

SEPTEMBER 25, 2017

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardelet Avenue, Kitchener, on **Monday, September 25, 2017, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Invocation (To be recited by trustees)

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

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

- 01** Approve Minutes – Special Education Advisory Committee Meeting of June 14, 2017
- 08** Receive Minutes – Board Meeting of June 26, 2017
- 14** Approve Minutes – Committee of the Whole Meeting of September 18, 2017

Receipt/Approval of Monthly Reports:

- 20** Staffing Information – Retirements and Resignations M. Weinert
- 22** Staffing Recommendations – Appointments M. Weinert
- 30** Suspension/Expulsion Report as of June 30, 2017 P. Rubenschuh

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Department Good News Update

N. Manning

Delegations

Reports

- 36** Strategic Plan Operational Goal Implementation Update for 2017-18 J. Bryant
- 50** 2016-2017 EQAO Assessment Results J. Bryant
- School Travel Planner Update (Verbal Report) M. Gerard
- 62** Internet Content Filtering Update G. Shantz
- Trustee Retreat Information Request - Update Chairperson

Reports from Board Members

**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.

Board Communications

- 66** Peel District School Board re Long Term Occasional Teachers for Section 23 Programs
- 68** Minister of Education response to WRDSB re Indigenous Funding Letter
- 70** OPSBA re Nishnawbe Aski Nation Student Concerns

Question Period (10 minutes)**Future Agenda Items** (Notices of motion to be referred to Agenda Development Committee)**Adjournment**



Report to Board of Trustees

September 25, 2017

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

Recommendation

This report is provided for information of the Board.

Status

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

Background

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

Financial implications

Expenses are within the existing approved budget.

Communications

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

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

Appendix A

Staffing Information - Retirements & Resignations

Current at September 25, 2017

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Calder	Wayne	Elementary Teacher	30-Nov-17	23
Laura	Doric	Elementary Teacher	18-Jan-18	18
Susanne	McCreery	Elementary Teacher	30-Oct-17	18

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Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Jane	Jewson	Secondary Teacher	31-Jul-17	34
Marilyn	Nijboer	Secondary Teacher	30-Sep-17	28
Jim	Roth	Secondary Teacher	30-Jun-17	28

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Retirements: Administrative and Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Beacock	Barbara	Software Support Analyst, Information Technology Services (ITS) EdC	29-Sep-17	29
Cook	Karen	Educational Assistant, Wilson Avenue PS	4-Sep-17	23
Robert	Harrison	Tradesperson, Facility Services, EdC	29-Sep-17	35
Jayne	Herring	Manager, Corporate Services - Director's Office, EdC	30-Nov-17	31
Cheryl	Mains	Library Clerk, Laurentian PS	31-Jul-17	15
Pam	Prickett	Guidance Secretary, Southwood SS	22-Sep-17	30
Lori	Roth	Library Clerk, Northlake Woods PS	27-Aug-17	19
Lynn	Schrader	Secretary, Sunnyside PS	4-Jul-17	14

8 / 14 Total

Resignations:			
First	Last	Position/Location	Effective Date
Amanda	Elkington	Early Childhood Educator (Occasional)	25-Sep-17
Trevor	Francis	Child & Youth Worker, Laurentian PS	16-Aug-17
Louise	Friesen	Elementary Teacher, Woodland Park PS	10-Jul-17
Stephanie	Mathys	Educational Assistant, Centennial PS (W)	3-Sep-17
Maureen	Perlanski	Library Clerk	30-Jun-17
Shea	Vansickle	Educational Assistant, Glencairn PS	1-Sep-17
Tracy	Williams	Accounting Officer, Financial Services, EdC	14-Jul-17

Current @ Monday, September 25, 2017
Human Resource Services



Report to Board of Trustees

September 25, 2017

Subject: Staffing Recommendations – Appointments

Recommendation

That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled "Staffing Recommendations – Appointments, dated September 25, 2017.

Status

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

Background

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

Financial implications

Expenses are within the existing approved budget.

Communications

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

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

Appendix A

Staffing Information - New Appointments

Current at September 25, 2017

New Appointments: Administrative and Support Staff				
First	Last	Position	School ID / Education Centre	Effective Date
Erica	Beck	Secretary	Westmount PS	28-Aug-17
Maria	Breen	Secretary	Edna Staebler PS	28-Aug-17
Michael	Colvin	Facility Supervisor	Facility Services, EdC	1-Aug-17
Leah	Devereaux	Secretary	Mary Johnston PS	28-Aug-17
Sarah	Dietz	Secretary	Crestview PS	6-Sep-17
Filomena	Doroslovec	Social Worker	Special Education Services, EdC	1-Sep-17
Laura	Ellis	Secretary	Jacob Hespeler SS	28-Aug-17
Sarah	Galliher	Senior Planner	Planning Services, EdC	10-Jul-17
Lynn	Hart	Secretary	Jean Steckle PS	28-Aug-17
Christine	Haughner	Secretary	Sir Adam Beck PS	28-Aug-17
Melissa	Hilton	Extended Day Manager	Extended Day Program, Learning Services, EdC	10-Oct-17
Minh	Huynh	In-School Technician	Forest Heights CI / ITS	1-Sep-17
Catherine	Klug	Library Clerk	Hillcrest PS	1-Sep-17
Danielle	Kurucz	Secretary	St. Andrew's PS	5-Sep-17
Phillip	Lakatos	Health, Safety & Security Officer	Human Resource Services, EdC	30-Aug-17
Rose	LaRose	Secretary	Extended Day Program, EdC	5-Sep-17
Vicky	Li	Programmer Analyst	Information Technology Services, EdC	1-Sep-17
Stephanie	Longeway	Communications Officer	Communication Services, EdC	28-Sep-17
Kim	McLean	Library Clerk	Parkway PS	28-Aug-17
Lynn	Mullins	Secretary	Silverheights PS	6-Sep-17
Melanie	Schoeneweiss	Library Clerk	Groh PS	28-Aug-17
Julianne	Scott	Research Officer	Research & Evidence-based Practice, Learning Services, EdC	31-Jul-17
Monika	Smith	Library Clerk	Grandview PS (New Hamburg)	5-Sep-17
Amy	Thomas	Secretary	Sheppard PS	29-Aug-17
Julian	van Mossel-Forrester	International Admissions & Enrolment Coordinator	Business Services, EdC	19-Jul-17
Mariana	Wahba	Payroll Assistant	Human Resource Services, EdC	24-Jul-17

New Appointments: Designated Early Childhood Educators (DECE's)				
First	Last	Position	Elementary School ID	Effective Date
Rinkinjit	Bajwa	DECE	Chalmers Street	1-Sep-17
Simritjit	Bajwa	DECE	Highland	1-Sep-17
Bogdana	Bunescu	DECE	Sheppard	1-Sep-17
Selena	Charman	DECE	Queen Elizabeth	1-Sep-17
Danielle	Davey	DECE	Mary Johnston	1-Sep-17
Meagan	denHartog	DECE	Hespeler	1-Sep-17
Becky	George	DECE	Trillium	1-Sep-17
Leanne	Himmelman	DECE	Empire	1-Sep-17
Navjeet	Kaur	DECE	Southridge	1-Sep-17
Dennis	Kittmer	DECE	Rockway	1-Sep-17
Taylor	Knoepfli	DECE	Franklin	1-Sep-17
Ann	Koenig	DECE	Vista Hills	1-Sep-17
Janessa	Krasovec	DECE	Riverside	1-Sep-17
Andrea	Legge	DECE	Bridgeport	1-Sep-17
Cheryl	Leonard	DECE	Manchester	1-Sep-17
Robillard	Lindsay	DECE	Manchester	1-Sep-17
Ann-Marie	Martin	DECE	Howard Robertson	1-Sep-17
Laci	Martin	DECE	Country Hills	1-Sep-17
Ann	Martin	DECE	Howard Robertson	1-Sep-17
Emily	McDonald	DECE	Sandowne	1-Sep-17
Jennifer	Mogk	DECE	Sandhills	1-Sep-17
Sharon	Monkhouse	DECE	Breslau	1-Sep-17
Cindy	Murray	DECE	Breslau	1-Sep-17
Shannon	Norkett	DECE	Abraham Erb	1-Sep-17

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New Appointments: Designated Early Childhood Educators (DECE's) - Continued...

First	Last	Position	Elementary School ID	Effective Date
Crystal	Noseworthy	DECE	Hillcrest	1-Sep-17
Brandy	Omand	DECE	Tait Street	1-Sep-17
Eric	Richards	DECE	Sheppard	1-Sep-17
Lindsay	Robillard	DECE	Manchester	1-Sep-17
Justine	Sauve	DECE	Breslau	1-Sep-17
Tammy	Stevenson	DECE	Parkway	1-Sep-17
Simona	Stoia	DECE	Hespeler	1-Sep-17
Jenny	Teeter	DECE	Crestview	1-Sep-17
Tabitha	Walker	DECE	Elizabeth Ziegler	1-Sep-17
Jelena	Zivcovic	DECE	AR Kaufman	1-Sep-17

