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, September 28, 2015, 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:
1   Receive Minutes – Board Meeting of June 24, 2015
6   Approve Minutes – Special Committee of the Whole Meeting of August 24, 2015
11  Approve Minutes – Parent Involvement Committee Meeting of May 26, 2015
22  Approve Minutes – Special Education Advisory Committee Meeting of June 10, 2015
40  Approve Minutes – Committee of the Whole Meeting of September 14, 2015
45  Approve Minutes – Committee of the Whole Meeting of September 21, 2015

Receipt/Approval of Monthly Reports:
51  Suspension Expulsion Report to June 30, 2015
53  Staffing Information – Retirements and Resignations
55  Staffing Recommendations – Appointments

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Delegations

Reports
61  Update on the Safety of Huron Road and Featherstone Crossing

**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.
Reports from Board Members

Board Communications
63  Response Letter from the Premier of Ontario re Hydro One
65  Letter from Toronto DSB re Current Renewal Needs Backlog
67  Letter from Halton DSB re Truth and Reconciliation Commission
--  Letter from Minister of Education re School Consolidation Experience Studies

Question Period (10 minutes)

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

Adjournment
The Waterloo Region District School Board held a Special Board Meeting this evening at 7:00 p.m. in the Education Centre Board Room, with the following members in attendance: K. Woodcock (Chairperson), C. Harrington, T. Martin, S. McMillan, A. Mitchell, K. Smith, N. Waddell and C. Watson.

Trustees J. Hendry, C. Millar and M. Ramsay were unable to attend this evening’s meeting.

The following senior administration members were in attendance: J. Bryant (Director of Education and Secretary), M. Gerard, L. Read and M. Schinkel.

Other staff in attendance: M. Deacon, J. Herring and L. Meikle.

CALL TO ORDER

Chairperson K. Woodcock called the meeting to order at 7:01 p.m.

APPROVAL OF AGENDA

1. Moved by A. Mitchell, seconded by K. Smith:

   That the agenda of the June 24, 2015, Board Meeting be approved.

   -Carried Unanimously-

CONSENT AGENDA

2. Moved by T. Martin, seconded by K. Smith:

   That the consent agenda of the Special Board Meeting of June 24, 2015, and the actions contained therein, be approved (with the exception of Folios 6, 38 and 40).

   -Carried Unanimously-

Trustee C. Watson had requested that Folio 6 be removed from the consent agenda and asked for information on how the Parent Involvement Committee can reach out to parents who are new to Canada and what kind of communication strategy will be used to engage these parents. Trustee K. Smith stated that the minutes reflected the brainstorming of one member of the committee and the committee has some ideas and would like to try a program at one school to see how it works before moving forward.

Trustee N. Waddell requested a correction to the minutes of the Committee of the Whole Meeting of June 15, 2015, where in Motion #6 Trustee Waddell was opposed to the vote and Trustee Ramsay was in favour of the motion.
Trustee C. Watson also noted that she should have declared a conflict at the June 22, 2015, Committee of the Whole Meeting for the June 17, 2015, session.

3. Moved by N. Waddell, seconded by T. Martin:

That Folio 6, 38 and 40 removed from the consent agenda of the Special Board Meeting of June 24, 2015, and the actions contained therein, be approved.

-Carried-

MOTIONS FROM IN CAMERA MEETING

Note: The following motions were approved in the In Camera session held earlier this evening.

APPROVAL OF AGENDA

4. Moved by T. Martin, seconded by N. Waddell:

That the agenda of the June 24, 2015, Special In Camera Board Meeting be deemed to meet the legislative requirements for discussion in camera with the following amendments:

• Appointment of an Acting Superintendent of Student Achievement & Well Being
• Add Staffing Recommendations: Elementary Principal/Vice-Principal

APPROVAL OF CONSENT AGENDA

5. Moved by A. Mitchell, seconded by T. Martin:

That the consent agenda of the June 24, 2015, In Camera Board Meeting and the actions contained therein, be approved.

-Carried Unanimously-

EMPLOYEE RELATIONS MATTERS

6. Moved by T. Martin, seconded by K. Smith:

That the Waterloo Region District School Board approve the appointment of Angela Mercier to the position of Superintendent of Student Achievement and Well-Being (Acting), effective September 1, 2015.

-Carried Unanimously-
ELE L EMEN TARY SCHOOL PRINCIPAL APPOINTMENT

7. Moved by K. Smith, seconded by N. Waddell:

That the Waterloo Region District School Board approve the following Elementary School Principal appointment, effective the date indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Present Position/Location</th>
<th>Future Position/Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kruis, Heather</td>
<td>Vice-Principal Tait Street P.S.</td>
<td>Principal (Acting) Manchester P.S.</td>
<td>September 1, 2015</td>
</tr>
</tbody>
</table>

-Carried Unanimously-

ELE L EMEN TARY SCHOOL PRINCIPAL TRANSFER

8. Moved by A. Mitchell, seconded by S. McMillan:

That the Waterloo Region District School Board receive the following Elementary School Principal transfer, effective the date indicated:

<table>
<thead>
<tr>
<th>Name</th>
<th>Present Location</th>
<th>Future Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schlegel, Paul</td>
<td>Manchester P.S.</td>
<td>Woodland Park P.S.</td>
<td>September 1, 2015</td>
</tr>
</tbody>
</table>

-Carried-

RISE AND REPORT

9. Moved by K. Smith, seconded by A. Mitchell:

That we rise and report in public session.

-Carried-

Note: This concludes the reporting of In Camera motions.

DECLARATIONS OF PECUNIARY INTEREST

Trustee C. Watson reported that she had declared a conflict of interest in the previous In Camera session due to the fact she has a family member who is an employee of the Board.

ANNOUNCEMENTS

Chairperson K. Woodcock announced that she has received regrets from Trustees J. Hendry, C. Millar and M. Ramsay.
Chairperson K. Woodcock announced that she had attended the sod turning for the new Vista Hills Public School in Waterloo along with Director J. Bryant and Superintendents M. Gerard and E. Ranney.

Chairperson K. Woodcock brought greetings on behalf of the Board at the WREA Annual Dinner along with Director J. Bryant and noted that Trustee K. Smith was also in attendance.

**DELEGATIONS**

There were no delegations this evening.

**REPORTS**

There were no reports this evening.

**REPORTS FROM BOARD MEMBERS**

Trustee K. Smith updated trustees on some information from the Ontario Public School Board Association.

**BOARD COMMUNICATIONS**

Chairperson K. Woodcock highlighted two items of correspondence as contained in the meeting package on Folios 51 and 54.

**OTHER BUSINESS**

There were no other items of business for consideration this evening.

**QUESTION PERIOD**

Trustee C. Harrington remarked that while he had noticed a decrease in suspensions and expulsions over the last few years, there seemed to be a large increase in violent incident reports. He requested additional information and wondered what strategies were in place to deal with these types of incidents. He also requested a comparison among other Boards so that we could compare statistics. Chairperson K. Woodcock noted that this request would be referred to the Agenda Development Committee for consideration.

**FUTURE AGENDA ITEMS** (to be referred to Agenda Development Committee)

There were no future agenda items.
Chairperson K. Woodcock thanked trustees and staff for the final approval of the budget and commended staff on their hard work and also trustees in their questions and discussions around the budget and the budget process.

Director J. Bryant also spoke to the budget process and thanked trustees on behalf of staff.

**ADJOURNMENT**

3. Moved by C. Harrington, seconded by A. Mitchell:

   **That the Special Board Meeting of June 24, 2015, be adjourned.**

The meeting adjourned at 7:26 p.m.
The Waterloo Region District School Board held a Special Committee of the Whole Meeting this evening at 7:00 p.m. in the Education Centre Board Room, with the following members in attendance: K. Woodcock (Chairperson), C. Harrington, J. Hendry, T. Martin, S. McMillan, C. Millar, M. Ramsay, N. Waddell and C. Watson.

Trustees A. Mitchell and K. Smith were unable to attend this evening’s meeting.

Note: Trustee N. Waddell attended the meeting via teleconference.

Student Trustees R. Barnes and A. Takhar were in attendance.

The following senior administration members were in attendance: J. Bryant (Director of Education and Secretary), M. Deacon, M. Gerard, L. Read, M. Weinert and M. Schinkel.

Other staff in attendance: J. Herring and L. Meikle.

CALL TO ORDER

Chairperson K. Woodcock called the meeting to order at 7:00 p.m.

APPROVAL OF AGENDA

1. Moved by C. Harrington, seconded by J. Hendry:

   That the agenda of the August 24, 2015, Special Committee of the Whole Meeting be approved.

   -Carried-

DECLARATIONS OF PECUNIARY INTEREST

Trustees C. Millar and C. Watson declared a conflict of interest toward an item in the previous In Camera Session due to the fact they have family members who are employees of the Board.

ANNOUNCEMENTS

Chairperson K. Woodcock announced that she had received regrets from Trustee K. Smith and that Trustee N. Waddell would be attending the meeting via teleconference.

Chairperson K. Woodcock represented the Board at the Renison School of Social Work and participated in a panel for Master of Social Work students on policy at Regional and Federal levels of government.
REMINDERS FROM THE CHAIRPERSON

Chairperson K. Woodcock provided trustees with welcome back remarks and reminders including:

The trustee seating plan was been changed and will remain until the end of December when it will be flipped in early January. This allows the opportunity for everyone at the board table to experience a different perspective and get to know other trustees in the process.

Chairperson Woodcock publicly thanked trustees for their service on the various statutory and ad hoc committees that require trustee membership. She noted that it was very important that trustees attend the committee meetings that they are assigned to so they can bring forward information from the respective committee to the whole board. Although trustees are assigned to certain committees, trustees can attend any of the statutory and ad hoc committee meetings, usually with voice and no vote, depending on the terms of reference for the committee.

The membership on the committees is as follows:
Special Education Advisory Committee (SEAC) – John Hendry, Cindy Watson; Alternates are Ted Martin and Mike Ramsay

Discipline Committee – Colin Harrington, John Hendry, Ted Martin, Scott McMillan, Carol Millar, Mike Ramsay, Kathi Smith, Cindy Watson, Kathleen Woodcock

Student Program Review (Student Alternative Learning) – Colin Harrington, Ted Martin, Carol Millar, Andrea Mitchell, Kathi Smith, Natalie Waddell, Cindy Watson

Board Audit Committee – Colin Harrington, Scott McMillan, Kathi Smith

Parent Involvement Committee (PIC) – Kathi Smith; Alternate is Ted Martin

Agenda Development Committee – Kathleen Woodcock, John Hendry, Ted Martin, Kathi Smith (June – December) and rotating trustee alphabetically

Student Trustee & Student Senate Mentor – Carol Millar

Equity & Inclusion Advisory Group – Scott McMillan, Kathi Smith

School Year Calendar Committee – Kathleen Woodcock

Accessibility Committee – Scott McMillan, Carol Millar

Ad Hoc Nutrition Committee – Carol Millar, Cindy Watson

Fiscal Task Force – Andrea Mitchell, Natalie Waddell
The following appointments were also mentioned:

Huron Natural Area Committee – John Hendry

Waterloo Education Foundation Inc. (WEFI) – Scott McMillan, Ted Martin

Early Years Advisory Group – Natalie Waddell

Mental Health Advisory Committee – Cindy Watson

Chairperson Woodcock announced that in keeping with the theme of ‘back to basics’, a session for trustees and staff has been arranged on the subject of Parliamentary Procedure. It is on **Wednesday, September 23, 2015**, in the Board Room from **6:00 to 10:00 pm**. Jim Lochrie will be the facilitator.

Trustees and staff were also reminded of the upcoming strategic planning session on Saturday, November 7, 2015, from 9:00 am to 4:00 pm. More details about the format for the day will be forthcoming soon. In preparation for the session, trustees were encouraged to review Module 6, of The Strategic Role and Multi-year Strategic Planning of the OESC professional development program for school board trustees.

Trustees were reminded to submit their Annual Board Evaluation Form. Trustees will be discussing the aggregate results in an upcoming public session. Please complete the survey if you haven’t done so and forward it to the Manager of Corporate Services.

The impact on the WRDSB of the Community Hubs Framework and Action Plan could be significant. The report and the Minister’s letter will be shared with trustees via email. As well, the report and letter was sent to the PIC co-chairs and SEAC chair to ensure those committees have time to provide comments from their perspective. A message will be on the Corporate web site indicating the document will be reviewed by trustees and staff; this message will include a link to the report and a link to the report will be put on school web sites. Trustees will have a ‘generative’ discussion at the Committee of the Whole Meeting of September 21, 2015. The information from the discussions will be compiled into a draft WRDSB response in preparation for upcoming consultations as indicated in the Minister’s letter.

Trustees were reminded to please respond to queries from staff especially if, for example, staff are polling trustees for a date for a special meeting or something of that nature. Sometimes staff need to know if trustees are attending or the anticipated number of attendees, etc. Where possible staff will include a response deadline in their messages and trustees are expected to respond by that deadline.

Trustees are responsible for keeping up-to-date on committee meetings they need to attend per committee assignment. In this digital age, it is no longer acceptable to indicate that you did not receive the information. We have expectations of our students and staff to follow email etiquette and procedures and trustees should follow the same example.
At every Committee of the Whole and Board Meeting since the paperless initiative, staff provide
in the Board Room, a few copies of the agenda and accompanying reports/documentation for
each meeting. These copies are for use by members of the public who attend the meetings. They
are not for use by trustees. If trustees require paper copies of the information, they are welcome
to print what they need on their own equipment. If, at the conclusion of a meeting, there are extra
copies, trustees are welcome to take them – only at the conclusion of the meeting. This procedure
supports the paperless initiative and demonstrates how trustees can lead by example.

