

MARCH 7, 2016

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, March 7, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities

Announcements

Delegations

Policy and Governance (30 minutes)

- 1** Review of Board Policy 3006 – Student Trustees
- 8** Review of Board Policy 5000 – Staffing
- 10** Review of Board Policy 5002 – Leave of Absence – Federal and Provincial Candidates
- 12** Review of Board Policy 5009 – Travel, Meals & Hospitality – Staff
- 14** Review of Board Policy 6011 – Fees for Learning Materials and Activities

Reports (Business Services Focus)

- 16** International Education Strategy
- 18** At-Risk Student Report
- 24** School Consolidation Capital Submission

M. Schinkel
P. Rubenschuh
M. Gerard

Staff and Board Reports

Question Period (10 minutes)

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

Adjournment

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



STUDENT TRUSTEES

Legal References:	<i>Education Act; Ontario Regulation 7/07</i>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees; Administrative Procedure 1580 Off-Campus – Categories I, II & III.</i>
Effective Date:	<i>May 1998</i>
Revisions:	<i>November 17, 2014</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, in accordance with the legislative requirements contained in the Education Act and related regulations, to recognize the benefits that accrue when students are involved in the planning of their education through participation in the role of Student Trustee. The policy provides guidance for the election, terms of office and expectations associated with that position, of which there will be a minimum of one and a maximum of two Student Trustees on the Board.

2. Eligibility, Qualifications and Disqualification

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division student in a Waterloo Region District Secondary School and have secured parental permission if they are under 18 years of age.
- 2.2 It is recommended that candidates:
- Have demonstrated success in and commitment to their academic studies;
 - Have demonstrated an interest and prior involvement in school, extra-curricular and/or community-based activities;
 - Have demonstrated strong communication skills and an ability to effectively liaise with fellow students;
 - Have demonstrated critical thinking skills;
 - Have demonstrated creativity in developing ideas and implementing solutions;
 - Have worked on and understand the scope of an advisory committee.
- 2.3 A Student Trustee shall resign their position in the event that:
- The student fails to maintain the required qualifications (as outlined in 2.1 above);
 - The student fails or is unable to comply with the terms of office outlined in this policy;
 - The student is required to serve a sentence of imprisonment in a penal or correctional institution.
- 2.4 Any vacancy created by the disqualification of a Student Trustee within the first six months of the calendar year shall be filled by the candidate receiving the next highest number of votes in the selection process. The Board may decide not to fill a vacated position provided that one Student Trustee continues to serve the term of office.

3. Election Process

- 3.1 Before the end of each school year, all secondary schools will identify a student who will serve as the school's representative on the Board's Student Senate. This student shall be

identified by student selection or election according to procedures approved by the school's principal.

- 3.2 All students serving on the Board's Student Senate are eligible to put their names forward as candidates for the position of Student Trustee. Each student who put their name forward as a candidate will provide the Executive Officer, Communications and Engagement, the following portfolio of information no later than the Friday of the third week of May:
- A detailed resume including level of completed education and relevant experiences;
 - A current transcript of completed courses;
 - A record of school attendance for the current year;
 - A letter of intent outlining the candidate's understanding of the role of the Student Trustee and his/her goals in performing that role;
 - A letter of recommendation from the student's current principal or a teacher;
 - A letter of recommendation from a community member who is not related to the applicant;
 - A letter of parental permission for applicants under the age of 18.
- 3.3 No later than the Friday of the first week of June in each school year, a meeting shall be conducted at the direction of the current Student Trustees and the Board's Student Senate. Each school may have two votes, one per student senator. Each candidate will make their application package available and will deliver a brief speech outlining the contribution they believe they will make in the role of Student Trustee. A vote will be taken and the two candidates securing the most votes will be named Student Trustees for the subsequent school year.
- 3.4 When one of the two Student Trustees is running for re-election, he/she will not participate in the meeting or any prior preparation. The remaining Student Trustee will chair the election process.
- 3.5 Prior to the voting, it will be determined whether or not all candidates are eligible for the role of a student trustee.
- 3.6 Each student will present a speech that is between two (2) and three (3) minutes in length. The speeches will be followed by a question period during which voters will be permitted to ask no more than two questions of each Student Trustee candidate.
- 3.7 The voting process will be conducted as follows:
- 3.7.1 Voting will be done by secret ballot.
 - 3.7.2 A staff member and a trustee will act as scrutineers to distribute, collect and count the ballots.
 - 3.7.3 Each eligible voter will write up to two names on each ballot.
 - 3.7.4 Where there are more than two candidates on the ballot, following the count of the vote, the name of the individual with the lowest number of votes will be removed from the list of candidates.
 - 3.7.5 The results of the secret ballot will be announced to all voters by the meeting chair.
 - 3.7.6 The voting process set out in 3.7.3, 3.7.4 and 3.7.5 will be repeated until only two names remain on the ballot.
 - 3.7.7 The two students remaining will be designated as Student Trustees for the following school year.

