

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardel Avenue, Kitchener, Ontario, on **Monday, November 13, 2017, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

United Way Campaign – Karen Bileski & Brad Hughes

Delegations

Milos Posavliak re Proposed Name for the New West Kitchener Elementary School

Alex Hourahine re Active Kids Program

Policy and Governance (30 minutes)

01 Review of Board Policy 3002 – Elementary School Size & Configuration (MG)

05 Review of Board Policy 3003 – Trustee Professional Development

09 Review of Board Policy 4012 – School Attendance Areas (MG)

13 Review of Board Policy 4013 – Secondary Schools (MG)

17 Review of Board Policy 4018 – Fraud Managements (MG)

23 Review of Board Policy 2010 – Assessment, Evaluation & Reporting (AM)

Reports

25 Trustee Expenses to August 31, 2017

M. Gerard

27 2016-2017 Year-End Financial Report

M. Gerard

39 2016-2017 Audited Financial Statements

M. Gerard

68 External Member Appointment on Board Audit Committee

M. Gerard

69 Annual School Councils' Report

N. Manning

Generative Discussion: Staff Report Request – Correlation between Learning Skills

And Student achievement and Well-Being

Staff and Board Reports

Question Period (10 minutes)

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

Adjournment

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



ELEMENTARY SCHOOL SIZE AND CONFIGURATION

Legal References:

Related References: *Good Schools Standing Committee Report, May 17, 2007*
Board Policy 1011 – Facility Partnerships
Board Policy 4000 – Pupil Accommodation Review
Administrative Procedure 4991 – Boundary Studies

Effective Date: *June, 2010*

Revisions: *January 2015*

Reviewed:

1. Preamble

- 1.1 The Waterloo Region District School Board (the “Board”) believes that elementary schools should be welcoming and secure places, supporting all learners, and helping students to achieve success within an operation and organizational framework that is efficient and effective.
- 1.1.1 The Board believes that school size (enrolment) and elementary program configuration contribute to achieving these outcomes.
- 1.2 The Waterloo Region District School Board supports all elementary school configurations (e.g., JK-5, JK-6, JK-8, 6-8, and 7-8) and this will continue where necessary.
- 1.3 The Waterloo Region District School Board prefers a JK-8 elementary school configuration to meet curriculum and development needs, but acknowledges possible alternatives necessary to address:
- geographical community connections and access;
 - existing facilities;
 - student learning opportunities;
 - community growth patterns;
 - funding, including partnership opportunities.

2. Policy

- 2.1 It is the policy of the Waterloo Region District School Board to use the following guiding principles when building new elementary facilities or additions, and as considerations in Pupil Accommodation Reviews and Boundary Studies:
- 2.1.1 Planning for elementary school configurations will consider the following:
- A minimum of two (2) classes per grade in Junior Kindergarten to Grade 6 to support professional learning communities;
 - More than two (2) classes per grade in Grades 7 and 8 to support program;

- Minimize the number of schools with Full-Time Equivalent enrolments greater than 700 students wherever possible;
 - Minimize the transition of elementary students between schools where practical.
- 2.1.2 JK-8 facilities will preferably have a built capacity of between 500 and 700 students;
- 2.1.3 JK-6 facilities will preferably have a built capacity of between 350 and 525 students;
- 2.1.4 JK-6 facilities will be designed to accommodate future expansion to accommodate a JK-8 configuration where practical;
- 2.1.5 Recognition that existing senior elementary school (e.g., Grade 7 and 8) configurations are providing excellent learning opportunities and some may continue to operate for the foreseeable future.
- 2.1.6 That the needs of the early adolescent learners are met through the design and operation of new JK-8 facilities and by operating existing Grade 7 and 8 facilities through lessening the number of daily student/teacher contacts.
- 2.1.7 That each elementary school configuration has high academic and behavioural expectations.
- 2.1.8 The boundaries of higher grade schools should encompass the complete boundaries of their respective feeder schools.



