

**JUNE 26, 2017**

**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 Ardel Avenue, Kitchener, on **Monday, June 26, 2017, 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:**

- Approve Minutes – Audit Committee Minutes of February 8, 2017
- Approve Minutes – Special Education Advisory Committee Meeting of May 10, 2017
- Receive Minutes – Board Meeting of May 29, 2017
- Approve Minutes – Special Committee of the Whole Budget Meeting of June 5, 2017
- Receive Minutes – Special Board Meeting of June 7, 2017
- Approve Minutes – Committee of the Whole Meeting of June 12, 2017
- Approve Minutes – Special Committee of the Whole Budget Meeting of June 14, 2017
- Approve Minutes – Committee of the Whole Meeting of June 19, 2017

**Receipt/Approval of Monthly Reports:**

- |           |   |               |
|-----------|---|---------------|
| <b>33</b> | Staffing Information – Retirements and Resignations | M. Weinert    |
| <b>35</b> | Staffing Recommendations – Appointments             | M. Weinert    |
| <b>37</b> | Suspension/Expulsion Report as of May 31, 2017      | P. Rubenschuh |

**Declarations of Pecuniary Interest**

**Announcements/Celebrating Board Activities**

**Communications Department Good News Update**

N. Manning

**Delegations**

**Reports**

- |           |   |                      |
|-----------|---|----------------------|
| <b>39</b> | Trustee Code of Conduct Report                              | Chairperson/Trustees |
|           | Strategic Plan Year-End Report                              | J. Bryant            |
|           | ‘Food for Kids’ – Verbal Report                             | P. Rubenschuh        |
| <b>64</b> | Board of Trustees Annual Evaluation Questionnaire – Summary | Chairperson          |

\*\*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**

- 68** Hastings and Prince Edward District School Board re OUAC Application Fee
- 69** Hastings and Prince Edward District School Board re EQAO Testing
- 71** Peel District School Board re EQAO Reporting of Results
- 75** Thames Valley District School Board re First Nations Student Trustee
- 77** Thames Valley District School Board re Special Education Funding
- 78** Thames Valley District School Board re Capital Funding Concerns

### **Question Period** (10 minutes)

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

### **Adjournment**



# Report to Board of Trustees

June 26, 2017

**Subject: Staffing Information –  
Retirements and Resignations**

**Recommendation**

*This report is provided for information of the Board.*

**Status**

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

**Background**

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

**Financial implications**

Expenses are within the existing approved budget.

**Communications**

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

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

## Staffing Information - Retirements &amp; Resignations

**Current at June 26, 2017**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Deborah	Bennett	Teacher, King Edward PS	30-Jun-17	23
Michael	Ferguson	Teacher, Lester B. Pearson PS	30-Jun-17	28
Janet	Harrison	Teacher, John Darling PS	30-Jun-17	27
Monica	Hein	Teacher, Mary Johnston PS	30-Jun-17	27
Timothy	Krueger	Teacher, Westmount PS	30-Jun-17	32
David	McNeill	Teacher, Lutherwood PS (Section 23)	30-Jun-17	31
Ruth	Mill	Teacher, Bridgeport PS	30-Jun-17	32
Wendy	Poetker	Teacher, Lester B. Pearson PS	30-Jun-17	31
Terrance	Ritchie	Teacher, Winston Churchill PS	30-Jun-17	30

9

<b>Retirements: Secondary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Sandra	Emms Jones	Teacher, Forest Heights CI	30-Jun-17	37
Diane	Moser	Department Head, Preston HS	30-Jun-17	31
Bob	Somerville	Department Head, Forest Heights CI	30-Jun-17	32
Richard	Stumpf	Secondary Occasional Teacher (various locations)	31-Jul-17	13

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<b>Retirements: Administrative and Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Don	Caldwell	Custodian, Smithson PS	14-Jul-17	11
Mary	Cole	Educational Assistant (EA), Driftwood Park PS	10-Oct-17	16
Elizabeth	Connors	Consultant, Special Education - Learning Services, EdC	30-Jun-17	29
Debbie	Elliott	Executive Assistant to Director of Education, EdC	30-Jun-17	35
Dave	Glebe	Principal, Northlake Woods PS	30-Jun-17	35
Wendy	Goulden	JK-8 Curriculum Coordinator, Learning Services, EdC	30-Jun-17	30
Debi	Goulding	Software Support Analyst, ITS, EdC	31-Aug-17	30
Joanne	Messent	Educational Assistant (EA), Prueter PS	31-Aug-17	39
David	Morton	Vice-Principal, Elmira District SS	30-Jun-17	31
Donna	Offer	Library Clerk, J.F. Carmichael PS	31-Jul-17	16
Latchman	Singh	Network Infrastructure Support Technician, ITS, EdC	31-Jul-17	32

11 / 24 Total

<b>Resignations:</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Effective Date</b>
Linda	Bluhm	Library Clerk, Grandview PS (NH)	29-Jun-17
Florina	Hodrea	Custodian, Westheights PS	20-Mar-17
Scott	Willison	Custodian, Jacob Hespeler SS	16-May-17
John	Wood	Custodian, A.R. Kaufman PS	8-Jun-17

Current @ Monday, June 26, 2017  
Human Resource Services



# Report to Board of Trustees

June 26, 2017

## **Subject: Staffing Recommendations – Appointments**

### **Recommendation**

*That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled “Staffing Recommendations – Appointments, dated June 26, 2017.*

### **Status**

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

### **Background**

The board’s practice has been to have appointments presented for information at regular monthly board meetings.

### **Financial implications**

Expenses are within the existing approved budget.

### **Communications**

Employees listed in this report have, or will be advised of the appointments.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

**Staffing Information - New Appointments**  
**Current at June 26, 2017**

<b>New Appointments: Elementary Teaching Staff</b>
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Nil Report.

<b>New Appointments: Secondary Teaching Staff</b>				
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First	Last	Position	Location	Effective Date
Marianne	Marina	Teacher	Eastwood CI	1-Sep-17
Adam	Taylor	Teacher	Bluevale CI	1-Sep-17
Wesley	Tsang	Teacher	Eastwood CI	1-Sep-17
Monique	Vording	Teacher	Kitchener-Waterloo CI & VS	1-Sep-17
Shannon	Walker	Teacher	Huron Heights SS	1-Sep-17

<b>New Appointments: Administrative and Support Staff</b>				
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First	Last	Position	Location	Effective Date
Iris	Casco	Custodian	Huron Heights SS	19-Jun-17
Ligia	Ciorba	Custodian	Laurentian PS	15-Jun-17
Michael	Colvin	Facility Supervisor	Facility Services, Education Centre	1-Aug-17
Sarah	Galliher	Senior Planner	Planning Department, Education Centre	10-Jul-17
Rob	Kuepfer	Custodian	Forest Glen PS	12-Jun-17
Ljilijana	Milobara	Custodian	Stanley Park PS	14-Jun-17
Graham	Van Der Eijk	Custodian	Jean Steckle PS	16-Jun-17

*\*\* The above hirings are full and part time positions and are replacements due to recent retirements and resignations.*



# Report to Board of Trustees

June 26, 2017

## **Subject: Student Suspension/Expulsion Report May 31, 2017**

### **Recommendation**

*This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.*

### **Status**

Comparing year to date from May 2015-2016 and May 2016-2017, elementary suspensions have increased by 148 and secondary suspensions have increased by 3.

Comparing year to date from May 2015-2016 and May 2016-2017, school expulsions have increased by 4 and board expulsions have remained the same.

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

#### Suspensions

- Total elementary school suspensions in May 2016 - 171, year to date - 926
- Total elementary school suspensions in May 2017 - 193, year to date - 1074
- Total secondary school suspensions in May 2016 - 144, year to date - 1317
- Total secondary school suspensions in May 2017 - 195, year to date - 1320

#### Expulsions (Elementary/Secondary)

- Total school expulsions in May 2016 - 0, Year to Date 0
- Total school expulsions in May 2017 - 0, Year to Date 4
- Total board expulsions in May 2016 - 4, Year to Date 16
- Total board expulsions in May 2017 - 0, Year to Date 16

#### Violent Incidents

The term violent incident is defined as the occurrence of any 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.

- Total elementary/secondary violent incidents in May 2016 - 1, year to date 28
- Total elementary/secondary violent incidents in May 2017 - 11, year to date 44

**Background**

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

**Financial implications**

No financial implications.

**Communications**

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

Prepared by: Peter Rubenschuh, Superintendent, Student Achievement & Well-Being  
Jim Woolley, System Administrator, Specialty Programs and Supports JK-12  
in consultation with Coordinating Council





# Report to Board of Trustees

June 26, 2017

## **Subject: Strategic Plan Operational Goal Implementation Summary**

### **Recommendation**

*This report is for the information of the Board. We recommend that staff and trustees hold a seminar to discuss and review revisions to the operational goal implementation dashboard in the Fall.*

### **Status**

We have provided an updated implementation dashboard in the following Annexes:

- Annex A: Strategic plan and dashboard overview
- Annex B: Mathematics dashboard
- Annex C: Graduation rate dashboard
- Annex D: Well-being dashboard

The dashboard provides a snapshot of the status of the implementation of strategies to help us achieve our operational goals in the areas of mathematics, student and staff well-being and graduation rates.

We have engaged the community and staff in a range of discussions to provide input and feedback on our work related to the operational goals. We have included highlights of this feedback in Annex E and we will use this information to refine our strategies moving into the second year of implementation of our plan to achieve our operational goals.

Staff will revise the implementation plan over the summer and will share planned revisions at trustee seminar and in a subsequent report to the Board in the Fall.

### Operational goal steering team

An operational goal steering team is in place to support the planning, implementation and monitoring of the operational goals. The Director oversees this team, which is supported by senior staff as well as the communication and research departments. This team:

- promotes shared accountability and communication with the senior team and the organization;
- supports an action oriented, evidence-informed approach; and,
- ensures that our broader community is engaged to provide feedback to and input on the varied strategies and related activities.