New Appointments: Elementary Teaching Staff

First	Last	Position	Elementary School ID	Effective Date
Lauren	Annis	Teacher	Coronation	1-Sep-17
Julie	Baetz	Teacher	Westvale	1-Sep-17
Krista	Bailey	Teacher	Glencairn	1-Sep-17
Jacalyn	Beck	Teacher	Laurelwood	1-Sep-17
Erin	Bellows	Teacher	Wilson Avenue	1-Sep-17
Gabriella	Bensason	Teacher	Stewart Avenue	1-Sep-17
Julie	Bird	Teacher	Queen Elizabeth	1-Sep-17
Katelyn	Borch	Teacher	MacKenzie King	1-Sep-17
Mark	Boucher	Teacher	Rockway	1-Sep-17
Jenna	Bresele	Teacher	Howard Robertson	1-Sep-17
Sarah	Brooks	Teacher	Chalmers Street	1-Sep-17
Lindsay	Brown	Teacher	Wilson Avenue	1-Sep-17
Natasha	Bruce	Teacher	Parkway	1-Sep-17
Barbara	Burns	Teacher	Floradale	1-Sep-17
Megan	Cable	Teacher	Ryerson	1-Sep-17
Kathleen	Campagna	Teacher	Lester B. Pearson	1-Sep-17
Nicolette	Cardwell	Teacher	Hespeler	1-Sep-17
Reza	Celik	Teacher	Centennial (Waterloo)	1-Sep-17
Aimee	Chard	Teacher	J. F. Carmichael	1-Sep-17
Manudeep	Cheema	Teacher	Stewart Avenue	1-Sep-17
Diana	Colautti	Teacher	Westmount	1-Sep-17
Erin	Collicutt	Teacher	Pioneer Park	1-Sep-17
Lauren	Cook	Teacher	Queen Elizabeth	1-Sep-17
Melissa	Cranmer	Teacher	Saginaw	1-Sep-17
Grant	Creech	Teacher	Margaret Avenue	1-Sep-17
Katie	Crichton	Teacher	Franklin	1-Sep-17
Emily	Darby	Teacher	Groh Public School	1-Sep-17
Caitlin	Derman	Teacher	J. F. Carmichael	1-Sep-17
Renee	Donaldson	Teacher	Centennial (Waterloo)	1-Sep-17
Sean	Dyck	Teacher	MacKenzie King	1-Sep-17
Shawn	Farrell-Belanger	Teacher	Southridge	1-Sep-17
Aaron	Fewkes	Teacher	Brigadoon	1-Sep-17
Andrew	Firth	Teacher	Hespeler	1-Sep-17
Danika	Fraser	Teacher	MacKenzie King	1-Sep-17
Shannon	Frey	Teacher	Abraham Erb	1-Sep-17
Jennifer	Gaudet	Teacher	N.A. MacEachern	1-Sep-17
Parastoo	Ghaffari	Teacher	Parkway	1-Sep-17
Amanda	Gingrich	Teacher	Forest Glen	1-Sep-17
Catherine	Goldrick	Teacher	Blair Road	1-Sep-17
Kristin	Good	Teacher	Stewart Avenue	1-Sep-17
Jennifer	Grace	Teacher	Moffat Creek	1-Sep-17
Barbara	Grant	Teacher	King Edward	1-Sep-17
Lisa	Grant	Teacher	J. F. Carmichael	1-Sep-17

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New Appointments: Elementary Teaching Staff - Continued....				
First	Last	Position	Elementary School ID	Effective Date
Brandon	Heikoop	Teacher	Glencairn	1-Sep-17
Joshua	Heisler	Teacher	Winston Churchill	1-Sep-17
Katie	Hemingway	Teacher	St. Jacobs	1-Sep-17
Wesley	Horniblow	Teacher	Bridgeport	1-Sep-17
Jessica	Horvat	Teacher	Hespeler	1-Sep-17
Margaret	Hubick	Teacher	King Edward	1-Sep-17
Michelle	Hughes	Teacher	Doon	1-Sep-17
Sanja	Ilic	Teacher	Meadowlane	1-Sep-17
Arpa-Armig	Jaberian	Teacher	Central	1-Sep-17
Emily	Jacob	Teacher	J. F. Carmichael	1-Sep-17
Kirsten	Jensen	Teacher	Hillcrest	1-Sep-17
Stephanie	Jordan	Teacher	Lester B. Pearson	1-Sep-17
Megan	Joyner	Teacher	Clemens Mill	1-Sep-17
Leah	Jutzi	Teacher	Millen Woods	1-Sep-17
Daniel	Kadarian	Teacher	Hillcrest	1-Sep-17
Erica	Kelsick	Teacher	Baden	1-Sep-17
Lauren	King-Mieske	Teacher	Sandowne	1-Sep-17
Josh	Kirk	Teacher	Groh Public School	1-Sep-17
Bianka	Koopma	Teacher	Moffat Creek	1-Sep-17
Emily	Koropatwa	Teacher	Woodland Park	1-Sep-17
Vicky	Kotarski	Teacher	Elgin Street	1-Sep-17
Melanie	Kschensinki	Teacher	Prueter	1-Sep-17
Valerie	Lahotsky	Teacher	Clemens Mill	1-Sep-17
Jake	MacTavish	Teacher	Riverside	1-Sep-17
Monica	Makey	Teacher	Chalmers Street	1-Sep-17
Lindsay	Marshall	Teacher	Woodland Park	1-Sep-17
Jennifer	Matthews	Teacher	Groh Public School	1-Sep-17
Jennifer	McCleary	Teacher	King Edward	1-Sep-17
Michelle	McDonnell	Teacher	St. Jacobs	1-Sep-17
Meghan	McGuinness	Teacher	Lester B. Pearson	1-Sep-17
Kristy	McKeon	Teacher	Coronation	1-Sep-17
Samantha	McLaughlin	Teacher	Suddaby	1-Sep-17
Laura	McQuillen	Teacher	Clemens Mill	1-Sep-17
Curtis	Mills	Teacher	Stewart Avenue	1-Sep-17
Alexandra	Mitilinellis	Teacher	Cedarbrae	1-Sep-17
Shari	Moritz	Teacher	Forest Hill	1-Sep-17
Sarah	Mueller	Teacher	Silverheights	1-Sep-17
Elysia	Muise	Teacher	Conestogo	1-Sep-17
Matthew	Mule	Teacher	Chalmers Street	1-Sep-17
Jessica	Muzyka	Teacher	Wilson Avenue	1-Sep-17
Laura	Nahirniak	Teacher	Stewart Avenue	1-Sep-17
Mark	Neville	Teacher	Alpine	1-Sep-17
Sean	Nickel	Teacher	Chalmers Street	1-Sep-17
Deanna	Nielsen	Teacher	Southridge	1-Sep-17
Daniel	Opper	Teacher	St. Andrew's	1-Sep-17
Jesse	Ottogalli	Teacher	Alpine	1-Sep-17
Karen	Parkinson	Teacher	Elgin Street	1-Sep-17
Emma	Perks	Teacher	Margaret Avenue	1-Sep-17
Emily	Piche	Teacher	Park Manor	1-Sep-17
Michael	Poll	Teacher	Lincoln Heights	1-Sep-17
Kayla	Pranger	Teacher	King Edward	1-Sep-17
Emily	Pryse	Teacher	Sir Adam Beck	1-Sep-17
Jacqueline	Pullan	Teacher	Park Manor	1-Sep-17
Holley	Qushair	Teacher	Sandowne	1-Sep-17
Margaret	Reist	Teacher	John Darling	1-Sep-17
Caitlin	Reusser	Teacher	Franklin	1-Sep-17

New Appointments: Elementary Teaching Staff - Continued....				
First	Last	Position	Elementary School ID	Effective Date
Jamie	Richardson	Teacher	Trillium	1-Sep-17
Gwendolyn	Robinson	Teacher	Jean Steckle	1-Sep-17
Vanessa	Rook	Teacher	Queensmount	1-Sep-17
Stephen	Ross	Teacher	Lester B. Pearson	1-Sep-17
Tara	Ross	Teacher	Empire	1-Sep-17
Nicole	Roy	Teacher	Stewart Avenue	1-Sep-17
Alison	Rudd	Teacher	A.R. Kaufman	1-Sep-17
Wendy	Rudd	Teacher	King Edward	1-Sep-17
Nikola	Sarie	Teacher	Linwood	1-Sep-17
Amanda	Schmitz	Teacher	Wilson Avenue	1-Sep-17
Nicole	Schnurr	Teacher	MacKenzie King	1-Sep-17
Jamie	Scott	Teacher	Edna Staebler	1-Sep-17
Natasha	Seupersaud	Teacher	Pioneer Park	1-Sep-17
Samuel	Shinde	Teacher	Queensmount	1-Sep-17
Krysten	Shoemaker	Teacher	Floradale	1-Sep-17
Harpinder	Singh	Teacher	St. Andrew's	1-Sep-17
Tyler	Siroky	Teacher	Silverheights	1-Sep-17
Dyoni	Smith-Page	Teacher	Sir Adam Beck	1-Sep-17
Alexandra	Snyder	Teacher	Rockway	1-Sep-17
Alex	Snyer	Teacher	Howard Robertson	1-Sep-17
Ryan	Sonnenberg	Teacher	Wilson Avenue	1-Sep-17
Amanda	Spry	Teacher	Meadowlane	1-Sep-17
Jennifer	Steep	Teacher	J. F. Carmichael	1-Sep-17
Robyn	Steffler	Teacher	Forest Hill	1-Sep-17
Lea	Stevenson	Teacher	Wellesley	1-Sep-17
Kenya	Stewart	Teacher	Westmount	1-Sep-17
Vesna	Suster	Teacher	Baden	1-Sep-17
Alisa	Thibeau	Teacher	Baden	1-Sep-17
Karen	Thiel	Teacher	Stewart Avenue	1-Sep-17
Emma	Thorpe	Teacher	Chalmers Street	1-Sep-17
Cleve	Thorson	Teacher	Stewart Avenue	1-Sep-17
Shawn	Turner	Teacher	Stewart Avenue	1-Sep-17
Joanne	Underhill	Teacher	Mary Johnston	1-Sep-17
Rachel	Van Allen	Teacher	Coronation	1-Sep-17
Gerald	VanderVeen	Teacher	Edna Staebler	1-Sep-17
Heather	Walker	Teacher	Lester B. Pearson	1-Sep-17
Stephanie	Webb	Teacher	Forest Hill	1-Sep-17
Lindsay	Weir	Teacher	Alpine	1-Sep-17
Laura	Wellstead	Teacher	Howard Robertson	1-Sep-17
Raegan	White	Teacher	Stewart Avenue	1-Sep-17
Laura	Wiens	Teacher	Jean Steckle	1-Sep-17
Ruth	Wright-Gedcke	Teacher	Meadowlane	1-Sep-17
Emma	Zahorchak	Teacher	King Edward	1-Sep-17

New Appointments: Secondary Teaching Staff				
First	Last	Position	Secondary School ID	Effective Date
Jackie	Araujo	Teacher	Sir John A. Macdonald SS	1-Sep-17
Caleb	Ashley	Teacher	Eastwood CI	1-Sep-17
Jeanette	Bacic	Teacher	Eastwood CI	1-Sep-17
Arlene	Barr	Teacher	Huron Heights SS	1-Sep-17
Paul	Beingessner	Teacher	Grand River CI	1-Sep-17
Ashley	Bell	Teacher	Galt CI	1-Sep-17
Cassie	Bolland	Teacher	Jacob Hespeler SS	1-Sep-17
Cinthia	Burmaster	Teacher	Waterloo CI	1-Sep-17
Jennifer	Campbell	Teacher	Waterloo CI	1-Sep-17
Madison	Colbeck	Teacher	Glenview Park SS	1-Sep-17
Brieana	Cuyler-Mellanby	Teacher	Eastwood CI	1-Sep-17