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TRUSTEE PROFESSIONAL DEVELOPMENT

Legal References:	<i>Education Act, Section 171(1)17: Powers of Boards – Membership Fees and Travelling Expenses</i> <i>Ministry Memo 2006:B15 – School Board Expenditure Guidelines;</i> <i>Ministry Memo 2009:B8 – Trustee Expense Guideline</i>
Related References:	<i>Board Policy 3001 – Travel, Meals and Hospitality Expenditures – Trustees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>FS-07-AS5 – Request for Expense Reimbursement</i> <i>HR-99-300 - Request for Staff Development Funds</i>
Effective Date:	<i>January 25, 2010</i>
Revisions:	<i>January 12, 2015, June 13, 2016</i>

1. Trustee Professional Development

- 1.1 It is the policy of the Waterloo Region District School Board (Board) to support and encourage the attendance of trustees at conferences, conventions, seminars and courses of an educational nature, in accordance with the regulations governing this policy, subject to budget limitations established by the Board, in recognition of the benefits of providing opportunities for Board members to gain greater depth of knowledge and experience relative to their responsibilities.

2. Guidelines

- 2.1 A trustee professional development budget shall be established annually by the Board.
- 2.2 Trustees may not attend more than one out-of-province professional development activity per year.
- 2.3 No more than three trustees may attend the same out-of-province professional development activity.
- 2.4 In the event that more than three trustees apply to attend the same out-of-province professional development activity, a special committee consisting of the Chairperson and two trustees to be appointed by the Board would make the determination in accordance with the regulations. The Committee will give consideration to Board or Committee members having a special interest in the topic(s) being covered during the professional development activity and to the order in which applications were received.
- 2.5 The Board will pay expenses in connection with the attendance by a trustee at an approved professional development activity in accordance with Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.
- 2.6 A “Request for Staff Development Funds” form (HR-99-300) must be completed and submitted to the Chairperson for approval prior to attending the professional development activity.
- 2.7 Supporting vouchers and receipts for expenses incurred under these regulations must be submitted to the Chairperson's Office on a Request for Reimbursement of Expenses Form (FS-07-AS5).

- 2.8 Trustees whose expenses are being paid by another sponsoring organization will not be reimbursed under the policy and regulations.
- 2.9 Trustees attending a professional development activity under this policy and its regulations must complete a written report attached to the Request for Reimbursement of Expenses Form. The conference report will be posted on the Board website quarterly providing information about the experience and how it contributed to their position as Trustee, as well as to education in the Board while supporting the strategic plan.



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SCHOOL ATTENDANCE AREAS

Legal References:	<i>Education Act, S171.1.7 Planning Act</i>
Related References:	<i>Administrative Procedure 1010- Junior and Senior Kindergarten Registration Administrative Procedure 1030 Boundary Requests – Secondary Schools Administrative Procedure 1040 Boundary Requests – Elementary Schools Administrative Procedure 1035- Grade 8 to 9 Transfer Administrative Procedure 4260- Student Transportation Administrative Procedure 4991- Boundary Studies Administrative Procedure 4992- Temporary Accommodation for Dev. Areas Administrative Procedure 4860- Pupil Accommodation Review Board Policy 4000 – Pupil Accommodation Review</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 16, 2014</i>
Reviewed:	<i>February 22, 2016</i>

1. Preamble

- 1.1 It is the mandate of the Waterloo Region District School Board (Board) to provide school accommodation for qualifying resident pupils within its jurisdiction.
- 1.2 The Board believes that effective public education requires active co-operation between students, parents, staff, Trustees and the community and is therefore committed to providing opportunities for input into decisions regarding changes to school attendance areas.
- 1.3 The Board believes that students should attend the school in their designated attendance area, unless otherwise granted an exemption in accordance with established policies and procedures (refer to Administrative Procedures 1030, 1035 and 1040).

2. Responsibilities

It is the responsibility of the Waterloo Region District School Board to:

- 2.1 Determine the number of schools in the district, as well as the grade profile and attendance area for each school in the district;
- 2.2 Organize attendance areas to make efficient and economical use of the Board's facilities, programs, resources and staff;
- 2.3 Regularly review school attendance areas to maintain a viable and efficient school system.

3. Changes to School Attendance Areas

It is the policy of the Waterloo Region District School Board that:

- 3.1 Adjustments to school attendance areas may be required when the Board closes a school, alters grades within or between schools, or opens a new school. Adjustments may also be required in order to address enrolment related accommodation issues.