Within 30 days after the date of the election or by-election of Student Trustees, the Board shall provide the Ministry with the name(s) of the elected candidate(s).

4. Terms of Office

- 4.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 4.2 Student Trustees may serve up to two terms if elected in accordance with the Selection

Process regulations. A Student Trustee running for re-election may not participate in any meetings or preparation plans relating to the current election process.

- 4.3 Upon election, Student Trustees will have an opportunity to “shadow” the existing Student Trustees during the month of June. In addition, a Trustee mentor will be identified each year by the Chair of the Board to liaise and guide the Student Trustees throughout their term of office. The Trustee Mentor will be assigned seating next to the Student Trustees at the Board table.
- 4.4 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 4.5 Student Trustees shall be reimbursed for expenses while on approved Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 4.6 Responsibilities of the Student Trustees include the following:
- 4.6.1 Receive and review agenda packages and attend public and in camera sessions of the Board and Committee of the Whole, as well as other committee meetings, as deemed appropriate by the Chair (excluding In Camera Meetings of the Board or Committees of the Board pertaining to matters concerning the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian).
- 4.6.2 Participate in public discussions of the Board.
- 4.6.3 Have his/her vote recorded for the purpose of public record and for accountability to the student body; however, it is recognized that “A student trustee is not a member of the Board or any of its committees.” [Education Act, Section 55 (2)]
- 4.6.4 Prepare motions or amendments to motions to be submitted by a Trustee on their behalf.
- 4.6.7 May be required to serve on ad hoc committees as required by the Board.
- 4.6.8 Act with the decorum and expectations of all elected Trustees.
- 4.6.9 Comply with the Board’s Administrative Procedure for Off-Campus Trips (AP 1580) when travelling on Board business.
- 4.6.10 As appropriate, be provided with resources such as secretarial support, electronic device, voice-mail and intra-net electronic communications (WaterWorks).
- 4.6.11 Notify the Board during public meetings of any direct or indirect conflict of interest they may have in any matter being discussed by the Board.
- 4.6.12 Comply with legislation governing the attendance of Trustees at public meetings of the Board.
- 4.6.13 Provide co-chair leadership throughout the year to the Board’s Student Senate including calling meetings at least monthly, including the meeting to elect Student Trustees for the following term of office. The purpose of these meetings will be to:
- Assist the Student Trustees in determining student issues, gathering student opinion, communicating with students;
 - Providing students with an opportunity for a larger, more cohesive voice, and a forum for the exchange of ideas;
 - Connecting student voice by working toward dialogue between all students in all schools of the WRDSB concerning advisory matters pertinent to the Student Senate and to the Board;
 - Allow for discussion of students’ interests and concerns related to Board issues;
 - Providing staff with opportunity to present to student leaders from each secondary school.

5. Trustee Mentor(s)

- 5.1 Responsibilities of the Trustee Mentor(s) include the following:
 - 5.1.1 Appointed to serve as mentor to the Student Trustees and to the Student Senate.
 - 5.1.2 Provide guidance and orientation to the role of Student Trustee.
 - 5.1.4 Aid in understanding of Board meeting procedures.
 - 5.1.5 Answer relevant questions from Student Trustees.
 - 5.1.5 Help to create a welcoming atmosphere, such that Student Trustees feel more comfortable speaking at the Board table.
 - 5.1.6 Encourage Student Trustees to share thoughts at Board table.
 - 5.1.7 Informing Student Trustees as to who to contact in event of absence from meetings.
 - 5.1.8 Provide Student Trustees with objective and pertinent information about topics discussed at the Board table.
 - 5.1.9 Meet with Student Trustees prior to start of term.
 - 5.1.10 Help Student Trustees to better provide student opinion.
 - 5.1.11 Debrief after any meetings where students desire to talk about the meeting.
 - 5.1.12 Assist Student Trustees to prepare agendas for Student Senate meetings.
 - 5.1.13 Attend monthly Student Senate meetings.
 - 5.1.14 Must ensure appropriate supervision as per WRDSB off-campus procedures.



STUDENT TRUSTEES

Legal References:	<i>Education Act; Ontario Regulation 7/07</i>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees; Administrative Procedure 1580 Off-Campus – Categories I, II & III; Administrative Procedure ##### (to be created); Student Senate – Terms of Reference</i>
Effective Date:	<i>May 1998</i>
Revisions:	<i>November 17, 2014, March 7, 2016</i>
Reviewed:	

1. Preamble

1.1 It is the policy of the Waterloo Region District School Board, in accordance with the legislative requirements contained in the Education Act and related regulations, to recognize the benefits that accrue when students are involved in the planning of their education through participation in the role of Student Trustee. This policy outlines the roles and responsibilities of the Student Trustee(s) in the Waterloo Region District School Board.