The operational goal steering team organized a variety of meetings throughout the year to seek broader feedback from our community. Staff presented the operational goals for feedback and discussion at the following meetings:

- Monthly Senior Strategy Team Meetings
- Family of Schools Meetings for school administrators
- Staff Advisory Meeting
- August 31, 2016 - System Leaders' Meeting and Education Centre staff meeting
- November 2016 and January 2017- Learning Services Leaders Meetings
- February 21, 2017 - Director's Town Hall (150 attendees including parents/caregivers and staff)
- February 28, 2017 - System Leadership Team Town Hall
- May 15, 2017 - Learning Services Leaders Town Hall
- May 18, 2017 - System Leaders Meeting Town Hall

## Background

The Waterloo Region District School Board engaged in a collaborative strategic planning process with the goal of creating a multi-year strategic plan that articulated the priorities, desired outcomes, and commitments of the district for the next 3-5 years.

On June 20, 2016, the Board approved strategic priorities, outcomes and commitments. Staff presented the three operational goals for trustee's awareness at the September 26, 2016 Board Meeting. Staff provided the detailed operational goals and an overview of the accountability framework that would serve to support the implementation and monitoring of these goals at the October 24, 2016 Board Meeting.

Staff have provided trustees and the public with regular updates and details on the implementation of strategies that support the operational goals at board meetings throughout the 2016/17 school year. The communication and accountability framework provided the following meeting schedule:

September 26, 2016	Verbal report - work in progress to finalize operational goals
October 24, 2016	Written report, Strategic plan operational goals and accountability framework
November 28, 2016	Verbal report - Mathematics
January 30, 2017	Written Report - Implementation dashboard and purpose statement
February 27, 2017	Verbal report - Staff well-being
April 24, 2017	Verbal report - Student well-being
May 29, 2017	Verbal Report - Graduation rates
June 26, 2017	Written Report - Strategic plan operational goals update

**Financial implications**

The financial implications of the implementation of the strategic plan are contained within the board's balanced budget passed by trustees on June 26, 2017. Additionally, staff structured the WRDSB budget survey to seek input on how resources could be allocated to support the Strategic Plan and the Operational Goals.

Allocation of Learning Opportunities Grants and Education Priority (Other) Grants reflects our emphasis on these operational goals. Trustees received information from staff on these grants at the June 14, 2017 budget meeting.

**Communication**

To aid in monitoring implementation of the strategic plan, staff will continue to present regular updates to trustees and the public at board meetings throughout the next school year. We propose a trustee seminar early in the Fall for trustees to review changes to the operational goal implementation plan.

We will continue the Director's Town Hall meetings for parents/caregivers and for staff in the Fall term with the goal of seeking input and feedback as our implementation of the strategies to achieve our operational goals evolves. This will include our continued commitment to sharing updates and seeking feedback on our work with standing committees of the board such as Equity Inclusion Advisory Group, SEAC, PIC, WRAPSC, Accessibility Steering Committee and more.

The communication department will continue to ensure that the Strategic Plan has a prominent and dynamic presence on WRDSB websites and social media channels. We will continue to use the Director's Annual Report as a chance to share our work in support of the Strategic Plan using storytelling as a way to make this work accessible to a wider audience.

Prepared by: John Bryant, Director of Education  
in consultation with Coordinating Council



# **STRATEGIC PLAN**

**IMPLEMENTATION DASHBOARD**

**2016 – 2019**

**INNOVATING TOMORROW**

**BY EDUCATING TODAY**

# INNOVATING TOMORROW BY EDUCATING TODAY

In 2016, trustees and senior staff embarked on a journey to create [a new strategic plan](#). Together we wanted to do something new, so we set up three strategic priorities each with outcomes to help guide our work.

## **OUR STUDENTS ARE FIRST – EACH AND EVERY ONE**

- Our students experience a sense of belonging in a caring learning environment that addresses their well-being.
- Our students pursue individual learning pathways that reflect their interests, develop skills for the future and inspire global citizenship.
- Our students succeed in reaching their potential and graduating from WRDSB schools and programs.

## **OUR STAFF, FAMILIES AND CAREGIVERS ARE PARTNERS IN EVERY STUDENT’S LEARNING JOURNEY**

- Our families and caregivers are supported in creating the best possible outcomes for our students.
- Our staff is equipped with the skills and resources to support every child in their learning journey.
- Our staff is supported in their wellness as they promote and model wellness for our students.

## **OUR CULTURE OF INNOVATION BUILDS STUDENTS’ CONFIDENCE AND SUCCESS AS THEY FACE THE FUTURE**

- Our learning environments include all students and their diverse perspectives and ideas.
- Our students, staff and community are supported by creative and collaborative problem-solving.
- Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.

Our goal was to create a plan in which all members of our community could see themselves and that positioned our board for success. Every day, we put our students first, each and every one. We believe that our staff, families and caregivers are partners in their child’s learning journey. We know that we need to foster a culture of innovation to ensure the success of our students as we prepare them to face the future.

# OPERATIONAL GOALS

We recognize that achieving the desired outcomes of our strategic plan will require much more than [developing goals and identifying strategies](#). Our ability to monitor the implementation of our strategies and make use of evidence and data to inform our next steps is central to the effective execution of our strategic plan.

Staff leaders from across the district have worked together to develop goals, strategies and the key performance indicators related to three operational priorities for the 2016-2019 school years:

1. **[Mathematics](#)**: Increase the percentage of students achieving at provincial standard by 8 percent yearly on Grade 3, Grade 6 and Grade 9 Applied EQAO Mathematics Assessments for three years.
2. **[Graduation Rates](#)**: Within three years we will increase our five-year graduation rate by 5 percent through the implementation of an evidence-based K-12 strategy.
3. **[Well-Being](#)**: All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.

Research has shown us that system leaders must monitor the implementation of school and classroom strategies from the initial planning stage through to full implementation to achieve desired outcomes. It has also shown us that there are predictable stages of implementation and in school districts, it typically takes three-to-five years to introduce a strategy and have full implementation. This is why we recommended a three-year timeline to fully realize our operational goals.

To help us communicate our progress in a transparent and simplified way we have introduced an [implementation dashboard](#). The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:

- Red indicates we are still in the planning phase and implementation is not yet underway.
- Yellow indicates that a plan is in place and that we are in the initial phases of implementation.
- Green means implementation is on track.
- A blue check means implementation of a given strategy is complete.

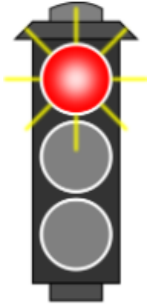
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations this year. We will be engaging in similar meetings for a variety of staff over the next few months. Given we are in the earliest stages of implementing our three-year plan, these meetings create awareness and give us an opportunity to gather feedback. This helps to inform our work as we continue to refine our strategies.

We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over the next couple of years. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

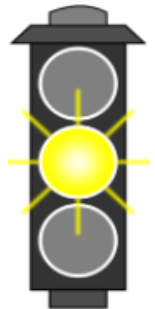
- Strategic Plan - priorities, outcomes, goals and commitments: <https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard: <https://www.wrdsb.ca/learning/2016-19-operational-goals/>
  - Mathematics: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
  - Graduation Rates: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
  - Student and Staff Well-Being: <https://www.wrdsb.ca/learning/2016-19-operational-goals/well-being/>
- Board and School Improvement Planning Guide: <https://www.wrdsb.ca/learning/board-school-improvement-planning-guide/>

If you have any questions or comments about the strategic plan, please speak to your supervisor, or email your comments to [info@wrdsb.on.ca](mailto:info@wrdsb.on.ca) and our communication team will direct your feedback to the leadership team.

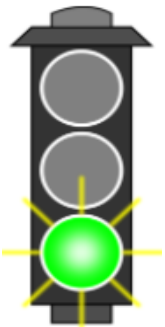
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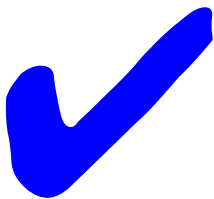
Still in planning phase, Implementation not yet begun



