute to appropriate technological use and evaluate how actions can be changed to align more directly with behaviours.

The Waterloo Region District School Board continues to be proactive in engaging students, staff and parents in opportunities for learning and proactive discussions that involve digital technologies and Digital Citizenship in recognition that these are essential to realizing improvements in student achievement and well-being.

With this in mind, the Waterloo Region District School Board in collaboration with schools and community partners will be hosting the Digital Citizenship Summit for parents and guardians in the Spring of 2016.

December 8, 2015

The Honourable Liz Sandals
Minister of Education
Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Sandals:

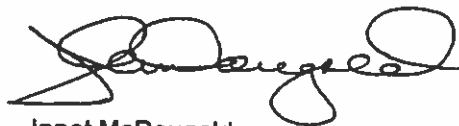
I am writing to express the Peel District School Board's support for the development of curriculum and learning resources on Aboriginal peoples in Canada for students in kindergarten to grade 12, as suggested in the *Calls to Action* from the findings of the *Truth and Reconciliation Commission* brought forward by Mr. Justice Murray Sinclair on June 2, 2015.

The board recognizes that encouraging, inclusive and respectful environments help students achieve to the best of their ability. As part of this work, we continue to look for ways to improve the capacity of the board to respond to the learning and cultural needs of First Nation, Métis, and Inuit students. In September 2013, we launched *Policy #81 Voluntary, Confidential Self-Identification Policy for First Nation, Métis and Inuit Students* to help support improvement planning and accountability, inform policy and funding decisions, and ensure measurement and reporting. This was a significant step toward ensuring that First Nation, Métis and Inuit students receive the highest possible quality of education, and that all Ontario students benefit from an appreciation of the richness of First Nation, Métis and Inuit cultures and the important contributions of First Nation, Métis and Inuit communities to Peel's, Ontario's and Canada's cultural, economic and social future.

We appreciate the work of the Ministry's Aboriginal Education Strategy, which includes initiatives that support learning and achievement for Aboriginal students and helps raise awareness about First Nation, Métis and Inuit cultures, histories and perspectives in all Ontario classrooms.

Your consideration of this matter is appreciated. We look forward to working together to help ensure our First Nations, Métis and Inuit students feel completely included and welcomed in our schools.

Sincerely,



Janet McDougald
Chair

c: Paul Officer, Co-Chair, First Nation, Métis and Inuit Education Advisory Circle
Joy Uniac, Co-Chair, First Nation, Métis and Inuit Education Advisory Circle
Peel MPP's
Michael Barrett, President, OPSBA
Ontario School Board Chairs

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Suzanne Nurse, Vice-Chair
Carrie Andrews
Stan Cameron
Robert Crocker
Nokha Dakroub

David Green
Sue Lawton
Brad MacDonald
Kathy McDonald
Harkirat Singh
Rick Williams

Director of Education and Secretary
Tony Pontes

Associate Director,
Instructional Support Services
Scott Moreash

Associate Director,
Operational Support Services
Jaspal Gill