2. Eligibility, Qualifications and Disqualification

2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division student in a Waterloo Region District Secondary School and have secured parental permission if they are under the age of majority or;

2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.

2.2 It is recommended that candidates:

- Have demonstrated success in and commitment to their academic studies;**
- Have demonstrated an interest and prior involvement in school, extra-curricular and/or community-based activities;**
- Have demonstrated strong communication skills and an ability to effectively liaise with fellow students;**
- Have demonstrated critical thinking skills and creativity in developing ideas and implementing solutions;**

2.3 A Student Trustee shall resign their position in the event that:

- The student fails to maintain the required qualifications (as outlined in 2.1 above);**
- The student fails or is unable to comply with the terms of office outlined in this policy;**
- The student is required to serve a sentence of imprisonment in a penal or correctional institution.**

2.4 Any vacancy created by the disqualification of a Student Trustee shall be filled by the candidate receiving the next highest number of votes in the selection process.

The Board may decide not to fill a vacated position provided that one Student Trustee continues to serve the term of office.

3. Election Process

- 3.1 Before the end of each school year, all secondary schools will identify a student(s) who will serve as the school's representative on the Board's Student Senate. This student shall be identified by student selection or election according to procedures approved by the school's principal.
- 3.2 All students serving on the Board's Student Senate are eligible to put their names forward as candidates for the position of Student Trustee.
- 3.3 No later than the Friday of the first week of June in each school year, a meeting shall be conducted at the direction of the current Student Trustees for the purpose of electing incoming Student Trustees.
- 3.4 When one of the two current Student Trustees is running for re-election, he/she will not participate in the meeting or any prior preparation. The remaining Student Trustee will chair the election process.
- 3.5 The board shall have at least one but not more than two Student Trustees. These Trustees will be introduced to the board before the end of June at a Board/COW Meeting.
- 3.6 Within 30 days after the date of the election or by-election of Student Trustees, the Board shall provide the Ministry with the name(s) of the elected candidates(s).

4. Terms of Office

- 4.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 4.2 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 4.3 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 4.4 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations.
- 4.5 Responsibilities of the Student Trustees include the following:
 - 4.5.1 Receive and review agenda packages and attend public and In Camera sessions of the Board and Committee of the Whole, as well as other committee meetings, as deemed appropriate by the Chair (excluding In Camera Meetings of the Board or Committees of the Board pertaining to matters concerning the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian).
 - 4.5.2 Participate in public discussions of the Board.
 - 4.5.3 Have his/her vote recorded for the purpose of public record and for accountability to the student body; however, it is recognized that "A Student Trustee is not a member of the Board and is not entitled to exercise a binding vote on any matter before the Board or any of its committees." [Education Act, Section 55 (2)]

- 4.5.4 Prepare motions or amendments to motions to be submitted by a Trustee on their behalf.
- 4.5.5 May be required to serve on ad hoc committees as required by the Board.
- 4.5.6 Act with the decorum and expectations of all elected Trustees.
- 4.5.7 Comply with the Board's Administrative Procedure for Off-Campus Trips (AP 1580) when travelling on Board business.
- 4.5.8 As appropriate, be provided with resources such as secretarial support, telephone voice-mail and intranet electronic communications (WaterWorks).
- 4.5.9 Notify the Board during public meetings of any direct or indirect conflict of interest they may have in any matter being discussed by the Board.
- 4.5.10 Comply with legislation governing the attendance of Trustees at public meetings of the Board.
- 4.5.11 Provide co-chair leadership throughout the year to the Board's Student Senate including calling meetings no less than four times per year, including the meeting to elect Student Trustees for the following term of office.
- 4.5.12 Review with Student Senate the policy and procedure annually to ensure they best reflect the progressive work of the Student Senate.

DRAFT



STAFFING

Legal References:

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

Effective Date: *February 23, 1998*

Revisions: *June 9, 2014*

Reviewed:

1. Preamble

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



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

Effective Date: *February 23, 1998*

Revisions: *March 7, 2016*

Reviewed: *March 7, 2016*

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LEAVE-OF-ABSENCE: EMPLOYEES SEEKING OR HOLDING ELECTED OFFICE

Legal References:	<i>Canada Elections Act</i> <i>Election Act, R.S.O, 1990</i> <i>Municipal Elections Act</i>
Related References:	2014 Candidates' Guide for Ontario Municipal and School Board Elections <i>Request for Leave of Absence HR-01-500</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>November 10, 2014</i>
Reviewed:	

1. Preamble

- 1.1 The Waterloo Region District School Board recognizes that it is the right of employees to fulfill their roles as citizens of the community, including running for public office and encourages employees to participate in public service.
- 1.2 It is the policy of the Waterloo Region District School Board, that an employee who is a candidate in a Federal or Provincial Election will take leave-of-absence without pay from the time the candidate's nomination is filed and ending on voting day. If elected to office, they shall be considered as being on leave of absence without pay from the date of their election to the date of the next Federal or Provincial election so long as they remain in office.
- 1.3 A leave of absence will be considered, at the discretion of the Director of Education, for any staff member who seeks election as or is elected to the office of municipal councilor, municipal mayor or school board trustee in compliance with all relevant legislation.