Plan in place and in early stages of implementation




















On track with implementation



Full implementation

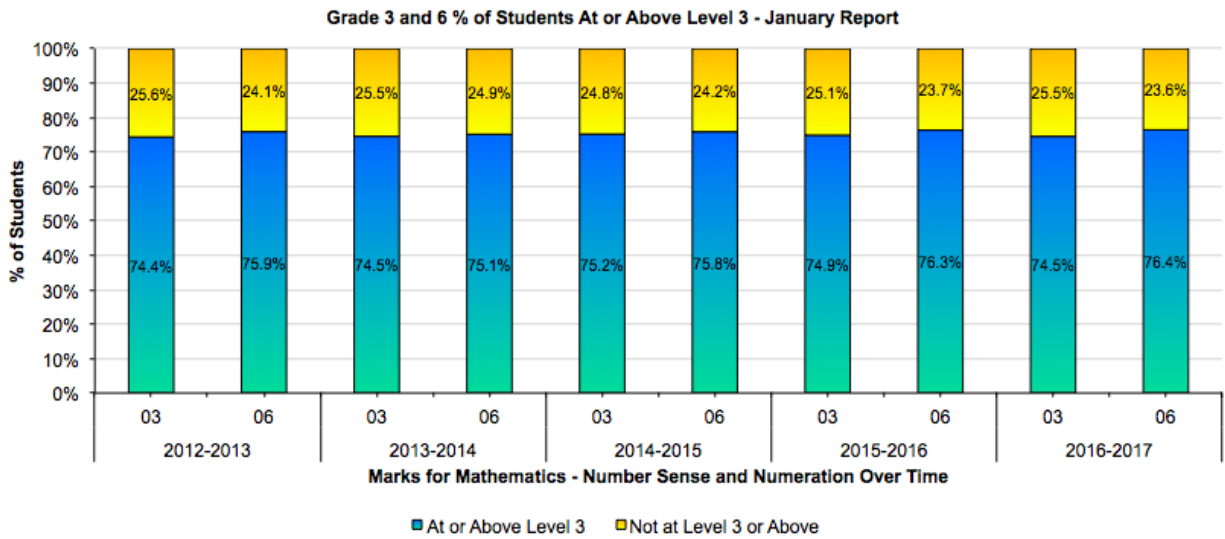


# MATHEMATICS

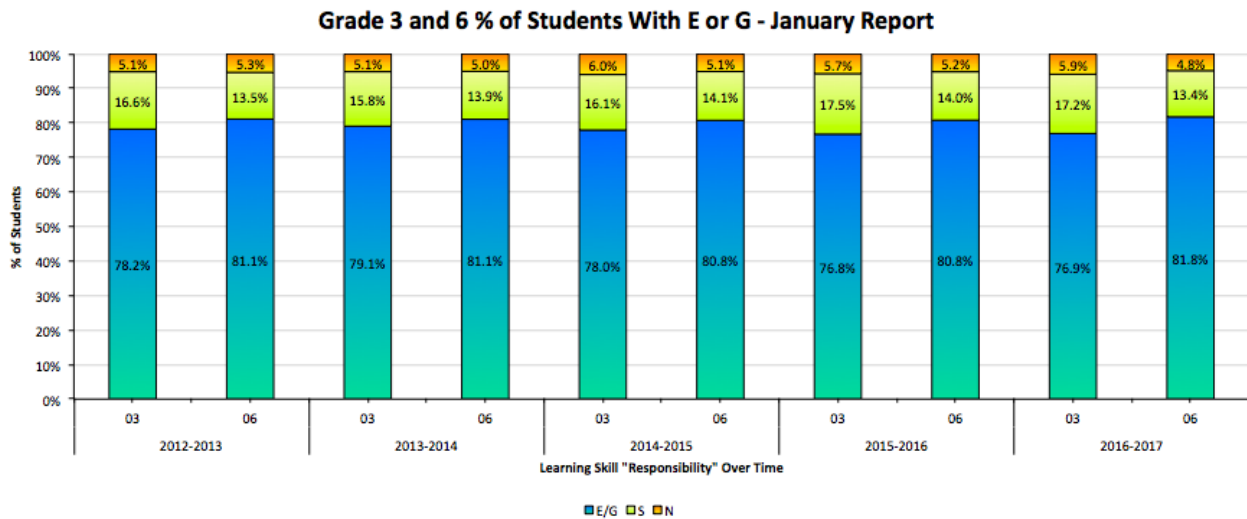
<b>OPERATIONAL GOAL</b>		<b>Overall Implementation Status</b>	
Increase the percentage of students achieving at provincial standard by 8 per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO mathematics assessments for three years.			
<b>Lead</b>	<b>Strategies</b>	<b>Jan 17</b>	<b>Jun 17</b>
Learning Services and Schools	Develop and implement the WRDSB comprehensive mathematics strategy in all kindergarten to Grade 9 classrooms		
Learning Services and Schools	Provide professional learning opportunities to teachers on effective instructional and assessment strategies to implement the WRDSB comprehensive mathematics strategy		
Learning Services and Schools	Provide professional learning opportunities to administrators on effective practices to support the implementation of the WRDSB comprehensive mathematics strategy in all schools		
Corporate Services / Learning Services	Share with parents/guardians/caregivers strategies for supporting students' mathematics learning outside of school		
Human Resource Services	Target recruiting for the Occasional Teacher Roster, Long Term Occasional list and contract teachers with a math background and/or qualifications		
Business Services	Support physical resources in classrooms with ongoing purchase of soundfields, whiteboards and other resources		
Learning Services and Schools	Build system leader capacity to utilize technology-enabled tools to support effective school improvement planning and monitor impact of strategies for improved instruction and student performance		
Corporate Services	Develop the needed tools to support staff, students and parents/families/caregivers in accessing necessary information related to math resources (e.g., classroom practices, celebrating successes) through a collaborative and project based approach		

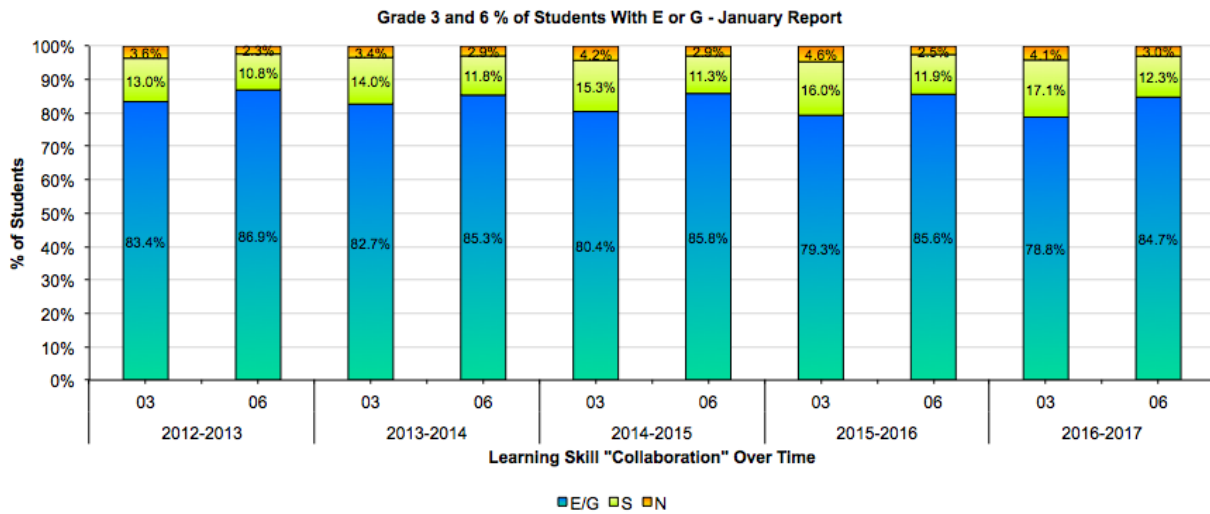
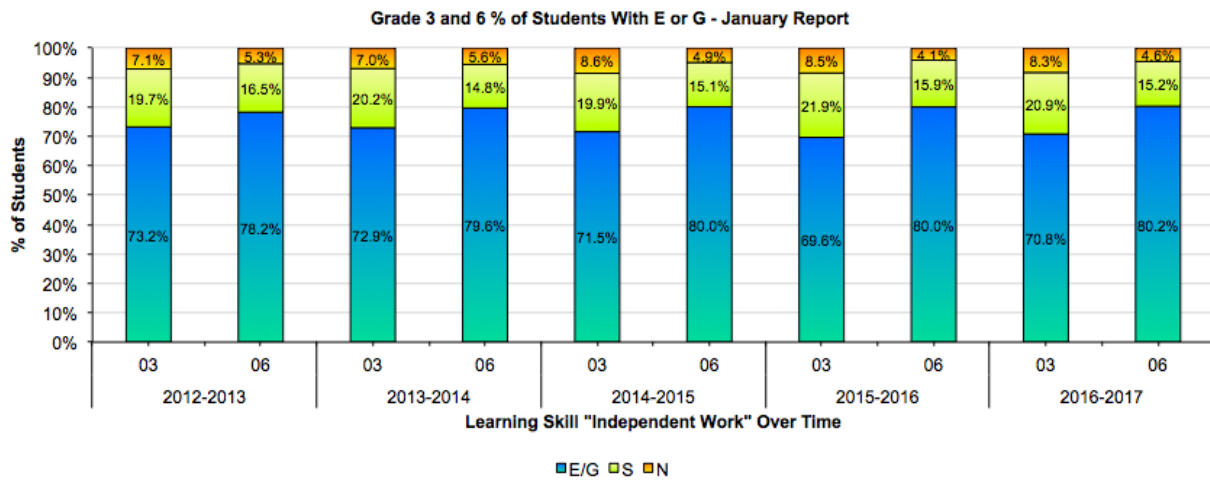
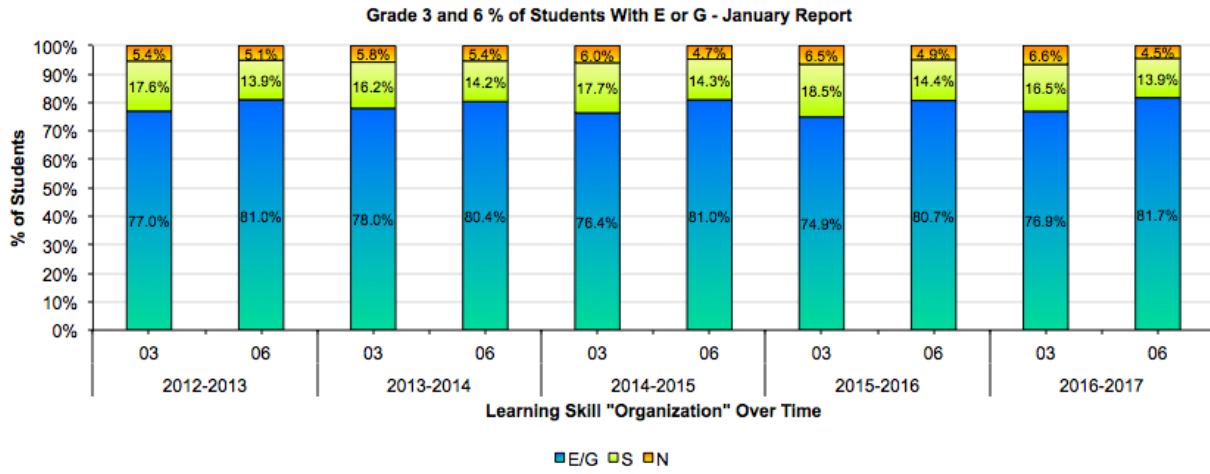
# MATHEMATICS