- 3.2 Historical agreement areas with other school boards will be recognized when considering changes to school attendance areas.
- 3.3 Affected families in school attendance areas shall be consulted prior to any Board decision of adjustments to school attendance areas.
- 3.4 New school attendance areas or changes to existing attendance areas will consider appropriate planning criteria, as outlined in Administrative Procedure 4991 – Boundary Studies.
- 3.5 The Board of Trustees will make the final decision regarding changes to school attendance areas.

4. Exceptions

- 4.1 The creation or modification of attendance areas for specialized programs or the establishment of temporary attendance areas to accommodate development areas shall be addressed in accordance with established procedures, and may not necessarily adhere to the provisions outlined herein.



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BOARD POLICY 4013 SECONDARY SCHOOLS

Legal References:

Related References: *Board Policy 4009- Student Transportation*
Administrative Procedure 4260- Student Transportation
Board Policy 4012- School Attendance Areas
Administrative Procedure 1030- Boundary Requests- Secondary Schools

Effective Date: *February 2012*

Revisions: *May 2012*

Reviewed: *April 13, 2015, November 16, 2015*

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) believes that secondary schools should be welcoming and secure places, supporting all learners, and helping students succeed within an operational framework that is efficient, within the natural boundary wherever possible.

2. Secondary Schools

- 2.1 Therefore, it is the policy of the Board to use as a guideline the following principles to support its vision of secondary schools:
- 2.1.1 Secondary school boundaries should reflect a natural area around the facility that optimizes the number of students that can walk to school;
- The natural area around a school is understood to encompass those areas that are within walking distance; where this does not apply, the natural boundary will be understood to reflect a balance between Board needs and the local neighbourhoods that identify with that school
- 2.1.2 The linkages between senior elementary programs and secondary schools should be clear, and the transition to secondary school should as much as possible avoid splitting students between schools;
- 2.1.3 Every student should have the opportunity to attain an Ontario Secondary School Diploma (OSSD) through a variety of core program pathways at their home secondary school;
- Every school should offer a mandatory course list and perform a periodic review of this list;
 - There should be the provision of funding and resources required to deliver, at a minimum, the list of mandatory courses.
- 2.1.4 The placement of System Designated Specialized Programs will be considered in lieu of physical boundary changes to support a balanced demographic within the school;
- A System Designated Specialized Program is commonly referred to as a "magnet" and is intended to meet the needs of a unique group of students. Each System Designated Specialized (Magnet) Program consists of a series of interconnected courses that provide students with a particular focus based on their interests and diverse abilities.

- A System Designated Specialized (Magnet) Program is established following a system identification and designation process. This process considers many factors including a focus on long term sustainability and appropriate allocation, and effective utilization of resources, expertise and facilities.
 - A System Designated Specialized (Magnet) Program optimize learning and achievement for all students at specific school sites without detracting from the viability of programming at other sites or the educational experiences of students enrolled elsewhere throughout the system
 - Students are permitted to attend a school outside their designated home school boundary to participate in a System Designated Specialized (Magnet) Program provided they meet appropriate criteria for participation in the program.
 - The movement of a System Designated Specialized (Magnet) Programs will be considered to achieve balanced enrolment in areas that are under growth pressures from within the natural area around the school
- 2.1.5 The size of secondary schools needs to support the delivery of a core program, including a variety of pathways for students. This is typically achieved within a range of 800 to 1400 pupil places, with a target size of 1,100 students per school, but successful secondary schools can exist outside of these limits by utilizing alternative delivery methods (e.g., e-learning, Independent Learning Centre (ILC) materials);
- 2.1.6 Decisions regarding new school construction, additions, portables, upgrades and/or boundary changes should support the efficient utilization of overall accommodation capacity within the board;
- 2.1.7 When considering any of the above noted actions, public consultation should be undertaken in accordance with Board policy.



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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*

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

Reviewed:

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, Business Services and Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this 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, Business Services and Treasurer of the Board; 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, Business Services & Treasurer of the Board.
- 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, Business Services & Treasurer of the Board, or the Superintendent, Human Resource Services, as appropriate.
 - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the Superintendent, Business Services & Treasurer of the Board 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, Business Services & Treasurer of the Board 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.



