

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 Ardelet Avenue, Kitchener, on **Monday, May 30, 2016, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Invocation (To be recited by trustees)

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

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

- 1** Receive Minutes – Board Meeting of April 25, 2016
- 4** Approve Minutes – Education Development Charges Meetings (2) of April 25, 2016
- 8** Approve Minutes – Committee of the Whole Meeting of May 9, 2016
- 19** Approve Minutes – Education Development Charges Joint Public Meeting of May 16, 2016
- 23** Approve Minutes – Special Education Advisory Committee Meeting of April 13, 2016
- 26** Approve Minutes – Parent Involvement Committee Meeting of March 8, 2015

Receipt/Approval of Monthly Reports:

- 30** Suspension Expulsion Report to April 30, 2016 P. Rubenschuh
- 32** Staffing Information – Retirements and Resignations M. Weinert
- 34** Staffing Recommendations – Appointments M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

CARE Project Presentation – Tamara Lewis & WRDSB Students

Delegations

Policy & Governance

- 36** Review of Board Policy 1008 – Equity and Inclusion
- 40** Review of Board Policy 4014 – Extreme Temperatures
- 42** Review of Board Policy 4017 – Fundraising
- 48** Review of Board Policy 4018 – Fraud Management
- 54** Review of Board Policy 5003 – Recognition of Retiring Employees

**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

- | | |
|--|------------------|
| Appointment of Student Trustees for 2016-2017 | C. Millar |
| Learning Services Update | S. Lomax |
| 56 Energy Update | M. Gerard |
| 70 2016-2017 Budget Status Update | M. Gerard |
| 76 Sub-Committee Report: Draft Recommendations re Responding to Delegations | Vice-Chairperson |
| Generative Discussion: Trustees Involvement for Committees/Events | Chairperson |

Strategic Plan Working Group Update (Verbal)

L. Read/K. Smith

Newcomer Update (Verbal)

G. Shantz

Reports from Board Members

Board Communications

- 79** Thames Valley District School Board re Coding in the Ontario Curriculum
- 81** Thames Valley District School Board re OFSAA Transfer Policy
- 82** MPP Catherine Fife re Autism Therapy in Ontario

Question Period (10 minutes)

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

Adjournment

Report to Board
May 30, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Student Suspension/Expulsion Report April 30, 2016

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

PURPOSE/STRATEGIC PLAN:

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

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

BACKGROUND:

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

STATUS:

Comparing Year to Date from April 2014-2015 and April 2015-2016, Elementary suspensions have decreased by 13 and Secondary suspensions have decreased by 112.

Comparing Year to Date from April 2014-2015 and April 2015-2016, School expulsions have remained the same and Board expulsions have increased by 4.

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

A. Suspensions

	April 2016	YTD	April 2015	YTD
Total Elementary School Suspensions	138	717	96	730
Total Secondary School Suspensions	210	1172	181	1284

B. Expulsions

	April 2016	YTD	April 2015	YTD
Total School Expulsions	0	0	0	0
Total Board Expulsions	3	12	2	8

C. Violent Incidents

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

	April 2016	YTD	April 2015	YTD
Total (Elementary/Secondary)	6	27	3	10

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:

No financial implications.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

**Report to Board
May 30, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

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

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

PURPOSE/STRATEGIC PLAN:

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

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

BACKGROUND:

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

STATUS:

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

Retirements: Elementary Teaching Staff

Name	Position / Location	Effective Date	Years of Service
Rhonda Allen	Teacher, Blair Road P.S.	June 30, 2016	30
Pauline Budding	Teacher, MacGregor P.S.	June 30, 2016	24
Richard Budding	Teacher, Mary Johnston P.S.	June 30, 2016	30
Nancy Hutcheson	Teacher (On Leave), ETFO	June 30, 2016	17
Janet Leonhard	Teacher, Woodland Park P.S.	June 30, 2016	25
Linda McDonald	Teacher, Sir Adam Beck P.S.	June 30, 2016	27
Irene Muehling	Teacher, Rockway P.S.	June 30, 2016	26
Sylvia Murdoch	Teacher, Mary Johnston P.S.	June 30, 2016	31
Marilyn Schuster	Teacher, Forest Glen P.S.	June 30, 2016	32
Elvira Shinker	Teacher, Bridgeport P.S.	June 30, 2016	26
Pauline Stirling	Teacher, Baden P.S.	June 30, 2016	25
Mary Jane Townshend	Teacher, Northlake Woods P.S.	June 30, 2016	12
Raymond Violet	Teacher, Williamsburg P.S.	June 30, 2016	27
Carla Waites	Teacher, Forest Glen P.S.	June 30, 2016	29
Shirley Weinert	Teacher, Mackenzie King P.S.	June 30, 2016	32

Retirements: Secondary Teaching Staff

Name	Position / Location	Effective Date	Years of Service
Jack Barlow	Teacher, Grand River C.I.	June 30, 2016	30
Dan Ciloci	Teacher, Cameron Heights C.I.	June 30, 2016	15
Beth Genovese	Teacher, Galt C.I.	June 30, 2016	30
Cecily Kowalik	Teacher, Huron Heights S.S.	June 30, 2016	31

Brian Millar	Teacher, Grand River C.I.	June 30, 2016	37
Karen Schumacher-Smith	Teacher, Cameron Heights C.I.	June 30, 2016	30
Tony Snyder	Teacher, Cameron Heights C.I.	June 30, 2016	27

Retirements - Administrative and Support Staff

Name	Position / Location	Effective Date	Years of Service
Elizabeth Cresswell	Educational Assistant, Special Education, Education Centre	August 31, 2016	22
Gary Harris	Custodian, Huron Heights S.S.	December 30, 2016	23
Colleen Kneale	Head Secretary, Smithson P.S.	July 5, 2016	15
Magdalena Orozco	Custodian, Abraham Erb P.S.	December 30, 2016	16
David Prince	Custodian, Waterloo C.I.	July 14, 2016	29
Janet Ralphs	Educational Assistant, Laurelwood P.S.	August 31, 2016	21
Peter Rasberry	Outdoor Education Specialist, Blair Outdoor Education Centre	August 31, 2016	34
Sherry Ratz	Early Literacy Teacher, Special Education, Education Centre	June 30, 2016	33
Catherine Streeter	Itinerant Teacher, Special Education, Education Centre	June 30, 2016	35
Michael Weber	Carpenter, Facility Services, Education Centre	May 31, 2016	23
Kevin White	Facility Service Supervisor, Facility Services, Education Centre	July 29, 2016	33
Diana Wood	Manager, Human Resources, Education Centre	August 31, 2016	13
Kathy Young	Principal, Sir John A. MacDonald S.S.	May 31, 2016	33

Resignations – Teaching, Administrative and Support Staff

Name	Position/Location	Effective Date
Ayde Chavez	Custodian, Rockway P.S.	June 24, 2016
Colin Cook	Custodian, Huron Heights S.S.	May 6, 2016
Casey Donnelly	Educational Assistant, Lackner Woods P.S.	May 13, 2016
Lenore Dueck	Secretary, WT Townshend P.S.	July 5, 2016
Monique Jones	Early Childhood Educator, Wilson Avenue P.S.	May 13, 2016
Jessica Moon	Elementary Teacher, Alpine P.S.	August 31, 2016
Kristin Moore	Elementary Teacher, Baden P.S.	June 30, 2016
Hildie Peters	Elementary Teacher, Laurentian P.S.	June 30, 2016
Gregory Reed	Vice-Principal, Eastwood C.I.	August 31, 2016
Janessa Termeer	Early Childhood Educator, Mary Johnston P.S.	May 13, 2016
Mark Tinning	Educational Assistant, Westmount P.S.	May 17, 2016

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:

Expenses are within the existing approved budget.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

**Report to Board
May 30, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Staffing Recommendations - Appointments**

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

PURPOSE/STRATEGIC PLAN:

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

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

BACKGROUND:

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

STATUS:

The following staff appointments are effective the dates indicated:

Teaching Staff – Elementary:

<u>Name</u>	<u>Position & Location</u>	<u>Effective Start Date</u>
Bibi Waheeda Bahab	Teacher, Chalmers Street P.S.	April 25, 2016
Valerie Bless	Teacher, Alpine P.S.	May 9, 2016
Joshua Watson	Teacher, Howard Robertson P.S.	April 11, 2016

**Teaching Staff – Secondary:
Nil Report**

Administrative and Support Staff:

<u>Name</u>	<u>Position & Location</u>	<u>Effective Start Date</u>
Michelle Gerth	Procurement Clerk, Procurement Services, Financial Services, Education Centre	May 2, 2016
Brenda McLean	Payroll Clerk, Payroll Services, Education Centre	May 2, 2016
Colin Warren	Plumber, Facility Services, Education Centre	May 9, 2016

COMMUNICATIONS:

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

FINANCIAL IMPLICATIONS:

Expenses are within the existing approved budget.

RECOMMENDATION:

It is recommended:

- 2 -



EQUITY AND INCLUSION

Legal References:	<i>Ontario Human Rights Code; Education Act; Canadian Charter of Rights and Freedoms.</i>
Related References:	<i>Policy/Program Memorandum No. 119 Ontario's Equity and Inclusive Education Strategy, 2008 Administrative Procedure 1200 – Student Bullying Prevention and Intervention Administrative Procedure 1230 - Faith and Religious Accommodations Administrative Procedure 1540 - Religious and Cultural Days of Significance in Schools Administrative Procedure 1580 - Off-Campus - Categories I, II & III Administrative Procedure 3340 - The Selection of Teaching Personnel for Positions of Added Responsibility: Principal and Vice Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment Administrative Procedure 4860 - Pupil Accommodation Review Board Policy 1010 - Accessibility for Ontarians With Disabilities Board Policy 6009 – Student Bullying Prevention and Intervention</i>
Effective Date:	<i>May 29, 2006</i>
Revisions:	<i>November 8, 2010, September 15, 2014</i>
Reviewed:	<i>September 15, 2014</i>

1. Preamble

- 1.1 The Waterloo Region District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations in accordance with the Ontario Human Rights Code (the "Code"), the Education Act, and the Canadian Charter of Rights and Freedoms. The Board and its staff are committed to the elimination of all types of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (the "Strategy") and the Ontario Ministry of Education Policy/Program Memorandum No. 119. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system.
- 1.2 The Board values the contribution of all members of our diverse community of students, staff, parents, and community groups to our overall goal and key priorities. The Board supports the diversity of students, staff, and parents that make up the school community.
- 1.3 The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities for students, staff and community partners. The Board will identify and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual.

2. Areas of Focus

2.1 The Board will provide a safe, inclusive environment free from inequity, discrimination and harassment, by addressing the following eight major areas of focus:

2.1.1 POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

Serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Code.

2.1.2 SHARED AND COMMITTED LEADERSHIP

Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the ministry, boards and schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.

2.1.3 SCHOOL-COMMUNITY RELATIONSHIPS

Establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

2.1.4 INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

2.1.5 FAITH AND RELIGIOUS ACCOMMODATION

Acknowledge each individual's right to follow or not to follow religious beliefs and practices, which shall be free from discriminatory or harassing behaviour. Commit to taking all reasonable steps to provide faith and religious accommodations to staff and students.

2.1.6 SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

2.1.7 PROFESSIONAL LEARNING

Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

2.1.8 ACCOUNTABILITY AND TRANSPARENCY

Assess and monitor Board progress in implementing the "Strategy"; to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community.