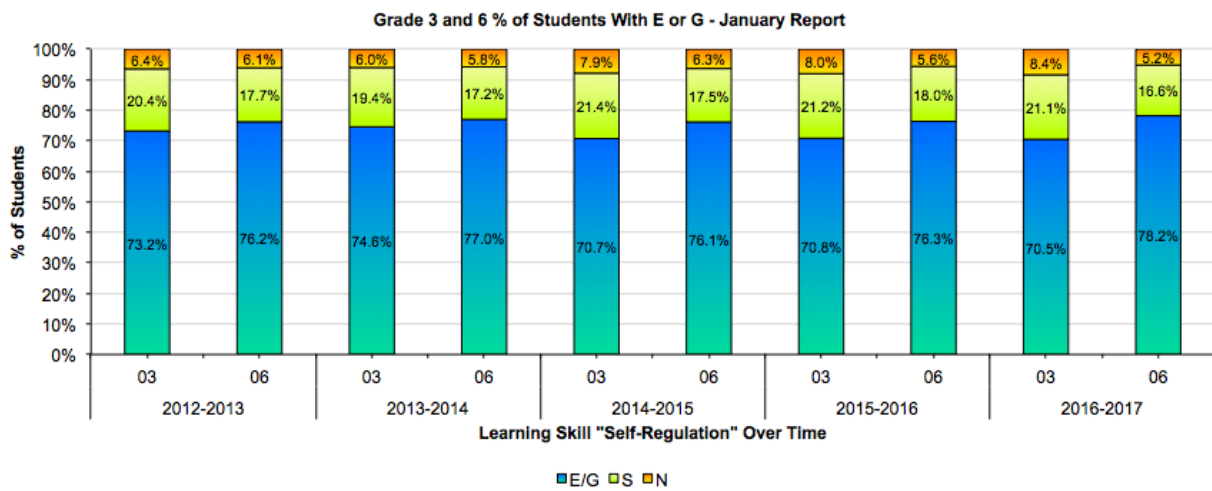
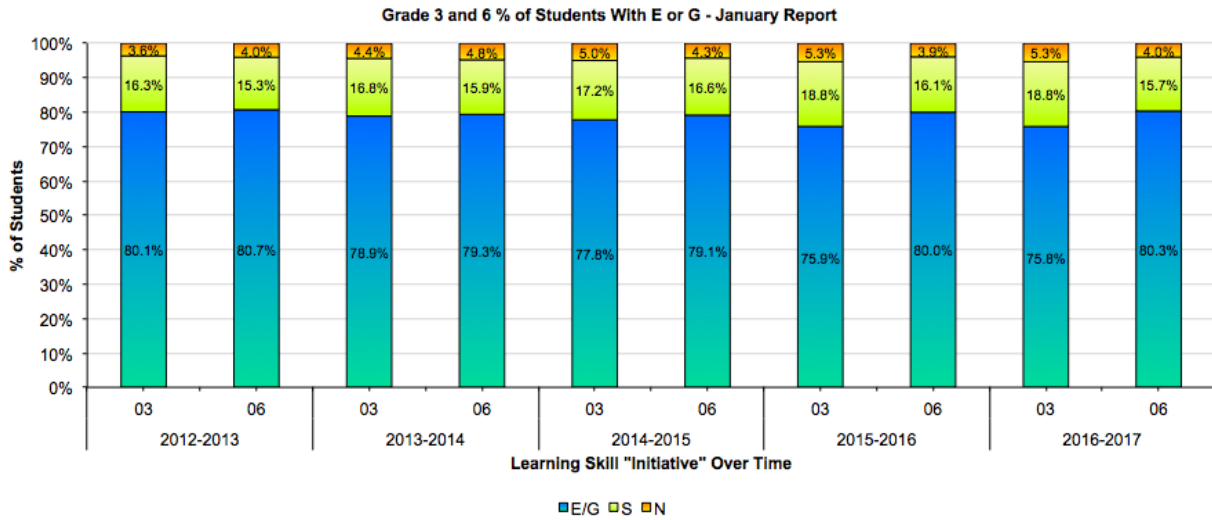
## GRADE 3 AND GRADE 6 MIDTERM REPORT CARD MARKS (NUMBER SENSE AND NUMERACY)



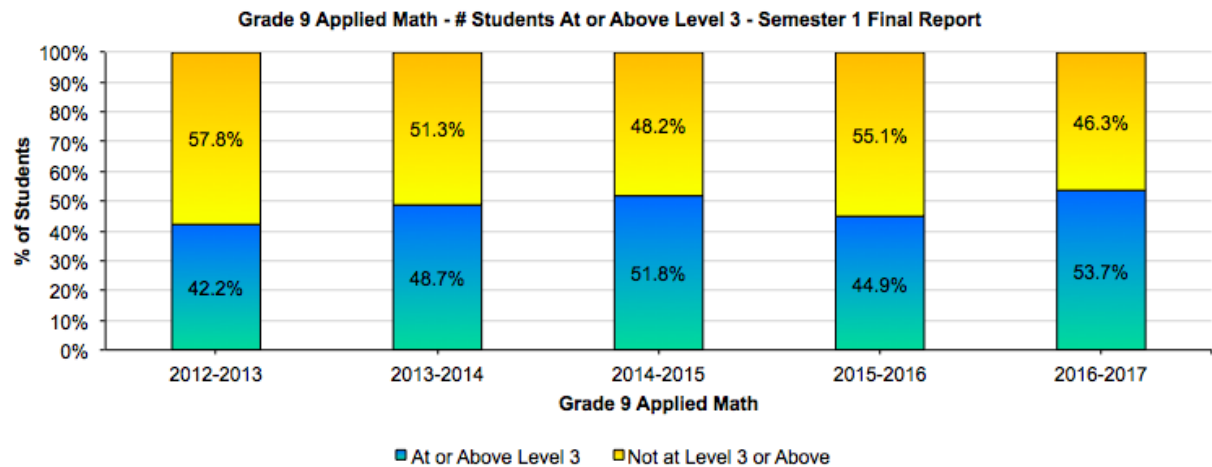
## GRADE 3 AND GRADE 6 MIDTERM REPORT CARD LEARNING SKILLS







### GRADE 9 APPLIED SEMESTER 1 REPORT CARD MARKS



Annex B  
**FAMILY MATH NIGHTS**

2015/16 – 21 Family Math Nights (estimated)

2016/17 – 31 Family Math Nights

51  
**50%**

increase

We collected the following feedback from the 31 schools that held Family Math Nights in the 2016-17 School Year.

“We wanted parents to first understand how their children are learning Math at Mackenzie King in 2017. It is a collaborative, problem solving and mental math approach, which is likely very different than the way most of them learned Math.”

“The highlight of the evening was definitely our students who demonstrated how they were using technology to support their learning.”

“It was very well received by parents, who were able to increase their knowledge about what math teaching and learning looks like and sounds like in the classroom through the various student-led activities.”

“It was an amazing effort by a great number of teachers to help educate our parents so they can better understand the Comprehensive Math Strategy.”

“I did not realize that by playing that game I was helping with math”

“My son showed leadership tonight”

“The whole school participated.”

“Doing recipes was a wonderful way for my daughter to learn math”

“Parents said it was the best event we ever held.”

“They were very engaged. It helped them further understand the work that students are doing in the area of mathematics.”

“Each class created Math games that they could share with families. They rotated through the stations which were run by students.”

“We hosted a joint Math/Wellness Night: Staff ran the Math portion and Parents ran the Wellness portion. Each family received a package of Math games and the materials (dice, cards) to play them at home.”

“We traditionally have a difficult time engaging our community and getting them out to events. This event was attended by at least 200 people and parents expressed their appreciation for the package of games.”

**NUMBER OF SCHOOL IMPROVEMENT PLANS REFERRING TO MATHEMATICS GOALS**










**NUMBER OF TEACHERS WITH MATHEMATICS QUALIFICATIONS ADDED TO OCCASIONAL ROSTER, LONG-TERM OCCASIONAL LIST AND CONTACT LIST**

145 of 363 elementary teachers hired to the roster have math qualifications.

**NUMBER OF CLASSROOMS EQUIPPED WITH SOUNDFIELDS**

	Count of Teacher Spaces	Sound fields installed
Elementary	2063	465
Secondary	941	7
Other (e.g. U-Turn)	36	6
<b>TOTAL</b>	<b>3040</b>	<b>478</b>

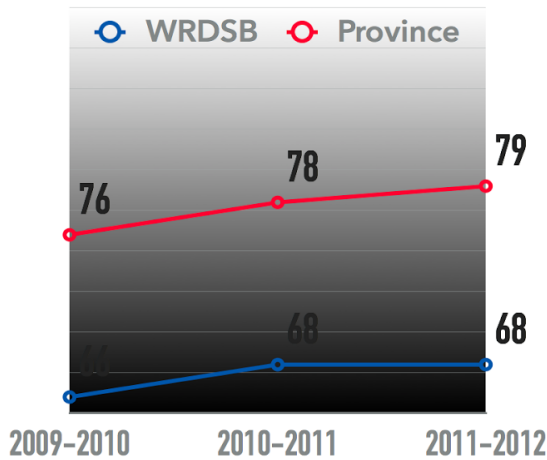
# GRADUATION RATES

<b>OPERATIONAL GOAL</b> Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy		<b>Overall Implementation Status</b> 	
<b>Lead</b>	<b>Strategies</b>	<b>Jan 17</b>	<b>Jun 17</b>
Learning Services and Schools	Implement new strategy to re-engage at-risk students through the introduction of re-engagement teachers		
Learning Services and Schools	Provide professional learning opportunities to administrators on effective strategies for tracking students' progress toward graduation		
Learning Services and Schools	Revise and implement student success strategy		
Learning Services and Schools	Increase the type of supports available for parents/families/caregivers of at-risk students.		
Business Services	Assess school configurations and revisit policy and procedure regarding school organizations to minimize student transitions between schools		
Human Resource Services	Review as part of the staffing process (September reorganization, Semesters 1 and 2) staff allocation required to best meet the needs of our most at-risk school communities and students identified as being at-risk of not graduating		
Corporate Services	Create channels of communication to share positive student re-engagement stories to serve as inspiration to students, staff and parents/families/caregivers		