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New Appointments: Secondary Teaching Staff - Continued...				
First	Last	Position	Secondary School ID	Effective Date
Jennifer	Diebolt	Teacher	Huron Heights SS	1-Sep-17
Andrew	Dietrich	Teacher	Galt CI	1-Sep-17
Chad	Dosman	Teacher	Waterloo-Oxford	1-Sep-17
Warren	Dowhanick	Teacher	Galt CI	1-Sep-17
Lisa	Dreher	Teacher	Forest Heights CI	1-Sep-17
Mark	Eaton	Teacher	Waterloo CI	1-Sep-17
Sarah	Erdman	Teacher	Waterloo CI	1-Sep-17
Aron	Figueira	Teacher	Grand River CI	1-Sep-17
Paul	Graansma	Teacher	Cameron Heights CI	1-Sep-17
Carolyn	Griswold	Teacher	Waterloo CI	1-Sep-17
Grant	Hallas	Teacher	Kitchener CI	1-Sep-17
Angel	Hammond	Teacher	Elmira District SS	1-Sep-17
Courtney	MacDonald	Teacher	Alternative Programs	1-Sep-17
Geoffrey	MacQueen	Teacher	Huron Heights SS	1-Sep-17
Chantel	Malo	Teacher	Eastwood CI	1-Sep-17
Marianne	Marina	Teacher	Eastwood CI	1-Sep-17
Reed	McCammon	Teacher	Cameron Heights CI	1-Sep-17
Samantha	McCrudden	Teacher	Glenview Park SS	1-Sep-17
Natalie	McGhee	Teacher	Kitchener-Waterloo CI&VS	1-Sep-17
Kailee	McKeown	Teacher	Elmira District SS	1-Sep-17
Emily	Moreau	Teacher	Jacob Hespeler SS	1-Sep-17
Jonathan	Nelson	Teacher	Sir John A. Macdonald SS	1-Sep-17
Brayden	Ozimok	Teacher	Huron Heights SS	1-Sep-17
Lindsey	Panizza	Teacher	Southwood SS	1-Sep-17
Nicole	Paquette	Teacher	Jacob Hespeler SS	1-Sep-17
Matt	Parker	Teacher	Southwood SS	1-Sep-17
Erin	Patterson	Teacher	Eastwood CI	1-Sep-17
Mark	Pettenuzzo	Teacher	Grand River CI	1-Sep-17
Michael	Plat	Teacher	Cameron Heights CI	1-Sep-17
Kate	Plociennik	Teacher	Grand River	1-Sep-17
Olivia	Power	Teacher	Sir John A. Macdonald	1-Sep-17
Rick	Powless	Teacher	Grand River CI	1-Sep-17
Ernesto	Rapoport	Teacher	Cameron Heights CI	1-Sep-17
Don	Rattanasithy	Teacher	Alternative Programs	1-Sep-17
Daniel	Reiss	Teacher	Southwood SS	1-Sep-17
Aislynn	Reynolds	Teacher	Jacob Hespeler SS	1-Sep-17
Jocelyn	Ridgway	Teacher	Waterloo CI	1-Sep-17
Don	Ross	Teacher	Bluevale CI	1-Sep-17
Ashley	Roth	Teacher	Forest Heights CI	1-Sep-17
Emily	Seaton	Teacher	Elmira District SS	1-Sep-17
Alex	Seiling	Teacher	Kitchener-Waterloo CI&VS	1-Sep-17
Nicole	Simonetto	Teacher	Preston HS	1-Sep-17
Nancy	Spreitzer	Teacher	Jacob Hespeler SS	1-Sep-17
Lauren	Stacey	Teacher	Glenview Park SS	1-Sep-17
Katherine	Stacy	Teacher	Eastwood CI	1-Sep-17
Stephanie	Steffler	Teacher	Jacob Hespeler SS	1-Sep-17
Eric	Stigter	Teacher	Glenview Park SS	1-Sep-17
Steven	Sullivan	Teacher	Huron Heights SS	1-Sep-17
Melanie	Sword	Teacher	Sir John A. Macdonald SS	1-Sep-17
Jonathan	Taylor	Teacher	Kitchener-Waterloo CI&VS	1-Sep-17
Adam	Taylor	Teacher	Bluevale CI	1-Sep-17
Dave	Thompson	Teacher	Kitchener-Waterloo CI&VS	1-Sep-17
Aaron	Tomlin	Teacher	Jacob Hespeler SS	1-Sep-17
Krista	Tostik	Teacher	Forest Heights CI	1-Sep-17
Stephen	Trothen	Teacher	Jacob Hespeler SS	1-Sep-17
Wesley	Tsang	Teacher	Eastwood CI	1-Sep-17
Carmen	VanDam	Teacher	Galt CI	1-Sep-17
Monique	Vording	Teacher	Kitchener-Waterloo CI&VS	1-Sep-17
Shannon	Walker	Teacher	Huron Heights SS	1-Sep-17
Jasper	Wesson	Teacher	Waterloo CI	1-Sep-17
Effie	Zimis	Teacher	Sir John A. Macdonald SS	1-Sep-17
Rebecca	Zivku	Teacher	Jacob Hespeler SS	1-Sep-17

New Appointments: Educational Assistants (EA's)

First	Last	Position	School ID	Effective Date
Kim	Bilen	EA	Millen Woods	5-Sep-17
Amanda	Cabral	EA	Grand View, Cambridge	5-Sep-17
Ying	Chen	EA	John Darling	5-Sep-17
Carry-Lynne	Krauskopf	EA	Crestview	5-Sep-17
Taylor	Mores	EA	Queen Elizabeth	5-Sep-17
Linda	Adam	EA	Clemens Mill	5-Sep-17
Michelle	Angus	EA	Sheppard	5-Sep-17
Megan	Bailey	EA	Avenue Road	5-Sep-17
Sara	Baker	EA	Rosemount	5-Sep-17
Michelle	Bamberger	EA	Lincoln Heights	5-Sep-17
Julie	Beal	EA	Waterloo Oxford-District SS	5-Sep-17
Rebecca	Bean	EA	Waterloo Oxford-District SS	5-Sep-17
Taylor	Bergman	EA	Driftwood Park	5-Sep-17
Melanie	Boyd	EA	Stanley Park	5-Sep-17
Emily Bree	Bree	EA	Abraham Erb	5-Sep-17
Kendra	Britt	EA	Williamsburg	5-Sep-17
Margaret	Bryant	EA	Sandhills	5-Sep-17
Kelsey	Bugutsky	EA	Winston Churchill	5-Sep-17
Amy	Chapman	EA	Lincoln Heights	5-Sep-17
Ying Chen	Chen	EA	Abraham Erb	5-Sep-17
Susan	Clark	EA	Jean Steckle	5-Sep-17
Meghan	Cooper	EA	Franklin	5-Sep-17
Jessica	Corley	EA	Wilson Avenue	5-Sep-17
Melanie	Dix	EA	Westmount	5-Sep-17
Candice	Dunn	EA	Stewart Avenue	5-Sep-17
Jodie	Durst	EA	Jean Steckle	5-Sep-17
Lisa	Dutton	EA	Stewart Avenue	5-Sep-17
Shelby	Ecsedi	EA	Driftwood Park	5-Sep-17
Jennifer	Engel	EA	Smithson	5-Sep-17
Natasha	Fairchild	EA	Howard Robertson	5-Sep-17
Corey	Farncombe	EA	Glencairn	5-Sep-17
Dana	Forbes	EA	Special Education Services (EdC)	5-Sep-17
Meghan	Forler	EA	Elgin Street	5-Sep-17
Catherine	Friedel	EA	Northlake Woods	5-Sep-17
Rachel	Funk	EA	Courtland Ave	5-Sep-17
Heidi	Geisler Morgan	EA	Abraham Erb	5-Sep-17
Holly	Gierscher	EA	Alpine	5-Sep-17
Jillian	Gilmour	EA	Empire	5-Sep-17
Caroline	Hall	EA	Mary Johnston	5-Sep-17
Karen	Hall	EA	Sunnyside	5-Sep-17
Michelle	Hewitt	EA	Lincoln Heights	5-Sep-17
Robert	Hofman	EA	William G. Davis	5-Sep-17
Craig	Hutchinson	EA	Moffat Creek	5-Sep-17
Lisa	Jackson	EA	Special Education Services (EdC)	5-Sep-17
Madison	Jansen	EA	Southridge	5-Sep-17
Jasdeep	Kainth	EA	W.T. Townshend	5-Sep-17
Andrea	Kusicki	EA	J. F. Carmichael	5-Sep-17
Chua	Lee	EA	Southridge	5-Sep-17
Meagan	Lenoir	EA	Parkway	5-Sep-17
Lisa	Madrugá	EA	Rosemount	5-Sep-17
Lisa	Martin	EA	Glencairn	5-Sep-17
Nancy	Mbambo	EA	Special Education Services (EdC)	5-Sep-17
Nicole	McClay	EA	Rosemount	5-Sep-17
Shayna	McCreight	EA	Galt CI	5-Sep-17
Nadia	McDonald	EA	Silverheights	5-Sep-17
Erica	Montagna	EA	Chalmers Street	5-Sep-17
Taylor	Mores	EA	N.A. MacEachern	5-Sep-17
Kristen	Munch	EA	Silverheights	5-Sep-17
Sulbha Nagpal	Nagpal	EA	A.R. Kaufman	5-Sep-17
Annette	Nusselder	EA	Queen Elizabeth	5-Sep-17
Krista	O'Neill	EA	Suddaby	5-Sep-17
Jenny	Phillips Reynolds	EA	King Edward	5-Sep-17
Erin	Pomfrey	EA	Sir Adam Beck	5-Sep-17
Danika	Powers	EA	Empire	5-Sep-17
Jennifer	Raymond	EA	WT Townshend	5-Sep-17
Marta	Roglaski	EA	Chalmers Street	5-Sep-17

New Appointments: Educational Assistants (EA's) - Continued...				
First	Last	Position	School ID	Effective Date
Dawn	Rosa	EA	J. W. Gerth	5-Sep-17
Margie	Ryles	EA	Special Education Services (EdC)	5-Sep-17
Stacey	Schmiedtke	EA	Courtland Ave	5-Sep-17
Akanksha	Sharma	EA	A.R. Kaufman	5-Sep-17
Gurinder	Sihota	EA	Central	5-Sep-17
Elizabeth	Snead	EA	Baden	5-Sep-17
Caley	Spreitzer	EA	Westvale	5-Sep-17
Karlene	Stephenson	EA	Breslau	5-Sep-17
Arhia	Thorpe	EA	Kitchener CI & VS	5-Sep-17
Phil	Tjart	EA	Crestview	5-Sep-17
Cailynn	Tucker	EA	Cedarbrae	5-Sep-17
Dino	Vacalopoulos	EA	Howard Robertson	5-Sep-17
Catherine	van Gendt	EA	Howard Robertson	5-Sep-17
Kim	Vasiga	EA	Sheppard	5-Sep-17
Nada	Velimirovic	EA	Forest Heights CI	5-Sep-17
Cheryl	Weichel	EA	Special Education Services (EdC)	5-Sep-17
Carmen	Weiss	EA	Eastwood CI	5-Sep-17
Marjolein	Wijbenga-Groot	EA	Alpine	5-Sep-17
Sadie	Williams	EA	Glencairn	5-Sep-17
Dawn	Yantha	EA	Smithson	5-Sep-17

*** The above hirings are full and part time positions and are replacements due to recent retirements, resignations and/or new hires.*

Human Resource Services
MW/mf
@ September 25, 2017



Report to Board of Trustees

September 25, 2017

Subject: Student Suspension/Expulsion Report June 30, 2017

Recommendation

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

Status

Comparing year to date from June 2015-2016 and June 2016-2017, elementary suspensions have increased by 141 and secondary suspensions have increased by 33.