EQUITY AND INCLUSION

Legal References:	<i>Ontario Human Rights Code; Education Act; Canadian Charter of Rights and Freedoms.</i>
Related References:	Policy/Program Memorandum No. 119 Ontario's Equity and Inclusive Education Strategy, 2008 <i>Administrative Procedure 1200 – Student Bullying Prevention and Intervention</i> <i>Administrative Procedure 1230 - Faith and Religious Accommodations</i> <i>Administrative Procedure 1540 - Religious and Cultural Days of Significance in Schools</i> <i>Administrative Procedure 1580 - Off-Campus - Categories I, II & III</i> <i>Administrative Procedure 3340 - The Selection of Teaching Personnel for Positions of Added Responsibility: Principal and Vice Principal</i> <i>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i> <i>Administrative Procedure 4860 - Pupil Accommodation Review</i> <i>Board Policy 1010 - Accessibility for Ontarians With Disabilities</i> <i>Board Policy 6000- Safe Schools</i> <i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 6008 – Student Discipline</i> <i>Board Policy 6009 – Student Bullying Prevention and Intervention</i> <i>Board Policy 6010 – Student Dress Code</i>
Effective Date:	May 29, 2006
Revisions:	November 8, 2010, September 15, 2014, May 30, 2016
Reviewed:	May 30, 2016

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- 1.2 The Board values the contribution of all members of our diverse community of students, staff, parents, and community groups to our overall goal and key priorities. The Board supports the diversity of students, staff, and parents that make up the school community.
- 1.3 The Board's policies, procedures and practices will be developed, understood, implemented, and continually evaluated to ensure fair and equitable educational, social, and employment opportunities for students, staff and community partners. The Board will identify and remove systemic and attitudinal barriers and biases to learning and employment opportunities that have a discriminatory effect on any individual.

2. Areas of Focus

2.1 The Board will provide a safe, inclusive environment free from inequity, discrimination and harassment, by addressing the following eight major areas of focus:

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Serve staff, students, and families in diverse communities by incorporating the principles of equity and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the **Ontario Human Rights Code**.

2.1.2 SHARED AND COMMITTED LEADERSHIP

Establishing a truly equitable and inclusive education system requires commitment from all levels. All partners in education, within the ministry, boards and schools, have a critical role to play in leading the identification and removal of bias, discrimination, and barriers to an inclusive education system.

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Establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

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Implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

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Acknowledge each individual's right to follow or not to follow religious beliefs and practices, which shall be free from discriminatory or harassing behaviour. Commit to taking all reasonable steps to provide faith and religious accommodations to staff and students.

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Commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

2.1.7 PROFESSIONAL LEARNING

Provide administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

2.1.8 ACCOUNTABILITY AND TRANSPARENCY

Assess and monitor Board progress in implementing the "Strategy"; to embed the principles into all Board policies, programs, guidelines and practices; and to communicate these results to the community.



EXTREME TEMPERATURES

Legal References:	<i>Education Act S265 Occupational Health and Safety Act, Section 25(2)(h)</i>
Related References:	<i>Administrative Procedure 4180 – Extreme Temperatures Administrative Procedure 4130 – Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing) Administrative Procedure 4140 – Recess/Lunch Severe Weather Conditions Facility Services Procedure 1140 – Extreme Heat Conditions Facility Services Procedure 1150 – Extreme Cold Conditions</i>
Effective Date:	<i>March 2007</i>
Revisions:	<i>March 2015</i>
Reviewed:	

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to ensure that every precaution reasonable under the circumstances is taken to provide for the comfort and safety of all students and employees within its jurisdiction during periods of extreme temperatures which include high heat and humidity and cold.

2. Safe Environment

- 2.1 It is a goal that each student, employee, volunteer and trustee will be provided a safe and comfortable working/educational environment.

3. Hazard Awareness

- 3.1 All students, employees, volunteers and trustees will be made aware of the hazards of extreme heat and humidity and cold and the steps they can take to protect themselves.

4. Development of Procedures

- 4.1 All schools will have procedures in place for informing staff and students of weather conditions that will bring extreme temperatures.
- 4.2 Specific procedures will be designed which reflect local needs and the particular circumstances of the school/site.
- 4.3 Procedures will be provided to deal with extreme heat and humidity and cold which are designed to be flexible with the view of achieving safety and comfort for all students and staff to the extent possible under the existing circumstances.
- 4.4 Procedures will provide due consideration to staff or students who individually may experience pronounced impacts from the extreme conditions.



EXTREME TEMPERATURES

Legal References:	<i>Education Act S265</i> <i>Occupational Health and Safety Act, Section 25(2)(h)</i>
Related References:	<i>Administrative Procedure 4180 – Extreme Temperatures</i> <i>Administrative Procedure 4130 – Severe Weather Conditions (Bus Cancellation – Student Dismissal – School Closing)</i> <i>Administrative Procedure 4140 – Recess/Lunch Severe Weather Conditions</i> <i>Facility Services Procedure 1140 – Extreme Heat Conditions</i> <i>Facility Services Procedure 1150 – Extreme Cold Conditions</i>
Effective Date:	<i>March 2007</i>
Revisions:	<i>June 15, 2015</i>
Reviewed:	May 30, 2016

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to ensure that every precaution reasonable under the circumstances is taken to provide for the comfort and safety of all students and employees within its jurisdiction during periods of extreme temperatures which include high heat and humidity and cold. It is also the policy of the Waterloo Region District School Board to keep schools open whenever practically possible.

2. Safe Environment

- 2.1 It is a goal that each student, employee, volunteer and trustee will be provided a safe and comfortable working/educational environment.

3. Hazard Awareness

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- 4.4 Procedures will provide due consideration to staff or students who individually may experience pronounced impacts from the extreme conditions.



FUNDRAISING

Legal References: *Education Act Regulation 298, Section 25: Canvassing and Fundraising*

Related References: *Ministry of Education Memo – 2012:B10 Fundraising Guideline*
Board Policy 4008 – Segregation of Duties & Signing Authority
Board Policy 1003 – School Councils
Administrative Procedure 1570 - School Councils
Administrative Procedure 4690 – School Funds
Administrative Procedure 4400 – One-Over-One Approvals
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Effective Date: *September 1, 2012*

Revisions: *April 13, 2015*

Reviewed: *June 22, 2015*

Definitions:

Fundraising

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. By regulation, fundraising by schools/school councils is required to be in accordance with Board policies.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to support and encourage fundraising activities that enrich the experience of our students and help build a broader sense of community outside of the school experience.
 - 1.1.1 Fundraising should reflect the values and expectations of the school community.
 - 1.1.2 School communities should be aware of how the proceeds of their fundraising activities will be used.
 - 1.1.3 In determining fundraising activities, consideration must be given to the purposes and principles of public education including diversity, accessibility, equity and inclusivity.
 - 1.1.4 Fundraising conducted at the school level should be conducted under the guidance of the school principal in accordance with the Waterloo Region District School Board policies that promote accountability for the handling and management of the proceeds raised.
 - 1.1.5 Funds raised for school purposes should complement and not be used to replace public funding for education and should not be used to support basic items funded through provincial grants or for capital projects that significantly increase operating costs.
 - 1.1.6 The purposes for which funds are collected must be consistent with the mission and values of the Waterloo Region District School Board.

- 1.1.7 Activities engaged in should support student learning and not detract from the instructional day.
- 1.1.8 Participation in fundraising activities must be voluntary and the privacy and personal information of those involved must be protected.
- 1.1.9 Undertaking fundraising activities should not provide personal gain to any staff member, student or volunteer.
- 1.1.10 Administrative expenses associated with conducting fundraising activities should be minimized.

2. Safety

- 2.1 The fundraising activities must protect the safety of students.
- 2.2 Age appropriate activities and proper supervision must be put in place.
- 2.3 The appropriate safeguards for collection, deposit, recording and use of funds must be instituted.
- 2.4 Students participating in fundraising should not be held responsible for any loss that may be incurred.

3. Accountability and Transparency

- 3.1 The use of fundraising proceeds must be communicated to the school community on a timely basis.
- 3.2 Fundraising must be conducted for a designated purpose and utilized in that manner.
- 3.3 The school community should advise and assist as necessary with fundraising ventures.
- 3.4 No person (staff, volunteers or community business interests) should benefit materially or financially from the fundraising activity.
- 3.5 Transparent financial reporting practices must be in place.

4. Equitable Opportunities

- 4.1 Not all schools have the same capacity to conduct fundraising activities; therefore some schools may have resources which exceed those available to students at other schools.
- 4.2 Schools are encouraged to consider assisting other schools whenever possible and as deemed appropriate by the school community.
- 4.3 Funds raised may be forwarded directly to a targeted school or contributed to a central fund through the Waterloo Education Foundation, Inc. (WEFI) to be distributed as determined by the fundraising school.

5. Fundraising Activities

- 5.1 Fundraising activities must be compliant with:
 - 5.1.1 Municipal, provincial, and federal legislation
 - 5.1.2 Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.
- 5.2 Capital projects supported by fundraising proceeds should:
 - 5.2.1 Be complementary to publicly funded education
 - 5.2.2 Not result in an increase in the facility capacity of a school
 - 5.2.3 Not result in a significant increase in school or board operating or capital costs
- 5.3 Examples of Acceptable Uses of Fundraising Proceeds

- 5.3.1 Assistance funds
 - 5.3.2 Supplies, equipment or services which complement or enhance items funded by provincial grants
 - 5.3.3 Field trips or other excursions
 - 5.3.4 Guest speakers or presentations
 - 5.3.5 Ceremonies, awards, plaques, trophies or prizes for students
 - 5.3.6 Scholarships or bursaries
 - 5.3.7 Extracurricular activities and events
 - 5.3.8 School yard improvement projects
 - 5.3.9 Upgrades to sporting facilities
 - 5.3.10 Support for activities that are unique to the cultural character of the school
- 5.4 Examples of Unacceptable Uses of Fundraising Proceeds
- 5.4.1 Items funded through provincial grants such as basic classroom learning materials and textbooks
 - 5.4.2 Facility renewal, maintenance or upgrades funded through provincial grants
 - 5.4.3 Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants
 - 5.4.4 Goods or services for employees, where such purchases would contravene the *Education Act* or represent a conflict of interest
 - 5.4.5 Professional development including support for teacher attendance at professional development activities
 - 5.4.6 Administrative expenses not associated with fundraising activity
 - 5.4.7 Support for partisan political activity, groups or candidates
 - 5.4.8 Payment for staff or any board employee



FUNDRAISING

Legal References:	<i>Education Act Regulation 298, Section 25: Canvassing and Fundraising</i>
Related References:	<i>Ministry of Education Memo – 2012:B10 Fundraising Guideline</i> <i>Board Policy 4008 – Segregation of Duties & Signing Authority</i> <i>Board Policy 1003 – School Councils</i> <i>Administrative Procedure 1570 - School Councils</i> <i>Administrative Procedure 4690 – School Funds</i> <i>Administrative Procedure 4400 – One-Over-One Approvals</i> <i>Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)</i> <i>Ministry of Education Fundraising Guideline</i> <i>Broader Public Sector Expense Directive</i>
Effective Date:	<i>September 1, 2012</i>
Revisions:	<i>April 13, 2015, May 30, 2016</i>
Reviewed:	<i>June 22, 2015</i>

Definitions: Fundraising

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. By regulation, fundraising by schools/school councils is required to be in accordance with Board policies.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to support and encourage fundraising activities that enrich the experience of our students and help build a broader sense of community outside of the school experience.
 - 1.1.1 Fundraising should reflect the values and expectations of the school community.
 - 1.1.2 School communities should be aware of how the proceeds of their fundraising activities will be used.
 - 1.1.3 In determining fundraising activities, consideration must be given to the purposes and principles of public education including diversity, accessibility, equity and inclusivity.
 - 1.1.4 Fundraising conducted at the school level should be conducted under the guidance of the school principal in accordance with the Waterloo Region District School Board policies that promote accountability for the handling and management of the proceeds raised.
 - 1.1.5 Funds raised for school purposes should complement and not be used to replace public funding for education and should not be used to support basic items funded through provincial grants or for capital projects that significantly increase operating costs.