LEAVE-OF-ABSENCE: EMPLOYEES SEEKING OR HOLDING ELECTED OFFICE

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TRAVEL, MEALS AND HOSPITALITY EXPENDITURES – STAFF

Legal References:	<i>Education Act: Section 171(1)17. Powers of Boards: Membership Fees and Travelling Expenses; Section 286(1)(i) Duties of Supervisory Officers: Supervise Business; Broader Public Sector Expenses Directive (Effective April 1, 2011); Ministry Memo 2006:B15 – School Board Expenditure Guidelines.</i>
Related References:	<i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures; Form FS-07-AS5 Request for Reimbursement of Expenses.</i>
Effective Date:	<i>March 2007</i>
Revisions:	<i>October 2007, June 2014</i>
Reviewed:	

1. Preamble

- 1.1 The policy that follows outlines the role and responsibilities of staff and their supervisors when travel, meals, hospitality expenditures or other out-of-pocket expenses made by an employee are to be paid or reimbursed.

2. Travel, Meals and Hospitality Expenditures

- 2.1 It is the policy of the Board to pay or reimburse employees for out-of-pocket expenses incurred while on board business as outlined in the Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.2 The Board will reimburse employees for travel, meals, accommodation expenses, other business expenses and hospitality expenditures incurred in carrying out their responsibilities while representing the interest of students, the community or the Board.
- 2.3 All expenses to be reimbursed must be reasonable and relevant to the business activity of the Board. The expenditures must be reasonable and transparent, with appropriate accountability and relate to the goals and objectives of the Board's Strategic Plan.
- 2.4 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.5 The Board assumes no obligation to reimburse expenses that do not comply with this policy.



TRAVEL, MEALS AND HOSPITALITY EXPENDITURES – STAFF

Legal References:	<i>Education Act: Section 171(1)17. Powers of Boards: Membership Fees and Travelling Expenses</i> <i>Section 286(1)(i) Duties of Supervisory Officers: Supervise Business</i> <i>Broader Public Sector Expenses Directive (Effective April 1, 2011)</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines</i> <i>Broader Public Sector Accountability Act, 2010</i>
Related References:	<i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>Form FS-07-AS5 Request for Reimbursement of Expenses</i>
Effective Date:	<i>March 2007</i>
Revisions:	<i>June 16, 2014, March 7, 2016</i>
Reviewed:	

1. Preamble

- 1.1 The policy that follows outlines the role and responsibilities of staff and their supervisors when travel, meals, hospitality expenditures or other out-of-pocket expenses made by an employee are to be paid or reimbursed.

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- 2.2 The Board will reimburse employees for travel, meals, accommodation expenses, other business expenses and hospitality expenditures incurred in carrying out their responsibilities while representing the interest of students, the community or the Board.
- 2.3 All expenses to be reimbursed must be reasonable and relevant to the business activity of the Board. The expenditures must be reasonable and transparent, with appropriate accountability and relate to the goals and objectives of the Board Strategic Plan and **Board Improvement Plan for Student Achievement & Well-Being (BIPSAWB)**.
- 2.4 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in Administrative Procedure 4380 Travel, Meals and Hospitality Expenditures.
- 2.5 The Board assumes no obligation to reimburse expenses that do not comply with this policy.



FEES FOR LEARNING MATERIALS AND ACTIVITIES

Legal References:	<i>Education Act</i>
Related References:	<i>Ministry of Education "Fees for Learning Materials and Activities Guideline", March 2011 AP4900 Fees for Learning Materials and Activities</i>
Effective Date:	<i>April 26, 2004</i>
Revisions:	<i>March 31, 2014</i>
Reviewed:	<i>May 11, 2015</i>

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to acknowledge that:
- 1.1.1 Students are entitled to an education that ensures they achieve their full potential through the equitable and appropriate allocation of funds provided by the Ministry of Education;
 - 1.1.2 Enhanced educational opportunities for all students are made available through shared responsibilities with parents and guardians and other community resources.