FRAUD MANAGEMENT

Legal References:	<i>Criminal Code of Canada</i>
Related References:	<i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 4016 – Business Complaint Policy</i> <i>Administrative Procedure 4315 – Fraud Management</i> <i>Administrative Procedure 4310 – Total Integrity Plan (The TIP Line)</i> <i>Administrative Procedure 4360 – Principles of Business Conduct for Board Employees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>Administrative Procedure 3760 – Progressive Discipline</i> <i>Administrative Procedure 4070 – Responsible Use Procedure for Information Communication and Collaboration Technologies</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>May 30, 2016, November 13, 2017</i>
Reviewed:	

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 **Coordinating** Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this 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 **Coordinating** Superintendent, Business Services and Treasurer of the Board; 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 **Coordinating** Superintendent, Business Services & Treasurer of the Board.
- 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 **Coordinating** Superintendent, Business Services & Treasurer of the Board, or the **Coordinating** Superintendent, Human Resource Services, as appropriate.
 - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the **Coordinating** Superintendent, Business Services & Treasurer of the Board 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 **Coordinating** Superintendent, Business Services & Treasurer of the Board 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.
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Waterloo Region
District School Board

Board Policy 2010

ASSESSMENT, EVALUATION AND REPORTING

Legal References:

Related References: *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010*
 Assessment, Evaluation and Reporting Handbook Grades 9 - 12, 2013, WRDSB
 Administrative Procedure 1660 – Assessment, Evaluation and Reporting – Grades 7 – 12
 Administrative Procedure 1670 – Effective Use of Diagnostic Assessments
 WRDSB Board Improvement Plan for Student Achievement (BIPSA)

Effective Date: *September 2011*

Revisions: *April 20, 2015, June 13, 2016*

Reviewed:

1. Preamble

The Waterloo Region District School Board believes that effective assessment, evaluation and reporting practices:

- 1.1 optimize learning, well-being, and achievement for all;
- 1.2 are fair, transparent, inclusive and equitable;
- 1.3 promote clear and common understandings among teachers and students of what students need to know and be able to do;
- 1.4 are ongoing and varied in nature, and provide multiple opportunities for students to demonstrate learning over a period of time and in a variety of ways;
- 1.5 relate to the curriculum expectations and, as much as possible, incorporate the interests and learning styles of all students;
- 1.6 provide descriptive feedback that is clear, meaningful, and timely;
- 1.7 identify next steps for learning on a continuing basis;
- 1.8 develop students' self-assessment skills enabling them to assess their own learning, set specific goals and plan for future learning;
- 1.9 communicate to students and parents/guardians information about student progress toward meeting learning goals and next steps for learning in a meaningful way at appropriate intervals;

These beliefs serve as a foundation for all practices related to assessment, evaluation and reporting.



ASSESSMENT, EVALUATION AND REPORTING

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Effective Date: *September 2011*

Revisions: *June 13, 2016, November 13, 2017*

Reviewed:

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- 1.8 develop students' self-assessment skills enabling them to assess their own learning, set specific goals and plan for future learning;
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These beliefs serve as a foundation for all practices related to assessment, evaluation and reporting.



Report to Committee of the Whole

November 13, 2017

Subject: 2016-17 Trustee Expenses

Recommendation

This report is for the information of the Board.

Status

The Schedule of Trustee Expenses attached (Appendix A) is for the period September 1, 2016 to August 31, 2017. Trustee expenses have been reviewed by our external auditors, PricewaterhouseCoopers LLP; the scope of their review was to:

- Ensure all trustee reports listed were approved by the Chairperson of the Board and the Chairperson's reports were approved by the Vice-Chairperson as required by Board policy.
- Review conference fees for individual trustees paid directly by the Board to ensure that the conference fees were reasonable.
- Ensure that all trustee mileage and travel expenses were clearly documented with receipts attached.
- Agree the total expenses for conference fees and Trustees mileage and travel expenses on the Schedule of Trustee Expenses to the amount recorded in the Board's records.

Background

[Board Policy 3001 Travel, Meals, Hospitality – Trustees](#) directs staff to present, annually, a public report regarding Trustee expenses that were reimbursed during the previous fiscal year. Staff are required to present the report in November as part of our year-end financial reporting process.

Financial Implications

No financial implications.