- 1.1.6 The purposes for which funds are collected must be consistent with the mission and values of the Waterloo Region District School Board.
- 1.1.7 Activities engaged in should support student learning and not detract from the instructional day.
- 1.1.8 Participation in fundraising activities must be voluntary and the privacy and personal information of those involved must be protected.
- 1.1.9 Undertaking fundraising activities should not provide personal gain to any staff member, student or volunteer.
- 1.1.10 Administrative expenses associated with conducting fundraising activities should be minimized.

2. Safety

- 2.1 The fundraising activities must protect the safety of students.
- 2.2 Age appropriate activities and proper supervision must be put in place.
- 2.3 The appropriate safeguards for collection, deposit, recording and use of funds must be instituted.
- 2.4 Students participating in fundraising should not be held responsible for any loss that may be incurred.

3. Accountability and Transparency

- 3.1 The use of fundraising proceeds must be communicated to the school community on a timely basis.
- 3.2 Fundraising must be conducted for a designated purpose and utilized in that manner.
- 3.3 The school community should advise and assist as necessary with fundraising ventures.
- 3.4 No person (staff, volunteers or community business interests) should benefit materially or financially from the fundraising activity.
- 3.5 Transparent financial reporting practices must be in place.

4. Equitable Opportunities

- 4.1 Not all schools have the same capacity to conduct fundraising activities; therefore some schools may have resources which exceed those available to students at other schools.
- 4.2 Schools are encouraged to consider assisting other schools whenever possible and as deemed appropriate by the school community.
- 4.3 Funds raised may be forwarded directly to a targeted school or contributed to a central fund through the Waterloo Education Foundation, Inc. (WEFI) to be distributed as determined by the fundraising school.

5. Fundraising Activities

- 5.1 Fundraising activities must be compliant with:
 - 5.1.1 Municipal, provincial, and federal legislation
 - 5.1.2 Ministry of Education guidelines and policies, such as the **Fundraising Guideline**, School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.
- 5.2 Capital projects supported by fundraising proceeds should:
 - 5.2.1 Be complementary to publicly funded education
 - 5.2.2 Not result in an increase in the facility capacity of a school
 - 5.2.3 Not result in a significant increase in school or board operating or capital costs

- 5.3 Examples of Acceptable Uses of Fundraising Proceeds
 - 5.3.1 Assistance funds
 - 5.3.2 Supplies, equipment or services which complement or enhance items funded by provincial grants
 - 5.3.3 Field trips or other excursions
 - 5.3.4 Guest speakers or presentations
 - 5.3.5 Ceremonies, awards, plaques, trophies or prizes for students
 - 5.3.6 Scholarships or bursaries
 - 5.3.7 Extracurricular activities and events
 - 5.3.8 School yard improvement projects
 - 5.3.9 Upgrades to sporting facilities
 - 5.3.10 Support for activities that are unique to the cultural character of the school
- 5.4 Examples of Unacceptable Uses of Fundraising Proceeds
 - 5.4.1 Items funded through provincial grants such as basic classroom learning materials and textbooks
 - 5.4.2 Facility renewal, maintenance or upgrades funded through provincial grants
 - 5.4.3 Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants
 - 5.4.4 Goods or services for employees, where such purchases would contravene the *Education Act* or represent a conflict of interest
 - 5.4.5 Professional development including support for teacher attendance at professional development activities
 - 5.4.6 Administrative expenses not associated with fundraising activity
 - 5.4.7 Support for partisan political activity, groups or candidates
 - 5.4.8 Payment for staff or any board employee



FRAUD MANAGEMENT

Legal References: *Criminal Code of Canada*

Related References: *Board Policy 6001 – Code of Conduct;*
Board Policy 4016 – Business Complaint Policy;
Administrative Procedure 4315 – Fraud Management;
Administrative Procedure 4310 – Total Integrity Plan (The TIP Line);
Administrative Procedure 4360 – Principles of Business Conduct for Board Employees;
Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures;
Administrative Procedure 3760 – Progressive Discipline;
Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies.

Effective Date: *March 2013*

Reviewed: *June 15, 2015*

1. Preamble

- 1.1 The purpose of this policy is to set out the process to be followed for the identification, investigation, escalation and reporting of fraud at the Waterloo Region District School Board ("Board").
- 1.2 This policy applies to trustees, employees and all organizations that do business with the Board.

2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the Superintendent of Business Services and Treasurer, is authorized to provide the administrative procedures necessary to implement this policy and provide an annual monitoring report to the Audit Committee on the status of the implementation of policy.

3. Principles

- 3.1 Fraud and the material misstatement of financial information can have a significant adverse effect on the Board's public image, reputation and its ability to achieve its strategic objectives.
- 3.2 The policy is intended as a means to increase awareness of key fraud indicators, the different types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- 3.3 The Board is committed to protecting its revenue, property, proprietary information and other assets. The Board will not tolerate any misuse or misappropriation of those assets.
- 3.4 The Board will make every reasonable effort to protect itself against fraud, and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.
- 3.5 The Board will provide the necessary information and training to ensure that staff is familiar with the types of improprieties that might occur within the workplace and be alert for any indications of such conduct.

- 3.6 Provided there are reasonable grounds, the Board shall investigate any and all incidents of suspected or alleged acts of fraud. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such an alleged incident.
- 3.7 When a fraud is substantiated by the investigation, appropriate disciplinary action shall be taken, up to and including dismissal.
- 3.8 In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- 3.9 In the event of criminal misconduct, the police shall be notified, as appropriate.

4. Definitions

- 4.1 Fraud is a deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.
- 4.2 Types of fraud may include, but are not limited to, the following:
 - 4.2.1 Theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time.
 - 4.2.2 Forgery or alteration of cheques or other banking documents and records.
 - 4.2.3 Any irregularity in the handling or reporting of money transactions, including the falsification, unauthorized destruction or removal of corporate records, or financial statements.
 - 4.2.4 Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes, in violation of Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies.
 - 4.2.5 Any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the Board.
 - 4.2.6 The unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes.
 - 4.2.7 Misuse or abuse of authority in the context of purchasing goods or services.
 - 4.2.8 False claims for grants, contributions or any program/service payments, including refunds and rebates.
 - 4.2.9 Seeking or accepting anything of material value from vendors of the Board in violation of the conflict of interest provisions in Administrative Procedure 4360 – Principles of Business Conduct for Board Employees or Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.

5. Requirements

- 5.1 Duty to Report Suspicion of Fraud
 - 5.1.1 Any act of fraud that is detected or suspected must be reported immediately and investigated in accordance with this policy, as expeditiously as possible.
 - 5.1.2 Any employee who has knowledge of an occurrence of a fraud, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee must notify their supervisor's superior.
 - 5.1.3 Upon notification from an employee of a suspected fraud, the supervisor shall notify Review Services immediately.
 - 5.1.4 Where the person reporting the suspicion of fraud is not satisfied that their suspicion will be investigated they must contact one of the following:
 - 5.1.4.1 Review Services;
 - 5.1.4.2 Superintendent of Business Services and Treasurer; or
 - 5.1.4.3 File a complaint using the TIP Line [see Administrative 4310 – Total Integrity Plan (The TIP Line)].

- 5.1.5 Where an employee or other person suspects a member of Senior Staff of fraud, the employee must notify the Director of Education directly.
- 5.1.6 Where the Director of Education is suspected of fraud, the employee must notify the Chair of the Board.
- 5.1.7 Where a Trustee is suspected of fraud, the employee must notify the Director of Education or the Superintendent of Business Services and Treasurer.
- 5.2 Investigation of Suspicions or Allegations of Fraud
 - 5.2.1 Responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education, through the Superintendent of Business Services and Treasurer, or the Executive Officer of Human Resources Services, as appropriate.
 - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the Superintendent of Business Services and Treasurer shall inform the Chair of the Audit Committee. They shall ensure that all instances of alleged or suspected fraud are appropriately investigated.
 - 5.2.3 The Director of Education and the Superintendent of Business Services and Treasurer may, involve the services of the Manager of Review Services or the Regional Internal Audit Manager, where appropriate. Similarly, the Board may involve forensic consultants and Board legal counsel.
 - 5.2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
 - 5.2.5 All participants in a fraud investigation shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those involved in the investigation.
- 5.3 Whistleblower Protection
 - 5.3.1 Protection from Reprisal – This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation. The Board shall make every effort to ensure that an individual, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment consequence. Anyone who retaliates against someone who has reported in good faith is subject to discipline, up to and including dismissal.
 - 5.3.2 Acting in Good Faith – In making a report, an individual must be acting in good faith with reasonable grounds for believing that there is a breach of a code of conduct or questionable financial practices. An individual who makes an unsubstantiated report, which is knowingly false or made with vexatious or malicious intent, will be subject to discipline, up to and including dismissal.



Board Policy 4018

FRAUD MANAGEMENT

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Effective Date: *March 2013*

Revisions: *June 15, 2015, May 30, 2016*

Reviewed:

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RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *March 9, 2015*

1. Preamble

1.1 It is the policy of the Waterloo Region District School Board to hold a dinner for retiring employees in the Spring of each year and to present a gift to each retiring employee as a memento of the occasion, recognizing that:

- 1.1.1 employees retiring from the Board each year have given a number of years of valuable and faithful service to this Board or its predecessors;
- 1.1.2 the Board desires to recognize these employees on their retirement.



RECOGNITION OF RETIRING EMPLOYEES

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**Report to Board
May 30, 2016**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Energy Update

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Ian Gaudet, Controller, Facility Services; Ron Dallan Manager of Capital Projects; Lou Lima, Manager of Mechanical, Electrical and Environmental Services and Steve Feeney, Supervisor of Energy Conservation in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to update the Waterloo Region District School Board (Board) with respect to energy conservation across the Board and highlight ongoing work in this area. This report relates to the following strategic directions that include engaging students, families, staff and communities; championing quality public education and promoting forward-thinking.

BACKGROUND:

The Green Energy Act (O.Reg. 397/11), came into effect in 2009 repealed the Energy Conservation Leadership Act and the Energy Efficiency Act. Under this Act the Ministry implemented the Utility Consumption Database (UCD). The UCD reports on annual utility consumption and greenhouse gas emissions for more than 5,000 schools and administrative buildings across 72 boards and requires the implementation of a 5 year conservation and demand management plan for each board.

UCD reports for 2011/12 through to 2013/14 for all Board facilities. The Board's conservation and demand management plan completed in 2014, is available for public viewing on the Board website. Annual reporting to the Ministry is expected to continue with future reports expanding to include data of water use and alternate utilities at Board facilities.

In school calendar years 2009/10, 2010/11, and 2011/12, Business Services provided energy updates to the Board through the Energy Efficient School Funding (EESF) annual capital report. EESF funding was targeted for capital investment into schools that were below the average in terms of energy performance. The program for EESF was discontinued by the Ministry at the end of school year 2011/12. As such, no capital funding is being provided targeted solely at reducing energy consumption, although this is a founding principal for expenditures of capital from School Renewal (SR), School Condition Improvement (SCI) or new capital investment as Business Services continue to deliver capital projects across the region.