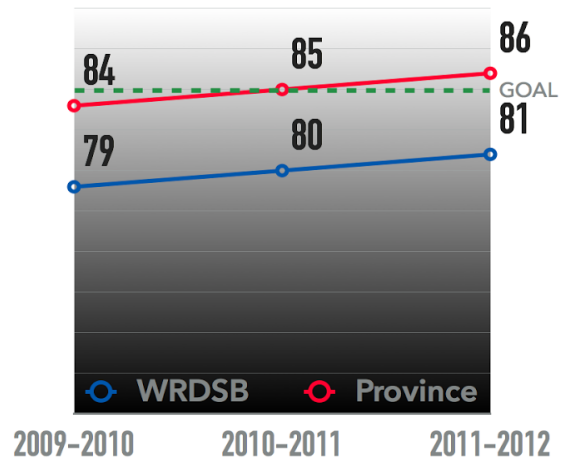
# GRADUATION RATES

## MINISTRY OF EDUCATION RATES

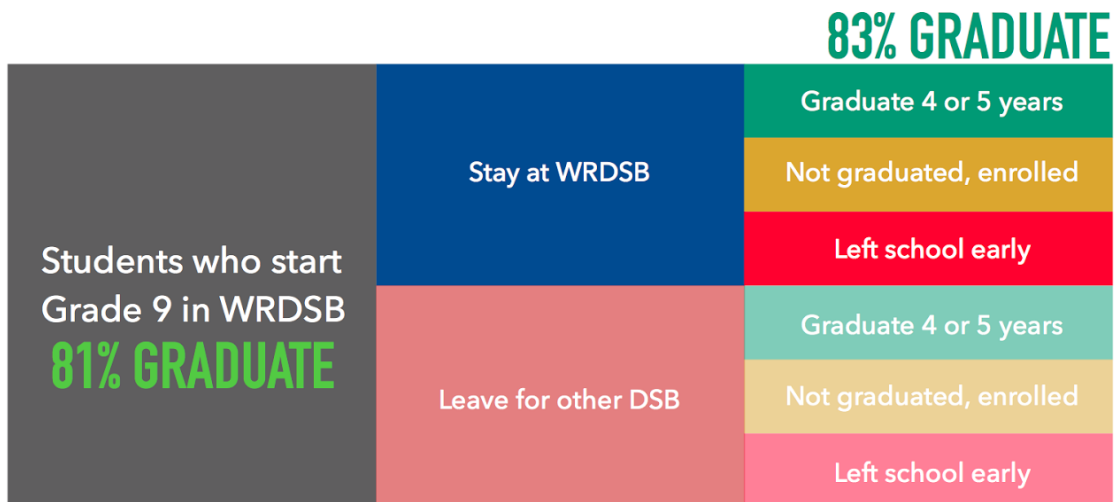
FOUR YEAR RATE



FIVE YEAR RATE



## MINISTRY OF EDUCATION FORMULA



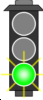



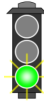


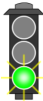
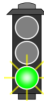

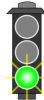

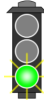








## NUMBER OF STAFF DEPLOYED/REDEPLOYED TO MEET STUDENT AND SCHOOL COMMUNITY NEEDS MID-SEMESTER AND END OF SEMESTER CHANGEOVER

Secondary / Semester 1 – 11 Sections (1.83 FTE)  
 Elementary - 38.08 FTE (includes Planning Time)

Secondary / Semester 2 – 16 Sections (2.67 FTE)  
 Designated Early Childhood Educator: 24 FTE



# WELL-BEING

<b>OPERATIONAL GOAL</b> All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.		<b>Overall Implementation Status</b> 	
Lead	Strategies	Jan 17	Jun 17
Learning Services / HR Services	Increase access to well-being supports by conducting an inventory of programs and resources and aligning these supports to the WRDSB well-being strategy		
Learning Services / HR Services	Provide professional learning opportunities for students, staff, parents/guardians/caregivers and the community on the WRDSB well-being strategy		
Learning Services / HR Services	Refine and implement measures of student and staff well-being		
Business Services	Implement the recommendations contained in the "Design Guidelines for K to 12 Outdoor Play and Learning Environments"		
Business Services	Identify strategies to continue to increase access to gender neutral washrooms		
Business Services	Promote students' physical well-being through active and safe routes to school		
Human Resource Services	Increase awareness of organizational benefits and programs that support employees' psycho-social well-being		
Human Resource Services	Increase staff engagement through supporting a Psychologically Healthy Workplace		
Corporate Services	Conduct audit of communication tools (e.g., Waterworks, System Memos), expectations and workflow and implement key recommendations		
Corporate Services	Redevelop the staff website to provide an easy-to-use platform for information sharing and interaction		

# WELL-BEING



## GUARDING MINDS @WORK REPORT

As a part of the staff well-being strategy, the Waterloo Region District School Board is beginning to adopt the National Standard for Psychological Health and Safety in the Workplace. In April 2017, we invited all employees to complete Guarding Minds at Work (GM@W) - an evidence-based, comprehensive survey designed to effectively assess and address psychological health and safety in the workplace.

**2447** STAFF RESPONDED

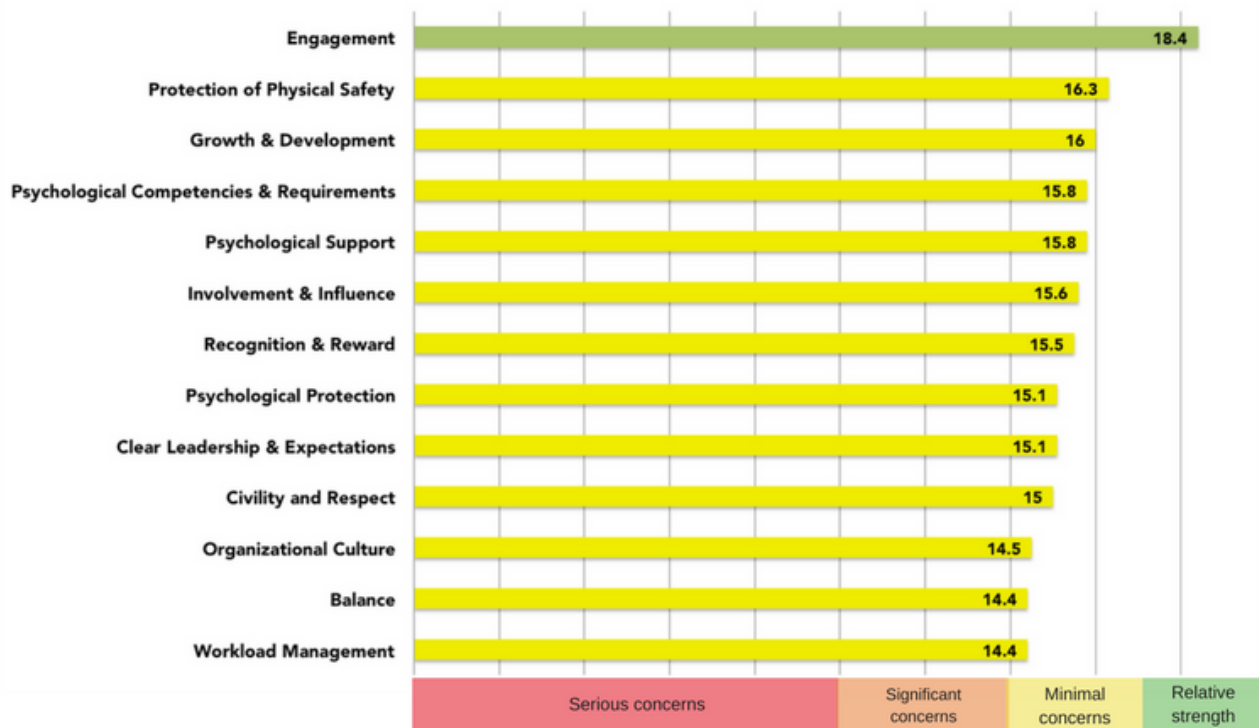
- 47% Elementary Teachers
- 17% Secondary Teachers
- 12% Support Staff
- 8% Educational Assistants
- 5% System Leaders
- 4% Early Childhood Educator
- 4% Occasional Teachers
- 3% Custodial and Trades

Based on the feedback, the majority of the Psychological Factors fall within the **minimal concern** category.

**85%** of employees said they are highly engaged in the work they do.

As engagement was a focus area in 2016/17, we are pleased to see this reflected in the results.