2. Guidelines

- 2.1 Materials and activities essential for a course or program are to be provided through school operating budgets at no cost to the student.
- 2.2 Successful completion of a required course or credit is not dependent on the payment of any course fee by a student.
- 2.3 Each school defines/determines the basic materials and activities required for courses.
- 2.4 A fee may only be charged for:
- 2.4.1 Supplies, services or activities that are considered enhancements to a program or course;
 - 2.4.2 Specialized Programming.
- 2.5 Specialized Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum and considered appropriate by the Ministry of Education for the charging of fees. This applies to the International Baccalaureate Program.
- 2.6 Any charges for supplies, services or activities must reflect the actual costs of the enhancements and are to be reviewed with the school council before implementation annually. The process used is to be open and transparent and requires accountability to the school community.
- 2.7 All schools will develop a process to identify and support students requiring financial assistance and staff will ensure that any issue is dealt with in an appropriate, sensitive and confidential manner.



FEES FOR LEARNING MATERIALS AND ACTIVITIES

Legal References:	<i>Education Act</i>
Related References:	<i>Ministry of Education "Fees for Learning Materials and Activities Guideline", March 2011</i> Administrative Procedure 4900 – Fees for Learning Materials and Activities
Effective Date:	<i>April 26, 2004</i>
Revisions:	<i>March 31, 2014, March 7, 2016</i>
Reviewed:	<i>May 11, 2015</i>

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 - 1.1.1 Students are entitled to an education that ensures they achieve their full potential through the equitable and appropriate allocation of funds provided by the Ministry of Education;
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 - 2.4.1 Supplies, services or activities that are considered enhancements to a program or course
 - 2.4.2 Specialized Programming
- 2.5 Specialized Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum and considered appropriate by the Ministry of Education for the charging of fees. This applies to the International Baccalaureate Program, **Integrated Arts Program and the Advanced Placement Program, etc.**
- 2.6 Any charges for supplies, services or activities must reflect the actual costs of the enhancements and are to be reviewed with the school council before implementation annually. The process used is to be open and transparent and requires accountability to the school community.
- 2.7 All schools will develop a process to identify and support students requiring financial assistance and staff will ensure that any issue is dealt with in an appropriate, sensitive and confidential manner.

Report to Committee of the Whole
March 7, 2016



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **International Education Strategy**

ORIGINATOR: This report was prepared by Mark Schinkel, Senior Superintendent of Student Achievement and Well-Being, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The following report has been developed as a result of a request from trustees to provide information regarding International Education. The purpose of this report is to share details of the Ministry of Education's recently released document, "Ontario's Strategy for K-12 International Education"¹.

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

BACKGROUND:

In 2015, the Ministry of Education released a document outlining Ontario's Strategy for K-12 International Education. The document explains Ontario's intention that the strategy will expand and enrich the learning environment for all students and educators, providing opportunities to embrace diversity and achieve excellence through learning about and from other cultures and education systems.

STATUS:

The Ontario Strategy for K-12 International Education comprises five interconnected components:

- Ontario students expanding their global awareness, knowledge, and perspectives.
- International students coming to Ontario.
- Educators sharing expertise at home and abroad.
- Internationalization of the curriculum and learning environment.
- Overseas delivery of the Ontario curriculum.

The rationale for Ontario's involvement in International Education is as follows:

- Student achievement and development.
- Social, cultural, and economic benefits to Ontario.
- Support for provincial, intergovernmental, and federal education commitments.

The document outlines four goals for Ontario's Strategy for K-12 International Education:

- Future-oriented learning for Ontario students.
- High-quality programs and services for K-12 international students studying in Ontario.
- Opportunities for sharing and developing Ontario education expertise.
- Pathways to postsecondary education, work, and living in Ontario.

It is noteworthy that the document, at this point in time, serves primarily as an indication of intent and focus. The initiative does not, at this time, include specified benchmarks, funding or dedicated resources.

Although the Waterloo Region District School Board (WRDSB) does not have a coordinated, system-wide strategy or dedicated central support for International Education, students and staff are engaged in many endeavours and initiatives related to each of the "five interconnected components" identified above.

¹ <https://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>

COMMUNICATIONS:

None required at this time.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Report to Committee of the Whole
March 7, 2016



**Waterloo Region
 District School Board**

Inspired Learners /Tomorrow's Leaders

SUBJECT: **At-Risk Student Report**

ORIGINATOR: This report was prepared by Peter Rubenschuh, Superintendent, Student Achievement & Well-Being, in consultation with Scott Miller, Superintendent, Student Achievement & Well-Being, and Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This report provides an update on the implementation of the Ministry of Education, *2012-13 Enrolment Register Instructions for Elementary and Secondary Schools*, with a specific focus on the requirements related to the 15 day consecutive absence rule, and the strategies and programs being utilized to mitigate risk for students impacted in such circumstances.

The contents of this report support the Board's efforts to engage students, families, staff and communities in pursuing student achievement and well-being.

BACKGROUND:

Chronic student absenteeism is recognized as having a negative impact on student achievement, promotion, graduation, self-esteem and personal well-being. In addition, attendance rates may directly influence the quality of the school climate, the delivery of instruction and the relationship between members of the school and the community.