STATUS

Energy Use Intensity and Consumption

Energy Use Intensity (EUI) measured in equivalent kilowatt hours per square metre (ekWh/m²) is the base unit for comparison purposes.

This metric is developed by first using heating degree days to weather normalize the gas consumption, as its use is nearly exclusive for space heating. Cubic metres of gas or gigajoules, as reported by the utilities, is then converted to equivalent kilowatt hours (ekWh). Total energy consumption is calculated by adding ekWh of gas use to electrical consumption, already reported in kWh.

Determining intensity involves accounting for square footage of all facilities in our inventory including portables and port-a-packs as well as changes to school areas due to additions or school closures. This produces the EUI measured in ekWh/m².

Previous reports used a baseline of 2008 (January through December calendar year) as a benchmark. It is important to note that subsequent data is presented on a school calendar year basis.

EUI is presented in Figures 1a and 1b as follows;

Figure 1a – Energy Use Intensity by Panel (ekWh/m²) versus Year

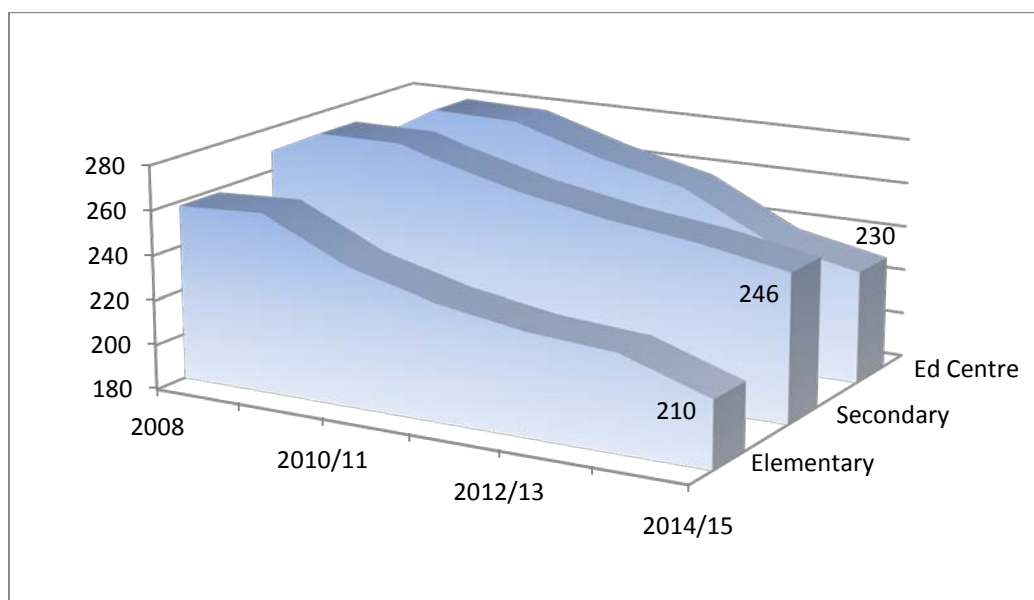
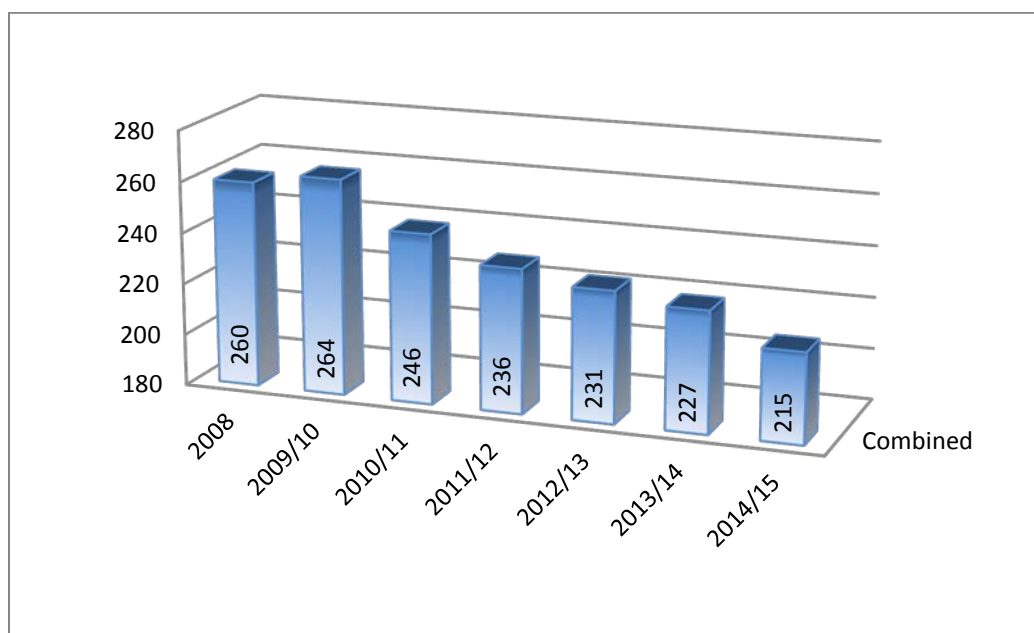


Figure 1b – Energy Use Intensity Combined (ekWh/m²) versus Year



The Board has experienced a 17.3% reduction in EUI when comparing 2014/15 to 2008 average energy intensity for both elementary and secondary schools as well as outdoor and education centers.

Detailed EUI for each school is presented in Appendix A for elementary and Appendix B for secondary schools and the Education Centre.

Consumption by commodity is an important factor that drives expenditures. Gas continues to be at a comparatively low cost to electricity. As such, a greater reliance on gas as a resource is currently beneficial for our operational budget.

Energy consumption and expenditures for 2014/15 are presented in Figures 2 and 3 respectively;

Figure 2 – Energy Consumption by Commodity

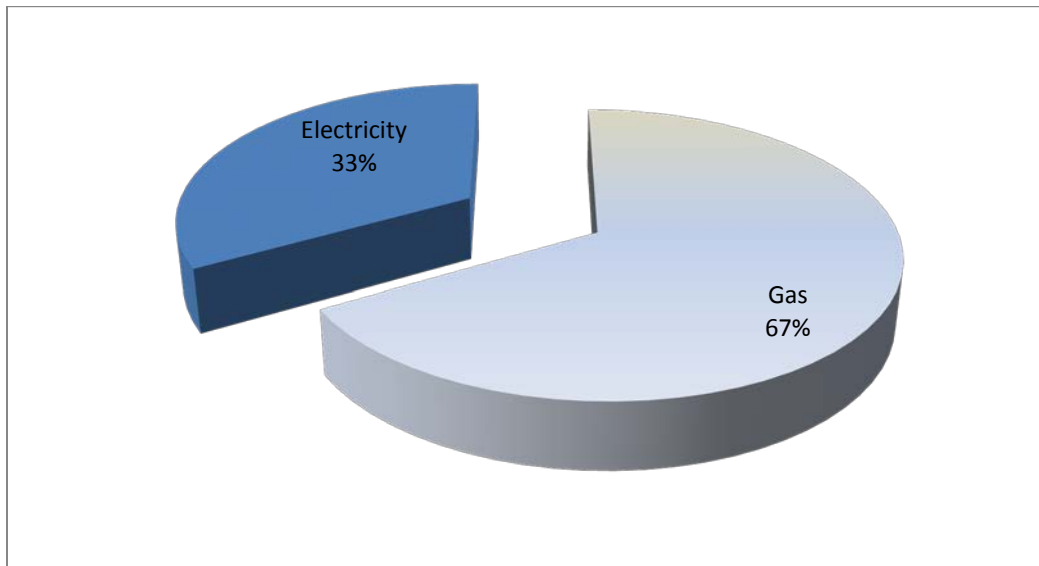
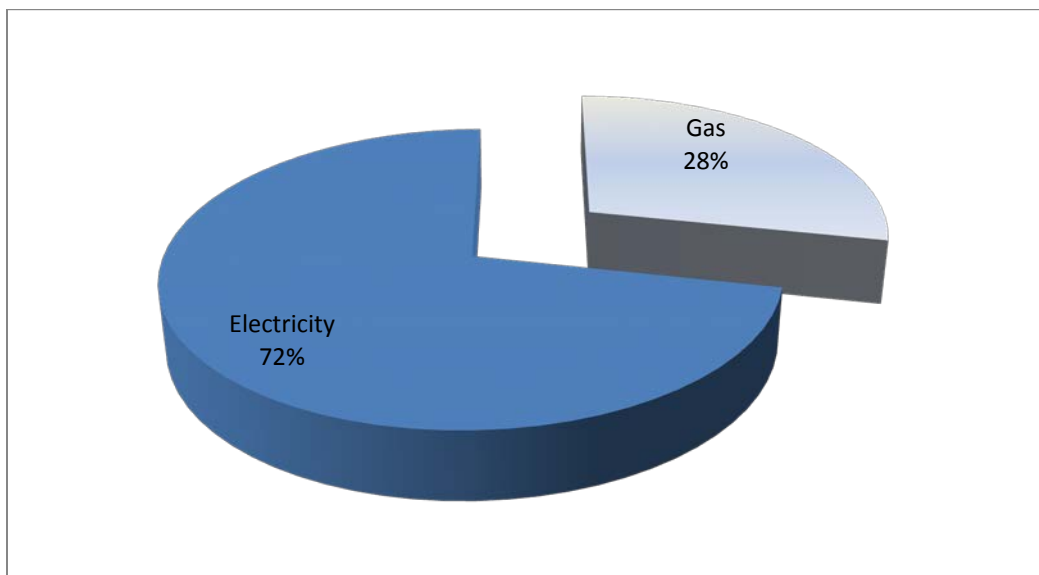


Figure 3 – Energy Expenditures by Commodity



On average for 2014/15, gas cost was approximately 2.5 cents per ekWh and electricity cost was approximately 15.7 cents per ekWh with a combined cost for both commodities at 6.9 cents. This represents a rise in the combined commodity cost from 2013/14 of just over 4.1%.