Trustees are reminded that we have the ability to attend meetings via teleconference. If you are
attending an in camera meeting using this method, please remember that there should not be
anyone present in the room with you in order to preserve confidentiality.

Chairperson K. Woodcock welcomed Student Trustees Ryan Barnes and Andy Takhar to their
first official meeting.

DELEGATIONS

Karen Shaw re French Immersion Transportation at Williamsburg Public School
Hetal Modi Devram re transportation to Jean Steckle Public School

REPORTS

SENIOR ORGANIZATIONAL STRUCTURE UPDATE

Director J. Bryant provided trustees with a handout outlining the revised senior organization and
committee structure.

Executive Officer M. Deacon provided some information on the website and specifically
highlighted sections that relate to trustees and senior administration.

REPORTS FROM BOARD MEMBERS

There were no reports at this time.

QUESTION PERIOD

Trustee C. Watson asked for further information on the internet filtering method currently used
by the WRDSB. Director J. Bryant responded that staff have completed additional upgrades over
the summer and if directed by trustees, staff could provide additional information at an upcoming
meeting.

FUTURE AGENDA ITEMS

Trustee C. Watson stated a concern around the lack of information or follow-up presented to
delegations who appear before the Board and she would like to refer the safety issue raised by a
delegation to staff for follow-up.
Trustee J. Hendry stated that while he could support some additional information being provided for the safety issue, he could not support any further discussion around the transportation for French Immersion as there is currently a policy in place that was approved by trustees.

Discussion followed around what the expectation would be of staff to follow-up on the safety issue and Trustee C. Watson clarified that she was hoping that staff could look at the options around French Immersion and see if there was some flexibility for change around busing for French Immersion. Trustee M. Ramsay rose on a point of order as there was not a motion on the floor regarding this issue and he felt this was out of order.

2. Moved by C. Watson, seconded by N. Waddell:

That trustees refer the issues raised by the delegation regarding French Immersion transportation to staff to investigate and provide additional information.

-Motion Lost-

<table>
<thead>
<tr>
<th>In Favour</th>
<th>Opposed</th>
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</thead>
<tbody>
<tr>
<td>T. Martin</td>
<td>C. Harrington</td>
</tr>
<tr>
<td>N. Waddell</td>
<td>J. Hendry</td>
</tr>
<tr>
<td>C. Watson</td>
<td>S. McMillan</td>
</tr>
<tr>
<td>K. Woodcock</td>
<td>C. Millar</td>
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<tr>
<td></td>
<td>M. Ramsay</td>
</tr>
</tbody>
</table>

Trustee C. Watson then proposed that staff provide additional information regarding the safety concerns raised by the delegation regarding the student walking to Jean Steckle Public School.

3. Moved by C. Watson, seconded by C. Harrington:

That trustees refer the issues raised by the delegation around safety concerns of the walk path to Jean Steckle Public School to staff for further investigation.

-Carried-

S. McMillan

ADJOURNMENT

4. Moved by T. Martin, seconded by S. McMillan:

That the Special Committee of the Whole Meeting of August 24, 2015, be adjourned.

-Carried-

The meeting adjourned at 8:51 p.m.
A meeting of the Waterloo Region District School Board Parent Involvement Committee was held on Tuesday, May 26, 2015, at 6:30 p.m. in the Cambridge Room at the Education Centre, 51 Ardelt Avenue, Kitchener, with the following members in attendance:

Trustees: J. Hendry, N. Waddell, K. Woodcock

Board Staff: J. Bryant, K. Graham, R. Noonan, K. O’Reilly

Committee Members: G. Anderson, K. AuCoin, J. Magazine, J. Ortiz, C. Rose (Co-Chair), H. Shalan, J. Stevens, A. Sumner, L. Tremble (Co-Chair)

Community Member: A. Hynes

Other Staff in Attendance: E. Burns, M. Deacon, N. Landry

Regrets: K. Smith

CALL TO ORDER
Committee Co-Chair C. Rose called the meeting to order at 6:32 p.m.

APPROVAL OF AGENDA
1. Moved by A. Hynes, seconded by J. Ortiz:

That the agenda of the May 26, 2015, Parent Involvement Committee meeting be approved.

-Carried-

APPROVAL OF MINUTES
2. Moved by A. Sumner, seconded by J. Stephens:

That the minutes of the March 31, 2015, Parent Involvement Committee meeting be approved with the following amendment:


-Carried-

COMMUNICATIONS & ENGAGEMENT STRATEGY, CASL & SCHOOL DAY UPDATE
N. Landry, Business Services Manager, provided an update on the School Day initiative. There are currently 36 schools and 12,000 parents registered and using the system. Effective September 2015, the plan is to add up to 35 additional elementary schools and to add pilot four secondary schools. School Day is CASL compliant and will minimize the cash being handled at the school. It is also an effective communication tool, contains consent forms and has an announcement email feature with push notification. In those schools actively using School Day, participation is between 80 – 90%. Parents with connectivity challenges can either print or receive the forms. There is a software licensing fee of $1.50 per student/per year. This cost is covered centrally. There is a 4% transaction fee (credit card and debit fees) that is charged to the parent, which goes directly to the credit card or debit companies.
M. Deacon advised the Board’s focus on CASL compliance continues. Effective April 1, 2015, the CRTC began fining companies who have not complied. Board staff continues to monitor to see if there will be a softening of the rules and regulations.

Some school councils have expressed the desire to develop a Facebook or twitter account. At this point in time, there are six elementary and one secondary school with accounts. The Board is monitoring how they are being used and looking at expanding usage. This is an evolving process and guidelines are being established in order to make usage consistent. Facebook and twitter accounts must be supervised by the school administration as the school council is an entity of the Board.

M. Deacon advised there is recognition that the naming convention for staff emails is not particularly intuitive and the number of bounce backs can be frustrating. The Board is aware of the request for a central depository of employee email addresses and/or phone extensions, and is working towards a solution in the near future.

The website continues to evolve and the quality of information is improving. For the last three months, staff have been working on a website management and social media procedure which addresses website content. IT staff have developed an exemplar of both a secondary and elementary standard school website, which will provide step-by-step instructions on website content and consistency. This procedure will be fully implemented starting in September.

A central communications steering group has been established with representation from many departments across the board. The focus of this group is to determine how to communicate better with families. A communication survey has been developed and each school will be asked to complete. The purpose of the survey is to find out how schools are communicating with parents and what tools they are using. Schools will be asked to rank those tools in terms of effectiveness. This group will also focus on how to best communicate with parents who do not have access to an electronic device.

In terms of engagement, work continues on marketing, promoting and championing the Board. We are looking at reaching our young learners, expanding the mental health work underway, and new relationships are being established in the IT sector and at the children’s health table.

**PARENT ENGAGEMENT & ROLE OF THE COMMUNITY**

N. Voll, District Facilitator, Community Programs and Services, Williamsburg Community Centre, spoke to the group regarding the important role community plays in parent engagement. N. Voll also talked the importance of knowing who lives within the community, understanding literacy rates in our area and the importance of finding the right communication tool(s) taking into account the needs of the client.

She encouraged schools to reach out to the nearest community centre and connect with the outreach workers, funded by the Region of Waterloo. By linking schools with outreach workers who support families with children in fixed or low-income households, they can offset costs so parents and children can partake in leisure activities.

**DIRECTOR’S UPDATE**

J. Bryant spoke briefly on the activities schools are working on during the extremely busy month of June. Work on the 2015-16 budget will be the focus of Trustees as the Grants for Students’ Needs are now available. He also provided a very high-level update overview of the current labour negotiations.
PIC CHAIRS’ REPORT
L. Tremble referred to the report provided prior to the meeting which contained information on the speakers, workshops and resources presented at the PIC Co-Chair symposium on April 24 & 25, 2015. L. Tremble and C. Rose established contact with their PIC counterpart from the Waterloo Catholic District School Board to discuss the possibility of co-hosting a PIC Event in future.

The CODE Building Healthy Relationships workshops that were conducted at Lackner Woods are now complete. Consensus is it is a valuable tool and anyone interested in running an event at their school can contact L. Tremble.

The PIC Twitter account is presently monitored, on a monthly basis, by three members. Other volunteers are welcome to take a turn.

TREASURER’S REPORT
A. Sumner provided a wrap-up of the PIC Event. With regard to the budget, a total of $13,500 was received from the Ministry. Some event-related expenses are still outstanding. To date, approximately $10,500 worth of expenses have been processed through the Board’s Accounting System. A summary of all expense incurred will be provided to A. Sumner, who will in turn, share it with the membership.

A summary of the activity in each of the regular accounts:
1. Director’s Account: previous balance = $5,808.18. Proceeds from the sale of bag lunches at the PIC Event on April 18, 2015 ($536.00) were deposited: Remaining balance = $6,344.18.
2. PIC Central Account: a balance of $6,858.51 remains. Further deductions pending for Welcome Centre translations.
3. PIC/PRO Grant Update: Some event-related expenses are still outstanding. To date, approximately $10,500 worth of expenses have been processed. A summary of all expenses incurred will be provided to A. Sumner, who will, in turn, share it with members.

H. Shalan provided a summary of the results of the survey conducted following the PIC Event (attached).

TRUSTEE’S REPORT
Trustee J. Hendry shared a verbal report prepared by K. Smith. Trustees will be focussing on the budget for the month of June. On June 10, 2015, delegations are invited to present any recommendations or concerns regarding the budget. Work on the strategic plan will commence in November. Input from PIC will be sought once the process begins. K. Smith extended her gratitude to the members of PIC and WRAPSC for their time and effort to ensure a successful Parent Event this year. Special thanks were also extended to A. Sumner for chairing the event.

SAFE, CARING AND INCLUSIVE SCHOOLS (SCIS) UPDATE
J. Magazine provided a written report for members to review prior to the meeting (attached). She has been developing a PIC SCIS Collaboration website that would be available, by invitation only, to members of SCIS teams as well as Board staff working in the SCIS area. The website will serve as a depository of information: success stories from schools, a listing of SCIS events as well as a large number of resources. It will also have a question and answer forum for members that J. Magazine would moderate.

3. Moved by J. Magazine, seconded by H. Shalan:
That the PIC SCIS Collaboration website be launched.
-Carried-

On the subject of Digital Citizenship, P. Rubenschuh and the Crime Prevention Council have been discussing the possibility of running a parent event next year. Members indicated willingness to support this type of event. J. Magazine will dialogue with P. Rubenschuh.

A sample Safe Schools pamphlet, distributed by the Thames Valley District School Board, was suggested as a potential resource to provide to all parents/guardians in the Board, to replace the one-page document that is distributed in the September Home Package. Next step: J. Magazine will share the pamphlet and consult with P. Rubenschuh and other Board staff.

WRAPSC UPDATE
J. Stephens gave a brief overview of items discussed at the last WRAPSC meeting on May 5, 2015. There was also an opportunity for Parent Councils to share input on successful events run, so that others Councils could learn from and perhaps use in future. The next WRAPSC meeting will be held in October.

A Parents’ Reaching Out (PRO) Grant application has been submitted by WRAPSC requesting funds for safeTALK training. The objective of the proposal is to train 10 parents as trainers; each trainer, in turn, would commit to providing three 3-hour training sessions to train other parents in safeTALK.

NEW/ONGOING INITIATIVES
PIC Town Hall Subcommittee Report
J. Ortiz advised the dates and the locations of the three Town Hall sessions have been finalized. The subcommittee is working on a list of topics that they would like Director Bryant to cover. They are also looking at the possibility of providing a memory stick with the updated Parent Council Handbook and resources from the Town Hall sessions.

Newcomer/Immigrant Assistance Subcommittee Update
This subcommittee is co-chaired by K. Graham and H. Shalan. The name of the subcommittee has been changed to the Immigrant Engagement Subcommittee. Members of this subcommittee are in the process of writing a formal request to principals of schools with high immigrant populations. They will provide assistance in the form of workshops or guest speakers. Once results of the survey are known, and a preliminary plan is in place, a formal request for funding will follow.

Membership Subcommittee Update
C. Rose advised the subcommittee met on May 13, 2015, and revised the PIC application form. It will be available in PDF and as a web form via the PIC website. There is one PIC-only parent position open. The 13 parents who expressed an interest in the PIC and WRAPSC committees, via the PIC Event follow-up survey, will be contacted regarding the opportunity. The application process will be advertised via the PIC and Board websites commencing the week of June 1, 2015. The deadline for application submission is October 16, 2015. More information regarding the selection process will be shared at the September meeting.

K. AuCoin announced she was stepping down from the Membership Subcommittee.

PRO Grant Subcommittee Update
C. Rose and H. Shalan completed the Parents Reaching Out Grant application for next year’s Parent Event, tentatively called: “Strengthening Family-School Relationships: Achieving Excellence and Well-Being for All Students”. Grant recipients will be notified in September.
FUTURE AGENDA ITEMS
1. Other PIC Organizations and How They Operate (Sept.)
2. People for Education PIC Report Review (Sept.)
3. Betti Adams, Principal, re Ken Leithwood’s Research Re Parent Engagement Project (Oct.)
4. J. Woolley, System Administrator re Alternative Programs/Expulsion Process (Oct.)
5. Settlement Worker – Understanding the Needs of Newcomers
6. How effective has PIC been? How well are we helping the board? How to measure success?
7. Ontario Health & Phys. Ed Curriculum – perhaps better suited to WRAPSC?

DATE OF NEXT MEETING:
Tuesday, September 29, 2015 at 6:30 p.m., Cambridge Room, Education Centre

ADJOURNMENT
6. Moved by J. Ortiz, seconded by J. Magazine:

That the Parent Involvement Committee Meeting be adjourned.