Students of compulsory school age and their parents are responsible for regular school attendance under Section 28 of the Education Act. Principals are required to maintain attendance records and report poor attendance to the Attendance Counsellor under Section 265 of the Education Act and Subsection 23 of Regulation 298. Additional information is provided through a circular entitled "*Enrolment Register Instructions for Elementary and Secondary Schools*" issued to all schools and districts annually.

The *2012-13 Enrolment Register Instructions for Elementary and Secondary Schools* specifies:

- that any student having been absent for fifteen (15) consecutive school days without appropriate supporting documentation, must be shown as a retirement in the register, on the day immediately following the last day of attendance
- if a pupil is to remain on the register for one or more subsequent fifteen-day periods, the principal must receive at the beginning of each subsequent fifteen-day period a report from the social worker/attendance counsellor indicating that the pupil's file is still active
- pupil who has been excused from school (documented by a note from parents) for fifteen or more consecutive schools days will be retired from the register on the day immediately following the last day of attendance, if the school does not provide a program of study for the pupil.
- A pupil who is fourteen to seventeen years old, who has an unexcused prolonged absence, and who has an active file may remain on the register for a maximum of sixty consecutive school days, after which time the pupil must be shown as a retirement on the register.

It is recommended that any prolonged absence be documented and retained within the Ontario Student

Record (OSR) until the end of the current school year and retained as highlighted within the Waterloo Region District School Board (WRDSB) Document Retention Schedule.

The following Administrative Procedures and the Student Success Framework provide explicit direction to school administrators, school staff, support staff and paraprofessionals (Social Worker/Attendance Counsellor) to implement and monitor the requirements contained within the *2012-13 Enrolment Register Instructions for Elementary and Secondary Schools*.

Administrative Procedure 4350	ENROLMENT REPORTING
Administrative Procedure 2000	ATTENDANCE COUNSELLING SERVICES
Administrative Procedure 2240	ABSENTEEISM: TEMPORARY STUDENT WITHDRAWAL ON SHORT- TERM BASIS
Administrative Procedure 2320	SUPERVISED ALTERNATIVE LEARNING AND OTHER EXCUSALS FROM ATTENDANCE AT SCHOOL
WRDSB - Student Success Framework (2012)	

In situations where students display chronic absenteeism more intensive measures can be undertaken, which may include referral to an alternative program, a Supervised Alternative Learning (SAL) program, referral to an outside or partner agency, or court proceedings in extreme situations, to list a few. The Principal, school staff and the Social Worker/Attendance Counsellor work in collaboration, to develop a plan that supports the individual student and the family/parents/guardians. If and when there are ongoing attendance concerns in the presence of a clearly developed plan, a referral may be considered for Student Program Review. The revised format for Supervised Alternative Learning has provided a unique opportunity to engage students in learning and community supports, simultaneously.

STATUS:

The Ministry of Education release of the *2012-13 Enrolment Register Instructions for Elementary and Secondary Schools* dated August 30, 2012 highlighted three significant changes to prior understandings;

- the 15 days consecutive absence rule,
- the establishment of the 34 credit threshold (Cap), and
- the introduction of revised expectations for Supervised Alternative Learning (SAL).

A subsequent review of these revised expectations prompted changes to related site-based and systemic processes, administrative procedures and operational guidelines, with a specific focus on attendance tracking protocols, short-term and longer-term intervention strategies, and a commitment to monitoring the impact of these changes over time (see Appendix A).

The review of school-based practices identified a need to revise existing attendance protocols and administrative procedures, as reflected in current Administrative Procedures (AP4350, AP2000, AP2240 and AP2320) and the explicit focus on attendance monitoring and reporting as highlighted within the Student Success Framework (see Appendix B).

Integral to the attendance monitoring process is the engagement of parents/guardians as early as possible. Timely and ongoing communication is critical, as chronic absenteeism is known to have a negative impact on student achievement and well-being. If prolonged absence from school continues to be a problem, and if progressive intervention by the Social Worker/Attendance Counsellor is deemed appropriate, a written referral is initiated via the *Social Work Referral Database*. In such circumstances the Principal informs the parent/legal guardian that a Social Work referral has been made and that follow up action will be taken. A copy of the Social Work referral is retained at the school. The Social Worker/Attendance Counsellor will provide, upon request, a Prolonged Absence Report (15 –day Report) to the Principal to be enclosed in the school register. If a pupil is to remain on the Register for one or more subsequent 15-day periods, the Principal must inform the Social Worker about the continued absenteeism. It is the responsibility of the Principal to request Prolonged Absence Reports from the Social Worker indicating the pupil's file is still

active and progressive intervention is required. As highlighted within the Student Success Framework, the monitoring of student attendance with a specific focus on students with a pattern of prolonged absence is a function of the School-based Teams (SBT) in elementary schools, Student Success Teams (SST) in secondary schools and as a next step, school-level Multi-disciplinary Teams (MDT) as required.