Energy intensity is driven by consumption. Consumption is an aspect over which the Board and its stakeholders have partial control. Factors that are controllable may include:

- Student and staff behaviour
- Waste minimization
- Use of efficient technologies
- Automation and control technologies (Building Automation Systems or BAS)
- Building envelope improvements
- Reduction of equipment power use and heat gain (transition from desktop to laptop PCs and similar).
- Designated periods of set-back and/or shut down

Consumption is also driven by factors beyond stakeholder control and can include factors such as:

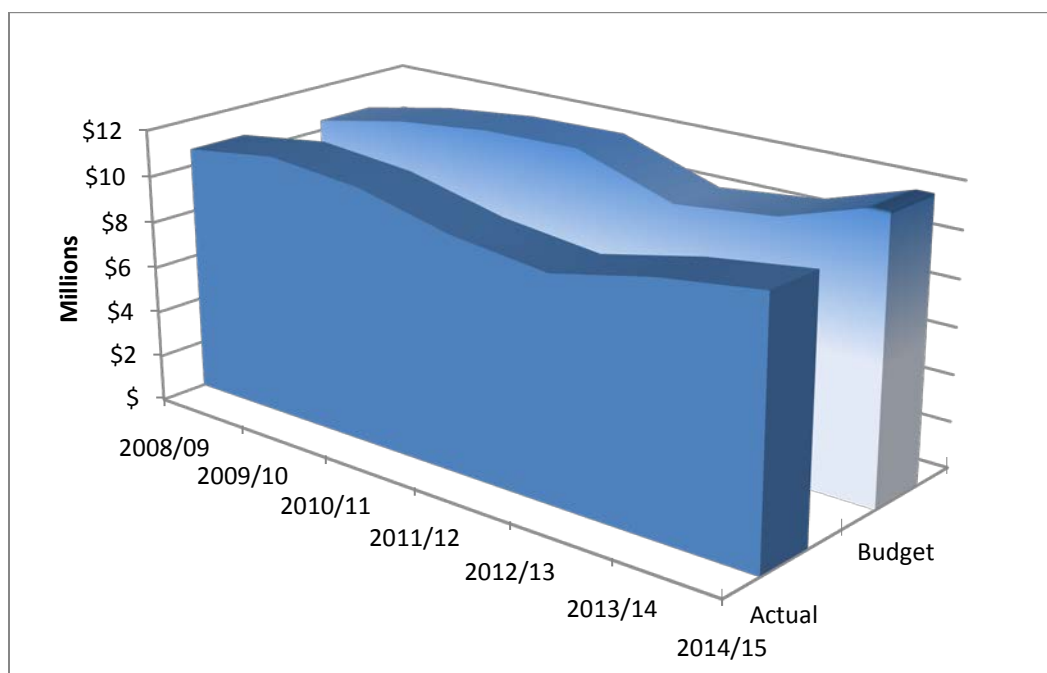
- Weather (warmer summer and shoulder season drives cooling demand)
- Hours of operation (extended use for Ministry initiatives such as Community Use)
- School closures (disposal of redundant school sites or port-a-packs)
- Expansion of facilities and square footage (New schools or school additions)

Energy Budget and Expenditure

A seven year history of board budgets and expenditures for electricity and gas are presented in Appendix C. The Board gas and electricity budget for 2014/15 was \$12.2M and expenditures were \$11.0M

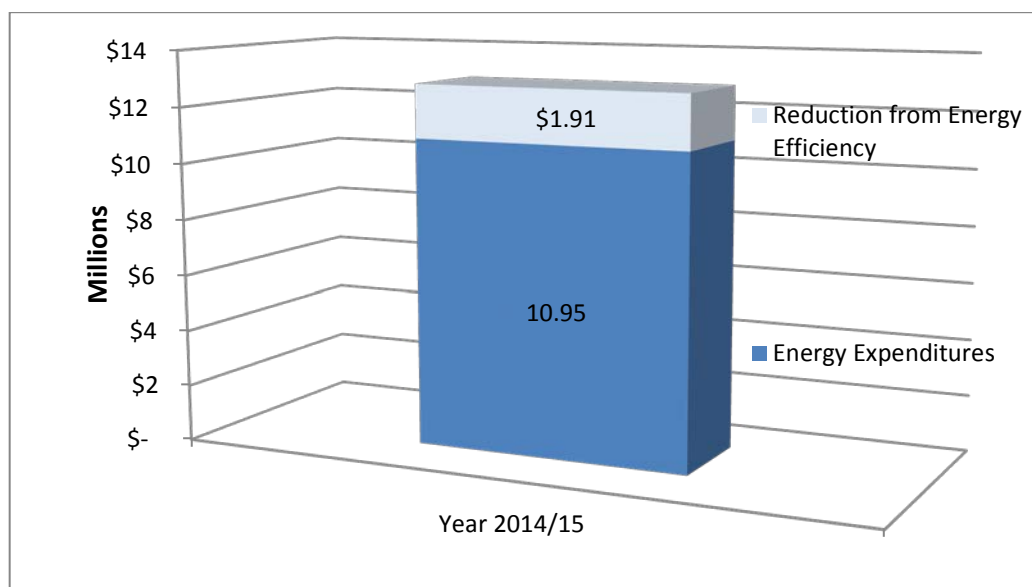
It is important to note when reviewing this information that budget and actual expenses cannot be compared directly year over year as a metric for operational efficiencies. Consumption is user and weather dependent. Costs are market dependent. Market pricing is something the Board has limited control over and market pricing can fluctuate greatly depending on demand and time of use. Business Services staff continues to employ a 5 year cost averaging approach purchasing strategy working through a consortium. This minimizes the Board's exposure to spot market pricing and contributed to the savings experienced in 2014/15. Figure 4 presents the board's budget versus expenditures since 2008.

Figure 4 – Budget and Expenditures (Dollars) versus Year



Offset costs from energy efficiency, not only from gains through building upgrades but also from changes in occupant practices, are estimated as noted below. This compares the base line EUI for 2008 at 260 ekWh/m² vs the EUI for 2014/15 at 215 ekWh/m² with both at the current cost of 6.9 cents. Figure 5 represents more than \$1.9M in offset costs for 2014/15 due to EUI reductions.

Figure 5 – Reduction as compared to base line (Dollars) for 2014/15



Regardless of our best efforts to reduce consumption by driving down EUI, energy costs, in particular cost for electricity, are likely to continue to rise in the future. Offsetting these costs by reducing EUI is critical to minimizing the anticipated increases in future budgets and expenditures.

Operations

Changing human behavior continues to be our most promising as well as our most challenging area in resource conservation. Continuing work with Sustainable Waterloo Region, a local not-for-profit organization striving to reduce our carbon footprint at a regional level, as well as EcoSchools throughout the Board, provides a partnership in the promotion of sustainability at the school level and energy efficiency throughout the Board. In addition, presentations by Facility Services staff to schools as part of the grade 5 curriculum on energy efficiency and sustainability, provides a direct link with students and educators.

The continuation of the Summer Student Placement program assisting Facility Services with energy efficiency and resource conservation, although extremely successful last year in promoting energy reduction and tracking water use while providing valuable work experience to a young person, will not have funding available this year from the Ministry of Government and Consumer Services and alternative support is being sought from the Government of Canada thru the Canada Summer Jobs program.

Transition of computer technologies as driven by ITS, from dedicated computer labs with power consuming desktops to decentralized energy efficient chrome books, tablets and laptops, in particular where take-home use occurs, further helps reduce energy throughout the Board.

Continuing work with the Building Envelope Working Group in 2015, brought together managers, coordinators, architects, roofing, windows and other experts to establish best practices and products for the Board. This was done in conjunction with energy modeling for a typical Board elementary school to achieve specific energy efficiency targets for each building system while maintaining construction budgets, maintenance needs and long term use of the school. This resulted in the development of updated Board Standards for windows, roofs and vestibule/building entrances, now in use in the design of new schools and school renovations.

Technologies

As we construct new or renew older facilities, Facility Services continue to implement suitable energy efficiency technologies, including;

- Energy/heat recovery for building fresh air
- Variable speed drives for fans and pumps
- Occupancy sensors and daylight harvesting for lighting
- T-8 or High Intensity Discharge (HID) to Light Emitting Diode (LED) lighting retrofits
- Carbon Dioxide (CO₂) demand control ventilation
- Astronomical timers for exterior lighting
- Direct Digital Control (DDC) building automation systems
- Condensing gas air handling units for gyms and similar spaces
- Condensing boilers and water heaters for new schools
- Elimination of electric heat for new schools
- Time-of-day control for electric heat at existing schools
- Occupancy control for electric heat and cool in portables
- Regression analysis for boiler plant retrofits

In addition a number of pilot programs were underway to further pursue energy and resource conservation, including;

- eTime Energy window treatment
- Cooling through gas fired heat pump systems
- Load shedding cooling controls for summer schools
- Eyedro point of use web-based power monitoring
- Humidity based free cooling
- Direct replacement LED lamps for non-renovated spaces

As implementations of these technologies help reduce consumption, Business Services staff intends to continue the expansion and use of such technologies where possible, while targeting a reasonable, 3 years to 7.5 years, return on investment (ROI) and available funding. It should be noted that while technology is a great resource to reduce consumption, our greatest opportunity to leverage reductions is to change behaviors and reduce waste.

Review of new technologies with other boards by evaluating new schools including the 95 kWh/m² Hyde Park PS at the Simcoe County DSB, discussions at OMC Energy Sub-Committee and participation in ASHRAE or CSC sponsored seminars, and others, provides school specific solutions to help minimize energy consumption while continue to meet the long term building needs of students and staff.

Further to the use of technology, the continued implementation of Preventative Maintenance (PM) programs extends the working life of equipment and also helps to increase efficiencies and therefore use less energy. As such, the continued development of the Computerized Maintenance Management System (CMMS) and development of PM programs is key to reduced consumption within our schools.

Renewables

The Board received approximately \$1M for five renewable energy projects from the Ministry in 2010/2011. These projects were completed in late 2011 and have generated more than \$201,000 in revenue over 53 months of operation. Appendix D presents a summary of photovoltaic production and revenues.

It is important to recognize that despite generating significant revenue, the payback on the \$1M capital investment under the MicroFIT program at 80 cents per kWh provides a 21.7 year payback. This time frame would be significantly longer if not subsidized at 80 cents per kWh rate.

Incentives and Reinvestment

In addition to the projects implemented and the saving generated through reduced consumption, the Board has actively sought out incentives programs that generate savings that can be reinvested into schools and further help with resource conservation board wide.

Since 2009, the Board has received more than \$335,000 in incentives from partners that include:

- Union Gas
- Cambridge ND, Kitchener Wilmot and Waterloo North Hydro
- Reliance Commercial Solutions

These incentives continue to be reinvested each year to support capital upgrades directly related to energy conservation or to support schools for their use in promotion of their EcoSchool status. Appendix E presents the EcoSchools recognition awards and recent energy upgrades funded from these incentives.

COMMUNICATIONS:

The Green Energy Act requires this Energy Update be presented to Board and available publicly on an annual basis. In addition, the Energy Conservation and Demand Management Plan and Energy Consumption and Greenhouse Gas Emission annual reports, as available through the UCD, are posted by the Board online with hard copies available at the Education Centre for public access as required under the Green Energy Act.

It is intended that this report will be shared with the, Elementary Accommodation Committee (EAC), Secondary Accommodation Committee (SAC), and Accommodation Steering Committee (ASC) in an effort to enhance awareness and build a knowledge base and momentum for energy conservation in the schools.

FINANCIAL IMPLICATIONS:

While the utility budget may represent less than two percent of the overall Board budget, the active management of the utility portfolio is required to mitigate risk exposure as cost over runs or savings can have a significant impact on the operating budget.