Comparing year to date from June 2015-2016 and June 2016-2017, school expulsions have increased by 4 and board expulsions have increased by 6.

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

Suspensions

- Total elementary school suspensions in June 2016 - 130, year to date - 1056
- Total elementary school suspensions in June 2017 - 123, year to date - 1197
- Total secondary school suspensions in June 2016 – 70, year to date - 1387
- Total secondary school suspensions in June 2017 - 100, year to date - 1420

Expulsions

- Total school expulsions in June 2016 - 0, Year to Date 0
- Total school expulsions in June 2017 - 0, Year to Date 4
- Total board expulsions in June 2016 - 1, Year to Date 17
- Total board expulsions in June 2017 - 7, Year to Date 23

Violent Incidents

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

- Total elementary/secondary violent incidents in June 2016 - 2, year to date 30
- Total elementary/secondary violent incidents in June 2017 - 7, year to date 51

Background

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

Financial implications

There are no financial implications.

Communications

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

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

³²Chromebooks put students on equal footing

Opinion Sep 17, 2017 by Isabel Drummond Waterloo Region Record



Students who are given school board laptops are on the same level, with all the same access to the countless opportunities that the internet has to offer, Isabel Drummond writes. Aidan Drekić, Sam Taylor and Sophie Gilbert get started with their new Chromebooks in this 2016 file photo. - Record file photo

As a secondary student new to the Waterloo Region District School Board system, I wanted to offer a perspective on the issue of the students' Chromebooks provided by the board. As Waterloo Region students, we are extremely lucky.

I didn't plan to attend Bluevale Collegiate Institute. My plan was to spend 33 four years at the historic Owen Sound Collegiate and Vocational Institute, one of the oldest schools in Canada. We were living in the county where my mother grew up. I was actually attending the school where my grandmother had been a student during Second World War. It was a new building, but it was a historic school, where Norman Bethune, Agnes Macphail, and Billy Bishop had once been students. I loved the school, and was proud to be a part of it.

That school no longer exists.

Over the two years that I was there, the Ontario rural school closure crisis was developing, and very suddenly became more local than anyone had expected. With less than two months' notice, the historic school was closed. Those last two months were a blur: I remember blank classrooms filling with cardboard boxes, students and staff in tears, a community in shock and confusion, and a general wave of grief and outrage at the school board.

We weren't the only school that closed. But to the best of my knowledge, it was the only time a new school was closed and its students forced into an old school. And so last year, I went to a suddenly amalgamated school in the old, decrepit building of a former high school across town. The building was overcrowded, students often ate lunch standing up in the few hallways they were allowed to occupy. Many of the staff were on stress leave. The building itself was crumbling. Washroom stalls were literally held together with duct tape and all the stall locks were broken. The students were anxious.

In the end, my family's response to was to upend our life in a rural community and switch schools. And so I found myself at Bluevale two weeks ago, as a rural school refugee.

It has already been an education. With organizations like Shannen's Dream here in Canada, and icons such as Malala Yousafzai globally, we know that we are so much more fortunate than many millions of kids around the world who

34
~~Don't~~ have the right, or access, to education.

But right here in Ontario — in communities that are not so far away — we have challenges. In addition to the rural school closure crisis, I got to witness first-hand, while attending rural schools for the past six years, the struggle to provide the basics like paper and other supplies. In communities where the income is low, schools seem to go without a lot.

On my first day at Bluevale, I was terrified about going to a "city school." Before walking through the doors, I was recalling movies I had watched about high schools in the city, worrying about cliques, bullying, or signs of blatant lack of funding. After walking through the doors however, I was absolutely amazed. I saw both whiteboards and digital projectors (gasp!) in virtually every classroom. For the first time, I was seeing technology being not only tolerated, but encouraged in classrooms.

When I heard that the school board was giving Chromebook laptops to Grade 9 and Grade 10 students to start a program for their entire high school career, I literally thought it was a joke. Teachers encouraging technology as a learning platform? A school board in Ontario that could afford to give its students laptops while neighbouring rural schools were closing their doors? I was wrong, it wasn't a joke and I am ecstatic to know that.

My teachers all have Google Classroom with online resource for their classes, where due dates, notes, and necessary information is held, so that we can log in to our personal devices at home and at school. It's incredible to see. In my case, I'm fortunate enough to have my own laptop and phone and could already see it. I have been able get help with my homework through online resources, messaging friends and teachers, and I'm applying for university scholarships online with websites specifically built to make applications more convenient.

I wonder about all the kids who can't afford the devices necessary to access infinite helpful educational platforms that people like me have at our

fingertips. If your parents can afford it, you get the tools. And if you don't 35
have those tools, you are at a serious disadvantage. With the incredible
generosity of the school board, the students who get the Chromebook are on
the same level, with all the same access to the countless opportunities that the
internet has to offer.

This is a happy story. This is what can happen when a school board is focused
on doing what's best for its students. I can tell you from personal experience
that this doesn't always happen. I believe that this Chromebook program is
undeniably positive; it erases the financial inequity among students. It gives
us equal opportunity. I don't know much about how this program came into
being. But to all those who helped this program to be pushed into action and
made it happen, thanks for putting students first.

Isabel Drummond is a Grade 12 student at Bluevale Collegiate Institute.

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Report to Board of Trustees

September 25, 2017

Subject: Strategic Plan Operational Goal Implementation – Update for 2017/18

Recommendation

This report is for the information of the Board. We recommend that staff and trustees discuss and review the operational goal implementation plan as part of a forthcoming Trustee Seminar.

Status

As we move into the second year of the implementation and monitoring of the strategic plan (see Annex A), senior staff has reflected on the various structures and processes used to support the plan and realize our intended outcomes. While our EQAO results suggest improvement and we are encouraged by these results, we are not yet satisfied and remain committed to implementing our operational goals that include a focus on mathematics, graduation rates and student and staff well-being.

We are grateful for the energy and dedication of our teachers and administrators who continue to focus on the needs of each and every one of our students.

During 2016/17, with input from trustees, senior staff organized a variety of meetings to seek feedback and input from our broader community. These meetings were well-attended and have provided useful insight into the work and planning of the senior team, our departments and our schools. These meetings included:

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

With the support of our research department, input from these sessions have been consolidated and analyzed by senior staff. In addition, a variety of surveys have been conducted to solicit feedback and input from staff as we continue to reflect on our strategies and action plans, the fidelity of our implementation and the allocation of resources. These include:

- 2016/17 System Leaders Survey
- 2016/17 Safe Caring Inclusive Schools Survey
- 2016/17 Budget Survey
- 2016/17 Guarding Minds At Work Survey
- 2016/17 School Improvement Planning, Implementation and Monitoring Tool Survey
- 2016/17 Strong Districts Survey
- 2016/17 System Leaders Well-Being Survey
- 2016/17 Student Senate Survey

We have used the consolidated feedback and survey results to refine our plans for 2017/18. Staff will provide a report to trustees and the public at the October Board Meeting highlighting the plans for 2017/18 and look forward to engaging trustees in an open dialogue about the operational goal plans as part of a forthcoming trustee seminar.

In summary, some key reflections on the implementation of our strategic plan from 2016/17 include:

- Continued emphasis on trustee, staff, parent/caregiver and community feedback with greater opportunities for student voice
- Ensuring a disciplined approach to monitoring implementation and measuring outcomes
- Improved support to administrators and staff in building their capacity to make use of research and evidence to develop effective improvement plans
- The development and implementation of a framework for school improvement and student success that acknowledges the importance and connection between relationships, learning environment and pedagogy and assessment
(See Annex B)

Taken together, these actions will promote communication, engagement, relationship building, shared ownership and accountability, and a focus on student achievement and well-being.

To this end, a schedule of reporting and broader engagement opportunities is attached in Annex C. Staff will continue the series of Director's Town Hall meetings for parents/caregivers and for staff in the Fall term with the goal of seeking input and feedback as our implementation of the strategies to achieve our operational goals evolve. This will include our continued commitment to sharing updates and seeking feedback on our operational goal work with standing committees of the board such as the Equity Inclusion Advisory Group, Student Senate, Special Education Advisory Committee, Parent Involvement Committee, Waterloo Region Assembly of Public School Councils, Accessibility Steering Committee, and more. Staff will also work alongside Student Senate to establish a Student Advisory Group that is intended to engage students in the district's improvement efforts.

To support and provide leadership to this approach, a Strategic Plan Operational Goal Steering Committee has been put in place. Overseen by the Director, this steering team is supported by senior staff, including the Communications and Research Departments. This team promotes shared accountability and communication with the senior team and the organization, supports an action oriented, evidence-informed approach, and ensures that our broader community is engaged to provide feedback to and input on the varied strategies and related activities.

Background

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

On June 20, 2016 the Waterloo Region District School Board approved the Strategic Priorities, Outcomes and Commitments. At the September 26, 2016 Board Meeting, staff presented the three operational goals for Trustee's awareness and at the October 24, 2016 Board Meeting, staff provided the detailed Operational Goals and an overview of the accountability framework that would serve to support the implementation and monitoring of these goals.

Staff provided trustees and the public with regular updates and details on the implementation of strategies that support the operational goals at board meetings throughout the 2016/17 school-year.

Financial implications

No financial implications. The WRDSB Budget Survey was structured to seek input on how resources might be allocated to support the strategic plan and the 3 operational goals. Allocation of Learning Opportunities Grants and Education Priority (Other) Grants reflect our emphasis on these operational goals. Trustees received information from staff on these grants at the June 14, 2017 budget meeting.