-Carried-

The meeting adjourned at 9:04 p.m.
The purpose of PIC is to support, encourage and enhance the engagement of parents/guardians of the WRDSB in their children’s education, to improve parents’ involvement in their children’s education. The Building Skills to Navigate the School Years Feedback Survey sought to answer the following questions:

1- What are the attendees’ experiences of the Building Skills to Navigate the School Years event?

2- What are their recommendations for specific changes regarding the future PIC events?

The survey also asked attendees about their willingness to be involved in PIC in an attempt to reach more parents from diverse background.

"Parents play a vital role in the development and education of their children and in the success of schools. They are the most important influence in a child’s life outside of school. Long after direct learning from parents in a child’s early years gives way to formal education, parents continue to play a key role in student success through the attitudes they help to share and the direct supports..."
Overview of the Results

The quantitative and qualitative survey results from 118 attendees (51.98%) out of 227 total attendees indicate that the Building Skills to Navigate the School Years event was a great success. The event offered a keynote speaker session at 9:00 a.m. that was opened to all participants and a total of twenty-two workshops offered within three time slots throughout the day. The following is a summary of the major findings:

1- The WRDSB PIC event provided a wide range of sessions to promote parental engagement in their children’s education.

2- The respondents felt that the provided sessions helped them to understand how to navigate the school years.

3- All of the topics were of interest to parents.

4- Respondents felt that there was a noticeable improvement in this year’s event; particularly, with the registration process.

5- The keynote speaker, Lesley Andrew, session was attended by 85.47% of total valid responses. The second highest attendance was for the Emotional Intelligence session with a percentage of 34.19% of total valid responses. This was followed by Money Smart Kids and Anxiety in Children with the same percentage of 27.35% of total valid responses.

6- Specific recommendations were proposed related to different aspects that include lunch, the number of sessions, the time allocated for each session, childcare, volunteering opportunities, and home-school partnerships.

“I thought the entire event was fantastic and really enjoyed it. The keynote speaker was incredible to listen to and very inspirational and a great way to kick off the day”

“This was a fantastic event! I am so glad that I was able to participate! Thank you for the opportunity!”

“I appreciated the opportunities for interpreters for ESL parents”

“The day was well organized and very informative. The keynote speaker was fabulous and I think every teacher, parent and most children should hear her speak! Loved the math morning speaker. Learned a lot and makes more sense”
Findings

Attendees’ experiences of the Building Skills to Navigate the School Years Event

The data below indicates that the attendees who had completed the survey had positive experiences at the event.

<table>
<thead>
<tr>
<th>Aspects of the Event</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>The event was informative</td>
<td>51</td>
</tr>
<tr>
<td>The event was useful</td>
<td>51</td>
</tr>
<tr>
<td>The event met my expectations</td>
<td>45</td>
</tr>
<tr>
<td>The event addressed topics that useful to navigate the school years</td>
<td>43</td>
</tr>
<tr>
<td>The event was organized well</td>
<td>67</td>
</tr>
<tr>
<td>I would attend the Parent Involvement committee (PIC) event next year</td>
<td>56</td>
</tr>
</tbody>
</table>

89% of respondents agreed or strongly agreed that the event was useful. With a percentage of 85% of total responses, respondents agreed or strongly agreed that the event met their expectations and they would attend the Parent Involvement Committee (PIC) event next year. The results also indicate that 89% of respondents believe that the event addressed topics that are useful to navigate the school years. While the majority with 96% of respondents agreed or strongly agreed that the event was organized well.

**This was my second year and I found it to be excellent**

**I enjoyed the two sessions I attended and recommended to parents to attend next year.**

**The entire day was VERY good. I was not disappointed with any of the speakers/presentations**
Attendees’ experiences continued

In response to the multiple-question “what was the best part of the event?” the attendees’ responses divided between six options. However, The findings indicate that slightly above half of total respondents (57%) believe that the keynote speaker was the best part of the event, while 18.4% of total respondents believe that the entire day was good.

In response to the multiple-choice question “how did you hear about the event?” approximately half of respondents (52.99%) heard about the event from their children’s school. The other methods of knowing about the event were: knowing from “my friend” with 16.24% of total respondents, “an email from one of my social groups” with 4.27% of total respondents, “a flyer” with 2.56% of total respondents, under the option “other” attendees had the chance to tell us the any other way of knowing about the event.

23.93% of total respondents heard about the event from other ways of communication. The most repeated ways include the following:

- Ten respondents heard about the event from Waterloo Regional Assembly of Public School Councils (WRAPSC).
- Five respondents heard about the event from WRDSB website.
- Two respondents heard about the event from Our Place, Family Resource and Early Years Centre.
- Two respondents heard about the event from an email from WRDSB.
Recommendations

Respondents made the following recommendations based on their experiences at the “Building Skills to Navigate the School Years” Event

**Workshop sessions:**

1. Increasing the number of sessions/topics, so parents have variety of topics to choose from.
2. Repeating the popular sessions in different time slots.
3. Increasing the time allocated for each session to allow more questions/answers time.
4. Distributing sessions to cover different stages/grades in each time slot.
5. Allowing more time in between sessions for interaction with speakers.

**Provided Childcare:**

1. Continuing providing free childcare.
2. Providing some activities suitable for older children.
3. Providing professional childcare providers for the safety of children.
4. Ensuring healthier conditions in the childcare area.

**Lunch and refreshments:**

1. Providing description of what will be included in the lunch.
2. Providing healthier lunch (Pizza may be an option).
3. Decreasing the lunch break.

**General comments:**

1. Providing practical tools for parents to use with their children.
2. Providing parents with information about their children’s username and password for different resources that schools provide.
3. Providing parents with the event’s materials/handout.

Future Direction

**Considerations for Planning for next year event:**

1. Increasing home-school partnerships by:
   a. Inviting teachers to be speakers on the event
   b. Having more discussions about current issues such as Math and the new Health and Physical Education Curriculum.
2. Providing parents with flash memory that includes the event’s handout and other materials.
3. Contacting more professional childcare providers such as the YMCA and/or YWCA.

**Reaching out more parents/Guardians:**

In response to three Contact Information questions to reach more parents and promote parental engagement in children’s education, the following results have been obtained:

1. Nineteen respondents are willing to help/volunteer next year at the Parent Involvement Committee (PIC) event.
2. Thirteen respondents are interested in applying for a volunteering position on the Parent Involvement Committee (PIC).
3. Fifty-seven respondents would like to receive regular updates from the Waterloo Regional Assembly of Public School Councils (WRAPSC).
The Goals of PIC are to:
- Develop and recommend strategies that the Board can use to effectively communicate with, and engage, parents/guardians in their children’s education
- Organize presentations and resources to help parents/guardians support their children’s learning
- Embrace diversity and inclusion, and address barriers to engagement
- Foster wellness and well-being in our students and families
- Communicate information from the Ministry of Education to parents/guardians.

PIC supports learning by hosting presentations and workshops on topics of interest to all parents/guardians. These events also provide an opportunity to network with peers, Board members and community groups.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Waterloo Region District School Board</td>
<td>51 Ardelt Avenue</td>
</tr>
<tr>
<td></td>
<td>Kitchener ON N2C 2R5</td>
</tr>
<tr>
<td></td>
<td>Web: <a href="http://www.wrdsb.ca/">http://www.wrdsb.ca/</a></td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:info@wrdsb.on.ca">info@wrdsb.on.ca</a></td>
</tr>
<tr>
<td></td>
<td>Switchboard: 519-570-0003</td>
</tr>
<tr>
<td></td>
<td>Fax: 519-742-1364</td>
</tr>
<tr>
<td>Parent Involvement Committee (PIC)</td>
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</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Waterloo Regional Assembly of Public School Councils (WRAPSC)</td>
<td>Web: <a href="http://www.wrdsb.ca/our-schools/get-involved/rapsc/">http://www.wrdsb.ca/our-schools/get-involved/rapsc/</a></td>
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</tr>
<tr>
<td></td>
<td>Facebook: <a href="https://www.facebook.com/groups/WRAPSC/">https://www.facebook.com/groups/WRAPSC/</a></td>
</tr>
</tbody>
</table>
A meeting of the Special Education Advisory Committee was held on Wednesday, June 10, 2015 at 7:00 p.m. in the Cambridge Room, Education Centre, with the following members in attendance:

- Trustee members: John Hendry, Cindy Watson
- Association Members: Tina Blanchette, Elaine Brown, Mary Cunningham, Janine Oosterveld, Kris Pryke, Katherine Waybrant
- Association Alternates: Kristina Campbell, Jennifer Checkley, Marianne Domm, Molly Fortier, Liz Nickason
- Non-Association Members: Colleen Borman, Frank Johnson, Kevin Rempel, Amy Tupling

Board Staff in attendance: Stuart Cross, Scott R. Miller, Elaine Ranney, Erin Scott, Karin Sonnenberg
Regrets: Dawn Clelland, Sarah Drexler, Graham Dunn, Angela Sider

CALL TO ORDER

SEAC Chair K. Pryke called the meeting to order at 7:00 p.m.

APPROVAL OF AGENDA

1. Moved by M. Cunningham, seconded by T. Blanchette:

   That the agenda of the June 10, 2015, Special Education Advisory Committee meeting, be approved.

   - Carried -

APPROVAL OF MINUTES

2. Moved by J. Oosterveld, seconded by K. Campbell:

   That the minutes of the May 13, 2015, Special Education Advisory Committee meeting, be approved.

   - Carried -

SPECIAL EDUCATION UPDATE

WRDSB Threat Risk Assessment Process (Erin Scott, Critical Events Response Administrator) S. Cross, System Administrator - Special Education, presented a power point on the Board’s Social Work Department providing an overview of the department and its role and responsibilities. (See attached SEAC June 2015.pptx).

E. Scott spoke on the subject of Critical Events Response. (See attached Glossary of Risk Factors.pdf).

Questions and Comments were fielded by S. Cross and E. Scott.
Special Education Plan Update - S. Cross
The sub-committee that has met has focused on section 4 Early Identification and Intervention strategies and, with the assistance of consultants, has provided clearer language and updated information to this section. (See attached June 2 Section 4 rewrite.docx).
In the next week the Spec Ed plan will be reviewed, edited and submitted to Ministry.

Ministry of Education Update - S. Miller, Assistant (to) Superintendent of Education - Special Education, presented an overview of Special Education Powerpoint of Provincial Information. (See June SEAC Meeting Spec Ed Overview).

Staffing Update - S. Miller reviewed some of the reorganization that has occurred at the Education Centre. E. Ranney, Superintendent of Education, will no longer be involved in Spec Ed next year. Thank you Elaine for your representation as a Senior Team Member at SEAC.
Stuart Cross will be retiring this year. His replacement has not yet been announced. S. Miller thanked him for his commitment. S. Cross thanked members for their support and commitment not only to SEAC but to their associations as well.

S. Miller addressed the “Fail to Fill” question. It continues to be a problem, however, there is a huge commitment in getting staff on supply lists. He suggested that a sub-committee be formed to look into this problem.

Planning for 2015-16 - K. Pryke provided a handout for members to complete regarding “Start, Stop and Continue”. Please hand them in at the end of the meeting or fax to K. Pryke at 519-954-2712. She will compile them and present at the September meeting.

ROUND TABLE ASSOCIATION REPORTS
FASD – M. Cunningham
FASD with Sentinel Features – Diagnosis 1
FASD without Sentinel Features – Diagnosis 2
Designation – Neurodevelopment disorder- at risk of PAE (Prenatal Alcohol Exposure). Getting supports is assumed if a person receives this designation.

TRUSTEE REPORT
Trustee Watson informed members that a budget meeting was held tonight. No delegations came forward and budget deliberations will begin next week.
Trustee Hendry informed members that 182 employees retired at last night’s Board retirement dinner.

CHAIR REPORT
K. Pryke thanked Stuart for his service and commitment.
K. Pryke mentioned the letter from Liz Sandals, Minister of Education that was included in the attachments with the May minutes. The government will work on a provincial FASD strategy.
D. Clelland is unable to make SEAC meetings because MACSE is on second Wednesday in the
Months of October, March and June. Would members consider holding the SEAC meetings on the first Wednesday of those affected months? This will be discussed further in September.

End of Year celebration at Boston Pizza at end of meeting. Please join us.

S. Miller thanked SEAC members for the great year and wished all a wonderful summer.

**DATE OF NEXT MEETING**

The next SEAC meeting date is Wednesday, September 9, 2015, 7:00 p.m., in the Cambridge Room, Education Centre.

**ADJOURNMENT**

3. Moved by J. Oosterveld, seconded by K. Waybrant:

   That the Special Education Advisory Committee meeting be adjourned.

   - Carried -

The meeting adjourned at 8:59 p.m.
Section 4
Early Identification and Intervention Strategies

The purpose of this section is to provide details of the board’s early identification procedures and intervention strategies to the ministry and to the public.

**Guiding Principles/Philosophy Used for Early Identification of Children’s Learning Needs**

As indicated in the Ministry of Education Policy/Program Memorandum No. 11, early identification is, “a part of a continuous assessment process and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout the child’s school life.” The board’s early identification process and planning for intervention often begins prior to the student entering the school system, particularly for students with previously identified special needs. Parents and representatives from community agencies provide valuable information. Once enrolled in the school system, the student’s needs are monitored on an ongoing basis. Programming is adjusted, as much as possible, to meet the student’s evolving needs.