The utility budget will continue to be monitored and developed on an annual basis within Business Services in consultation with external agencies as required (consortium, Ministry, OMC Energy Sub-Committee, School Energy Coalition), Coordinating Council, and brought forward through regular budget deliberations.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

APPENDIX A

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT
ENERGY UPDATE
ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS**

Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available

School	2008 EkWh/m2	2009/10 EkWh/m2	2010/11 EkWh/m2	2011/12 EkWh/m2	2012/13 EkWh/m2	2013/14 EkWh/m2	2014/15 EkWh/m2
A R Kaufman P.S.	212	267	244	234	239	234	214
Abraham Erb P.S.	189	166	173	167	171	166	161
Alpine P.S.	287	330	318	334	307	306	293
Avenue Road P.S.	242	400	331	197	170	177	177
Ayr P.S.	238	292	277	268	257	250	224
Baden P.S.	232	176	168	156	161	168	170
Blair O.E.C.	Unavailable	297	267	292	271	273	257
Blair Road P.S.	422	249	224	246	212	217	214
Breslau P.S.	336	393	268	267	248	338	241
Bridgeport P.S.	246	241	245	269	262	194	169
Brigadoon P.S.	199	296	213	181	185	193	167
Cedar Creek P.S.	211	206	182	174	175	188	172
Cedarbrae P.S.	289	245	308	264	255	250	256
Centennial (Camb) P.S.	269	286	254	363	266	248	229
Centennial (Wloo) P.S.	389	264	244	171	247	258	238
Central P.S.	269	294	268	284	277	280	256
Chalmers Street P.S.	265	274	288	316	267	257	237
Clemens Mill P.S.	223	219	206	209	213	226	226
Conestogo P.S.	261	271	252	273	244	239	228
Coronation P.S.	440	378	364	326	329	323	332
Country Hills P.S.	190	224	229	301	268	230	219
Courtland Senior P.S.	246	254	244	219	223	274	226
Crestview P.S.	242	322	299	279	246	300	319
Dickson P.S.	184	183	185	161	171	171	117
Doon P.S.	279	304	281	219	211	201	196
Driftwood Park P.S.	232	199	183	185	180	184	197
Edna Staebler P.S.	Not Open	171	159	150	159	159	159
Elgin Street P.S.	196	226	204	187	196	191	183
Elizabeth Ziegler P.S.	272	278	268	251	226	242	240
Empire P.S.	238	246	239	227	239	219	208
Floradale P.S.	209	191	214	236	232	208	181
Forest Glen P.S.	281	260	240	221	202	235	214
Forest Hill P.S.	316	269	246	248	208	203	198
Franklin P.S.	236	258	233	234	227	218	210
Glencairn P.S.	156	177	182	173	187	215	185
GrandView (Camb) P.S.	230	251	239	143	168	172	163
Grandview (NH) P.S.	197	326	228	233	217	213	189
Hespeler P.S.	206	205	184	166	168	180	177
Highland P.S.	326	281	275	204	189	205	206
Hillcrest P.S.	232	221	209	191	205	182	183
Howard Robertson P.S.	407	343	335	280	287	263	269
J F Carmichael P.S.	217	198	192	183	161	172	167
J.W. Gerth P.S.	Not Open	125	137	120	141	149	150
Jean Steckle PS	Not Open	Not Open	Not Open	Not Open	Not Open	146	137

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

**ENERGY UPDATE
ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS**

Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available

School	2008 EkWh/m2	2009/10 EkWh/m2	2010/11 EkWh/m2	2011/12 EkWh/m2	2012/13 EkWh/m2	2013/14 EkWh/m2	2014/15 EkWh/m2
John Darling P.S.	179	215	170	171	177	184	196
John Mahood P.S.	323	258	228	221	213	198	185
Keatsway P.S.	250	197	172	154	132	153	148
King Edward P.S.	594	268	261	252	256	247	276
Lackner Woods P.S.	192	213	203	210	209	226	220
Laurelwood P.S.	223	235	216	220	205	209	205
Laurentian P.S.	293	321	303	264	258	310	363
Lester B. Pearson P.S.	217	173	171	173	175	166	168
Lexington P.S.	307	287	291	261	256	295	228
Lincoln Avenue P.S.	289	358	332	330	313	151	98
Lincoln Heights P.S.	298	258	232	233	234	213	203
Linwood P.S.	356	268	252	273	247	253	239
MacGregor Sr P.S.	201	212	204	201	202	201	193
MacKenzie King P.S.	294	319	299	313	281	301	217
Manchester P.S.	281	316	304	286	258	253	199
Margaret Avenue P.S.	229	285	198	236	237	236	248
Mary Johnston P.S.	174	176	176	175	165	184	170
McQuarrie Centre	539	531	561	411	522	421	299
Meadowlane P.S.	225	271	270	255	247	254	234
Millen Woods P.S.	Not Open	Not Open	196	153	162	168	153
Moffat Creek P.S.	Not Open	Not Open	Not Open	Not Open	138	135	117
N A MacEachern P.S.	326	338	317	250	256	255	283
New Dawn	412	424	403	430	368	268	209
New Dundee P.S.	188	215	205	209	208	192	196
Northlake Woods P.S.	311	234	241	234	217	199	193
Park Manor P.S.	341	313	284	272	276	279	278
Parkway P.S.	289	260	256	280	337	266	240
Pioneer Park P.S.	236	274	248	255	260	223	219
Preston P.S.	180	188	194	191	191	178	161
Prueter P.S.	169	286	277	219	259	241	206
Queen Elizabeth P.S.	220	252	251	277	268	251	237
Queensmount Sr P.S.	400	309	342	324	258	287	329
Riverside P.S.	171	217	175	175	186	208	179
Rockway P.S.	265	311	281	311	257	316	268
Rosemount P.S.	245	299	287	269	271	272	298
Ryerson P.S.	260	264	246	199	207	204	196
Saginaw P.S.	250	281	248	232	251	242	235
Sandhills P.S.	238	251	226	224	246	237	207
Sandowne P.S.	285	206	221	293	274	251	262
Sheppard P.S.	224	277	268	249	241	247	242
Silverheights P.S.	229	209	203	186	183	158	147
Sir Adam Beck P.S.	Not Open	Not Open	124	164	130	136	133
Smithson P.S.	216	259	249	255	250	224	239
Southridge P.S.	284	318	294	288	287	274	305

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

ENERGY UPDATE

ANNUAL ENERGY USE INTENSITY - ELEMENTARY SCHOOLS

Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available

School	2008 EkWh/m2	2009/10 EkWh/m2	2010/11 EkWh/m2	2011/12 EkWh/m2	2012/13 EkWh/m2	2013/14 EkWh/m2	2014/15 EkWh/m2
St Andrew's P.S.	247	191	196	173	174	174	174
St Jacobs P.S.	236	253	250	235	239	237	222
Stanley Park P.S.	299	331	314	299	280	314	262
Stewart Avenue P.S.	270	306	191	170	179	168	170
Suddaby P.S.	149	197	192	192	146	157	155
Sunnyside P.S.	226	243	218	198	205	208	208
Tait Street P.S.	227	243	241	229	230	251	176
Three Bridges P.S.	193	200	187	193	169	179	94
Trillium P.S.	262	342	255	251	253	250	235
W.T. Townshend P.S.	158	161	156	139	147	173	145
Wellesley P.S.	243	261	252	242	243	242	224
Westheights P.S.	309	339	255	232	235	233	238
Westmount P.S.	244	256	248	223	241	241	235
Westvale P.S.	151	145	141	128	140	136	135
William G. Davis P.S.	308	410	331	328	303	292	275
Williamsburg P.S.	159	149	145	149	150	158	157
Wilson Avenue P.S.	225	185	234	223	226	231	219
Winston Churchill P.S.	217	234	216	163	179	183	199
Woodland Park P.S.	177	191	179	167	162	155	156
Wrigley's Corners O.E.C.	Unavailable	251	225	282	236	232	246
Energy Intensity Average (EkWh/m2)	258	260	242	232	226	223	210

WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT

ENERGY UPDATE
ANNUAL ENERGY USE INTENSITY - SECONDARY SCHOOLS

Fiscal Year (Sep to Aug) or Calendar Year (Jan to Dec) as available

School	2008 <i>EkWh/m2</i>	2009/10 <i>EkWh/m2</i>	2010/11 <i>EkWh/m2</i>	2011/12 <i>EkWh/m2</i>	2012/13 <i>EkWh/m2</i>	2013/14 <i>EkWh/m2</i>	2014/15 <i>EkWh/m2</i>
Bluevale C.I.	274	291	237	249	255	245	244
Cameron Heights C.I.	385	379	368	357	337	328	375
Eastwood C.I.	211	237	221	213	224	250	233
Elmira District S.S.	278	303	277	258	238	231	243
Forest Heights C.I.	325	328	321	341	287	279	269
Galt C.I.	254	248	258	296	287	278	267
Glenview Park S.S.	275	298	313	284	275	250	232
Grand River C.I.	244	283	264	246	260	254	257
Huron Heights S.S.	252	280	282	264	272	244	234
Jacob Hespeler S.S.	219	281	290	250	265	254	215
Kitchener-Waterloo C. & V.S.	291	269	266	251	253	272	238
Preston H.S.	260	306	267	259	257	260	249
Sir John A. Macdonald S.S.	246	257	242	240	218	210	205
Southwood S.S.	275	225	193	177	164	165	160
Waterloo C.I.	265	278	272	249	256	251	238
Waterloo-Oxford District S.S.	243	322	321	307	281	279	279
Energy Intensity Average (EkWh/m2)	269	287	275	265	258	253	246
Education Centre (EkWh/m2)	258	280	279	267	258	238	230

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

**ENERGY UPDATE
ENERGY BUDGET AND EXPENDITURES**

Commodity	2008/09	
	Budget	Actual
Electricity	\$ 4,616,900	\$ 5,755,988
Gas	\$ 5,832,400	\$ 4,966,345
Total	\$ 10,449,300	\$ 10,722,333

Commodity	2009/10	
	Budget	Actual
Electricity	\$ 5,733,000	\$ 6,797,223
Gas	\$ 5,505,900	\$ 4,480,301
Total	\$ 11,238,900	\$ 11,277,524

Commodity	2010/11	
	Budget	Actual
Electricity	\$ 6,759,525	\$ 6,549,661
Gas	\$ 4,915,515	\$ 4,352,896
Total	\$ 11,675,040	\$ 10,902,557

Commodity	2011/12	
	Budget	Actual
Electricity	\$ 6,809,909	\$ 6,572,072
Gas	\$ 4,958,342	\$ 3,357,832
Total	\$ 11,768,251	\$ 9,929,904

Commodity	2012/13	
	Budget	Actual
Electricity	\$ 7,204,740	\$ 7,062,058
Gas	\$ 3,163,721	\$ 2,377,512
Total	\$ 10,368,461	\$ 9,439,570

Commodity	2013/14	
	Budget	Actual
Electricity	\$ 7,315,200	\$ 7,432,158
Gas	\$ 3,512,270	\$ 2,934,994
Total	\$ 10,827,470	\$ 10,367,152

Commodity	2014/15	
	Budget	Actual
Electricity	\$ 9,213,000	\$ 8,018,535
Gas	\$ 3,007,590	\$ 2,934,994
Total	\$ 12,220,590	\$ 10,953,529

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

ENERGY UPDATE

PHOTOVOLTAIC GENERATION AND REVENUES (LIFETIME)*

	kWh Production	Revenue
Blair Road P.S.	45,661	\$ 36,620
Forest Glen P.S	51,003	\$ 40,904
Forest Heights C.I.	44,595	\$ 35,765
Lincoln Heights P.S.	54,636	\$ 43,818
Waterloo C.I.	<u>55,526</u>	<u>\$ 44,532</u>
Total	251,421	\$ 201,639

Notes:

* Based on energy produced between November and December 2011 through April 2016.

Links to websites are as follows:

Blair Road P.S. <http://www.cachelan.com/green/solarVuLive.php?ac=blairrdps&dr=dakon>
Forest Glen P.S. <http://www.cachelan.com/green/solarVu.php?ac=forestglenps>
Forest Heights C.I. <http://www.foresthtsc.solarvu.net/green/solarVu.php?ac=foresthtsc>
Lincoln Heights P.S. <http://lincolnhgtsp.solarvu.net/green/solarVuLive.php?ac=lincolnhgtsp&dr=dakon>
Waterloo C.I. <http://www.waterlooci.solarvu.net/green/solarVu.php?ac=waterlooci>

**WATERLOO REGION DISTRICT SCHOOL BOARD
BUSINESS SERVICES DIVISION
FACILITY SERVICES DEPARTMENT**

**ENERGY UPDATE
ENERGY REBATES REINVESTMENTS**

ECO Schools Recognition Awards

2014/15 Top 5 ECO Schools

Forest Glen P.S.
Sunnyside P.S.
Elgin Street P.S.
J.W. Gerth P.S.
Brigadoon P.S.