Communications

Staff will continue to present annual updates to Trustees and make available, through our corporate website, the annual report on Trustee Expenses.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
 Nick Landry, Controller, Financial Services, in consultation with Coordinating Council

**Waterloo Region District School Board
Trustee Expenses - September 1, 2016 to August 31, 2017**

	Travel	Professional Development	Total Expenses
	\$	\$	\$
Colin Harrington	979.65	-	979.65
John Hendry	475.06	2,283.31	2,758.37
Ted Martin	520.30	2,206.02	2,726.32
Scott McMillan	877.57	971.89	1,849.46
Carol Millar	599.26	587.42	1,186.68
Andrea Mitchell	-	-	-
Mike Ramsay	868.59	1,070.98	1,939.57
Kathi Smith	1,273.59	5,138.91	6,412.50
Natalie Waddell	-	-	-
Cindy Watson	897.48	-	897.48
Kathleen Woodcock	771.14	3,843.58	4,614.72
Student Trustees	1,682.74	3,152.35	4,835.09
Grand Total			28,199.84



Report to Committee of the Whole

November 13, 2017

Subject: 2016-17 Year-End Financial Report

Recommendation

This report is for the information of the Board.

Status

The Board of Trustees (Trustees) approved the 2016-17 operating budget on June 27, 2016, and at that time the Trustees approved a balanced budget.

The development of the Waterloo Region District School Board's (Board's) operating budget includes many underlying assumptions which, over the course of a school year, can change significantly. On a quarterly basis throughout the year, staff have provided updates to the Board regarding our tracking of key assumptions, the identification of key risks and outlined mitigation strategies we have put in place.

The 2016-17 year-end financial position is an in-year surplus of \$506,000. This represents less than 0.1% of the Board's operating allocation. The 2016-2017 Final Financial Report, comparing the budget to the actual year-end position is attached as Appendix A. In terms of key assumptions and risk areas, the following represent material changes from the budget forecast, which help to explain the year-end results.

Revenues

- Student Enrolment
 - In-year change: Total enrolment is higher than the budget forecast by 750 students, or 1.2% of total enrolment; most of this increase occurred in the elementary panel.
 - Impact: Student enrolment is the primary driver of funding through the Grants for Student Needs (GSN). As a result of the increase in enrolment 2016-17, our funding through the Pupil Foundation Grant increased by \$4.0M compared to the budget forecast.
 - Strategy: Additional teaching staff were hired at the outset of the 2016-17 school year to meet our regulatory and contractual requirements. We also amended our multi-year forecast to reflect the increase in migration from the GTA region, which was a primary driver of the enrolment growth. Our 2017-18 budget forecast reflects continued, positive, growth in both the elementary and secondary panel.
- English as a Second Language/English Literacy Development (ESL/ELD) Allocation
 - In-year change: The number of students that qualified for ESL/ELD funding increased by 222 in 2016-17; an increase of 9.6% compared to

the 2016-17 budget forecast, and an increase of 35.7% over 2015-16 actual results. Consequently, funding to support ESL/ELD learners increased by approximately \$810,000; a 10.8% increase over the budget forecast.

- Impact: The cultural and linguistic diversity of our Board's student population means that many students require additional supports to develop proficiency in their language of instruction. Over the past two years, the Board has welcomed over 700 new students that qualify for this funding, as well as many more students who need ESL/ELD supports but do not qualify for the additional funding.
- Strategy: The additional funding has allowed us to hire the equivalent of 12 staff to support ESL/ELD students throughout our system in 2016-17. As we enter the 2017-18 school year, these additional supports have remained in place and we will continue, through the staffing process, to monitor needs within the system.
- Teacher Qualifications and Experience Grant (Q&E)
 - In-year change: Funding through the Teacher Q&E Grant increased by \$2.3M compared to the budget forecast; an increase of 4.2%. The increase is partly attributable to an increase in the number of teachers hired to support enrolment growth, as well as a change in how our board reports teachers who are off on long-term leave.
 - Impact: The Teacher Q&E Grant provides additional funding to boards in recognition of the fact that teachers, because of their qualifications and experience, may have average salaries above the benchmark level used by the Ministry of Education (Ministry) to calculate other grants (Pupil Foundation Grant). This grant ensures that the Board can appropriately fund its obligations to compensate teachers based on the qualifications and experience they have obtained.
 - Strategy: Staff in Financial Services and Human Resource Services continue to monitor our Teacher Q&E reporting, ensuring accuracy and consistency between the information contained in our human resources information system and our reports to the Ministry. For the 2017-18 budget, we have estimated that this grant will increase by \$8.8M, or 15.9% over the 2016-17 budget forecast. Staff will continue monitor and will make in-year adjustments based on our reported Oct 31 FTE.
- School Renewal
 - In-year change: School Renewal funding increased by \$1.2M, or roughly 13.7% compared to the budget forecast. This increase was the result of additional funding [announced](#) by the Ministry in July 2016, following the approval and submission of the Board's 2016-17 budget.
 - Impact: School Renewal funding provides our Board with the ability to address the costs of repairing and renovating schools. On an annual