The early identification process employed by the board involves the parent, representatives from community agencies, as appropriate, and school personnel. Physical, social, cultural, emotional and intellectual factors are considered. While the early identification process is used with every student, students with complex special needs usually require a more detailed application of the process due to the involvement of additional personnel and requirements for special programming. The required information is gathered in a variety of ways from a number of sources, e.g., interviews with parents, review of assessment information, discussions with sending agency representatives, direct observation of and personal interaction with the student over an extended period within a planned environment. The individuals involved collaborate to develop a detailed understanding of the student’s strengths and needs. The resulting programming accommodates, as much as possible, the student’s learning style, and focuses on enhancing the student’s overall development.

**The Teacher’s Role in Early Identification**

The student’s teacher makes systematic observations of the student in various settings. The teacher co-ordinates the information that is available from others who are involved with the student and works with them to problem solve on behalf of the student. If required, the teacher is also in a position to seek assistance from others through the school based team, e.g., the special education resource teacher, the multi-disciplinary team and, in some cases, community resource personnel. Based on the information available and the plans that are developed, the teacher co-ordinates the delivery of program for the student.
The Parent’s Role in Early Identification
The parents’ perspective, based on interactions and observations in the home and in preschool environments, is very helpful in understanding the student’s early learning needs. As the liaison between the school and community-based resources parents gather valuable information about their child. Working with their child outside the school setting in ways that complement the efforts of the teacher provides parents with an opportunity to become more familiar with their child’s early learning needs. Parents are encouraged to make their observations available to school staff. In doing so, they can contribute to the overall understanding of their child’s needs and the provision of effective programming for their child.

General Practices Regarding Screening, Assessment, Referral, Identification and Program Planning (for students who may be in need of special education programs and services)
When it is observed that a student is exceeding or not meeting grade appropriate curriculum expectations, the teacher seeks assistance via the school based team. This assistance could be in-school resource personnel, system multi-disciplinary team personnel and/or community resource personnel. As new information is discovered during this assessment process, increased understanding of the student’s needs is developed. The student’s program is adapted accordingly. Adaptations may include changes in the learning environment, intervention strategies and expectations.

Reference to the chart, Early Identification and Intervention Process, on the next page will provide an overview of the steps involved in the ongoing early identification and intervention process. Please note that the starting point varies with the needs of the student. Also, the process may be modified according to the needs of the student, e.g., a student with a hearing disability. This process is applicable to all students, regardless of age.

Special Education Consultants serve as program leaders to co-ordinate the delivery of a range of programs and services designed to assist students with special needs. These needs will vary in type and intensity. The board has programs and procedures in place to address the following types of needs.

Developmental Needs
Pre-school transition information comes from the Child Care Special Needs Resourcing Partnership (CCSNRP). The Assistant Superintendent of Special Education receives the transfer information and works with the agency representatives, the parent, and school staff to achieve an appropriate placement for the student. Possible placements include:

- a regular classroom, with or without extra support from a special education teacher,
- a regular classroom for more than 50% of the day with support outside the class,
- a congregated class for more than 50% of the day with integration into regular classes,
- a congregated class for the entire day

Developmental Education Resource Teacher (DERT), an in-school itinerant support is available for students when a referral is made through a school Multi-Disciplinary Team.
Waterloo Region District School Board
EARLY IDENTIFICATION AND INTERVENTION PROCESS

**Agency-initiated preschool notification**

**Pre-School or Community Agency Referral**
(December/January of the year the child turns 3 years old)
Needs Suspected/Diagnosed
List of students’ names shared with WRDSB with parental consent

**Initial Contact with Special Education Consultants**
(January/February of the year student turns 4 years old)
Appropriate Program leaders and/or school liaison consultants are contacted by referring agency to arrange observation of student and initial parent meeting

**Spring Observations**
Student observation and initial meeting with parent(s), agency liaison, and consultant preschool setting and/or home

**Transition to School Meetings (May and June)**

**Parent-initiated school registration**

**Kindergarten Registration**
(January/February of the year student turns 4 years old)
Parents fill out a kindergarten registration form with background information

Student, parents and school staff meet at a registration session in the school closest to the student’s home for sharing of additional information, completing forms, and a short visit in a kindergarten class with the kindergarten teacher and other students may be scheduled

If student concerns exist, the school discusses at school based team and appropriate board resource personnel (e.g. Program Leaders/School Liaisons) are invited to become involved.

Observation and consultation take place with student, parents, school, and board resource staff to determine next steps

**Placement in age-appropriate grade in home school/integrated setting**

Regular classroom teacher provides programming and interventions with support from in-school special education teacher and educational assistant and/or central special education services staff.

Student tracked by school-based team, school case manager, multi-disciplinary team, parents, and board resource staff for development of Individual Education Plan.

**Placement in congregated setting after visit and parental support**

Special education teacher provides programming and intervention support with support from central special education services staff.

Student tracked by special education class teacher, parents and program leader for development of Individual Education Plan and the IPRC process.
Gifted/Enrichment Needs
Enrichment Programming for students in the elementary panel within the WRDSB is provided through a continuum of service according to the demonstrated needs of the child. It recognizes that not all students will require the same degree of intervention and affords flexibility and efficiency in the utilization of teaching resources. The service delivery model makes no assumptions as to the degree of giftedness. It serves as a tool to bridge the gap between the needs of the child and the ability of the home school to meet them. Through consultation, instruction and evaluation, the enrichment student’s needs are identified and serviced. Collaboration between the School, Home, Classroom teacher and Enrichment staff is essential if the least restrictive interventions are to be offered to the child. Diagnostic assessment, program differentiation, I.E.P.’s, and I.P.R.C.’s are introduced as they are required to determine and deliver program.

Range of Enrichment Programming:

- In-school programming support and ideas for differentiation are provided to staff, by Itinerant Enrichment Teachers. Students receive instruction in their home school, with programming differentiation as appropriate (grades K - 8).

- Student Groups (Grades 1-8): Itinerant Enrichment Teachers, assigned to a Family of Schools, support students and staff within their Home School. Some students may be withdrawn for group sessions or 1:1 programming, and/or supported within the classroom. Classroom teachers are provided with resources and ideas for differentiation (grades K-8).

- Area Class for Gifted Learners (Grades 4-8): One-day-per-week: The home school staff nominates students. They attend a one-day-per-week session, off site, with students of similar age, ability and need, and are taught by Area Class Enrichment Teachers.

- Full time Congregated Enrichment Class: The Itinerant Enrichment Teachers and Program Leader, in consultation with the home school staff and parents, nominate students. Students may be selected to attend one of six full-time programs offered within the Region (grades 5 - 8). An IPRC designation of “Gifted,” must occur following acceptance into the placement.

- Secondary: Various high schools offer specific credit selections, some with open admission and others requiring an application and selection process.

Hearing Needs
Students entering the WRDSB are identified with existing hearing needs through one of two sources, The Transition to School Process (students enrolled in Preschool Programs in Waterloo Region) or parent/guardian at time of registration. Students that have a change in hearing after registration are identified by a Clinical Audiological Assessment. Once the change has been identified, school staff work through school’s Multi-Disciplinary Team. A referral can be made by the school team to access additional support for programming and/or amplification.
Students with a hearing need are supported in a variety of settings in the least restrictive environment.

The vast majority of students with a hearing loss are supported at the home school. For students with complex language needs hearing services has additions supports through

1) Hearing Services has a Primary Hearing Class (JK-3) for students
2) Junior Site For Service
3) Intermediate Site for Service
4) Intermediate/Senior Site for Service

Note: Sites for Service are sites with access to a Teacher of the Deaf or Hard of Hearing beyond what can be supported at a home school.

**Literacy Needs**
The board has implemented a System Tracking of Early Literacy to provide assistance to students with literacy needs. One aspect of this initiative is that there is a systematic method of tracking student achievement in reading and language development. Another aspect is that there are extensive, quality professional development opportunities for teachers of students in kindergarten to grade eight across the school system. The primary teachers are trained to use Running Records and the PM Benchmark Kit. Grades 4 to 8 teachers receive training in CASI assessments for reading and in best practice strategies to address the challenges of meeting the literacy needs of all learners. Subsequent training opportunities will continue as teacher assignments are changed and new teachers join the board. On-going assessment and the reflection of the data have produced increased professional development sessions. These learning opportunities have greatly influenced our instructional best practices. Students are the recipients of extremely high quality programs and services.

When a student struggles with developing reading skills, a range of accommodations and modifications are considered. Close observation and assessment of the learning needs provides key information to develop a plan for intervention. Supports could include: the use of assistive technology as an accommodation, small group instruction (within the classroom or with a resource teacher) or participation in a remedial reading program such as Empower™ or Corrective Reading. Evidence-based approaches are employed to target the unique educational needs of each student.

**Orthopaedic Needs**
Pre-school referrals come from the KidsAbility School Authority, Carizon Family and Community Services, K-W Habilitation Services, local Associations for Community Living, and local day-care centres and nursery schools. Students with physical/medical challenges are supported within their home school or at one of five schools that have specialized resources. Itinerant teachers provide program support regarding school and classroom accommodations and curriculum modifications. Assistance is available to facilitate medical and health care communications and strategies.
Social-Emotional-Behavioural Needs

Student needs are identified during meetings with representatives from pre-school agencies and home visits. Students may be offered an opportunity to attend supplementary school programs during the summer before they attend kindergarten.

At the elementary level, a full continuum of services is available to students demonstrating behavioural needs. Identified for service through the school’s Multi-Disciplinary Team, students can be supported through

- itinerant supports (Tier 1)
- in-context, in school intensive skill development through Behaviour Intervention Teams (Tier 2)
- or participate in our Assessment Placement stream (Tier 3) where we work with community partners to better understand and support students.
- Structured Learning Environment Programs (Tier 3) are also available for students with identified mental health disorders who require a specialized learning environment to support their learning needs.

Students and their families can also access a full range of support options and interventions by contacting “Front Door”, a joint initiative of Carizon Family and Community Services and Lutherwood at 519-749-2932.

Preventive programs for young children are offered in some schools in partnership with other agencies. Carizon Family and Community Services provides the KidsLink Early Identification, Early Intervention (EIEI) program for students in the primary grades. This program is designed to enhance social skills. Carizon Family and Community Services offers “Family and Schools Together” (FAST) as a support to young children and their families.

Speech and Language Needs

Speech-language Pathologists (SLP) with the support of Communication Disorder Assistants (CDA) provide assessment, intervention, consultation and collaboration support for students with a range of speech and language needs. The services are primarily deployed to students in Full Day Kindergarten and primary grades. Every elementary school has an SLP who is assigned to support students and staff.

Information, such as assessment, discharge or transition reports or intervention notices come to the school board’s speech and language services from Preschool Speech and Language services, provided through KidsAbility. With parental consent this information is shared with the school team.

The school board SLP visits kindergarten classrooms a number of times during the two years of kindergarten. The SLP is available to the classroom educators during these visits to discuss any speech or language concerns. In older grades, when teachers or parents are worried about a student’s oral language or speech skills, involvement with speech and language services may be initiated based on the recommendation of the multi-disciplinary team. Informed parental consent is required before any service may be initiated.
SLPs provide assessment and referral to School Health Services for students with moderate to severe deficits in speech areas, which include articulation, motor speech disorders, voice, resonance and fluency concerns. SLPs are also assigned to support programs and congregate special education classes such as developmental education, behaviour, learning disability etc.

Specialized Speech and Language resources are provided to support students requiring augmentative and/or assistive devices in order to communicate.

**Vision Needs**
Pre-school referrals come from Provincial Schools, the CNIB, the KidsAbility School Authority, Child and Family Services and Grand River Hospital. During kindergarten registration and at any other time, school staff members are encouraged to note any vision concerns and make referrals to the board’s vision services staff through the Multi-Disciplinary Team. An itinerant vision teacher responds to each referral to facilitate entry to the school system and the provision of necessary resources.

**Workshops/In-service Training for WRDSB Staff**
In an effort to continue to meet emerging student needs and to build teacher capacity, special education services staff is continually working to stay current with new information. Each year a concerted effort is made to understand system needs for training and to respond by providing sessions that give teachers practical strategies coupled with theoretical foundations. For more information about the sessions offered in 2014-15 and planned for 2015-2016, refer to Section 13, Staff Development.

In addition to sessions offered each year to train new staff, the focus of Professional Development was on aligning with the WRDSB system goal of writing, a continuation of ABA (Applied Behavioural Analysis) strategies and providing focused support for SERTS.

**Procedures for Communicating with Parents**
When parents register their child for school and at subsequent appropriate times, parents are made aware of several sources of information, e.g., the resource document Kindergarten Registration, the Ministry of Education guideline Individual Education Plan (IEP) Guide and WRDSB booklet Identification, Placement and Review Committee Procedures, Understanding the IPRC Process, A Parent Guide. These and other documents are available in each school.

In addition to regularly scheduled contacts such as report cards and related parent-teacher conferences throughout the school year, teachers use a variety of ongoing communication strategies, e.g., telephone calls, notes, emails, communication books, additional parent-teacher meetings, to keep the parents informed about the progress of their child. Parents who suspect that their child is exceeding or not meeting the expectations of the curriculum are also encouraged to contact the teacher to initiate discussion regarding their concerns. When this situation occurs, a parent-teacher meeting is arranged to discuss the matter. The outcome of this meeting is an action plan that will lead to effective programming for the student. Effective programming may be provided using existing in-school resources, without or with the
involvement of an Identification, Placement and Review Committee (IPRC). Part of the plan may be the gathering of additional information using various assessment tools.

The development of an Individual Education Plan (IEP) for the student may be considered. Parent involvement is essential to this process. Refer to Section 10, Individual Education Plans (IEP) for more information.

Whenever a student is receiving assistance on a regular basis that involves the use of additional personnel, within or beyond the classroom, the parent is informed and consulted.