Communication

To aid in monitoring implementation of the strategic plan, staff will continue to present regular updates to trustees and the public at board meetings throughout the 2017-18 school year, as outlined at Annex C.

Communications will continue its commitment to ensuring that the Strategic Plan has a prominent and dynamic presence as part of WRDSB communication efforts.

The Director's Annual Report will also utilize the Strategic Plan as a framework for reporting back to our community the work of our district, our schools, our staff, our students, our parents, guardians and caregivers, and our community partners.

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



STRATEGIC PLAN

IMPLEMENTATION DASHBOARD

2016 – 2019

INNOVATING TOMORROW

BY EDUCATING TODAY

INNOVATING TOMORROW BY EDUCATING TODAY

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

OUR STUDENTS ARE FIRST – EACH AND EVERY ONE

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

OUR STAFF, FAMILIES AND CAREGIVERS ARE PARTNERS IN EVERY STUDENT'S LEARNING JOURNEY

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

OUR CULTURE OF INNOVATION BUILDS STUDENTS' CONFIDENCE AND SUCCESS AS THEY FACE THE FUTURE

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

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

OPERATIONAL GOALS

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

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

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

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

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

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

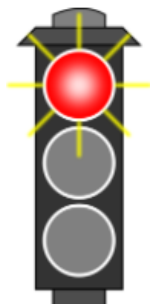
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations this year. We will be engaging in similar meetings for a variety of staff over the next few months. Given we are in the earliest stages of implementing our three-year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

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

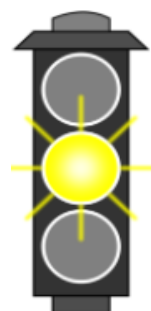
- Strategic Plan - priorities, outcomes, goals and commitments:
<https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/>
 - Mathematics: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Graduation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

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

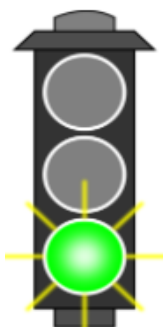
KEY



Still in planning phase, Implementation not yet begun



Plan in place and in early stages of implementation




















On track with implementation








Full implementation

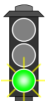



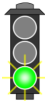


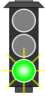
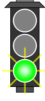

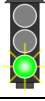

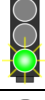





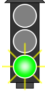


MATHEMATICS

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

GRADUATION RATES

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

WELL-BEING

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

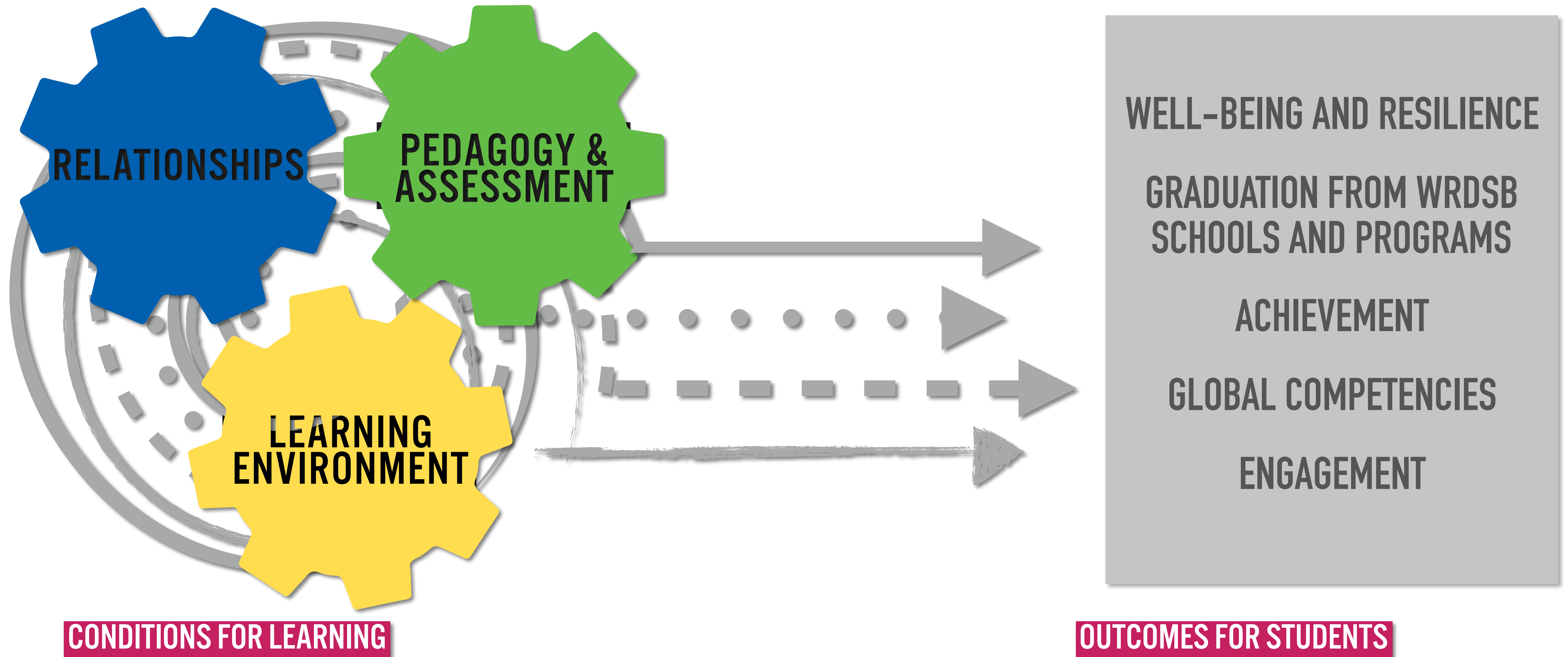


RELATIONSHIPS

**PEDAGOGY &
ASSESSMENT**

**LEARNING
ENVIRONMENT**

We believe that providing supportive relationships in a learning environment where educators practise effective pedagogy and assessment creates the right conditions for learning and the best outcomes for students.



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STRATEGIC PLAN OPERATIONAL GOALS

COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE

2017/18 SCHOOL YEAR

August 2017

System Leaders Meeting

September 2017

25: Report to Board of Trustees

25: EQAO and OSSLT results

System Leadership Team

Senior Strategy Team

October 2017

30: Report to Board of Trustees

(update to implementation dashboard)

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

Student Senate

November 2017

Trustee seminar

System Leadership Team

Senior Strategy Team

December 2017

Director's Town Hall

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

January 2018

System Leadership Team

Senior Strategy Team

February 2018

Report to Board of Trustees

Staff Advisory Committee

System Leaders Meeting

Senior Strategy Team

Student Senate

March 2018

System Leadership Team

Senior Strategy Team

April 2018

Trustee seminar

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

May 2018

Graduation rates update to Board of Trustees

Staff Advisory Committee

System Leadership Team

Senior Strategy Team

June 2018

Report to Board of Trustees

System Leaders Meeting

Senior Strategy Team

Student Senate



Report to Board of Trustees

September 25, 2017

Subject: 2016-2017 EQAO Assessment Results

Recommendation

This report is for the information of the Board.

Status

The purpose of this report is to share the Education Quality and Accountability Office (EQAO) results of the: Primary and Junior Assessments of Reading, Writing, and Mathematics, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test (OSSLT), completed during the 2016-2017 school year.

The board utilizes EQAO results as one tool to monitor the work related to the [strategic plan](#). The following [operational goals](#), which include EQAO as a measure, have been established to ensure the work of staff is focused and achieves the desired outcomes noted as part of our [strategic plan](#):

- **Mathematics:** Increase the percentage of students achieving at provincial standard by eight per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO Mathematics assessments for three years.
- **Graduation Rates:** Within three years, the WRDSB's five-year graduation rate will increase by five per cent through the implementation of an evidence-based K-12 strategy.
- **Student and Staff Well-Being:** All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being, with the acknowledgement of how these contribute to self and spiritual well-being.

EQAO publicly released provincial, board and school-level results on September 20, 2017.

The Board-level results for the 2016-17 Primary and Junior EQAO Assessments showed modest increases in all areas except Primary and Junior Writing, where the results remained unchanged or decreased by 1%, respectively. In Primary Reading there was an increase of 2%, and Junior Reading showed an increase of 1%. In Mathematics there was a 2% increase for both the Primary and Junior divisions.

Students in the Board who were enrolled in Academic Mathematics courses continued to demonstrate high levels of achievement on the Grade 9 Assessment of Mathematics

in 2016-17, with 82% of students meeting or exceeding the provincial standard. This represents a 1% increase over last year.

Of the WRDSB students who were enrolled in Applied Mathematics courses, 54% met or exceeded the provincial standard on the Grade 9 Assessment of Mathematics, representing an increase of 15% compared to 2015-16.

The success rate for first-time eligible students who wrote OSSLT was 82%, up 1% compared to 2015-16, and exceeding the provincial result by 1%. There was no change in the success rate for students who were previously eligible to write the OSSLT. At 54%, the success rate for this group of students remains 5% higher than the provincial result.

In five of the seven assessments where the WRDSB remains below the provincial results, we have narrowed the gap between the province and the Board compared to 2015-16.

Each school has received a copy of its overall results. Administrators and teaching staff are currently interpreting and analyzing school results and will be sharing these results with their school communities.

An overview of student enrolment and participation rates for the 2016-2017 EQAO assessments can be found in Annex A. Graphs representing the overall results are in Annex B (Primary and Junior), C (Grade 9) and D (OSSLT). A graphic summary of our trends over the last two years and gap closing with the provincial average can be found in Annex E.

Background

EQAO is an arm's-length agency of the Ministry of Education. The mandate of EQAO is to conduct large-scale assessments aligned with the Ontario Curriculum, to report findings in an objective way, and to recommend strategies at the provincial level that can lead to improved student achievement.

These assessments include Primary (Grade 3) and Junior (Grade 6) EQAO assessments of Reading, Writing, and Mathematics. Grade 9 students participate in a mathematics assessment based on whether they are taking Academic Mathematics or Applied Mathematics. The Ontario Secondary School Literacy Test (OSSLT) is developed provincially by EQAO and is based on the reading and writing skills found across all subject areas up until the end of Grade 9. Successful completion of the OSSLT is one of the requirements to earn an Ontario Secondary School Diploma.

Individual Student Reports (ISRs) will be sent to schools by EQAO during the weeks of September 18, 2017 (Grade 9), and September 25, 2017 (Grades 3 and 6), and shared with students and parents. The ISRs indicate a student's performance based on the four levels of achievement that are identified in the Ontario Curriculum. ISRs also have summaries of the school, board and provincial results.