Given the changes to attendance reporting, monitoring and a more explicit focus on early identification and intervention, the role and scope of Social Work is currently under review. An underlying premise to the review of the role of social work is an understanding that student absenteeism is in most situations a symptom of more complex personal and/or social conditions that have prevented students from fully participating in school. Social Work staff work in collaboration and support school staff to assess, plan and monitor the support plan established for the student.

Student Enrolment

The WRDSB has experienced anticipated enrolment declines at the secondary level for the last three years, a trend that is anticipated to end in the near future. The introduction of the 34 credit threshold (cap) and the 15 day consecutive absence rule were introduced at the same time, both of which have increased the number of students on the part-time register.

Student Retention Rates

Student Retention Rates from 2014-15 to 2015-16 are stable and consistent with previous years. There has been a slight decline at the Grade 12 level, which was anticipated given the introduction and subsequent response to the 34 credit threshold (Cap) and more intentional pathways planning by students.

<u>Grade</u>	<u>2014-15</u>	<u>2015-16</u>	<u>Retention (%)</u>
JK	3971	3869	
SK	4331	4298	108.2
1	4338	4349	100.4
2	4512	4324	99.7
3	4279	4471	99.1
4	4259	4276	99.9
5	4205	4252	99.8
6	4168	4258	101.3
7	4015	4186	100.4
8	4334	4073	101.4
9	4400	4561	105.2
10	4480	4442	101.0
11	4644	4524	101.0
12		6458	139.1

The WRDSB “Within-Year Retention Rates” have remained stable across the elementary panel and have increased across the secondary panel, despite legislative requirements that one might anticipate to have negatively impacted enrolment. This data speaks to the importance of monitoring and responding to student needs by exploring proactive strategies and program options for those experiencing barriers to full participation.

Elementary

<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
100.10%	100.17%	99.97%

Secondary

<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>
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94.7%

94.8%

97.6%

Schools have embraced the revised requirements highlighted within the *2012-13 Enrolment Register Instructions for Elementary and Secondary Schools*, implemented the changes and adapted their site-based processes to maintain consistent levels of student retention, by utilizing the variety of short-term and long-term strategies to mitigate impacts to enrolment.

COMMUNICATIONS:

Ministry communications for maintaining and managing the *Elementary and Secondary Enrolment Register* is shared annually.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

The following is a list of potential responses to address acute or chronic absenteeism. An attempt has been made to list the responses in a sequence that reflects the degree of intervention.

Short-term

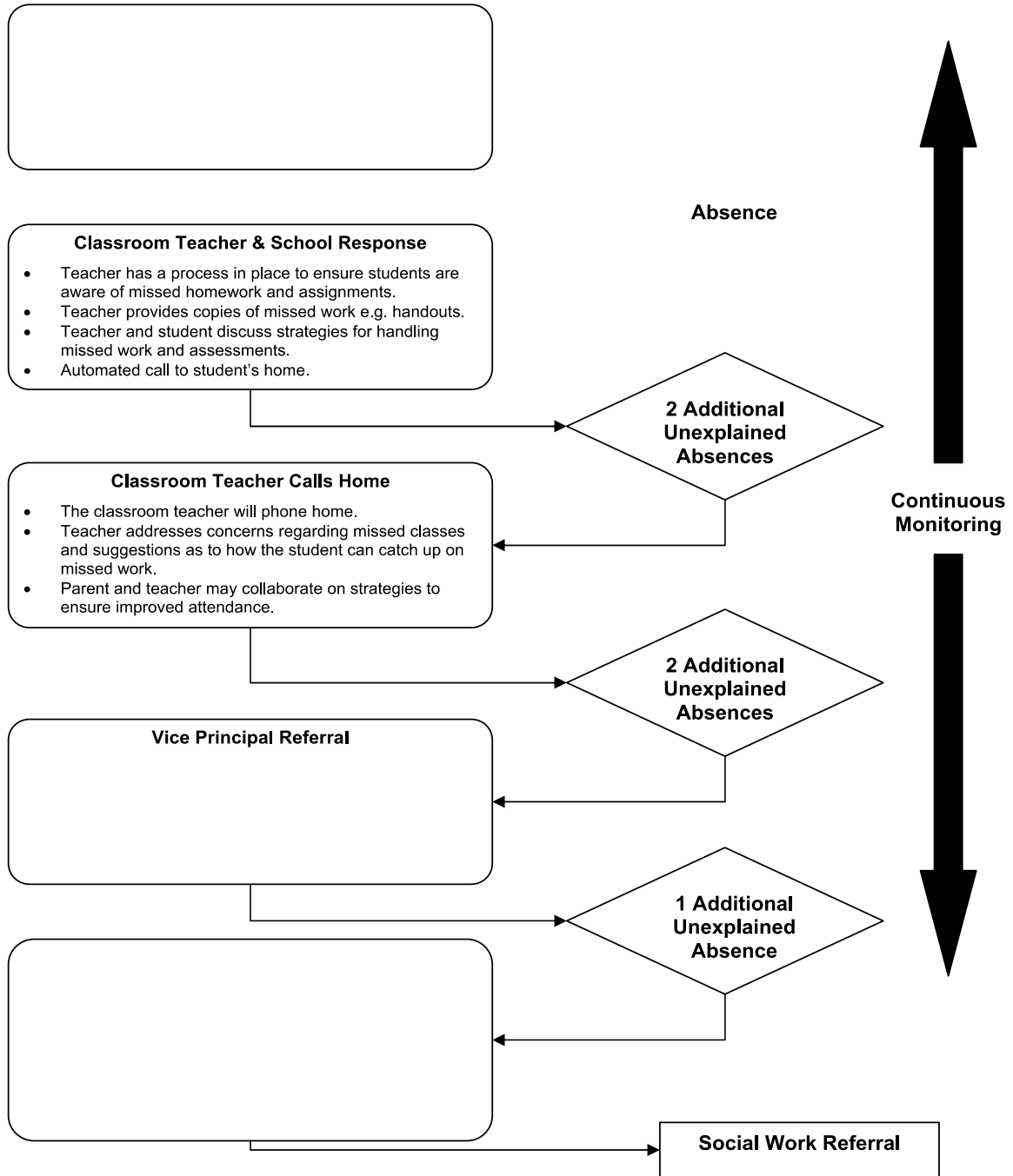
- Tracking absences and skipped classes
- Problem-solving with student
- Contact with parent
- Problem-solving with parent
- Incentives for improved attendance
- Discussion with student, parents and the use of Progressive Discipline, if necessary
- Engage student in additional school activities to encourage attendance (i.e., helper, monitor)
- Consultation with Social Worker/Attendance Counsellor
- Interview with parents
- Interview with parents and student
- Letter to parents from school principal/vice-principal outlining concerns and expectations