In cases where the need for intensive support is evident, the student is referred to the IPRC. This committee will determine if the student is exceptional, according to the categories and definitions of exceptionalities provided by the ministry, and what the placement of the student should be. Parental involvement is essential to the IPRC process. Refer to the Section 8, Categories and Definitions of Exceptionalities and Section 5, Identification, Placement and Review Committee (IPRC) and Appeals for related information.

Types of Assessment Tools/Strategies Used (to gather appropriate information on students in order to assist in the development of appropriate educational programs)

A range of assessment tools/strategies is available, including:

- incidental and systematic observation,
- curriculum-based assignments and tests,
- checklists and inventories,
- standardized achievement tests, and
- psychological assessment tools (e.g., tests of specific processes, intellectual processes, academic achievement, social and emotional functioning, and measures of personality and self-esteem).

The type of assessment tool/strategy employed is determined by the circumstances. For more information regarding types of assessment tools/strategies refer to Section 6, Educational and Other Assessments.

Types of Early Intervention Strategies (that are used to support students prior to referral to an IPRC)

The board provides a full range of intervention strategies. The student may be supported in the regular classroom or in a resource withdrawal setting within the school. This support may be provided by adapting to the student’s learning profile and/or adjusting teaching techniques and materials, the physical setting, and support by other personnel, as resources allow.

When there is a need to adapt to a student’s learning style, staff may consider such things as the student’s:

- strengths,
- achievement level,
- needs,
- experiences and motivation.

Teaching techniques and materials may be adjusted in the following ways:
• kind, depth, breadth and pace of content and instructional level,
• process, product and evaluation,
• modes of presentation and response,
• motivational qualities.

Aspects of the physical setting that may be adjusted include the:
• location of the student in the classroom,
• provision of special furniture,
• lighting,
• air quality and circulation,
• use of an alternate learning space.

Adjustments in the support provided may involve additional personnel such as:
• peers,
• volunteers,
• educational assistants,
• itinerant teachers,
• special education services staff.
### GLOSSARY OF RISK FACTORS*

<table>
<thead>
<tr>
<th>RISK VARIABLE</th>
<th>RISK FACTORS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>Alcohol use by person</td>
<td>known to consume alcohol; no major harm caused</td>
</tr>
<tr>
<td></td>
<td>Alcohol abuse by person</td>
<td>known to excessively consume alcohol; causing self-harm</td>
</tr>
<tr>
<td></td>
<td>Alcohol abuse in home</td>
<td>living at a residence where alcohol has been consumed excessively and often</td>
</tr>
<tr>
<td></td>
<td>Harm caused by alcohol abuse in home</td>
<td>has suffered mental, physical or emotional harm or neglect due to alcohol abuse in the home</td>
</tr>
<tr>
<td></td>
<td>History of alcohol abuse in home</td>
<td>excessive consumption of alcohol in the home has been a problem in the past</td>
</tr>
<tr>
<td>Drugs</td>
<td>Drug use by person</td>
<td>known to use illegal drugs (or misuse prescription drugs); no major harm caused</td>
</tr>
<tr>
<td></td>
<td>Drug abuse by person</td>
<td>known to excessively use illegal/prescription drugs; causing self-harm</td>
</tr>
<tr>
<td></td>
<td>Drug abuse in home</td>
<td>living at a residence where illegal (or misused prescription drugs) have been consumed excessively and often</td>
</tr>
<tr>
<td></td>
<td>harm caused by drug abuse in the home</td>
<td>has suffered mental, physical or emotional harm or neglect due to drug abuse in the home</td>
</tr>
<tr>
<td></td>
<td>history of drug abuse in home</td>
<td>excessive consumption of drugs in the home has been a problem in the past</td>
</tr>
<tr>
<td>Gambling</td>
<td>Chronic gambling by person</td>
<td>regular and/or excessive gambling; no harm caused</td>
</tr>
<tr>
<td></td>
<td>Chronic gambling causes harm to self</td>
<td>regular and/or excessive gambling; resulting in self-harm</td>
</tr>
<tr>
<td></td>
<td>Chronic gambling causes harm to others</td>
<td>regular and/or excessive gambling that causes harm to others</td>
</tr>
<tr>
<td></td>
<td>Person affected by the gambling of others</td>
<td>is negatively affected by the gambling of others</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Diagnosed mental health problem</td>
<td>has a professionally diagnosed mental health problem</td>
</tr>
<tr>
<td></td>
<td>Suspected mental health problem</td>
<td>suspected of having a mental health problem (no diagnosis)</td>
</tr>
<tr>
<td></td>
<td>Self-reported mental health problem</td>
<td>has reported to others to have a mental health problem(s)</td>
</tr>
<tr>
<td></td>
<td>Witnessed traumatic event</td>
<td>has witnessed an event that has caused them emotional or physical trauma</td>
</tr>
<tr>
<td></td>
<td>Mental health problem in the home</td>
<td>residing in a residence where there are mental health problems</td>
</tr>
<tr>
<td></td>
<td>Grief</td>
<td>experiencing deep sorrow, sadness or distress caused by loss</td>
</tr>
<tr>
<td></td>
<td>Not following prescribed treatment</td>
<td>not following treatment prescribed by a mental health professional; resulting in risk to self and/or others</td>
</tr>
<tr>
<td>Suicide</td>
<td>Person current suicide risk</td>
<td>currently at risk to take their own life</td>
</tr>
<tr>
<td></td>
<td>Person previous suicide risk</td>
<td>has in the past, been at risk to take their own life</td>
</tr>
<tr>
<td></td>
<td>Affected by suicide</td>
<td>has experiences loss due to suicide</td>
</tr>
</tbody>
</table>
## GLOSSARY OF RISK FACTORS*

<table>
<thead>
<tr>
<th>RISK VARIABLE</th>
<th>RISK FACTORS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
<td>Pregnant</td>
<td>pregnant</td>
</tr>
<tr>
<td></td>
<td>Physical disability</td>
<td>suffers from a physical impairment</td>
</tr>
<tr>
<td></td>
<td>Terminal illness</td>
<td>suffers from a disease that cannot be cured and that will soon result in death</td>
</tr>
<tr>
<td></td>
<td>Chronic disease</td>
<td>suffers from a disease that requires continuous treatment over a long period of time</td>
</tr>
<tr>
<td></td>
<td>Nutritional deficit</td>
<td>suffers from insufficient nutrition, causing harm to their health</td>
</tr>
<tr>
<td></td>
<td>General health issue</td>
<td>has a general health issue which requires attention by a medical health professional</td>
</tr>
<tr>
<td></td>
<td>Not following prescribed treatment</td>
<td>not following treatment prescribed by a health professional; resulting in risk</td>
</tr>
<tr>
<td>Self-Harm</td>
<td>Person has engaged in self-harm</td>
<td>has engaged in the deliberate no-suicidal injuring of their own body</td>
</tr>
<tr>
<td></td>
<td>Person threatens self-harm</td>
<td>has stated that they intend to cause non-suicidal injury to their own body</td>
</tr>
<tr>
<td>Criminal Involvement</td>
<td>Damage to property</td>
<td>has been suspected, charged, arrested or convicted for damage to property</td>
</tr>
<tr>
<td></td>
<td>Arson</td>
<td>has been suspected, charged, arrested or convicted for arson</td>
</tr>
<tr>
<td></td>
<td>Theft</td>
<td>has been suspected, charged, arrested or convicted for theft</td>
</tr>
<tr>
<td></td>
<td>Break and enter</td>
<td>has been suspected, charged, arrested or convicted for break and enter</td>
</tr>
<tr>
<td></td>
<td>Robbery</td>
<td>has been suspected, charged, arrested or convicted for robbery (which is theft with violence or threat of violence)</td>
</tr>
<tr>
<td></td>
<td>Assault</td>
<td>has been suspected, charged, arrested or convicted for assault</td>
</tr>
<tr>
<td></td>
<td>Sexual assault</td>
<td>has been suspected, charged, arrested or convicted for sexual assault</td>
</tr>
<tr>
<td></td>
<td>Threat</td>
<td>has been suspected, charged, arrested or convicted for uttering threats</td>
</tr>
<tr>
<td></td>
<td>Homicide</td>
<td>has been suspected, charged, arrested or convicted for the unlawful death of a person</td>
</tr>
<tr>
<td></td>
<td>Animal cruelty</td>
<td>has been suspected, charged, arrested or convicted for animal cruelty</td>
</tr>
<tr>
<td></td>
<td>Drug trafficking</td>
<td>has been suspected, charged, arrested or convicted for drug trafficking</td>
</tr>
<tr>
<td></td>
<td>Possession of weapons</td>
<td>has been suspected, charged, arrested or convicted for possession of weapons</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>has been suspected, charged, arrested or convicted for other crimes</td>
</tr>
</tbody>
</table>
## GLOSSARY OF RISK FACTORS*

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<thead>
<tr>
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<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Victimization</td>
<td>Damage to property</td>
<td>has been reported to police to be a victim of someone damaging their property</td>
</tr>
<tr>
<td></td>
<td>Arson</td>
<td>has been reported to police to be the victim of arson</td>
</tr>
<tr>
<td></td>
<td>Theft</td>
<td>has been reported to police to be the victim of theft (someone stole from them)</td>
</tr>
<tr>
<td></td>
<td>Break and enter</td>
<td>has been reported to police to be the victim of break and enter (someone broke into their premises)</td>
</tr>
<tr>
<td></td>
<td>Robbery</td>
<td>has been reported to police to be the victim of robbery (someone threatened/used violence against them to get something from them)</td>
</tr>
<tr>
<td></td>
<td>Assault</td>
<td>has been reported to police to be the victim of assault (i.e.: hitting, stabbing, kicking)</td>
</tr>
<tr>
<td></td>
<td>Sexual Assault</td>
<td>has been reported to police to be the victim of sexual assault (i.e.: touching, rape)</td>
</tr>
<tr>
<td></td>
<td>Threat</td>
<td>has been reported to police to be the victim of someone uttering threats to them</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>has been reported to police to be the victim of other crimes not mentioned above</td>
</tr>
<tr>
<td>Physical Violence</td>
<td>Person victim of physical violence</td>
<td>has experienced physical violence from another person (i.e.: hitting, pushing)</td>
</tr>
<tr>
<td></td>
<td>Person perpetrator of physical violence</td>
<td>has instigated or caused physical violence to another person (i.e.: hitting, pushing)</td>
</tr>
<tr>
<td></td>
<td>Physical violence in the home</td>
<td>lives with threatened or real physical violence in the home (i.e.: between others)</td>
</tr>
<tr>
<td></td>
<td>Person affected by physical violence</td>
<td>has been affected by others falling victim to physical violence (i.e.: witnessing; having knowledge of)</td>
</tr>
<tr>
<td>Emotional Violence</td>
<td>Person victim of emotional violence</td>
<td>has been emotionally harmed by others who have controlled their behaviour, name-called, yelled, belittled, bullied or intentionally ignored them, etc.</td>
</tr>
<tr>
<td></td>
<td>Person perpetrator of emotional violence</td>
<td>has emotionally harmed others by controlling their behavior, name-calling, yelling, belittling, bullying, intentionally ignoring them etc.</td>
</tr>
<tr>
<td></td>
<td>Emotional violence in the home</td>
<td>resides with a person who exhibits controlling behaviour, name-calling, yelling, belittling, bullying, intentional ignoring, etc.</td>
</tr>
<tr>
<td></td>
<td>Person affected by emotional violence</td>
<td>has been affected by others falling victim to controlling behaviour, name-calling, yelling, belittling, bullying, intentional ignoring, etc.</td>
</tr>
<tr>
<td>RISK VARIABLE</td>
<td>RISK FACTORS</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Sexual Violence</strong></td>
<td>Person victim of sexual violence</td>
<td>has been the victim of sexual harassment, humiliation, exploitation, touching, or forced sexual acts</td>
</tr>
<tr>
<td></td>
<td>Person perpetrator or sexual violence</td>
<td>has been the perpetrator of sexual harassment, humiliation, exploitation, touching, or forced sexual acts</td>
</tr>
<tr>
<td></td>
<td>Sexual violence in the home</td>
<td>resides in a home where sexual harassment, humiliation, exploitation, touching, or forced sexual acts occur</td>
</tr>
<tr>
<td></td>
<td>Person affected by sexual violence</td>
<td>has been affected by others falling victim to sexual harassment, humiliation, exploitation, touching, or forced sexual acts (i.e.: witnessing; having knowledge of)</td>
</tr>
<tr>
<td><strong>Elderly Abuse</strong></td>
<td>Person victim of elderly abuse</td>
<td>has knowingly or unknowingly suffered from intentional or unintentional harm because of their physical, mental or situational vulnerabilities associated with the aging process</td>
</tr>
<tr>
<td></td>
<td>Person perpetrator of elderly abuse</td>
<td>has knowingly or unknowingly caused intentional or unintentional harm upon others because of physical, mental or situational vulnerabilities associated with the aging process</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Person not properly supervised</td>
<td>has not been provided with adequate supervision</td>
</tr>
<tr>
<td></td>
<td>Person not providing proper supervision</td>
<td>has failed to provided adequate supervision to a dependent person (i.e.: child, elder, disabled)</td>
</tr>
<tr>
<td><strong>Basic Needs</strong></td>
<td>Person unable to meet own basic needs</td>
<td>can not independantly meet their own physical, nutritional, or other needs</td>
</tr>
<tr>
<td></td>
<td>Person unwilling to have basic needs met</td>
<td>person is unwilling to meet or receive support in receiving their own basic physical, nutritional or other needs met</td>
</tr>
<tr>
<td></td>
<td>Person being neglected by others</td>
<td>basic physical, nutritional or medical needs are not being met</td>
</tr>
<tr>
<td></td>
<td>Person neglecting others’ basic needs</td>
<td>has failed to meet the physical, nutritional or medical needs of others under their care</td>
</tr>
</tbody>
</table>
# GLOSSARY OF RISK FACTORS*