Mean response by psychological factor



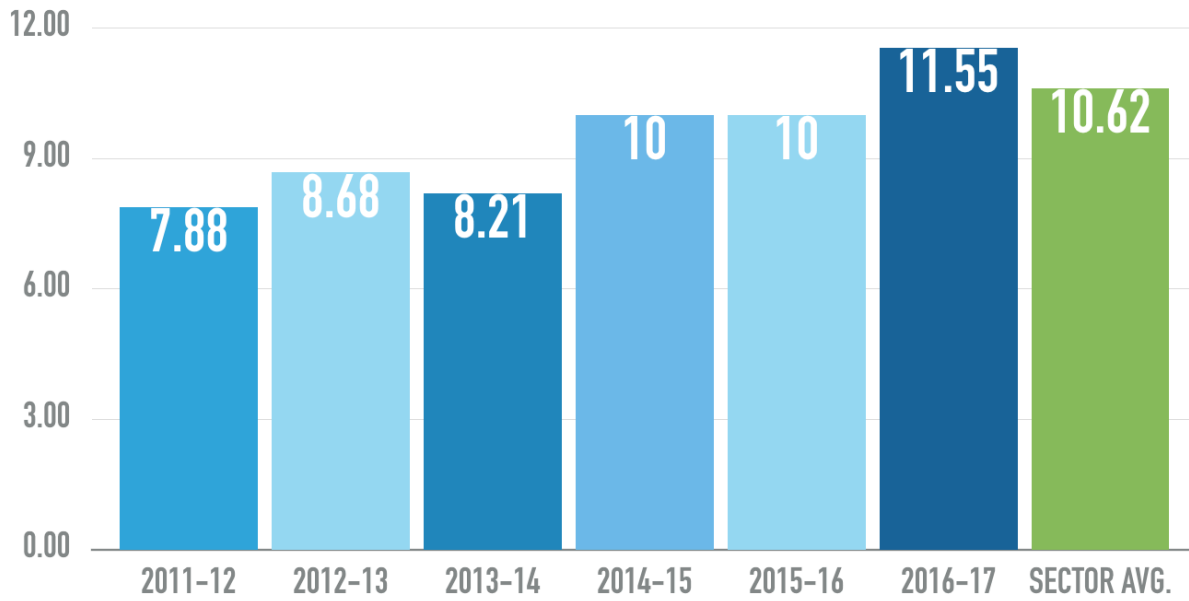
**Specific areas of feedback from Guarding Minds @Work**

**4.8%** reported experiencing discrimination in the workplace because of cultural or ethnic background, disability, sexual orientation, gender or age.  
(n=117)

**6.3%** reported being bullied or harassed, either verbally, physically or sexually in the workplace.  
(n=154)

**1.8%** reported being treated unfairly in the workplace because they have a mental illness.  
(n=43)

Annex D 58  
**HISTORIC EMPLOYEE AND FAMILY ASSISTANCE PROGRAM UTILIZATION**



**TYPE OF SUPPORTS ACCESSED BY EMPLOYEES THROUGH THE EMPLOYEE AND FAMILY ASSISTANCE PROGRAM**

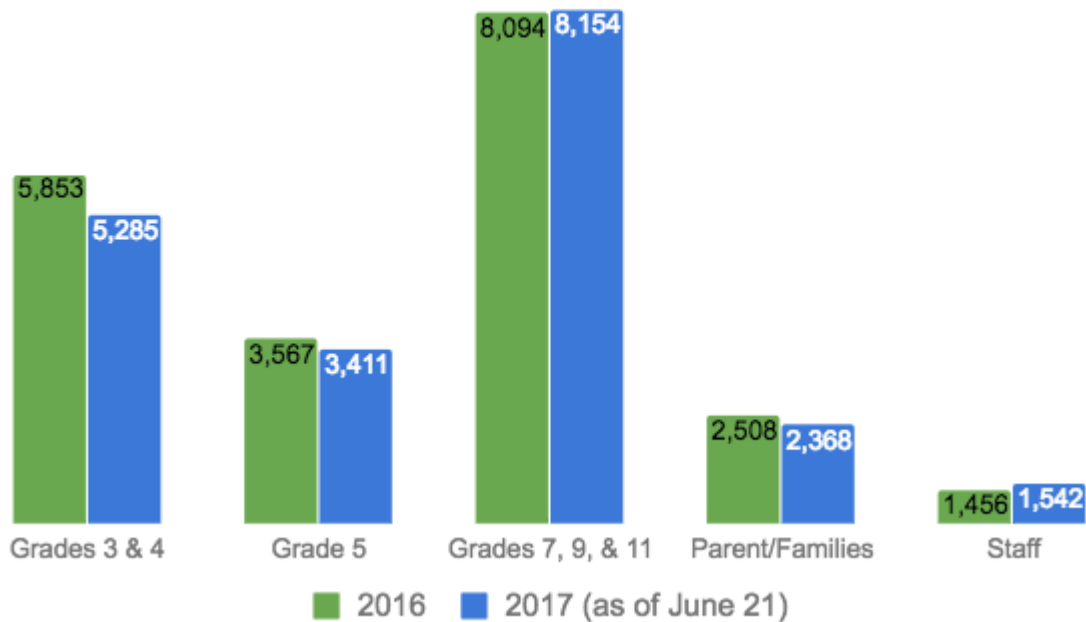
Issue	Q 1	Q 2	Q 3	Cases	Percent
12 Weeks to Wellness	1	2	5	8	7.7%
Career Counselling	3	0	5	8	7.7%
Childcare and Parenting Services	3	2	8	13	12.5%
Elder and Family Care Services	2	1	3	6	5.8%
Financial Advisory Services	2	3	6	11	10.6%
Legal Advisory Services	17	8	19	44	42.3%
Nutritional Counselling	2	0	7	9	8.7%
Relationship Solutions	0	4	0	4	3.8%
<b>Total</b>	<b>30</b>	<b>20</b>	<b>53</b>	<b>103</b>	<b>100 %</b>

# WELL-BEING

## NUMBER OF SCHOOL PLANS THAT REFER TO WELL-BEING STRATEGIES



## PARTICIPATION IN SAFE, CARING AND INCLUSIVE SCHOOLS SURVEY



**SAFE, CARING AND INCLUSIVE SCHOOLS SURVEY HIGHLIGHTS**

Question	Grades 3 and 4		Grade 5		Grades 7,9 and11	
	2016	2017*	2016	2017*	2016	2017*
If I have a problem, there is an adult at my school that I can talk to about it	N/A	N/A	72% Agree or Strongly Agree	<b>72%</b> <b>Agree or Strongly Agree</b>	63% Agree or Strongly Agree	<b>64%</b> <b>Agree or Strongly Agree</b>
My teachers let me know when I am doing a good job	95% Agree	<b>95%</b> <b>Agree</b>	78% Agree or Strongly Agree	<b>76%</b> <b>Agree or Strongly Agree</b>	64% Agree or Strongly Agree	<b>64%</b> <b>Agree or Strongly Agree</b>
Adults in this school respect differences in students (for example, gender, race, culture, etc.).	N/A	N/A	N/A	N/A	78% Agree or Strongly Agree	<b>80%</b> <b>Agree or Strongly Agree</b>
At my school we talk about being a good person. (Grades 3 and 4)	49% A lot	<b>48%</b> <b>A lot</b>	76% Agree or Strongly Agreed	<b>75%</b> <b>Agree or Strongly Agreed</b>	47% Agree or Strongly Agreed	<b>49%</b> <b>Agree or Strongly Agreed</b>
At my school, we talk about things that help me think about how to be a good person. (Grades 5, 7, 9 and 11)	48% Sometimes	<b>49%</b> <b>Sometimes</b>				
I like coming to school	86% Agree	<b>84%</b> <b>Agree</b>	N/A	N/A	N/A	N/A
I feel safe at school	71% Always	<b>70%</b> <b>Always</b>	75% Agree or Strongly Agree	<b>72%</b> <b>Agree or Strongly Agree</b>	N/A	N/A
Adults in my school care about all students.	N/A	N/A	80% Agree or Strongly Agree	<b>77%</b> <b>Agree or Strongly Agree</b>	54% Agree or Strongly Agree	<b>57%</b> <b>Agree or Strongly Agree</b>

\*This is preliminary data as schools communities are still completing the survey

N/A - Not applicable as the question does not appear on the survey

**NUMBER OF PILOT SITES WITH GENDER NEUTRAL WASHROOMS**

44

all gender washrooms

48

all gender accessible washrooms

**Number of community partners engaged with Active Safe Routes to Schools**

15

Community partners at ASRTS committee

21+

Partners working in schools

**Number of presentations to School Councils by School Travel Planner**

4

## HIGHLIGHTS FROM TOWN HALL FEEDBACK

	Feedback received	Operational Goal connection				Next steps / Actions	Lead Department(s)
		Math	Student Well-being	Staff Well-being	Grad. Rates		
Administrators	<ul style="list-style-type: none"> <li>Clarify the staff well-being strategy</li> <li>The importance of modeling wellness from the senior team</li> </ul>			✓		<ul style="list-style-type: none"> <li>Communication of strategy provided at System Leadership Team meeting in March</li> <li>Share staff well-being strategy at the May System Leaders Meeting.</li> <li>Creation of staff website button linking to employee wellness information.</li> </ul>	Human Resource Services Communication Department
	Support administrators to determine specific student learning needs.	✓	✓		✓	<ul style="list-style-type: none"> <li>Creation of a Data Strategy Team to support access to and use of data for administrators and their School Improvement Teams.</li> <li>Focus on data use at Family of School meetings.</li> </ul>	Student Achievement & Well-being (SAWB) team Research Department
Parents/Families	Determine best practices for Family Math Nights and monitor their impact.	✓				<ul style="list-style-type: none"> <li>Sought feedback from school administrators on Family Math Nights conducted this year.</li> <li>Develop a monitoring plan for Family Math Nights for 2017-2018</li> </ul>	SAWB team Research Department
	Determine how to engage disengaged students and families.				✓	<ul style="list-style-type: none"> <li>Leverage the current work being done by to engage those that are disengaged (e.g., .re-engagement teachers, PIC and WRAPSC Feedback).</li> </ul>	SAWB team
	Concerns expressed for students with anxiety	✓	✓		✓	<ul style="list-style-type: none"> <li>Refine student well-being strategy to focus on relationships and conditions for learning</li> </ul>	SAWB Team



	Feedback received	Operational goal connection				Next steps / Actions	Lead department(s)
		Math	Student Well-being	Staff Well-being	Grad. Rates		
All Staff	Develop a plan to share the operational plan to the rest of system.	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Creation of section of the website for the Operational Goals and the Dashboard</li> <li>• Sent system memo to all staff referring to resources on the website</li> <li>• Communication of the Operational Goals and dashboard through series of Town Halls for school and Education Centre staff.</li> </ul>	Communication Department
Students	Learn more about our non-graduating students and target strategies to meet their needs				✓	<ul style="list-style-type: none"> <li>• Gather re-engagement teacher data on non-grad profiles to better understand who these students are</li> <li>• Analysis of the profiles of our non-graduating students</li> <li>• Conduct analysis of our data to determine key indicators for graduation</li> </ul>	SAWB team Research Department
	Access to supports such as guidance counsellors, Child Youth Workers, or caring adult		✓			<ul style="list-style-type: none"> <li>• Refine student well-being strategy to focus on relationships and conditions for learning</li> <li>• Improve student awareness of supports and ways to access.</li> </ul>	SAWB team



**Waterloo Region  
District School Board**

### Board of Trustees Annual Evaluation Questionnaire Summary JUNE 2017

7 of 10 Trustees responded to this Questionnaire.