The Primary and Junior Assessments, Grade 9 Assessment of Mathematics, and the Grade 10 Ontario Literacy Test results provide an opportunity for the Board to reflect on the implementation and outcomes of the work, the current instructional practices of our educators, and to collaboratively determine and implement system-wide action plans in an effort to improve achievement and well-being for all students in the Board.

The following summarizes the meaning of the levels used to describe student achievement in the tests:

- **Level 4:** The student has demonstrated all or almost all of the required knowledge and skills, and the student's achievement exceeds the provincial standard.
- **Level 3:** The student has demonstrated most of the required knowledge and skills, and the student's achievement meets the provincial standard.
- **Level 2:** The student has demonstrated some of the required knowledge and skills, and the student's achievement approaches the provincial standard.
- **Level 1:** The student has demonstrated a passing level of performance.

Financial implications

All activities related to this initiative can be applied to the existing budgets of Learning Services.

Communications

The Waterloo Region District School Board remains committed to high expectations for student achievement and well-being, recognizing that both are necessary for success. We are pleased that our renewed efforts in 2016-17 resulted in improvements in grades 3, 6, and 9 mathematics achievement.

We are encouraged by these results, but we are not yet satisfied and are committed to working hard to achieve our long-term goals. We acknowledge that these results tell us we need to continue to make improvements that will help our students perform better on these assessments and ultimately graduate from our schools.

The following points outline our on-going efforts to improve mathematics achievement at all levels:

- Our significant improvement in Grade 9 (Applied) Mathematics is the result of three years of work to support our secondary teachers in mathematics. We will

learn lessons from this success and evaluate how we can implement changes for primary and intermediate teaching.

- The implementation of a comprehensive math strategy, which clearly outlines expectations for best practices in mathematical instruction, will continue to provide all schools with support and resources for student success in mathematics. We will continue to monitor the implementation of this strategy.
- Supporting administrators in instructional leadership, through various means (e.g., principal coaches, central sessions, Family of Schools supports), continues to be a priority for our system.
- Our math strategy includes a greater emphasis on numeracy and support for parents, caregivers and community members.
- A continued focus on the importance of EQAO data in developing strategies that will help to improve student learning in mathematics, as well as increase our graduation rates, as we strive for each and every student to experience success.

For the 2017-18 school year, the WRDSB is committed to continuing the course with the operational goal of mathematics and its interconnection with the operational goals of well-being and graduation rates. The following are highlights of the changes we will be implementing beginning in the 2017-18 school year:

- Two elementary principal coaches have been hired to support administrators in instructional leadership and school improvement planning;
- Central sessions for teachers and administrators to specifically support students with special education needs;
- A pilot project to support students in grades 6-9, the transition years, to build confidence in mathematics and decrease achievement gaps;
- Central learning sessions for teachers of grade 10 applied mathematics to continue the learning from grade 9; and
- The development of a research department by hiring a Senior Manager of Research and Evidence-based Practice, a Research Officer, and Database Analyst.

Prepared by: Student Achievement and Well-Being Team in consultation with Coordinating Council

Annex A:

Overview of WRDSB Student Enrolment and Participation Rates for the 2016-2017 EQAO Assessments

Primary (Grade 3)

- Number of Students Enrolled in 2016-2017 = 4,370
- Percentage of Participation = 95%
- Average Percentage of Participation for last 3 Years = 95%

Junior (Grade 6)

- Number of Students Enrolled in 2016-2017 = 4,360
- Percentage of Participation = 95%
- Average Percentage of Participation for last 3 Years = 96%

Grade 9 Applied Math

- Number of Students Enrolled in 2016-2017 = 1,028
- Percentage of Participation = 96%
- Average Percentage of Participation for last 3 Years = 95%

Grade 9 Academic Math

- Number of Students Enrolled in 2016-2017 = 3,083
- Percentage of Participation = 99%
- Average Percentage of Participation for last 3 Years = 99%

OSSLT – First Time Eligible

- Number of Students Enrolled in 2016-2017 = 4,463
- Percentage of Participation = 93%
- Average Percentage of Participation for last 3 Years = 94%

OSSLT – Previously Eligible

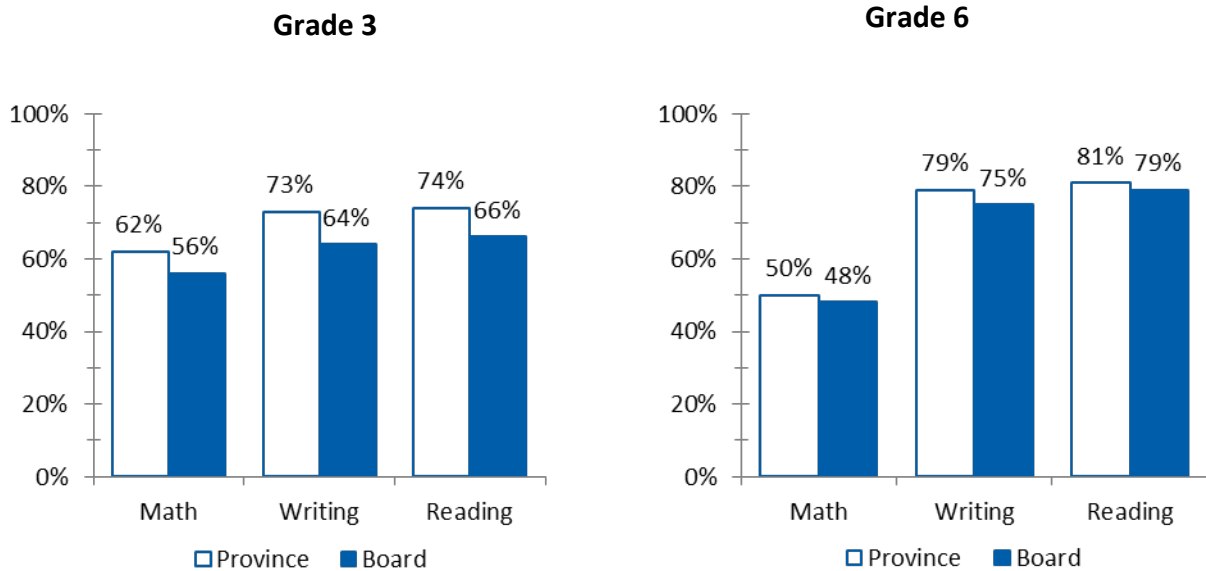
- Number of Students Enrolled in 2016-2017 = 1,829
- Percentage of Participation = 44%
- Average Percentage of Participation for last 3 Years = 45%

Note: Board data is not available for the primary and junior assessments for the 2014-15 school year due to teacher federation job action. For these two assessments the average reflects 2 years rather than 3 years.

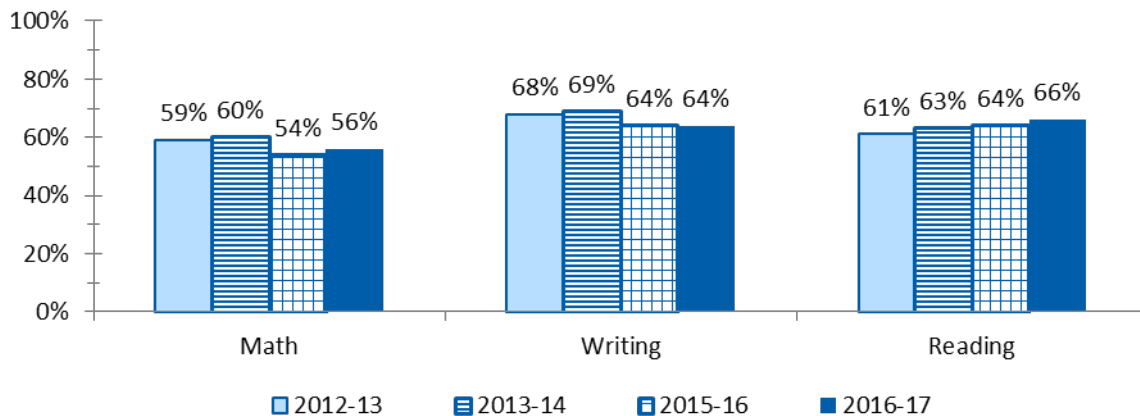
Annex B:

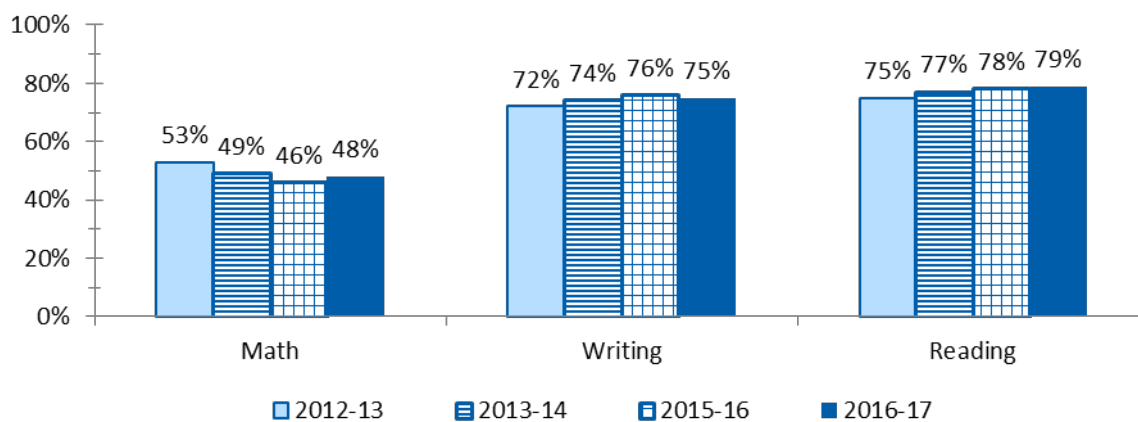
WRDSB Results for the Primary and Junior Assessments of Reading, Writing, and Mathematics

Percentage of Students Achieving at Provincial Standard (Levels 3 & 4) in 2016-17



Percentage of Grade 3 WRDSB Students Achieving at Provincial Standard (Levels 3 & 4) Over Time

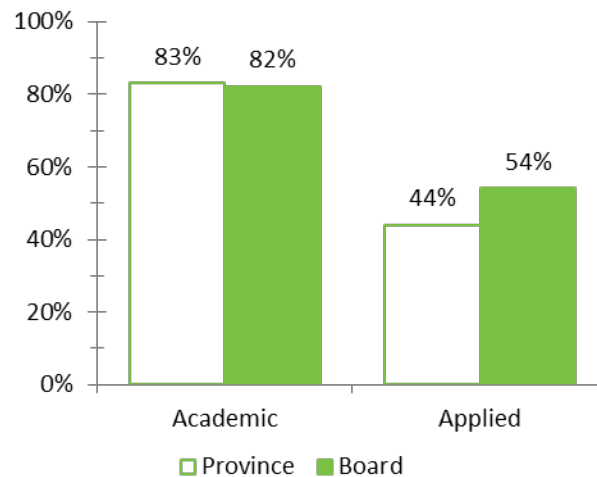


Percentage of Grade 6 WRDSB Students Achieving at Provincial Standard (Levels 3 & 4) Over Time