Selected Recognition Award

Water Hydration Station
Water Hydration Station
Water Hydration Station
Energy Efficient Hand Dryers
Energy Efficient Hand Dryers

2013/14 Top 5 ECO Schools

Franklin P.S.
Glenview Park S.S.
John Darling P.S.
Millen Woods P.S.
Williamsburg P.S.

Selected Recognition Award

Bottle Water Hydration Station
Bottle Water Hydration Station
Energy Efficient Hand Dryers
School Grounds Greening (Trees and Plantings)
Bottle Water Hydration Station

2012/13 Top 5 ECO Schools

Bluevale C.I.
Eastwood C.I.
Jacob Hespeler S.S.
MacGregor P.S.
Suddaby P.S.

Selected Recognition Award

Schools Grounds Greening (Trees and Plantings)
Bottle Water Hydration Station
Bottle Water Hydration Station
Energy Star LCD Monitor
Energy Efficient Hand Dryers

2011/12 Top 5 ECO Schools

Highland P.S.
New Dundee P.S.
Forest Hill P.S.
Waterloo C.I.
Centennial P.S. (C)

Energy Star LCD Monitor
School Grounds Greening (Trees and Plantings)
Bottle Water Hydration Station
Bottle Water Hydration Station
Lighting Occupancy Sensors

2014/15 Capital Projects Reinvestments

School

Sir John A MacDonald S.S. and 5 others
Howard Robertson P.S.
A.R. Kaufman P.S. and 10 others
Jacob Hespeler S.S. and 20 others
Forest Glen PS and 5 others
Waterloo Oxford D.S.S. and 8 others

Project

Upgrade Bldg Controls for Humidity Reset During Free Cooling
Controls Upgrade w/ Emerg Vent, Temp Alarms & OA Schedule
Remote Control Overrides for Multizone Heating / Cooling Units
Field Irrigation Controls to Minimize Water Use
Electric Heat Control Upgrades for Vestibules, Entrance & Corridor
Astronomical Clock for Exterior Lights

Report to Board May 30, 2016



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: 2016-2017 Budget Status Update

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

PURPOSE/STRATEGIC PLAN:

To provide an update on the status of the 2016-17 budget prior to budget discussions commencing on June 6, 2016. Annually preparing a budget ensures financial resources are aligned to sustain quality public education and promote forward-thinking.

BACKGROUND:

The process for development of the 2016-17 budget for the Waterloo Region District School Board (Board) began early in January 2016. Appendix A contains the budget instructions that were provided to budget holders and outlines instructions for the preparation of the 2016-17 budget. In order to project expenditures, budget centres were asked to assess their cost pressures and ongoing fixed costs for the upcoming year. As well, they were asked to review expenditures for any possible cost savings. In addition to reviewing base departmental budgets, staff are also requested to align contemplated new initiatives with those system objectives and in particular with the changes in strategic direction envisioned by the Board. Financial Services staff has been busy meeting with departmental budget stakeholders to review budget submissions and ensure reasonability. Along with the departmental budget reviews, Coordinating Council has been reviewing various budget proposals including new initiatives.

Enrolment projections have been completed and staffing adjustments have been communicated to the system to align the enrolment and staff resource needs. Enrolment is the most significant factor that drives the funding received through the Grant for Student Needs in preparing the Board annual budget.

On March 24, 2016 the Ministry of Education issued Ministry [Memorandum 2016:B6](#). This memorandum provides highlights of the 2016-17 Grants for Student Needs (GSN). The GSN for 2016-17 is estimated at \$22.9 billion which is an increase of \$300 million from the previous year. The main changes being introduced in 2016-17 include:

- Central labour agreements implementation;
- An investment in First Nation, Métis, and Inuit Education;
- Changes to capital funding;
- Investments to assist school boards in keeping up with costs;
- Other funding formula reforms; and
- Improved accountability measures

The full 2016-17 GSN Technical Paper and projected school board funding can be found at the following link: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

WATERLOO REGION DISTRICT SCHOOL BOARD

DATE: February 1, 2016

TO: Director of Education
Senior Superintendents
Superintendents
Coordinators and Managers

RE: **Preparation of the 2016/17 Budget**

The 2016/17 budget process is now officially underway. This email includes instructions for completing your Departmental base budget package. Budget requests for New Initiatives will be submitted through a separate process. The instructions and form will be e-mailed to you under separate cover today.

Introduction:

A number of financial constraints continue to pose a risk to the 2016/17 budget process. They include labour contract settlements, transition to Provincial Benefit Plans, changing Ministry directives, uncertain enrolment projections and the outstanding retirement gratuity liability and early payout option.

Therefore, preparation of budgets for the upcoming school year will require close examination of spending patterns, in order to substantiate the level of funding being requested. Departmental budgets are not to reflect increases to expenses except in the case of annual contractual agreements (e.g. annual maintenance/service agreements). Currently, there are a number of projects underway to achieve operational efficiencies and, therefore, any potential savings should be reflected as a reduction to the base budget.

It is important to review your existing budgets thoroughly and to complete in full all budget documentation within the prescribed timeline.

Documents to be completed:

Two budget working papers have been combined into one excel worksheet which is to be completed. The worksheet consists of three tabs:

1. Tab 1: Your departmental “Budget Working Paper” which is pre-loaded with your budget account numbers and your 2015-16 budgets for reference with sub-totals by economic classification (i.e. Salaries, Benefits, Supplies & Services etc) and
2. Tab 2: A “Budget Rationale Form”.
3. Tab 3: A “Sample” Budget Rationale Form.

Your yearend 2014/15 departmental report @ Aug.31, 2015_Period15 has been included with your budget working papers.

Guidelines for Completing your Budget Working Paper and Budget Rationale Form:

1. **New Initiative Requests:** Do not include any new budget proposals for 2016/17. Also plans to reinvest significant base-budget dollars for other uses are to be included in this process. These requests will be submitted separately. Note: Only items that meet specific strategic directions identified for 2016/17 are to be prepared and approved by your Superintendent and/or Senior Superintendent.
2. Run a current budget report from BAS to review your spending year-to-date.

3. Salaries & Benefits: You are not required to enter any \$ information for salaries and benefits on the Budget Working Paper. These calculations will be prepared centrally by Financial Services staff based on staff complement information.

If applicable, a “2016/17 Staff Complement” report for your department has been included with your working papers. Please review carefully and note any changes in FTE in the Salaries & Benefits section of the “Budget Rationale Form” *AND* arrange to confirm your 2016/17 staff complement directly with Wendy Jocques, Manager of Budget Services (Ext 4351)

4. Using your 2015/16 budget as a base, review your current budget and spending patterns by looking at the following:
 - Identify items which are one-time events in 2015/16 or areas where expenses have traditionally been underspent when compared to budget over the last couple of years. Reduce your budget accordingly.
 - Review the terms and conditions of any mandatory, legislated or contractual agreements for known or projected changes and adjust your budget accordingly. (E.g. insurance, utilities, annual rentals, service and maintenance agreements).
 - Based on current spending patterns and using existing budget dollars, reallocate budgets as necessary between accounts. For example, if you foresee spending more in travel and less in supplies.
 - ***Special Note:*** Identify areas where operational efficiencies have been achieved and reduce your budget accordingly to reflect projected savings.
 - Round all budget amounts to the nearest hundred dollars.
5. The “Budget Rationale Form” has been developed to provide a written explanation of each major expenditure area within your budget. (E.g. salaries & benefits, travel, supplies, fees & contracts, etc) and includes a section for “Potential Savings” at the end of the form.
 - Rationale for Adjustment to Base Budget:
Explain the reasons for changes (+/-) made to your 2016/17 base budget reported in the Adjustment to Base column on the Detailed Budget Working Papers.
 - Fees & Contracts Category:
The Fees & Contracts category includes two sections.
 - The first section is the standard rationale section
 - The second requires detailed information for each fees & contracts account including the names of contractors if known and the type of cost.
 - Area for Potential Savings:
Since the potential for further expenditure reductions exists, we want to ensure that the operation of your department or program is not adversely affected by reductions to your critical areas. Therefore, we are asking that you identify areas within your newly developed budget base, where, in your opinion, further savings might be achieved should reductions be required.

Timelines:

Completed forms are to be returned by e-mail to Glenn McLelland, Budget Services, by **Wednesday, February 17, 2016**. If you have any difficulty completing or printing the budget files, please contact Glenn at Ext 4366.

Thank you for your co-operation.

Wendy Jocques, Manager of Budget Services

WATERLOO REGION DISTRICT SCHOOL BOARD

DATE: February 1, 2016

TO: Director of Education
Senior Superintendents
Superintendents
Coordinators and Managers

RE: **Preparation of the 2016/17 New Initiative Requests (#F-2016-NI)**

This memo provides instructions on completing the 2016/17 New Initiative Request form (#F-2016-NI). This form is to be used to identify the following types of new requests based on need and requiring financial resources:

- Additional funding for existing programs
- New budget proposals/programs
- New staff
- Significant base budget reinvestment plans

Note:

Although the board's financial situation continues to face numerous risks for 2016/17, the key mandate of the budget process is to sustain the Board's strategic direction and to promote and positively impact student achievement and well-being. Therefore, through direction from Coordinating Council, new initiative requests are to focus on specific strategic directions for 2016/17. These guiding principles include:

- Student learning and well-being
- Staff well-being
- Communication and engagement
- Supporting the technology needs of WRDSB
- Long-term fiscal sustainability and stability of the WRDSB

Staff requests meeting these criteria must be recorded on the form as "on-going" costs and, where possible, identified with offsetting permanent savings in another budget area as there is no new Ministry funding.

Requests must be approved by your Superintendent and/or Senior Superintendent before submitting to Financial Services.

The New Initiative Form (#F-2016_NI) must be completed in full. The form includes a template for completion which is a condensed version of a business case.

Instructions:

The New Initiative Form is an excel spreadsheet which consists of several worksheets within the file.

- Tab 1 - "NI-Form": Provide details of your proposal in the text section at the top of the page. Check off whether this request is a "one-time request" or "on-going".
- **Important:** Tab 2 – "Business Summary": This section provides a detailed synopsis of the proposed plan including purpose, scope, timelines, financial & resource commitments, and confirmation of alignment to the board's strategic directions.

- Tab 3, 4, 5 & 6 Elementary, Secondary, Allocable & Summary Costs: Enter the projected costs and staff FTE in the appropriate “Panel” worksheet on the proper Ministry line and within the specific category (e.g. salaries, benefits, supplies, etc.). Once this data is entered, the amounts from the “Summary” file will automatically summarize to the bottom section on Tab 1.

Assistance:

If you require assistance as you work through this process, please feel free to contact me. Also, we would be pleased to meet with you to review your information prior to the submission deadline.

Timeline:

Approved forms are to be submitted to Cindy Klooster, Budget Services, by no later than Friday, February 26, 2016. It is important to submit by the deadline as Coordinating Council will be reviewing the requests in March.

Thank you for your co-operation.