<table>
<thead>
<tr>
<th>RISK VARIABLE</th>
<th>RISK FACTORS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing School</td>
<td>Truancy</td>
<td>has unexcused absences from school without parental knowledge</td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
<td>has unexcused absences from school without parental knowledge, that exceed the commonly acceptable norm for school absenteeism</td>
</tr>
<tr>
<td>Parenting</td>
<td>Person not receiving proper parenting</td>
<td>is not receiving a stable, nurturing home environment that includes positive role models and concern for the total development of the child</td>
</tr>
<tr>
<td></td>
<td>Person not providing proper parenting</td>
<td>is not providing a stable, nurturing home environment that includes positive role models and concern for the total development of the child</td>
</tr>
<tr>
<td></td>
<td>Parent-child conflict</td>
<td>ongoing disagreement and argument between guardian and child that affects the functionality of their relationship and communication between the two parties</td>
</tr>
<tr>
<td>Housing</td>
<td>Person does not have access to appropriate housing</td>
<td>is living in inappropriate housing conditions or none at all (i.e.: condemned building, street)</td>
</tr>
<tr>
<td></td>
<td>Person transient, but has access to appropriate housing</td>
<td>has access to appropriate housing but is continuously moving around to different housing arrangements (i.e.: couch surfing)</td>
</tr>
<tr>
<td>Poverty</td>
<td>Person living in less than adequate financial situation</td>
<td>current financial situation makes meeting the day to day housing, clothing or nutritional needs, significantly difficult</td>
</tr>
<tr>
<td>Negative Peers</td>
<td>Person associating with negative peers</td>
<td>is associating with people who negatively affect their thoughts, actions or decisions</td>
</tr>
<tr>
<td></td>
<td>Person serving as a negative peer to others</td>
<td>is having negative impact on the thoughts, actions or decisions of others</td>
</tr>
<tr>
<td>Antisocial/Negative Behaviour</td>
<td>Person exhibiting antisocial/negative behaviour</td>
<td>is engaged in behaviour that lacks consideration of others, which leads to damages to other individuals or the community ie: obnoxious/disruptive behavior</td>
</tr>
<tr>
<td></td>
<td>Antisocial/negative behaviour within the home</td>
<td>resides where there is a lack of consideration for others, resulting in damage to other individuals or the community ie: obnoxious, disruptive behavior</td>
</tr>
<tr>
<td>RISK VARIABLE</td>
<td>RISK FACTORS</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Unemployment</td>
<td>Person temporarily unemployed</td>
<td>without paid work for the time being</td>
</tr>
<tr>
<td></td>
<td>Person chronically unemployed</td>
<td>persistently without paid work</td>
</tr>
<tr>
<td></td>
<td>Caregivers temporarily unemployed</td>
<td>caregivers are without paid work for the time being</td>
</tr>
<tr>
<td></td>
<td>Caregivers chronologically unemployed</td>
<td>caregivers are persistently without paid work</td>
</tr>
<tr>
<td>Missing/Runaway</td>
<td>Runaway with parents' knowledge or whereabouts</td>
<td>has run away from home with guardian's knowledge but guardian is indifferent</td>
</tr>
<tr>
<td></td>
<td>Runaway without parents' knowledge or whereabouts</td>
<td>has runaway and guardian has no knowledge or whereabouts</td>
</tr>
<tr>
<td></td>
<td>Person reported to police as missing</td>
<td>has been reported to the police and entered in the Canadian Police Information Centre (CPIC) as a missing person</td>
</tr>
<tr>
<td></td>
<td>Person has history of being reported to police as missing</td>
<td>has a history of being reported to police as missing and in the past has been entered on CPIC as a missing person</td>
</tr>
<tr>
<td>Threat to Public Health and Safety</td>
<td>Person's behaviour is a threat to public health and safety</td>
<td>is currently engaged in behaviour that represents danger to the health and safety of the community (i.e.: unsafe property, intentionally spreading disease, putting others at risk)</td>
</tr>
<tr>
<td>Gangs</td>
<td>gang association</td>
<td>social circle involves known or supported gang members but is not a gang member</td>
</tr>
<tr>
<td></td>
<td>gang member</td>
<td>is known to be a member of a gang</td>
</tr>
<tr>
<td></td>
<td>threatened by gang</td>
<td>has received a statement of intention to be injured or have pain inflicted by gang members</td>
</tr>
<tr>
<td></td>
<td>victimized by gang</td>
<td>has been attacked, injured, assaulted or harmed by a gang in the past</td>
</tr>
<tr>
<td>Social Environment</td>
<td>negative neighbourhood</td>
<td>lives in a neighbourhood that has the potential to entice negative behaviour or increase the risks of an individual to be exposed to our directly involved in other social harms</td>
</tr>
<tr>
<td></td>
<td>frequents negative locations</td>
<td>is regularly present at locations known to potentially entice negative behaviour or increase the risks of an individual to be exposed to or directly involved in other social harms</td>
</tr>
</tbody>
</table>
The Waterloo Region District School Board held a Committee of the Whole Meeting this evening at 7:00 p.m. in the Education Centre Board Room, with the following members in attendance: K. Woodcock (Chairperson), C. Harrington, J. Hendry, T. Martin, S. McMillan, C. Millar, A. Mitchell, M. Ramsay, K. Smith, N. Waddell and C. Watson.

Student Trustees R. Barnes and A. Takhar were in attendance.

The following senior administration members were in attendance: J. Bryant (Director of Education and Secretary), M. Carbone, M. Deacon, M. Gerard, L. Hodgins, S. Lomax, A. Mercier, S. Miller, E. Ranney, L. Read, P. Rubenschuh, M. Schinkel, G. Shantz and M. Weinert.

Other staff in attendance: J. Herring and L. Meikle.

**CALL TO ORDER**

Chairperson K. Woodcock called the meeting to order at 7:14 p.m.

**APPROVAL OF AGENDA**

1. Moved by K. Smith, seconded by S. McMillan:

   That the agenda of the September 14, 2015, Committee of the Whole Meeting be approved.

   -Carried-

**DECLARATIONS OF PECUNIARY INTEREST**

Trustees C. Millar and C. Watson declared a conflict of interest toward an item in the previous In Camera Session due to the fact they have family members who are employees of the Board.

**ANNOUNCEMENTS**

Trustee K. Smith stated that a group of students from Waterloo Collegiate are performing their ‘Crossing Borders’ presentation at Kitchener City Hall on September 15, 2015, at 5:30 p.m.

Trustee C. Millar announced a correction to the perpetual calendar listing of Student Senate meeting dates and noted there is no Student Senate Meeting in September.

Chairperson K. Woodcock stated that she had attended the Waterloo Mayor’s Dinner on September 11, 2015, on behalf of the Board.

Chairperson K. Woodcock also announced the presentation of the Ontario Principals’ Council Scholarships to students which took place at the System Leaders’ Meeting on September 1, 2015.

Superintendent M. Deacon announced that there have been some changes to WE Day this year as it will take place in Toronto. Trustees interested in attending WE Day were asked to contact M. Deacon by September 18, 2015.
DELEGATIONS

- Amanda Reed re French Immersion Transportation for Students
- Kelly Lesperance re Transportation to Wellesley Public School

2. Moved by C. Watson, seconded by K. Smith:

That the delegate Jacob Rehume, who was not registered prior to the deadline, be permitted to address the Waterloo Region District School Board as per Board Bylaw 4.12.2.

-Carried Unanimously-

- Jacob Rehume re Internet Safety and Content Filtering in the Classroom

POLICY AND GOVERNANCE

APPROVAL OF BOARD POLICY 1002 – OCCUPATIONAL HEALTH AND SAFETY

3. Moved by N. Waddell, seconded by C. Millar:

That the Waterloo Region District School Board approve Board Policy 1002 – Occupational Health and Safety, as presented at the September 14, 2015, Committee of the Whole Meeting.

-Carried Unanimously–

APPROVAL OF BOARD POLICY 1004 - HARASSMENT

4. Moved by J. Hendry, seconded by C. Millar:

That the Waterloo Region District School Board approve Board Policy 1004 – Harassment, as presented at the September 14, 2015, Committee of the Whole Meeting.

-Carried Unanimously–

APPROVAL OF BOARD POLICY 1006 – ANAPHYLAXIS MANAGEMENT

5. Moved by J. Hendry, seconded by C. Harrington:

That the Waterloo Region District School Board approve Board Policy 1006 – Anaphylaxis Management, as presented at the September 14, 2015, Committee of the Whole Meeting.

-Carried Unanimously–
APPROVAL OF BOARD POLICY 1009 – VIOLENCE IN THE WORKPLACE

6. Moved by K. Smith, seconded by J. Hendry:

That the Waterloo Region District School Board approve Board Policy 1006 – Anaphylaxis Management, as presented at the September 14, 2015, Committee of the Whole Meeting.

–Carried Unanimously–

Trustee K. Smith requested that, if possible, changes to policies be indicated in a colour so they are easier to read in the electronic meeting information.

REPORTS

INTERNET CONTENT FILTERING

Chief Information Officer M. Carbone provided trustees with a verbal report on internet content filtering as a response to recent concerns over content viewed by students in the classroom.

A discussion followed the presentation regarding the filter that is currently used by the WRDSB and the expectation around training for teachers, with M. Carbone responded that while training is not mandatory, it is highly recommended.

In response to a question around what steps staff are taking to eliminate the number of incidents when students access inappropriate content, M. Carbone stated that there is a reporting process in place, but staff require specific information about the problem and they rely on schools to report incidents so they can be addressed quickly, otherwise it is a challenge to try and recreate the incident and this is a complex scenario and millions of websites are accessed every day.

M. Carbone stated that staff have been made aware of the issue at Clemens Mill Public School and believe that improvements to the system over the summer have improved the ability to block inappropriate content.

A lengthy discussion followed on the type of system used by the WRDSB to filter content and the challenges involved in filtering content to students given the number of tablets being used in the classroom and the availability of WiFi in the schools and given that students often have their own device for use in the cafeteria and outside of the classroom.

REPORTS FROM BOARD MEMBERS

Director J. Bryant presented the system video for 2015-2016 and spoke briefly regarding the work currently being undertaken by senior administration and staff in the area of student achievement and well-being.

In response to a question, J. Bryant stated that the content of the video was not scripted and that it contains authentic student voice and content.
STAFF AND BOARD REPORTS

There were no reports this evening.

QUESTION PERIOD

Trustee J. Hendry commented on the delegation that stated he had not received adequate information from the Transportation Consortium in regard to his appeal. In response, Superintendent M. Gerard stated that there have been many points of communication, both formal and informal, with the delegation.

REFER TO STAFF

7. Moved by J. Hendry, seconded by C. Watson:

That the safety concerns raised by the delegation regarding walking to Wellesley Public School be referred to staff for additional information, or clarification.

-Carried-

Opposed

S. McMillan

Trustee M. Ramsay requested an update on the letter sent to the Minister of Education requesting that she attend an information session for parents with regard to the Physical & Health Education Curriculum. Chairperson Woodcock responded that she had been contacted by a representative from the Minister’s Office to discuss logistics, but there was no further information available at this time.

FUTURE AGENDA ITEMS

Trustee C. Watson served the following Notice of Motion as supported by Trustees C. Harrington and N. Waddell:

Whereas technology is an integral part of a student’s educational experience;

Whereas elementary and secondary students have intentionally or unintentionally accessed racist material and pornographic images online at Waterloo Region District Schools because there is no filtering at the school level;

Whereas many parents are unaware of the changes that were made to internet access;

Whereas many parents and community members are concerned about the risks associated with online use and are circulating a petition;

Whereas it is difficult to monitor every ipad or computer in a classroom;
Whereas Policy 2012 Access to Digital Resources and Technology, WRDSB Digital Code of Conduct, WRDSB Digital Citizenship and WRDSB Character framework are being violated;

That policy 1012 Faith and Religious Accommodations be amended under Section 1.6 to include “Digital Resources and Technology”; and

That staff explore Enterprise level firewall appliances that are user friendly, and affordable that filter content at the internet gateway for each school; and

That a written report be presented to trustees by the end of November 2015.

ADJOURNMENT

8. Moved by J. Hendry, seconded by M. Ramsay:

That the Committee of the Whole Meeting of September 14, 2015, be adjourned.

-Carried-

The meeting adjourned at 8:47 p.m.
The Waterloo Region District School Board held a Committee of the Whole Meeting this evening at 7:00 p.m. in the Education Centre Board Room, with the following members in attendance: K. Woodcock (Chairperson), C. Harrington, J. Hendry, T. Martin, S. McMillan, C. Millar, A. Mitchell, M. Ramsay, K. Smith, N. Waddell and C. Watson.

Student Trustees R. Barnes and A. Takhar were in attendance.

The following senior administration members were in attendance: J. Bryant (Director of Education and Secretary), M. Deacon, M. Gerard, S. Lomax, L. Read, P. Rubenschuh, M. Schinkel and M. Weinert.

Other staff in attendance: D. Cuomo, J. Herring and L. Meikle.

**CALL TO ORDER**

Chairperson K. Woodcock called the meeting to order at 7:15 p.m.

**APPROVAL OF AGENDA**

1. Moved by K. Smith, seconded by S. McMillan:

   That the agenda of the September 21, 2015, Committee of the Whole Meeting be approved.

   -Carried-

**DECLARATIONS OF PECUNIARY INTEREST**

Trustees C. Millar and C. Watson declared a conflict of interest toward an item in the previous In Camera session as they have family members who are employees of the Board.