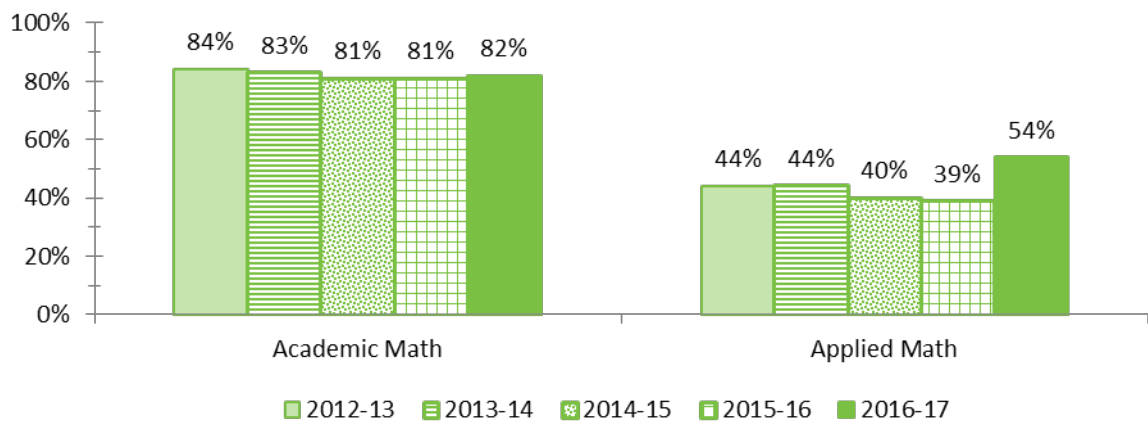
Annex C:

WRDSB Results for Grade 9 Assessment of Mathematics

Percentage of Students Achieving at Provincial Standard (Levels 3 & 4) in 2016-17

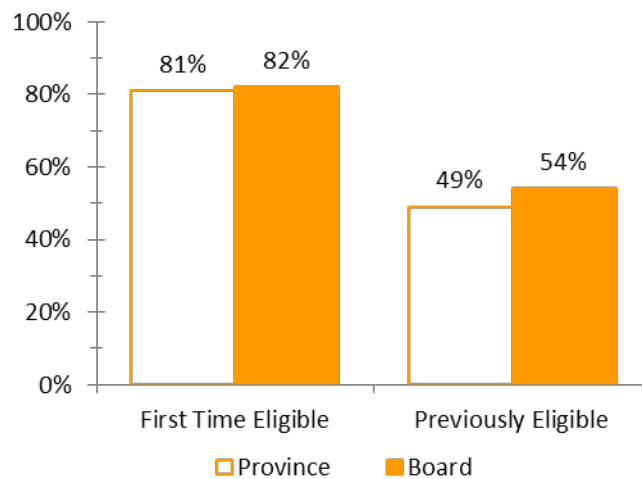


Percentage of Grade 9 WRDSB Students Achieving at Provincial Standard (Levels 3 & 4) Over Time

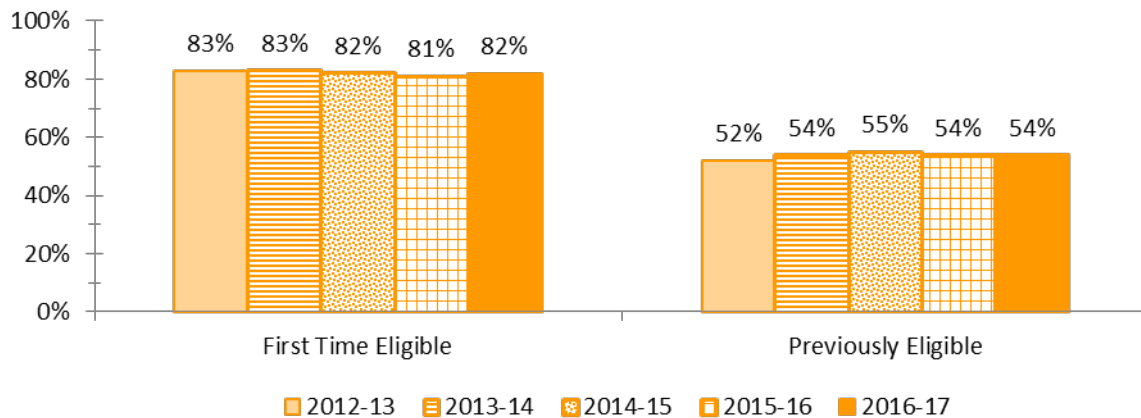


Annex D: WRDSB Results for the Ontario Literacy Test (OSSLT)

Percentage of Students Who Were Successful on the OSSLT in 2016-17



Percentage of WRDSB Students Who Were Successful on the OSSLT Over Time

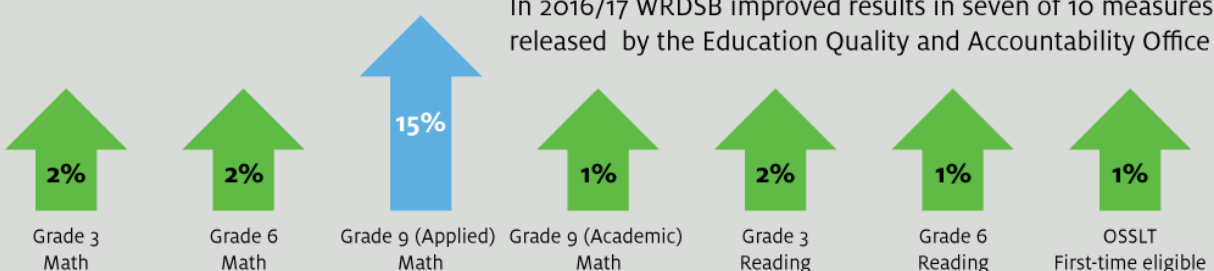


Annex E:

WRDSB Trends Over the Last 2 Years and Gap Closing with the Provincial Average



MOVING IN THE RIGHT DIRECTION



WRDSB is now above the provincial average in three measures and closed the gap in five of seven other areas

CLOSING THE GAP ON THE PROVINCE



**INNOVATING TOMORROW
BY EDUCATING TODAY**

WRDSB.CA



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[YOUTUBE.COM/WRDSBVIDEO](https://youtube.com/wrdsbvideo)



Report to Board of Trustees

September 25, 2017

Subject: Internet Content Filtering Update

Recommendation

This report is for the information of the Board.

Status

To improve the level of Internet service provided to students and staff, staff have taken a number of steps over the past eight months.

Graduated Internet Content Filtering

We have implemented the first stage of graduated filtering for users of WRDSB networks. All users experience the Internet with industry-leading content filtering in place at the network level, but those who wish to access four major social networks must now log in using their WRDSB username and password to access these sites.

Decisions about what content should and should not be filtered requires periodic review. We have determined that there is value in differentiating content access for different identified user groups.

Creation of the Internet Content Filtering Working Committee

We must base our decisions on the level of access for differentiated user groups, and how we define those groups, with the safety of our students as our priority. We will do this by listening to the input of a wide group of staff, students and parents who we have invited to participate in the Internet Content Filtering Working Committee. Membership of this committee is at Appendix A.

This group met in May 2017 and will meet again in October.

Development of a Framework for Decision Making

The Internet Content Filtering Committee is currently working on developing a Framework for decision making on the nature of differentiated user groups and the access-levels, or levels of filtering, that may be appropriate for each group. This framework will be used to help guide decision making regarding specific graduated filtering.

We hope that the committee will finalize the framework in Fall 2017 and we can use this to begin a second phase of graduated filtering in the coming year.

Staff training

Our first phase of training included those in supervisory positions at annual mandatory Safe Schools training days. Topics included digital citizenship and acceptable use. We will continue to evaluate the need for further training for staff.

Background

Waterloo Region District School Board (WRDSB) enjoys outstanding, pervasive connectivity for users of computer technology. As of December 2016, internet access through WRDSB WiFi was undifferentiated for all users - they did not have to sign in. This included standardized, uniformly implemented content filtering using industry-leading filtering technology for every users.

In addition to filtering at the network level, in the last year we have also turned on Google Safe Search and Bing Safe Search at the system level - meaning searches using these platforms will not return results that are potentially unsafe. Search engines that do not have safe search options are blocked.

In early 2017, we changed the way that users can access some major sites that are deemed to have educational value but have the potential to expose users to inappropriate content. To access Facebook, Twitter, Youtube and Vimeo, users must now log in to the secure WRDSB network and must adhere to the rules of the WRDSB Responsible Use Policy.

At the June 27, 2016 meeting of the Committee of the Whole, trustees passed the following motion:

That the Waterloo Region District School Board amend Board Policy 2012 - Access to Digital Resources and Technology, to include stronger graduated filtering for elementary grades as well as multi-language filtering; and

That professional development concerning computer technology and filtering techniques be made mandatory including occasional teachers; and

That the policy be amended using the lens of the Equity & Inclusion Advisory Group guidelines; and

That the amended policy and a report outlining the costs incurred be provided to the Board by the end of September 2016.

Our work in this area is guided by the principals of this motion. We all want to ensure that our students stay safe online. We all want to make sure that this school district has practices that encourage student development as safe digital citizens, able to navigate the internet and use technology in ways that support their learning and well-being and that prepare them for a world where pervasive, open access to the Internet is a reality.

Financial implications

No financial implications.

Communications

As further graduated filtering is contemplated, changes to current practices will be communicated through existing communication protocols. Students, staff, parents, community members and Trustees will be included in the communication plan.