basis, the Board receives a report from Facility Services on how this grant is being invested to improve accessibility and learning environments within the Board.

- Strategy: Facility Services, in conjunction with school administrators and representatives from other departments, continue to identify and prioritize renewal projects throughout the system. As outlined in a report to Committee of the Whole on May 15, 2017, the Ministry is continuing to supplement the base amount of school renewal funding for 2017-18 and 2018-19; these increases have been reflected in our budget forecast for the 2017-18 school year, totaling \$9.7M.

Expenditures

- Supply Staff (Teachers, Educational Assistants, Designated Early Childhood Educators)
 - In-year change: Total expenditures on supply staff in 2016-17 were \$1.9M higher than the budget forecast, or 11.4%. This increase can be subdivided into costs related to teacher short-term illness and long-term absences (\$1.5M), and a negotiated increase in the hourly amount paid to Educational Assistants filling supply assignments (\$400,000).
 - Impact: Short-term illness continues to be a significant cost pressure for the organization.
 - Strategy: In addition to efforts being taken to support staff well-being, which is one of the Board's operational goals, the 2017-18 budget included an increase of \$1.3M, or 7.3%, to cover the costs of supply coverage. Financial Services staff will continue to monitor in-year expenditures and report back to the Board as part of our interim financial reporting for 2017-18.
- Utilities
 - In-year change: Expenditures on utility costs for the 2016-17 school year were \$637,000 higher than the budget forecast, an increase of 5.1%.
 - Impact: This variance is attributable to increases in hydro rates experienced across the province, as well as the Board's expanding footprint as we continue to construct new schools and additions to accommodate our growing student enrolment.
 - Strategy: The 2017-18 budget includes \$14.6M for utility costs, an increase of nearly \$2.2M, or 17.6%, compared to the previous year's budget. This estimate was developed at a time when there was great uncertainty regarding hydro rates, as well as how the province would respond to public pressure in this area. Staff are continuing to monitor expenditures in this area, and may make in-year adjustments as part of the 2017-18 revised estimates submission.

- Employee Future Benefits- Retirement Gratuity Liability
 - In-year change: The reduction to the Board's unfunded retirement gratuity liability for the 2016-17 school year is \$8.9M. This reduces the unfunded portion of our liability to \$4.7M.
 - Impact: The Board's retirement gratuity liability represents the accumulated sick days that are paid out as a lump-sum to an employee upon retirement. Since 2011-12, the Ministry has continued to reduce the benefits funding benchmarks as part of the phase-out of retirement gratuities, and boards were required to fund this liability through internally appropriating funds.
 - Strategy: Since the Ministry announced changes to the retirement gratuity benefit in 2011-12, the Board has taken an aggressive approach to reducing its unfunded liability. The 2017-18 budget included an amount of \$3.0M to further reduce this liability. This approach is sound given the current funding landscape in the province, and uncertainties regarding the outcome of the next provincial election.

Overall, staff continue to identify ongoing risks and develop mitigation strategies that help ensure the fiscal well-being of the organization. As noted above, the 2016-17 in-year surplus is \$506,000; this amount has been added to the Board's Accumulated Unappropriated Operating Surplus, which is now \$27.6M, or 3.83% of the Board's annual operating revenues.

The Accumulated Unappropriated Operating Surplus represents funds that are available on a one-time basis to address strategic priorities, financial pressures and respond to unforeseen circumstances.

Background

It is the sole responsibility of the Board to approve the annual operating budget and it is the responsibility of staff to oversee and monitor day-to-day spending within the budget framework. The Trustees play a key role in the budget process, ensuring that funding is aligned with the Board's strategic priorities and legislative requirements.