Ratings are on a four-point scale as follows:

**1 – Strongly Disagree      2 – Disagree      3 – Agree      4 – Strongly Agree**

Board of Trustees Annual Evaluation Questionnaire		1	2	3	4
1	Board members demonstrate commitment to this organization's mission and values.	2	2	1	2
2	Board members comply with requirements outlined in key elements of the governance structure (by-laws, policies, code of conduct, conflict of interest, traditional/cultural norms, etc.).	1	3	2	1
3	Board members review agenda materials and come to meetings on time and prepared to consider issues and make decisions.		3	3	1
4	There is a productive working relationship within the Board (characterized by good communication and mutual respect).	2	4	1	
5	There is a productive working relationship between the Board and the Director (characterized by good communication and mutual respect).		4	2	1
6 *	Board members demonstrate clear understanding of the respective roles of the Board and the Director.	2	2	2	1
7	The Board is actively involved in planning the policy direction and priorities of the organization.	1	1	4	1
8	I am confident that this Board would effectively manage any organizational crisis that could be reasonably anticipated.	1	3	2	1
9	Board and committee meetings are well managed.		2	4	1
10.	The Board uses sound decision-making processes (focused on Board responsibilities, factual information, efficient use of time, items not frequently revisited, and effective implementation).	2	3	2	
11	The Board exercises its fiduciary responsibilities.	2	1	1	3
12	The organization's resources are used efficiently (good value for money spent.)	2	2	3	
13	This organization has a good balance between organizational stability and innovation.	1	2	3	1

14	The Board has good relationships with key stakeholders (e.g. parents/guardians, students, staff, donors, and other school districts, provincial agencies).	1	3	2	1
15	The Board is focused on the interests and needs of students.	1	2	4	
* 16	The Board's orientation for Board members adequately prepares them to fulfill their governance responsibilities.		2	3	1
* 17	The Board's capacity to govern effectively is not impaired by conflicts between members.	3	2	1	1
* 18	The Board does a good job of evaluating the performance of the Director (measuring results against objectives).	2	1	4	

**\*Please note that not all questions were answered.**

### General Questions

19. **What do you consider to be the strengths of the Waterloo Region District School Board of Trustees?**

- *Can't think of anything at the moment.*
- *The variety of perspectives from trustees provides a lot of difference when trustees are debating an issue. That's a good thing as long as the debate at the table is respectful.*
- *Diversity*
- *The ability to recognize key issues*
- *A majority of trustees who are willing to set aside any personal differences to do what is right for our students.*
- *Institutional memory.*
- *Diversity of opinion. Fiscal responsibility. More openness to listen to different opinions, but still needs work. Some trustees connect with the public in terms of advocacy.*

20. **What do you consider to be the limitations of the Waterloo Region District School Board of Trustees?**

- *Distrust and dishonesty on the part of the political leadership which has now infected the administrative leadership.*
- *Building trust is difficult.*
- *Individual agendas.*
- *A minority of trustees have openly stated they want to make the board appear so dysfunctional that the Ministry will have to take it over.*
- *A small number of trustees who are more interested in inter-personal dynamics than in governance of the system.*
- *Institutional memory.*

- *We must realize students are first. Each and every one. Resistance to new ideas. Change can be a stumbling block.*
- *Lack of acceptance when decisions are difference from your own.*
- *Lack of acceptance for Boards' final decisions.*

21. **Describe at least two important changes you believe could be made by the Board as an entity and/or by Board members that would improve the overall functionality and effectiveness of the Board of Trustees'? Please do not make comments about individual members.**

- i.
  - *A serious conversation amongst trustees as to why we are here.*
  - *change the Bylaws to allow teleconference/electronic meeting attendance.*
  - *Trust and Respect.*
  - *Always put students first.*
  - *Accept the skills and opinions of others who are different views; as valuable.*
- ii.
  - *Annual governance seminar held in conjunction with an annual retreat. The purpose of the retreat would be annual review/discussion of the strategic plan objectives and achievement of same.*
  - *Focus*
  - *Find ways to direct resources/assistance to the most needy.*
  - *Don't take things personally.*

22. **On a scale of 1 to 4, how would you rate the performance of the District's Board of Trustees one year ago?**

Needs Improvement			Excellent
1	2	3	4

- 1 4 responses
- 2 3 responses
- 3 0 response

23. **On a scale of 1 to 4, how would you rate the performance of the District's Board of Trustees today?**

Needs Improvement			Excellent
1	2	3	4

- 1 2 responses
- 2 4 responses
- 3 1 responses

24. **General comments**

- ◆ *Trustees struggle with their 'identify' as politicians. With the real authority especially regarding local priorities in our communities, it is difficult to effect change on behalf of students.*
- ◆ *Keeping focused on policy/governance responsibilities will help trustees build trust between staff and trustees.*

- ◆ *Board members must always remember that they function as a team and that we all have talents and abilities within this Board and to utilize those gifts and talents for students. Students should come first.*



Hastings and Prince Edward  
District School Board

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

Possibilities  
TODAY & TOMORROW

May 5, 2017

Dave Wallace, Executive Director  
Ontario Universities Application Centre (OUAC)  
170 Research Lane  
Guelph, Ontario  
N1G 5E9

Dear Mr. Wallace;

On behalf of the Hastings and Prince Edward District School Board and our 4600 secondary school students, I am writing to express our concern with the implementation of an additional \$50.00 fee to students who wish to make changes to their OUAC applications beginning with this year's cohort of applications.

While we are aware that students still have the ability, free of charge, to change programs within the same university, the added fee of \$50.00 to change choices of university is, in the opinion of the Board, an unfair financial burden for students who are already struggling with the pending financial commitment of tuition. Further, because a similar fee does not apply to those students changing their choice of institutions at the college level through the Ontario College Application (OCAS), I would suggest that students applying through OUAC are treated inequitably because of their choice of pathway.

On behalf of the Hastings and Prince Edward District School Board, I would like to strongly urge OUAC to rethink the imposition of a \$50.00 "change fee" for the 2017-2018 applicants. Students in the Province of Ontario are amongst the highest performing students in the world, and as a Board of Trustees, we are proud of our graduates and believe they deserve every opportunity to pursue post-secondary studies without bearing the cost of added administration fees imposed by OUAC.

I look forward to your response at your earliest convenience.

Sincerely,

Lucille Kyle  
Chair, Hastings and Prince Edward District School Board

cc: Laurie French, Ontario Public School Board Association  
All Ontario School Boards Chair



**Hastings and Prince Edward  
District School Board**

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

<sup>69</sup>  
**Possibilities**  
**TODAY & TOMORROW**

**May 8, 2017**

**Deputy Minister of Education Bruce Rodrigues  
14<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario  
M7A 1L2**

**Dear Deputy Rodrigues:**

**Hastings and Prince Edward District School Board's (HPEDSB) 2015-2020 Strategic Plan focuses on four priorities: Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being and aligns with the Ministry of Education's Renewed Vision for Education in Ontario. In our school board we are committed to increasing our graduation rate and have set high standards for our graduates.**

**We value testing provided through the Education Quality and Accountability Office (EQAO) as a tool that provides a valuable source of data that contributes to the identification of student learning needs and ultimately the professional learning needs of our teachers. This data along with other data sources help us to develop the evidence based goals reflected in our Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) and in our School Improvement Plans for Student Achievement and Well-Being (SIPSAW). We are focused on assessment and instruction that can directly impact student achievement and well-being. Over time, we are seeing improvement in the achievement level of our students in Grade 3, 6, and 9 and EQAO data helps us to identify strengths and gaps in curriculum implementation.**

**We also appreciate the efforts of EQAO to implement an on-line tool for the Ontario Secondary School Literacy Test (OSSLT). We believe that the implementation of the on-line testing tool will support many students to access the test with the supports and tools they use in their daily practice.**

**Our concern, which aligns with the recent discussion paper: EQAO and Large Scale Testing in Ontario by the Ontario Public School Board Association (OPSBA) is the sequencing of the requirement to fail the OSSLT prior to being eligible to take the Ontario Secondary School Literacy Course (OSSLC). We support Recommendation #3 in the OPSBA discussion paper that states that "Teachers and administrators should be supported in making a professional judgement about which students require a remedial course prior to taking the test. Offering remedial help first would create an environment that enhances motivation and self-esteem, and would serve to maximize student success." Offering curriculum support rather than failing the test would create an environment that builds skills, confidence and self-esteem and would maximize student success. The sequencing of the literacy course prior to the literacy test would also provide some equity for our students with special needs.**

.....2



70

**Hastings and Prince Edward  
District School Board**

*Possibilities*  
**TODAY & TOMORROW**

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

We understand that realigning the sequencing of the OSSLT and OSSLC would require a change in Ministry of Education policy. We hope you will consider Recommendation #3 as proposed by OPSBA and supported by HPEDSB as a way to further support student achievement and increased graduation rates.

Sincerely,

Lucille Kyle  
Chair, on behalf of Hastings and Prince Edward District School Board

cc: Laurie French, President, Ontario Public School Board Association  
Dr. Richard Jones, Interim Chief Executive Officer  
All Ontario School Board Chairs



May 29, 2017

The Honourable Mitzie Hunter  
 Minister of Education  
 Mowat Block, Queen's Park  
 Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing once again to follow up on your April 18, 2017 response to the Peel District School Board's concerns regarding the reporting of school-based EQAO results.