**ANNOUNCEMENTS**

Trustees and staff were reminded of the Parliamentary Procedure Seminar scheduled for Wednesday, September 23, 2015, from 6:00 to 10:00 p.m. Trustees were asked to advise the Manager of Corporate Services if they were unable to attend.

The Audit Committee Meeting has been rescheduled to Wednesday, September 23, 2015, from 4:30 to 5:30 p.m. for trustees and staff who attend this committee.

The Waterloo Region Crime Prevention Council is holding their annual dinner on October 22, 2015, at the Crowne Plaza in Kitchener. Please contact Elaine Burns if you are interested in attending.
DELEGATIONS

- Raine Okum re French Immersion Transportation

POLICY AND GOVERNANCE

REVIEW OF BOARD POLICY 1000 – DISPLAY OF FLAGS

2. Moved by A. Mitchell, seconded by N. Waddell:

    That the Waterloo Region District School Board approve Board Policy 1000 – Flags, as presented at the September 21, 2015, Committee of the Whole Meeting.

    -Carried-

REVIEW OF BOARD POLICY 4005 - PROCUREMENT

3. Moved by K. Smith, seconded by T. Martin:

    That the Waterloo Region District School Board approve Board Policy 4005 - Procurement, as presented at the September 21, 2015, Committee of the Whole Meeting.

    -Carried-

REVIEW OF BOARD POLICY 4008 – SEGREGATION OF DUTIES AND CHEQUE SIGNING AUTHORITY

4. Moved by K. Smith, seconded by T. Martin:

    That the Waterloo Region District School Board approve Board Policy 4008 – Segregation of Duties and Cheque Signing Authority, as presented at the September 21, 2015, Committee of the Whole Meeting.

    -Carried-
REVIEW OF BOARD POLICY 5001 – APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS ELEMENTARY/SECONDARY

5. Moved by C. Harrington, seconded by S. McMillan:

That the Waterloo Region District School Board approve Board Policy 5001 – Appointment of Principals and Vice-Principals, as presented at the September 21, 2015, Committee of the Whole Meeting.

-Carried-

REPORTS

MAJOR CAPITAL PROJECTS – QUARTERLY UPDATE

Superintendent M. Gerard referred to the report that provided trustees with up-to-date information in regard to major capital projects. It was noted that Groh Drive is highlighted as a caution in the report and a report for further discussion will follow.

6. Moved by K. Smith, seconded by C. Millar:

That the Waterloo Region District School Board receive as information the report titled “Major Capital Projects – Quarterly Update,” dated September 21, 2015. (Folio 16)

-Carried-

NEW SOUTH KITCHENER (GROH DRIVE) ELEMENTARY SCHOOL OPENING

Superintendent M. Gerard outlined the information contained in the report with respect to a new elementary school that is in the Doon South area of Kitchener that was originally to open in September 2016, but due to delays and a number of issues including the storm water management pond, may not be able to be opened in 2016.

Trustees engaged in a lengthy discussion around the proposal to move the opening date of the school to September 2017 and the impact this would have on the school community.

7. Moved by J. Hendry, seconded by A. Mitchell:

That the Waterloo Region District School Board reschedule the opening date for the new South Kitchener (Groh Drive) Elementary School to September 2017; and

That the Waterloo Region District School Board hold a school community meeting to update parents and the broader Doon South Community of the timing of construction and the opening of the new South Kitchener (Groh Drive) Elementary School; and
That representatives of the City of Kitchener and Activa Holdings Inc., be invited to assist in explaining the conditions related to the development of the subdivision and the resulting delays in site plan approval, issuance of a building permit and the construction of the planned new school.

-Carried Unanimously-

During the discussion of the motion, Trustee K. Smith proposed an amendment, which was seconded by Trustee N. Waddell, to the first paragraph that suggested staff consider a mid-year opening if feasible. The amendment was subsequently put to a vote and with only Trustee K. Smith and the student trustees voting in favour, the amendment was lost.

CAPITAL PRIORITIES – REVISED APPROVALS

Superintendent M. Gerard introduced the report seeking approval of expenditures for capital projects. Each year staff reviews capital projects to ensure that all Board approvals align with Ministry funding approvals and are consistent with other recommendations.

8. Moved by J. Hendry, seconded by A. Mitchell:

That the Waterloo Region District School Board approve the revised additional expenditures of $309,629 from the Board’s Education Development Charges (EDC’S) at Silverheights Public School project (revised total $6,776,169).

-Carried Unanimously-

BANK BORROWING RESOLUTION

Superintendent M. Gerard introduced the report seeking approval for a borrowing resolution according to Section 243 of the Education Act. This annual report to borrow money for day-to-day requirements as the cash flow from the Ministry of Education funding does not match the cash flow required for the daily business of the Board.

9. Moved by T. Martin, seconded by K. Smith:

That the Waterloo Region District School Board adopt the resolution, as outlined in Appendix A of the report titled “Bank Borrowing Resolution,” dated September 21, 2015, authorizing the borrowing of money to meet current expenditures of the Waterloo Region District School Board for the fiscal year 2016.

-Carried Unanimously-
COMMUNITY HUBS FRAMEWORK DISCUSSION

Chairperson K. Woodcock provided introductory comments around the format for the generative discussion regarding the ‘Community Hubs in Ontario: A Strategic Framework and Action Plan’ document distributed to trustees. Chairperson K. Woodcock stated that she would entertain a motion to suspend the rules to waive the number of times a trustee can speak in order to allow for a more fulsome discussion.

MOTION TO SUSPEND THE RULES

10. Moved by C. Millar, seconded by N. Waddell:

That the Waterloo Region District School Board suspend its rules in relation to Board Bylaw 6.1.7, stating that no member shall speak longer than five minutes on the same question, without permission from the Board, by simple majority, and that each member has a right to speak a maximum of twice on the same question but cannot make a second speech on the same question as long as any member who has not spoken on the same question desires the floor.

-Carried Unanimously-

Trustees engaged in a lengthy discussion around the concept of community hubs and the impact it may have on WRDSB sites/schools. Some of the comments included the following:

- School Boards were not considered to be stakeholders in this discussion, but a number of other organizations are involved;
- We need to be vigilant and make sure the Board does not lose revenue from this initiative;
- A discussion on this topic has taken place at OPSBA, conversations will be ongoing;
- Will boards receive market value for the property that is turned into hubs?
- If a building is transferred to a community they will gain the value of the property and in the case of some heritage buildings it would be difficult to place a value on the property;
- In the past school buildings were deeded property owned by school boards – how can the Ministry demand that we give away deeded property? Is this a legal issue?
- How will hubs be assigned, by geographical area?
- Can a Board treat a city or town differently than a corporation or citizen? Is there some flexibility in regard to setting our own price?
- New buildings are designed for hub use, but some of our older facilities might not be accessible to use for Community Hubs;
- There has to be a paradigm shift at the government level to push this joint venture situation with schools/pools/libraries;
- How can trustees have a voice around this issue? What are the next steps?
- How can trustees make sure they are part of the conversation?
- Concept of community hubs is valuable;
- PIC and SEAC have also been provided with a copy of this report;
- Trustees should remain vigilant and listen for talk around this issue;
Trustees were encouraged to visit Langs Farm in Cambridge as a great example of a community hub.

Chairperson K. Woodcock thanked trustees for their comments and for participating in an initial generative discussion and noted that this topic will be discussed again in the future.

**STAFF AND BOARD REPORTS**

Trustee K. Smith provided a brief update on some of the recent discussion from the OPSBA Director’s Meeting.

**QUESTION PERIOD**

Trustee K. Smith inquired about Facebook pages for schools and noted that some schools had a page while others did not, and as parents are looking for additional ways to engage with schools, she requested further information on this issue. Director J. Bryant stated that staff would provide a response during an upcoming question period.

Trustee M. Ramsay requested an update on the meeting with the Minister of Education regarding the Physical & Health Education Curriculum. Chairperson K. Woodcock responded that she is having conversations with a representative from the Minister’s Office around logistics and these conversations are ongoing.

**FUTURE AGENDA ITEMS**

There were no future agenda items.

**ADJOURNMENT**

11. Moved by C. Harrington, seconded by S. McMillan:

    That the Committee of the Whole Meeting of September 21, 2015, be adjourned.

    -Carried-

The meeting adjourned at 8:20 p.m.
SUBJECT: Student Suspension/Expulsion Report June 30, 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 June 2013-2014 and June 2014-2015, Elementary suspensions have decreased by 162 and Secondary suspensions have decreased by 334.

Comparing Year to Date from June 2013-2014 and June 2014-2015, School expulsions have decreased by 1 and Board expulsions have decreased by 21.

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**

<table>
<thead>
<tr>
<th></th>
<th>June 2015</th>
<th>YTD</th>
<th>June 2014</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Elementary School Suspensions</td>
<td>76</td>
<td>878</td>
<td>94</td>
<td>1040</td>
</tr>
<tr>
<td>Total Secondary School Suspensions</td>
<td>112</td>
<td>1569</td>
<td>98</td>
<td>1903</td>
</tr>
</tbody>
</table>

B. **Expulsions**

<table>
<thead>
<tr>
<th></th>
<th>June 2015</th>
<th>YTD</th>
<th>June 2014</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total School Expulsions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total Board Expulsions</td>
<td>1</td>
<td>11</td>
<td>5</td>
<td>32</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>June 2015</th>
<th>YTD</th>
<th>June 2014</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (Elementary/Secondary)</td>
<td>3</td>
<td>22</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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.

[Signature]  Director of Education
Report to Board  
September 28, 2015

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**Inspired Learners – Tomorrow’s Leaders**

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

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

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**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.

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**BACKGROUND:**
The Board’s practice has been to receive information regarding staff retirements and resignations at regular monthly Board meetings.

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

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**Retirements: Elementary Teaching Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position / Location</th>
<th>Effective Date</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Cauchy</td>
<td>Teacher, Winston Churchill PS</td>
<td>June 30, 2015</td>
<td>26.11</td>
</tr>
<tr>
<td>Dorothy Hibbard</td>
<td>Teacher, Forest Hill PS</td>
<td>August 31, 2015</td>
<td>15.58</td>
</tr>
<tr>
<td>Jane Sherk</td>
<td>Teacher, Linwood PS</td>
<td>June 30, 2015</td>
<td>14.00</td>
</tr>
</tbody>
</table>

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**Retirements: Secondary Teaching Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position / Location</th>
<th>Effective Date</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Gallie</td>
<td>Department Head, Eastwood CI</td>
<td>June 30, 2015</td>
<td>35.00</td>
</tr>
<tr>
<td>Paul Hartman</td>
<td>Teacher, Cameron Heights CI</td>
<td>August 31, 2015</td>
<td>27.00</td>
</tr>
<tr>
<td>Janice Lynn Bolzon</td>
<td>Head, Library Services, Forest Heights CI</td>
<td>September 1, 2015</td>
<td>28.00</td>
</tr>
</tbody>
</table>

---

**Retirements - Administrative and Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position / Location</th>
<th>Effective Date</th>
<th>Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven Black</td>
<td>Technician, ITS – Education Centre</td>
<td>June 30, 2015</td>
<td>24.97</td>
</tr>
<tr>
<td>Alfred Clayfield</td>
<td>Custodian, KWCI &amp; VS</td>
<td>October 31, 2015</td>
<td>29.00</td>
</tr>
<tr>
<td>Malle Finney</td>
<td>Educational Assistant, KWCI &amp; VS</td>
<td>August 31, 2015</td>
<td>7.98</td>
</tr>
<tr>
<td>Richard Grassi</td>
<td>Head Custodian, Conestogo PS</td>
<td>August 31, 2015</td>
<td>27.00</td>
</tr>
<tr>
<td>Eric Hansen</td>
<td>Tradesperson, Facility Services, Ed. Centre</td>
<td>October 30, 2015</td>
<td>36.00</td>
</tr>
<tr>
<td>Chian Houang</td>
<td>Head Custodian, Margaret Avenue PS</td>
<td>October 1, 2015</td>
<td>29.00</td>
</tr>
</tbody>
</table>
Lorie Hough  | Freedom of Information/ Privacy & Records Officer, ITS, Education Centre | March 31, 2016 | 33.00
---|---|---|---
Larry Ingalls  | Custodian, N.A. MacEachern PS | December 31, 2015 | 9.00
Kenneth Kuntz  | Tradesperson, Facility Services, Ed. Centre | October 30, 2015 | 31.00
Margaret Landsborough  | Educational Assistant, Edna Staebler PS | January 31, 2016 | 24.00
Robert Little  | Custodian, Linwood & Elmira District SS | October 31, 2015 | 35.00
Bonnie Meyer  | Stockkeeper, Financial Services, Ed. Centre | September 30, 2015 | 31.91
Ron Paling  | Principal, Meadowlane PS | January 31, 2016 | 28.00
Pendergast, Leanna  | Vice-Principal, Sir John A. Macdonald SS | July 31, 2015 | 26.00
John Ryan  | Custodian, KWCI & VS | December 29, 2015 | 26.00
Donna Voisin  | Support Analyst, ITS, Education Centre | September 30, 2015 | 36.82
Richard Whaley  | Custodian, KWCI & VS | November 30, 2015 | 30.00