In an effort to support Trustees in fulfilling their fiduciary duties, staff provide quarterly financial updates on in-year spending forecasts relative to the budget. These updates identify potential risks and opportunities that may be on the horizon, as well as the strategies staff have in place to address the identified items. These actions are intended to support Trustees in making evidence based decisions and fulfilling their governance responsibilities.

Financial Implications

No financial implications.

Communications

Financial Services will work with our communications department to ensure that financial information is readily available to the public via our corporate website.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nick Landry, Controller, Financial Services
Sharon Uttley, Manager of Accounting Services
Wendy Jocques, Manager of Budget Services
Fabiana Frasher, Budget Officer
in consultation with Coordinating Council

2016-17 Final Financial Report

PSAB Revenues for the Period Ending August 31, 2017

Summary of Financial Results

(000's)

	Budget	Actual	In-Year Change	
			\$	%
Revenue				
Provincial Grants-GSN	650,011	662,628	12,617	1.9%
Revenue transferred from/(to) deferred revenue	3,399	(4)	(3,404)	(100.1%)
Other Grants	3,701	3,607	(95)	(2.6%)
Other	23,336	26,400	3,064	13.1%
School Generated Funds	14,000	13,364	(636)	(4.5%)
Transferred from DCC**	31,209	31,927	719	2.3%
Transferred to DCC**	(16,825)	(16,587)	238	(1.4%)
Total Revenue	708,830	721,334	12,504	1.8%
Expenses				
Instruction	552,435	553,361	925	0.2%
Administration	15,876	15,530	(346)	(2.2%)
Transportation	16,371	16,247	(124)	(0.8%)
School Operations & Maintenance	58,283	57,961	(322)	(0.6%)
Pupil Accom/Renewal/Debt/Non-operating	42,320	45,420	3,100	7.3%
School Generated Funds	14,000	13,360	(640)	(4.6%)
Total Expenses	699,284	701,878	2,594	0.4%
Surplus/(Deficit)	9,546	19,456	9,910	103.8%

DETERMINATION OF ANNUAL OPERATING SURPLUS

PSAB Surplus/(Deficit) (from above)	9,546	19,564
LESS: Restricted Amounts		
Revenues Recognized for Land	9,608	9,094
Transfers to/(from) Externally Appropriated	5,380	9,064
Transfers to/(from) Externally Appropriated	(5,442)	899
Sub-Total: In-Year Appropriations	9,546	19,057
ANNUAL Unappropriated Operating Surplus/(Deficit)	0	506

Change in Revenue

- Provincial Grants - due to increase in enrolment
- Deferred Revenue transfer changes are related to special education, Student Achievement Envelope and School Renewal
- Other Grants increase due to additional Educational Program Other (EPO) grant announcements after budget submission
- Other Revenue - generated from enrolment increases for International Students and Extended Day Care Program; additional funding from other grants such as Technology and Learning Fund

Change in Expenditures

- Instruction: reflects the increase in staffing due to increase in enrolment
- Pupil Accommodation/Renewal/Debt/Non-Operating: Increase in extended day enrolment, and school renewal

**DCC - Deferred Capital Contributions

2016-17 Final Financial Report

Summary of Capital to be Financed

(000's)

	Budget	Actual
Funding		
New Building and Additions	28,454	17,505
Community Hubs	0	553 *
Child Care Capital	2,496	491
School Condition Improvement	7,842	16,780 **
Full Day Kindergarten	1,829	1,374
Renewal	7,531	7,349 **
Greenhouse Gas Reduction		1,942
Education Development Charge (EDC)	2,463	8,218
Proceeds of Disposition	5,651	29
Minor Tangible Capital Assets	9,294	9,237
Other	2,355	2,140
Total Capital by Funding Source	67,914	65,618
Expenditure		
Buildings (new, additions & renewal)	53,718	46,285
Land	2,463	8,218
Land Improvements	1,020	823
Moveable Assets	10,713	10,292
Total Capital Expenditure	67,914	65,618