You will recall that our original concerns related to the fact that, since December 2015, the Peel board has welcomed more than 500 refugees from Syria and beyond. We noted that some of these students arrived in Canada with little or no English language skills, are traumatized by what they experienced and have never had formal schooling. Of course, given their circumstances, these students have been exempted from writing EQAO assessments until they have at least acclimatized to life in Peel. Despite these extenuating circumstances leading to exemption, school results using the *All Students* method are reported as "no level" which ultimately results in scores of zero for those students exempted from the assessment. It continues to be our belief as a Board of Trustees that this is an unfair reflection of the hard work and focus on student achievement and well-being of schools throughout Peel.

In your April 18 letter, you noted that EQAO reports the results of their assessments in two ways:

*"[...] All Students, which accounts for all students in a grade, including those exempted from the assessment, and Participating Students, which reports the results for those students who took part in the assessment [...]."*

Since our original September 27, 2016 letter to you, we met directly with representatives of EQAO in order to better understand the methodology used to assess students and report on the results. Of course, EQAO staff reinforced what you have stated above – that results of the assessments are reported in two ways, and that these two methods provide different and important information, both to EQAO and to our communities.

Now that we better understand the purpose of the dual reporting methods, we nonetheless continue to believe that the *Participating Students* method is a more accurate reflection of student performance at a particular school. Currently, while both methods of reporting are available to the public, the *All Students* method is more clearly highlighted when results are reported, and as a result, it is this method that is often *exclusively* reported by the media. The *Participating Students* method is embedded in reports.

.../2

**Trustees**

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

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

**Director of Education and Secretary**  
 Tony Pontes

Associate Director,  
 Instructional Support Services  
 Scott Moreash

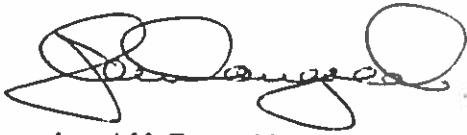
Associate Director,  
 Operational Support Services  
 Jaspal Gill

- 2 -

It is our suggestion that *the order* of these methods be reversed in all EQAO reports and News Releases. If, in fact, EQAO continues to value the data and information contained in both methods, surely we can agree that this reversal of the order of the methods would fulfill this requirement while, at the same time, better serving our students, our communities and the educators who work so diligently to ensure students achievement and well-being throughout the Peel District School Board and across the Province of Ontario.

We look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', with a large, stylized flourish at the end.

Janet McDougald  
Chair

c. OPSBA  
Ontario School Board Chairs  
Peel MPPs

Encl. - Copy of the September 27, 2016 letter

September 27, 2016

The Honourable Mitzie Hunter  
Minister of Education  
Mowat Block, Queen's Park  
Toronto, ON M7A 1L2

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing to share concerns we have with respect to newcomer students from Syria and beyond and other excluded/"non-participating" students being included in Education Quality and Accountability Office (EQAO) assessment method one reports. In June 2016, the Peel board wrote to EQAO Chief Executive Officer Bruce Rodrigues to express these concerns and to ask that EQAO reconsider this practice as we believe it to be unfair and demoralizing to students and staff.

Since December 2015, the Peel board has welcomed more than 500 refugees from Syria and beyond. As you know, some of these students arrived in Canada with little or no English language skills, are traumatized by what they experienced and have never had formal schooling. Given their circumstances, these students have been exempted from writing the assessments. Their exemption is appreciated. What is not acceptable to the board, however, is that their "not participating" identification is included in school reports, thus negatively impacting the overall scores of the schools they attend and increasing the likelihood that community members will blame newcomer/refugee students for lowering school scores.

We understand that EQAO reports scores in two ways—one that includes the scores of all students, including those who are identified as "not participating," and a second method that excludes non-participating students. Unfortunately, although the second method is a more accurate reflection of student performance at a particular school, it is clear to us that this method is not shared publicly or widely, not by EQAO or the media. As such, the reports that are more broadly distributed (method one) can and do dishearten and discourage staff, students and parents of a school community, and negatively impacts the perception of student achievement.

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Trustees

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

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

Director of Education and Secretary  
Tony Pontes

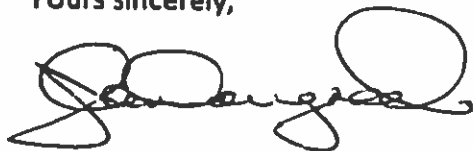
Associate Director,  
Instructional Support Services  
Scott Moreash

Associate Director,  
Operational Support Services  
Jaspal Gill

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In a recent conversation between Bruce Rodrigues and the Peel board's Director of Education Tony Pontes, we understand that the Government of Ontario, through the Ministry of Education, provides the mandate to EQAO on its reporting of student achievement. As such, we ask that the ministry consider excluding non-participating (absent and excluded) students from its EQAO reporting so that what is most widely shared is a true and accurate reflection of student achievement. We look forward to hearing from you.

Yours sincerely,



Janet McDougald  
Chair

c. OPSBA  
Ontario School Board Chairs  
Peel MPPs

Encl. - Copies of letters sent to Bruce Rodrigues, CEO, EQAO, from the Peel board



Laura Elliott, Director of Education and Secretary

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May 30, 2017

Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

**Attention: The Honourable Mitzie Hunter, Minister of Education**

Dear Minister Hunter:

**Re: TVDSB First Nations Student Trustee**

It is with great excitement that I write you today to inform you that earlier this month our school board approved policy changes that allow for the election of a self-identifying First Nations Student Trustee in the fall of 2017.

I believe this Indigenous Student Trustee position is the first in Canada for a school board. I hope you will encourage other school boards to take similar steps to help articulate their important student voice.

It is also important to note that this policy change came from our current Student Trustee, Stefan Suvajac. This is just one example of the significant work that Student Trustees accomplish in our school boards and province. While Student Trustee Suvajac's term is ending, the positive changes he has made will continue to benefit our students for many years to come.

...2

Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

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May 30, 2017

Thank you for your time. I hope you will join me in congratulating our newest board member in the fall when we complete this important and historic election.

Sincerely Yours,



Matthew Reid  
Chair of the Board

c.c.: Laura Elliott, Director of Education, Thames Valley District School Board  
Hon. Carolyn Bennett, Minister of Indigenous and Northern Affairs  
Chief Leslee White-Eye, Chippewas of the Thames First Nations  
Chief Roger Thomas, Munsee-Delaware Nation  
Chief Randall Phillips, Oneida Nation of the Thames  
Laurie French, President, Ontario Public School Boards' Association  
**Ontario School Board Chairs**  
Stefan Suvajac, Student Trustee, Thames Valley District School Board



Laura Elliott, Director of Education and Secretary

May 30, 2017

Hon. Mitzie Hunter  
Minister of Education  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Hon. Michael Coteau  
Minister of Children and Youth Services  
Ministry of Children and Youth Services/Anti-Racism Directorate  
14<sup>th</sup> Floor  
56 Wellesley Street West  
Toronto ON M7S 2S3

Dear Ministers Hunter and Coteau:

I am writing to you today on behalf of Trustees of the Thames Valley District School Board to express our profound concerns about funding for children with special education needs.

Specifically, Trustees believe more supports are urgently needed for students with significant behavioural and mental health concerns, including dedicated Care and/or Treatment, Custody and Correctional (CTCC) programs in all communities and more long-term residential programs focusing on early intervention, as well as transitional classrooms for students.

The Province of Ontario has already demonstrated its commitment to Ministries working together in order to address complex needs. This is an example where your two ministries could work together in order to address an urgent and increasing need in Ontario communities.

As elected public school Trustees, we acknowledge the generous commitment this government has made to fund public education in Ontario. However, it is our responsibility to identify what we feel is a serious gap in support for these particularly vulnerable students.

We would be happy to provide you with further details of our concerns at your convenience.

Sincerely,

Matt Reid  
Chair of the Board

c.c.: Laura Elliott, Director of Education, Thames Valley District School Board  
Laurie French, President, Ontario Public School Boards' Association  
Ontario School Board Chairs

Thames Valley District School Board - Office of the Chairperson

1250 Dundas Street, P.O. Box 5888, London, Ontario N6A 5L1 Tel: 519-452-2000 Ext. 20219 Fax: 519-452-2396 website: www.tvdsb.ca

*We build each student's tomorrow, every day.*



Laura Elliott, Director of Education and Secretary

May 30, 2017

Ministry of Education  
22nd Floor Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

**Attention: Honourable Mitzie Hunter, Minister of Education**

Dear Minister Hunter:

I am writing to share with you the complex concerns identified by Thames Valley District School Board Trustees over the capital and ongoing funding for schools in our communities, particularly in rural areas. Let me begin by acknowledging our sincere appreciation for the generous financial support Thames Valley has received from the Ontario government. This has allowed us to build many new schools and additions that are the source of great pride among our students, parents, staff members and community.

We are also keenly aware of the problem of declining enrolment and share your concerns over the subsequent inefficiencies created by thousands of empty pupil places – particularly while facilities age and become costly to maintain. Through careful planning and an extraordinary amount of public consultation, Thames Valley has closed 41 schools since 2006. During that time, 67 new schools have been built or significantly renovated.

After having conducted a large number of pupil accommodation reviews, Trustees have reached the conclusion that, while communities deeply value their schools, the current funding formula puts small schools at a disadvantage. This is particularly true in rural areas where consolidations may result in longer travel times for students.

In some cases, the funding formula requires boards to consider closing smaller schools that are operating at or over capacity and in reasonably good repair – leading the public to ponder whether we are “fixing a problem that does not exist.” As elected Trustees, we find ourselves unable to fulfill the wishes of our constituents under the current capital funding process.

We respectfully request that you realign the funding process and policies for school consolidation. Thank you for considering this request.

Sincerely,

Matt Reid  
Chair of the Board

c.c.: Laura Elliott, Director of Education, Thames Valley District School Board  
Ontario School Board Chairs

Thames Valley District School Board - Office of the Chairperson  
1250 Dundas Street, P.O. Box 5888, London, Ontario N6A 5L1 Tel: 519-452-2000 Ext. 20219 Fax: 519-452-2396 website: www.tvdsb.ca

*We build each student's tomorrow, every day.*