Wendy Jocques,
Manager of Budget Services

Memorandum To: Trustees

Re: Delegation Communication Suggestions

From: Vice-Chairperson J. Hendry

Background

The Board recently had a generative discussion around the communication with Delegations following their presentation to the Board. The purpose of the communication is to inform the Delegation of the action taken regarding the subject/topic of their presentation to the Board.

Status

The following are suggestions for communicating with Delegations. There are countless scenarios of subjects and situations concerning Delegations making it impossible to prepare a template for every situation. to fit the specific situation. However, there are several "common" situations which a template could be used. The uncommon situations could possibly be amended.

Common Statement

The following statement is an example of what opening statement could be used in every situation:

Dear _____,

Thank you for taking the time to appear as a Delegation at the Board (insert date). The Board highly values input from members of the community on all issues related to public education. We appreciate the thought, amount of time and preparation you put into your presentation.

Example Responses to Various Scenarios (Not intended to be a complete list):

The following are examples of statements which could appear in the body of the letter indicating the action taken.

1) Issues on the Agenda

As indicated by the Chairperson of the Board prior to your presentation, during the Committee of the Whole Meeting (or other), the Board received pertinent information from staff including financial detail (if appropriate), as well as information including suggestions and concerns expressed by Delegations. Following consideration of the report presented by staff, Trustees asked questions of clarification and fully debated the issue. The result of the debate was to take the following action. (*Insert motion or direction to staff*).

2) Issues Not on the Agenda

As indicated by the Chairperson of the Board prior to your presentation, during the Committee of the Whole Meeting (or other), the Board did not discuss the issue noted in your presentation as it was not listed on the Meeting Agenda. (See the next line suggestions in italics)

May 30, 2016

a) However, the information presented in your delegation has been forwarded to the appropriate staff member for information.

b) However, during Question Period, a request was made to have the issue, including your concerns be addressed in a report to be brought back to the Board (insert date).

c) However, during Question Period, a Motion was made to have the issue, including your concerns be addressed in a report to be brought back to the Board (insert date).

Note: *(b addresses a Trustee request in Question Period, c) addresses an acceptable Motion to be forwarded to Agenda Development for scheduling for debate at a future date.)*

The result of the debate was to take the following action (insert motion or direction to staff):

3) Issues Related to Ministry of Education Direction

As indicated by the Chairperson of the Board, while the concerns you have expressed are appreciated, the Board is required by Legislation to carry out the mandate as written without change, unless prior approval has been received by the Board from the Minister of Education. (The following could be inserted in situations where the Board directs the Chairperson to write the Minister, or directs the Delegations concerns be forwarded to Ministry staff.)

a) Following debate by the Board, a Motion was put, and passed, to write the Minister to express the concerns expressed in your presentation. Any response from the Minister or Ministry staff will appear in a future Board Meeting as an Attachment in "Board Communications."

b) Following discussion by Trustees, direction was given to Board staff to forward your concerns to Ministry of Education staff for information.

4) Transportation Issues

Use the template as noted above depending if the topic is on the Agenda, or not on the Agenda. The following notation can be included if appropriate:

Issues such as walking distances, courtesy bussing, accompanying siblings, and special consideration requests are processed by the Waterloo Region Transportation Consortium. It should be noted that decisions made by the Consortium are based on Board Policies established and approved by the Waterloo Region District School Board. Special requests should be initiated by your school principal, and Appeals of decisions made by the Consortium can be made through a formal process by contacting the Consortium.

5) Boundary Issues

Use Template noted in "Issues on the Agenda", and "Issues Not on the Agenda"

6) Technical Issues (Operational Issues)

The concerns and information contained in your presentation have been forwarded to the appropriate staff. You will be contacted by Board staff in a timely manner as soon as your concerns have been considered.

7) Budget Issues

Use Template noted in "Issues on the Agenda", and "Issues Not on the Agenda"

The following can also be added if appropriate:

The information you have presented will provide valuable data in our consideration of the annual budget. It is obvious you have taken significant time to address areas of concern to you and other community members.

8) Operational Issues (i.e. French Immersion)

Use Template noted in "Issues on the Agenda", and "Issues Not on the Agenda"

9) Delegations Appearing Multiple Times on the Same Issue

Use Template noted in "Issues on the Agenda", and "Issues Not on the Agenda"

The following can also be added if necessary or appropriate:

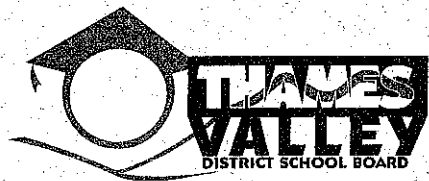
The Board appreciates the level of your concern, and the time you have invested in a topic that is obviously of high interest and concern to you. Your information has been noted and will be considered along with that received in your previous Delegation.

10) Delegations Speaking to Decisions Previously Ratified by the Board

As you are aware, the issue and concerns noted in your presentation refer to actions previously debated and approved by the Board. At this time no further action can be taken or considered for a period of (insert time) without a 'Motion of Reconsideration'. This action would require a two-thirds majority of the Board.

Conclusion of Letter

In closing, thank you again for your support of public education as well as the significant time and effort you have put into your presentation. Public engagement is very important to the Board in order to insure we are providing the highest quality of program and services to our students. Should you have any further questions or concerns please do not hesitate to contact (Insert the name of the person authoring the letter).



Laura Elliott, Director of Education and Secretary

May 24, 2016

Hon. Liz Sandals,
Ministry of Education
22nd Floor, Mowat Block
900 Bay St,
Toronto Ontario, M7A 1L2

Dear Minister Sandals:

On behalf of the Board of Trustees of Thames Valley District School Board, I am sending this letter to bring to your attention the following motion that was passed at our Regular Meeting of the board on April 26, 2016,

Moved by J, Skinner, Seconded by R, Campbell:

That the Thames Valley District School Board of Trustees, to ensure its student remain competitive in the field of robotics, computing, and technology, relative to other provincial education systems in Canada and abroad:

- i) Ask the Ontario Ministry of Education to add coding to the Ontario curriculum in JK to grade 8;
- ii) Send a letter to all school boards in the province asking them to support this change request; and,
- iii) Send a letter to the Ontario Public School Board Association requesting their support and advocacy for this curriculum change.

We believe that the world is becoming a more technological place and it is incumbent upon us to provide the education and training that will best prepare our students for the future. Many other jurisdictions are adding coding to their curriculum knowing that it provides students with a competitive advantage in finding employment. Simply stated, technology-based companies are more likely to locate where technology-skilled talent is found.

Hon. Liz Sandals,
Ministry of Education
22nd Floor, Mowat Block
900 Bay St,
Toronto Ontario, M7A 1L2

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May 24, 2016

Labour market studies have identified a large and immediate shortage of workers in technology fields. The addition of coding to the curriculum will help to develop logic skills which strengthen almost every area of study including math, science and literature. Coding knowledge is an important step towards solving the gender gap in the field of technology. It fosters creativity and strengthens computational skills by moving the student from a passive consumer of technology to an author and creator. Parents and students strongly support this addition to the curriculum.

This rationale has prompted this request and because we receive this change as essential, it comes along with a strong sense of urgency. We hope that you will act to add coding to the Ontario curriculum.

As always, our shared commitment remains focused, We build each student's tomorrow, everyday.

Sincerely,



Bill McKinnon
Chair of the Board

cc OPSBA
Ontario School Board Chairs



Laura Elliott, Director of Education and Secretary

May 10, 2016

Ontario Federation of School Athletic Associations (OFSAA)
3 Concorde Gate, Suite 204
Toronto, ON M3C 3N7

Attention: Ms Donna Howard, Executive Director

Dear Ms. Howard:

Re: OFSAA Transfer Policy

The Thames Valley District School Board wished to express their concern regarding the restrictive nature of the OFSAA transfer policy. On behalf of the Board of Trustees for the Thames Valley District School Board I am sending you this letter to bring to your attention the following motion that was passed at our Regular Meeting of the Board on April 26, 2016.

Moved by Trustee Tisdale, seconded by Trustee Morell and CARRIED:

That the Thames Valley District School Board write to the Executive Director of the Ontario Federation of School Athletic Associations (OFSAA) in support of the letter from The Bluewater District School Board requesting that OFSAA undertake a review of the exceptions allowed under the current regulations in regards to transferring student athletes between schools, and as part of this review reach out to student athletes, parents, coaches and school board trustees and school board officials for input, and further that our letter be copied to all school board Chairs in Ontario.

In the best interest of students, our Board has developed many specialized programs some of which require a student to attend a school other than their home school. Transition to these programs is often challenging when students in grades 10 through 12 want to move to access programs but are conflicted when they realize that their athletic eligibility will be compromised.

In addition, many students who follow the transfer process and attempt to maintain their eligibility are subjected to a level of scrutiny into personal matters and a demand for documentation that is extreme and beyond what is necessary in the circumstances.

The Thames Valley District School Board is requesting that OFSAA undertake a review of the transfer policy and in the process include input from school boards, parents and students with a view to creating a less restrictive policy.

The Thames Valley District School Board is creating a culture of continuous improvement and driving sustainable results to foster innovation and optimism in learning for all students and staff. As a Board we must be adaptive to help our communities take full advantage of opportunities in order to achieve success. It is only with this, that we can build each student's tomorrow, every day.

Sincerely,

Bill McKinnon
Chair of The Board

c.c.: Ontario School Board Chairs
Ontario School Board Directors of Education

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.



Catherine Fife

MPP Kitchener-Waterloo

Ms. Kathleen Woodcock and Mr. John Hendry
Chair and Vice-Chair
Waterloo Region District School Board
51 Ardelt Ave.
Kitchener, ON N2C 2R5

May 20, 2016

Re: Changes to Autism Therapy in Ontario

Dear Ms. Woodcock and Mr. Hendry,

I am writing to you today about the recently announced changes to autism therapy for children in the province of Ontario.

Children of parents five years of age and older are being informed that their children will no longer receive funding for intensive behavioural intervention, or IBI, therapy. Many of these families have spent years on a waiting list, with the promise of much-needed therapy offering their only hope for a better future for their child.

Despite calls from the parents to reconsider their callous decision, the Minister of Children and Youth Services and the Premier refuse to alter their reckless plan.

These changes to autism therapy will have an impact on classrooms and on students.

As you know, already supports for students with special needs are desperately lacking. Demand outstrips supply and this is negatively impacting the education of all students.

I am asking that your board pass a motion for consideration at the upcoming annual general meeting of the Ontario Public School Boards Association calling on the provincial government to stop removing children with autism over the age of 5 from waitlists for IBI therapy funding and to completely fund special needs assistance for children in our public school systems.

Constituency Office
100 Regina St. S., Suite 220
Waterloo, ON N2J 4A8
Ph: 519-725-3477 | Fax: 519-725-3667
Email: cfife-co@ndp.on.ca

Queen's Park Office
Room 154, Main Legislative Bldg.
Queen's Park, Toronto ON M7A 1A5
Ph: 416-325-6913 | Fax: 416-325-6942
Email: cfife-qp@ndp.on.ca

Thank you for your attention.

Sincerely,

A handwritten signature in red ink, appearing to read 'C. Fife', with a stylized flourish at the end.

Catherine Fife, MPP
Kitchener-Waterloo

CC: Colin Harrington, Trustee
Ted Martin, Trustee
Andrea Mitchell, Trustee
Scott McMillan, Trustee
Carol Millar, Trustee
Mike Ramsay, Trustee
Kathi Smith, Trustee
Natalie Waddell, Trustee
Cindy Watson, Trustee
John Bryant, Director of Education