Prepared by: Graham Shantz, Superintendent, Student Achievement and Well-Being, in consultation with Coordinating Council

Appendix A**Members of the Internet Content Filtering Working Committee**

Deepa Ahluwalia: Equity and Inclusion Officer
Marsha Cober: Elementary Occasional Teachers
Brent Harrington: Custodial and Maintenance Association
Shawn Hibbs: Educational Support Staff
Nanci Henderson: Ontario Secondary School Teachers Federation
George Kenyon: Student Trustee
Evelyn Kassa: Supervision Monitors and Cafeteria Assistants
Nick Manning: Communications
Michael Morgan: Information Technology Services
Harry Niezen: Information Technology Services
Carrie Osborne: Professional Student Service Personnel
Jeff Pelich: Elementary Teachers Federation of Ontario
Kathryn Pittman: Educational Assistants Association
Rebecca Rouse: Information Technology Services
Carolyn Salonen: Secondary School Vice-Principal Association
Angela Sider: Special Education Advisory Committee
Kimia Shaban: Student Trustee
Graham Shantz: Information Technology Services
Helmut Tinnes: Waterloo Region Elementary Administrators
Laurie Tremble: Parent Involvement Committee
Debbie Tyrrell: Secondary School Principals' Association
Jenn Wallage: Designated Early Childhood Educators
Kathleen Woodcock: Trustee

June 20, 2017

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

Dear Minister Hunter:

On behalf of the Board of Trustees of the Peel District School Board, I am writing in regards to hiring practices at the Peel Alternative School – Central (PAS-Central), a secondary Section 23 program administered by the Peel District School Board and located in the Roy McMurtry Youth Detention Centre in Brampton.

PAS-Central is a school that serves some of the highest needs students in the Province of Ontario. On any given day, the school serves approximately 100 male youth who have been incarcerated for the most serious of youth and adult crimes. School for these youth is a sanctuary where they can continue the educational programs that they have left behind in their home communities. Each of the 100 students studies on an individual program and the teachers and teaching assistants at the school are highly trained and highly specialized in curriculum delivery, differentiated instruction, classroom management, restorative practices, non-violent crisis intervention and individual assessment. Teaching at PAS-Central is not for everyone, and it is only those teachers who have a strong desire to work with youth at this risk level who can be successful in the setting and provide the kinds of specialty programming that is required to assist these students.

As you are aware, Regulation 274 requires district school boards to hire Long-Term Occasional teachers into vacant contract positions based on their seniority on the LTO list. Because teachers working at PAS-Central cannot be successful without the kind of specialized training mentioned above, it is the belief of the Board of Trustees of the Peel District School Board that a setting such as this one, and others like it across the province, should be exempted from the hiring practices outlined in Regulation 274. I think we can all agree that youth attending this school deserve the very best that the board has to offer in terms of staff, resources and facilities. We believe that the Regulation 274 restrictions placed upon the Principal when hiring her staff severely limit her ability to always place the right staff in PAS-Central classrooms.

.../2

Trustees

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

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

Director of Education and Secretary
Tony Pontes

Associate Director,
Instructional Support Services
Scott Moreash

Associate Director,
Operational Support Services
Jaspal Gill

- 2 -

I respectfully request, on behalf of the Board of Trustees of the Peel District School Board, that the Ministry of Education consider an exemption from Regulation 274 for PAS-Central and that the Principal be permitted to hire staff who are best suited for work in this setting. This will assist her to best meet the needs of students in the setting and to provide the differentiated resourcing for these students that they deserve.

We look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Janet McDougald', followed by a period.

Janet McDougald
Chair

c. OPSBA
Ontario School Board Chairs
Peel MPPs

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

July 25, 2017

Mr. Scott McMillan
Chairperson
Waterloo Region District School Board
51 Ardelt Avenue
Kitchener ON N2C 2R5

Dear Mr. McMillan,

Scott,

Thank you for your letter on behalf of Waterloo Region District School Board in support of Thames Valley District School Board's recommendation for a change to class size for Indigenous Language courses in Ontario schools.

The Ministry of Education provides funding to school boards to offer a range of courses, which may be compulsory or elective. School boards decide independently which courses to offer (i.e., type, number and location).

The Indigenous Education Grant (formerly called the First Nation, Métis and Inuit Education Supplement) was introduced in order to support broad Indigenous education and learning outcomes. This special purpose grant provides support to school boards to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007). As you know, Indigenous Language and Studies (ILS) courses are funded specifically by the ministry to encourage school boards to offer these courses.

Our government's commitment to Indigenous education is reflected in increased annual funding provided through the Grants for Student Needs. For 2017-18, the Indigenous Education Grant is projected to be approximately \$66.3 million. The grant has four allocations:

- Indigenous Languages Allocation (formerly Native Languages Allocation) - \$9.7 million
- Indigenous Studies Allocation (formerly First Nation, Métis and Inuit Studies Allocation) - \$25.4 million
- Per-Pupil Amount Allocation - \$25.3 million
- Board Action Plans (BAP) on Indigenous Education Allocation - \$5.9 million

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- 2 -

Since 2003, our government has increased spending on Indigenous Education through the GSN by \$65.8 million. It should be noted from 2002-03 to 2006-07, funding for Indigenous language programming was provided through the Languages Allocation. In 2007-08, the ministry launched the First Nation, Métis and Inuit Education Supplement with a broader mandate to support Indigenous education.

As you are likely aware, the current class size of 12 for ILS courses is well below the class sizes for other elementary and secondary courses. This class size has been set intentionally low so as to provide more flexibility at the school and board level.


While the incremental funding for ILS courses is based on an average class size of 12 pupils, the ministry does not dictate a minimum class size of 12. Boards have the flexibility to make decisions about program delivery and staffing to meet the needs of their students and local priorities. As such, boards may organize these classes as deemed appropriate, with the expectation that some classes may be larger and others smaller than the stipulated average. Page 51 of the Ministry of Education's 2017-18 Education Funding Technical Paper outlines the formula used to calculate funding for ILS courses at the secondary level. Per the Technical Paper, school boards are allocated funding on a per-pupil basis.

Ontario is working with Indigenous partners to address the impact of residential schools, remove barriers, support Indigenous culture, and reconcile relationships with Indigenous peoples. As you know, this is an important time, as the Truth and Reconciliation Commission (TRC) has inspired acknowledgement and action. Many of the 94 Calls to Action in the summary of the TRC's final report pertain to education.

In response to TRC Calls to Action (7, 14, 15, 16), Ontario co-hosted an Indigenous Languages Symposium this spring with Indigenous partners and education stakeholders to review current programs, determine gaps, identify community priorities and supports needed to promote Indigenous languages. The Symposium allowed Indigenous partners and education stakeholders to co-develop next steps. It was the first step in a multi-year ongoing strategy to implement Ontario's plan to support the revitalization of Indigenous languages.

Thank you for once again for taking the time to write.

Sincerely,



Mitzie Hunter, MBA
Minister



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Leading Education's Advocates

Ontario Public School Boards' Association
439 University Avenue, 18th Floor
Toronto, ON M5G 1Y8
Tel: (416) 340-2540
Fax: (416) 340-7571
webmaster@opsba.org
www.opsba.org

Laurie French
President

Rusty Hick
Executive Director

July 26, 2017

Carolyn Bennett - Honourable Minister of Indigenous and Northern Affairs
Room 173, East Block
House of Commons
Ottawa, ON K1A 0A6

David Zimmer – Honourable Minister of Indigenous Relations and Reconciliation
Suite 400
160 Bloor Street East
Toronto, ON M7A 2E6

Dear Honourable Ministers Bennett and Zimmer:

On behalf of the Ontario Public School Boards Association's (OPSBA) Indigenous Trustees' Council (ITC), comprising appointed and elected Indigenous trustees sitting on public school boards across Ontario, I would like to express our concern at the ongoing challenges and safety concerns faced by Nishnawbe Aski Nation (NAN) students who leave their families and communities on reserve to attend school, ideally in a safe environment. The ITC supports the Northern Ontario Chiefs' efforts to draw attention to these challenges facing Indigenous students, youth and families and we applaud the recent NAN action plan developed to help address those very same challenges. We also acknowledge and are encouraged by the very recent announcement by the provincial government outlining actions to address First Nations youth health and safety crisis in coordination with First Nations communities as well as additional federal funding to help improve health care access.

OPSBA represents 31 public district school boards and 10 school authorities across Ontario which together serve more than 1.2 million public elementary and secondary students. OPSBA believes:

- that improving student achievement and student engagement is directly linked to ensuring that we work collaboratively for the social, emotional, mental and physical well-being of all children and youth; and
- that through education we can move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC)

In the context of these beliefs, and in light of the recent high-profile crisis in Thunder Bay, the ITC urges both the provincial and federal governments to continue to work together to provide Indigenous students who attend schools off reserve with the resources required to help ensure their well-being, health and safety while successfully integrating into their new communities.

Academic achievement for Indigenous students lags far behind that of other students in school, and while this gap may be slowly narrowing, progress is insufficient. The recommendations of the inquest into the deaths of seven First Nations students in Thunder Bay, Ont., highlight the resources needed to

ensure that students in those specific circumstances are supported. Regardless of their community, however, all Indigenous students need to be able to benefit from these kinds of supports.

School boards are doing good work in assisting Indigenous students who attend school off reserve. However, support for specific practices known to help these students is not yet systemic, and needs to be increased so that all Indigenous students attending school off reserve have equitable access to sufficient supports to ensure their success, such as:

- enabling students to return home on a more regular basis
- enabling the families of students to visit them more regularly when they are attending school
- providing resources that enable families that wish to live off reserve while their children attend school to do so thus keeping their families intact
- ensuring adequate social services are provided to these students and their families, especially in areas that require development in our province as a whole, such as children and youth mental health
- guaranteeing equal access to special education services for Indigenous students that require special education assistance

There have been frequent recommendations to address these issues. Unfortunately, consistent and sustained action remains infrequent. The ITC recognizes that these are complex issues requiring multifaceted solutions developed by First Nations partners, organizations, and support agencies with collaboration, cooperation and coordination of efforts from the federal and provincial governments spanning health, education and child and youth services.

The ITC believes more action is needed in the short term, by both levels of government to help address the issues facing Indigenous students in Thunder Bay. The recent announcement of additional funding and resources by the provincial and federal governments is an encouraging first step. Hopefully, it will be the first of many more steps as part of a sustained, long term approach to help support these students in their academic pursuits.

Sincerely,



Chief Elaine Johnston
Chair, Indigenous Trustees' Council (ITC)
Ontario Public School Boards' Association (OPSBA)

cc: Jane Philpott – Federal Minister of Health
Eric Hoskins – Ontario Minister of Health and Long Term Care
Michael Coteau – Ontario Minister of Child and Youth Service
Mitzie Hunter – Ontario Minister of Education
Alvin Fiddler, Grand Chief – Nishnawbe Aski Nation (NAN)
Perry Bellegarde, National Chief – Assembly of First Nations (AFN)
Kris Rushowy – Toronto Star, Queen's Park Bureau
Andrea Gordon – Toronto Star
Caroline Alphonso – Globe and Mail