**Resignations – Teaching, Administrative and Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position / Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troy Algar</td>
<td>Elementary Teacher, Abraham Erb PS</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Jennifer Danbrook-Turner</td>
<td>Elementary Teacher</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Amy Dungey</td>
<td>Elementary Teacher, Centennial PS (Camb)</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Christopher Jagger-Parsons</td>
<td>Elementary Teacher, Highland PS</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Tanja Kilibarda</td>
<td>Elementary Teacher</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Heidi Konig</td>
<td>Library Clerk, John Mahood PS</td>
<td>June 29, 2015</td>
</tr>
<tr>
<td>Jeremy Lichty</td>
<td>Elementary Teacher</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Roderick MacIntosh</td>
<td>Custodian, Cameron Heights CI</td>
<td>March 23, 2015</td>
</tr>
<tr>
<td>Van Malatches</td>
<td>Secondary Teacher (on leave)</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Kristeanna McArdle</td>
<td>Custodian, Huron Heights SS</td>
<td>August 7, 2015</td>
</tr>
<tr>
<td>Jean Stacey</td>
<td>Elementary Teacher, Franklin PS</td>
<td>June 30, 2015</td>
</tr>
<tr>
<td>Kristy Soper</td>
<td>Elementary Teacher, Edna Staebler PS</td>
<td>August 31, 2015</td>
</tr>
<tr>
<td>Tamara Willms</td>
<td>Secretary, Elmira District SS</td>
<td>September 4, 2015</td>
</tr>
<tr>
<td>Nanci Womersley</td>
<td>Secretary, Huron Heights SS</td>
<td>August 28, 2015</td>
</tr>
</tbody>
</table>

**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.

[Signature]
Director of Education
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: Effective September 1, 2015 (unless otherwise indicated)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana Vanderhoek</td>
<td>St. Jacobs</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Alicia Lloyd</td>
<td>J. W. Gerth</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Allison Moore</td>
<td>St. Jacobs</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Amanda Berry</td>
<td>Westheights</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Amanda Fuller</td>
<td>King Edward</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Amanda Wetherup</td>
<td>Forest Glen</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Amanpreet Dhaul</td>
<td>Clemens Mill</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Amber-Lynn Fay</td>
<td>Elgin Street</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Andrew Dietrich</td>
<td>Wilson Avenue</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Ashley Colquhoun</td>
<td>Pioneer Park</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Ashley Parker-Beletz</td>
<td>Avenue Road</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Brianne Bearinger</td>
<td>Eliz. Ziegler</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Brooke Schulumberger</td>
<td>Southridge</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Caitlin Curtis</td>
<td>Woodland Pk</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Cara Gatrell</td>
<td>Rockway</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Catherine Richmond</td>
<td>Mary Johnston</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Danelle Plante</td>
<td>Centennial (C)</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Danielle (Laura) Lewis</td>
<td>W. Churchill</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Danke Pantic</td>
<td>Lackner Woods</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Deanna Martynowicz</td>
<td>King Edward</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Deanna Williams</td>
<td>JF Carmichael</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Diane Lowrie</td>
<td>Ryerson</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Name</td>
<td>Address</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>Elysia Cloett</td>
<td>Stewart Avenue</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Erik Growen</td>
<td>Baden</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Erinn Klassen-Jewitt</td>
<td>H. Robertson</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Heidi Normore</td>
<td>Avenue Road</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Hilda Shirdel</td>
<td>Hespeler</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Jessica Bearinger</td>
<td>H. Robertson</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Jessica Spink</td>
<td>Laurentian</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Jill Strickland</td>
<td>Driftwood Park</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Katelyn Bricker</td>
<td>Tait Street</td>
<td>September 1, 2015</td>
</tr>
<tr>
<td>Katherine Driver</td>
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Administrative and Support Staff, effective September 1, 2015 – Educational Assistants (EA’s):

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<td>FDK Program, Ayr &amp; Cedar Creek PS</td>
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**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 September 28, 2015.

[Signature]
Director of Education
SUBJECT: Update on Safety of Huron Road and Featherstone Crossing

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer and Benoit Bourgault, General Manager, Student Transportation Services of Waterloo Region, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:
To update the Board of Trustees on the safety of the walking path starting at the intersection of Huron Road and Featherstone Road in the City of Kitchener, Ontario and ending at Jean Steckle Public School. This report relates to the Waterloo Region District School Boards’ strategic objectives of student achievement and well-being, and student safety.

BACKGROUND:
At the Committee of the Whole meeting on Monday August 24, 2015, a delegation presented to the Board of Trustees their concerns on the walking path prescribed by the Student Transportation System for Waterloo Region (STSWR). The walking path commences at 963 Dunblane Court, crosses Huron Road at Featherstone, and continues on Parkvale Drive to Jean Steckle Public School. The concern was the safety of the crosswalk at the intersection of Huron Road and Featherstone Road.

The Board of Trustees directed staff to provide a report on the safety of the walking path specifically addressing the delegation’s concerns.

STATUS:
The attached letter from Benoit Bourgault, General Manager, STSWR, outlines the steps taken to evaluate the safety of the crossing and the steps to ensure a crossing guard is stationed at the intersection in the coming year. STSWR works very closely with all municipalities in our district to ensure the safety of our children as they use city sidewalks and streets to travel to and from school. Based on the assessment of the STSWR and the City of Kitchener, the placement of a crossing guard between 8:00 AM and 8:30 AM will help to mitigate the safety risks associated with crossing the intersection.

As the community surrounding Jean Steckle Public School is growing, the flow of traffic on Huron Road will continue to grow. Although further precautions beyond a crossing guard have not been deemed necessary at this time, STSWR will continue to monitor this intersection, as it does with all crossings in the region, and add additional safety precautions as required in the future.

COMMUNICATIONS:
A copy of this report and its attachment will be forwarded to the delegation.

FINANCIAL IMPLICATIONS
None

RECOMMENDATION:
No recommendation. For information only.

Director of Education
September 3rd, 2015

To: Matthew Gerard

RE: Crossing of Huron Road for Jean Steckle Public School

The crossing Huron Road at Featherstone for Jean Steckle was reviewed with the Crossing Guard Supervisor at the City of Kitchener.

The City had assigned a crossing guard at this location when the school opened. The guard had very little use at first, the usage continued to decline to the point where no one was crossing. The guard was relocated to another intersection near the school where the traffic had increased.

The City agreed to add another guard for this school year at this intersection (Huron Rd/Featherstone St) for as long as the guard is used by students.

The guard primary function as defined in the Highway Traffic Act is to stop traffic when students need to cross. The guard also offers supervision for the students crossing the street which in this situation is an added safeguard.

The process used by the crossing guard is as follow:

- Guard steps on the road holding stop sign.
- Traffic comes to a complete stop
- Guard waves students across, while Guard remains in the middle of road
- When students are done crossing, guard goes back to side of road
- Traffic resumes moving.

This process is used everywhere and provides for a safe crossing.

Regards,

[Signature]

Student Transportation Services of Waterloo Region Inc.
July 14, 2015

Ms. Kathleen Woodcock
Chairperson
Waterloo Region District School Board
51 Ardelt Avenue
Kitchener, Ontario
N2C 2R5

Dear Ms. Woodcock:

Thank you for taking the time to send your correspondence regarding Hydro One ownership. I appreciate your sharing your concerns with me.

In April 2014, our government asked the Premier's Advisory Council on Government Assets to review options for maximizing the value of government assets, including Hydro One, Ontario Power Generation and the LCBO. Following recommendations from the council, our government will broaden the ownership of Hydro One to create lasting public benefits and ongoing public protections.

In order to strengthen long-term performance and generate value for Ontarians, our government intends to broaden ownership of Hydro One through an initial public offering (IPO). The government has put in place protections that, once proclaimed in force, would ensure that after the IPO, the Ontario government would be the largest shareholder and, by law, no other shareholder would be allowed to hold more than 10 per cent of the voting shares. The province would also be prohibited by law from having its ownership going below 40 per cent of the new company. If the province's ownership dropped below 40 per cent, the Minister of Energy would be required by law to take steps to acquire additional voting shares to maintain 40 per cent, subject to necessary government approvals. The opportunity to purchase shares of the new Hydro One would be made available in stages in order to maximize return to taxpayers and provide the greatest investment in infrastructure.
Broadening Hydro One’s ownership is expected to generate $4 billion to be put towards infrastructure investments. This change is part of our plan to unlock the value of certain public assets to help support unprecedented investments in transit, transportation and other priority infrastructure projects across the province. Our plan represents the largest infrastructure investment in Ontario’s history and will strengthen the economy and create thousands of jobs. The legislation provides for the government to direct net proceeds from broadening Hydro One’s ownership and net proceeds from the planned merger of Hydro One Brampton to the Trillium Trust to help fund these projects.

Hydro One has never and will never set its electricity rates. Rates would continue to be set by the independent regulator, the Ontario Energy Board (OEB). The government has also recently introduced legislation which, if passed, would strengthen the regulatory powers of the OEB to protect ratepayers and investigate complaints. The proposed Strengthening Consumer Protection and Electricity System Oversight Act, 2015 includes measures to enhance consumer protection, provide further opportunities for consumer advocacy, clarify the role of Local Distribution Companies and their affiliates and extend OEB’s emergency powers to transmission. It would also enhance the oversight of utility transactions and provide the ability for government to prioritize critical transmission infrastructure, which would allow key transmission infrastructure to be considered without undergoing a ‘needs’ test by the OEB.

Maximizing the value of assets such as Hydro One is part of our government’s economic plan for Ontario. The four-part plan is building Ontario up by investing in people’s talents and skills, building public infrastructure like roads and transit, creating a dynamic, innovative environment where business thrives and building a secure retirement savings plan.

Thank you again for writing. Please accept my best wishes.

Sincerely,

Kathleen Wynne
Premier
September 14, 2015

Mr. Kathleen Woodcock, Chair
Waterloo Region District School Board
51 Ardelt Ave
Kitchener, ON N2C 2R5

Re:  Renewal Needs Backlog

Dear Mr. Woodcock,

At the Toronto District School Board’s meeting of May 13, 2015 the Board passed the following motion:

"The Board decided that the Chair send a letter to the chairs of all Ontario school boards, the Minister of Education and the Ontario Public School Boards’ Association requesting a report on the current renewal needs backlog at each board in the province."

Please advise if your Board has this information readily available and is able to provide it to the Toronto District School Board by return mail or email to berardo.mascioli@tdsb.on.ca.

The Toronto District School Board will be making available both its own renewal needs backlog and the results of this survey to all Boards later this year.

Your cooperation is much appreciated.

Sincerely,

Robin Pilkey, Chair
Trustee Ward 7

cc.  Minister of Education
     Ontario Public School Boards’ Association
September 16, 2015

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

Dear Minister:

In June 2015, National Truth and Reconciliation Commission (TRC) concluded seven years of work focused on giving voice to the history of residential schools in Canada. The first paragraph of the Summary of the Final Report of the Truth and Reconciliation Commission, Honouring the Truth, Reconciling for the Future reads: “For over a century, the central goals of Canada’s Aboriginal policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as “cultural genocide.”

The Commission concluded it is important to establish and maintain a mutually respectful relationship between Aboriginal and non-Aboriginal peoples but for that to happen there needs to be change, as outlined in the 94 calls to action.

From the Report:

“Reconciliation must support Aboriginal peoples as they heal from the destructive legacies of colonization that have wreaked such havoc in their lives. But it must do even more. Reconciliation must inspire Aboriginal and non-Aboriginal peoples to transform Canadian society so that our children and grandchildren can live together in dignity, peace, and prosperity on these lands we now share.”

At Halton District School Board, we believe that our schools are pivotal in starting and continuing transformative learning and reconciliation.

The report continues to say:

“Too many Canadians know little or nothing about the deep historical roots of these conflicts. This lack of historical knowledge has serious consequences for First Nations, Inuit, and Métis peoples, and for Canada as a whole. In government circles, it makes for poor public policy decisions. In the public realm, it reinforces racist attitudes and fuels civic distrust between Aboriginal peoples and other Canadians. Too many Canadians still do not know the history of Aboriginal peoples’ contributions to Canada, or understand that by virtue of the historical and modern Treaties negotiated by our government, we are all Treaty people. History plays an important role in reconciliation; to build for the future, Canadians must look to, and learn from, the past.”

The Halton District School Board believes all students have a right to grow and learn in an educational environment that fosters equity and inclusive education, and is a place where all students see themselves and their unique personal identities reflected and celebrated.

....2/
As a Board we support the OPSBA Charter of Commitment -- First Nations, Métis and Inuit Education and through this commitment we acknowledge and value the core vision of the Charter, which clearly articulates the endorsement of an equitable and respectful learning environment. This includes curriculum for all students that is inclusive of First Nations, Métis and Inuit histories, cultures, and perspectives, both traditional and contemporary. We feel it is important for the Ministry to develop inclusive curriculum so all students are aware and can be part of reconciliation.

It may take the Federal Government many years to implement these far-reaching calls to action. In August, the Province of Ontario signed an accord with Chiefs of Ontario to guide a positive and productive relationship with First Nations. Developing curriculum is the responsibility of the Provincial Ministry of Education, and we are writing to encourage you to enhance collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in the curriculum in a way that gives voice to First Peoples and moves forward with a new, inclusive curriculum in a timely way.

We are also writing to seek your immediate support. Halton has a role to play right now. It is critical that all, current and future, Halton District School Board students see themselves as an important part of reconciliation. First Nations, Métis and Inuit students must see themselves and their history reflected accurately and honourably in Halton District School Board schools. We request the Ministry provide school boards with the resources to develop a collaboration space, through technology or otherwise, where we can connect with First Nations, Metis and Inuit communities and access and share best practices that support reconciliation.

The Halton District School Board is committed to every student and is committed to knowing, engaging and inspiring all our learners to reach their full potential. Because of this we are asking for the Ministry’s support in creating opportunities and promoting practices to support all students seeing themselves as contributors to reconciliation.

Sincerely,

Kelly Amos, Chair
Halton District School Board

cc: Trustees, Halton District School Board