Intermediate and Long-term

- Referral to Attendance Counsellor
- Implementation of additional supportive measures (i.e. frequent contact with significant staff)
- Consideration of alternative in-school programming (i.e. assistance in resource room/centre or Student Success room)
- Consideration of alternative programming outside of regular school program (i.e.U-turn, Section 23)
- Consideration of Supervised Alternative Learning (SAL) Program for students
- Court warning letter
- Court proceedings
- Involvement of in-school support such as the Guidance Counsellor and Student Success staff
- Daily attendance monitoring sheet for pupils in risk situations
- Timetable or program change
- Consideration of modified day
- Change of school
- Referral to external community counselling agency or supports
- Credit Rescue and Credit Recovery Programs
- Dual Credit Programs with colleges
- Specialist High Skills Major Programs
- Programming in the skilled trades
- e-Learning
- Co-operative education and Continuous Intake Co-op
- Continuing education (Summer & Night School)
- Ontario Youth Apprenticeship Program (OYAP)

Attendance Intervention Process

The following flowchart provides guidelines based on researched best practice interventions.



Report to Committee of the Whole or Board
March 7, 2016



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: School Consolidation Capital Submission

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

PURPOSE/STRATEGIC PLAN:

This report is provided for information in response to the Ministry of Education's (Ministry) request for submission of School Consolidation Capital projects.

This report directly supports engagement of students, families, staff and communities; champions quality public education; and promotes forward thinking.

BACKGROUND:

On December 15, 2015, the Ministry of Education requested School Consolidation Capital Projects and New Construction of Child Care through Memo 2015:B16. School Consolidation Capital (SCC) funding of \$750 million was announced in the 2014-2015 Grants for Student Needs (GSN). Further, Memo 2015:B11 released details of Capital Funding for New Construction of Child Care. This involves the commitment of the Ministry to fund \$120 million over three years to support the construction of new child care spaces for children 3.8 years of age and under.

STATUS:

SCC investments are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space, and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a consolidation project. Under current consideration with this request are projects to be completed within the 2019-2020 horizon.

Memo 2015:B16 defines eligible projects for SCC funding as projects that contemplate:

- Consolidating two or more schools into one facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that the board has made a decision to close.
- Right-sizing exiting schools by renovating existing space for other use including Community Hubs.

The memo further indicates that the Ministry expects school boards to be submitting projects for SCC funding that are linked to accommodation review decisions.

Based upon the foregoing, a detailed review of Waterloo Region District School Board (Board) regional project requirements the Capital Plan Working Group, no identified Board projects currently meet the funding requirements identified by the Ministry for SCC funding.

COMMUNICATIONS:

Communications of the impact of this year's SCC funding is through this report to the Committee of the Whole.

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:
For information only.

 **Director of Education**