* Ministry announced new capital initiative October 14, 2016

** Ministry announced additional funding July 12, 2016

2016-17 Final Financial Report

Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK	3,764.40	3,964.33	199.93	5.3%
SK	4,216.48	4,229.74	13.26	0.3%
Grade 1-3	13,131.50	13,247.28	115.78	0.9%
Grade 4-8	21,640.50	21,910.59	270.09	1.2%
Other Pupils (International)	6.00	6.50	0.50	8.3%
Total Elementary	42,758.88	43,358.44	599.56	1.4%
Secondary				
Pupils of the Board <21	18,646.45	18,790.57	144.12	0.8%
High Credit Pupils	42.98	30.12	(12.86)	-29.9%
Pupils of the Board >21	3.00	4.13	1.13	37.7%
Other Pupils (International)	65.87	84.13	18.26	27.7%
Total Secondary	18,758.30	18,908.95	150.65	0.8%
Total	61,517.18	62,267.39	750.21	1.2%

Note: Forecast based on October 31st count date

Highlights of Changes in Enrolment:

- We attribute our growth in both the elementary and secondary panel to net migration into the Region. This is supported by strong housing data reported for 2016, and is likely to continue as affordability of housing in the Greater Toronto area pushes people further down the 401 corridor.
- We have adjusted our multi-year forecast for both elementary and secondary schools. In previous forecasts we anticipated the secondary decline to continue into 2017-18; our adjusted forecasts indicate we are likely to "bottom out" in 2016-17 before showing a gradual increase moving forward. The multi-year forecast for elementary reflects a continuation of growth experienced this year as a result of migration into the Region.

Summary of Staffing

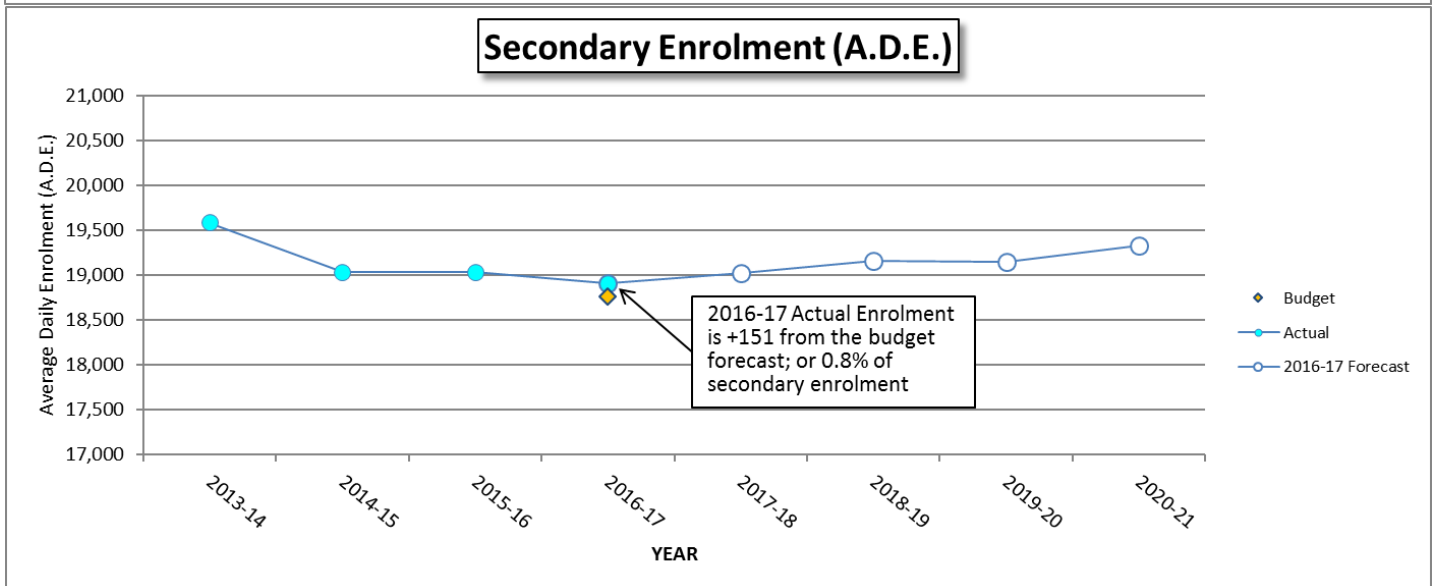
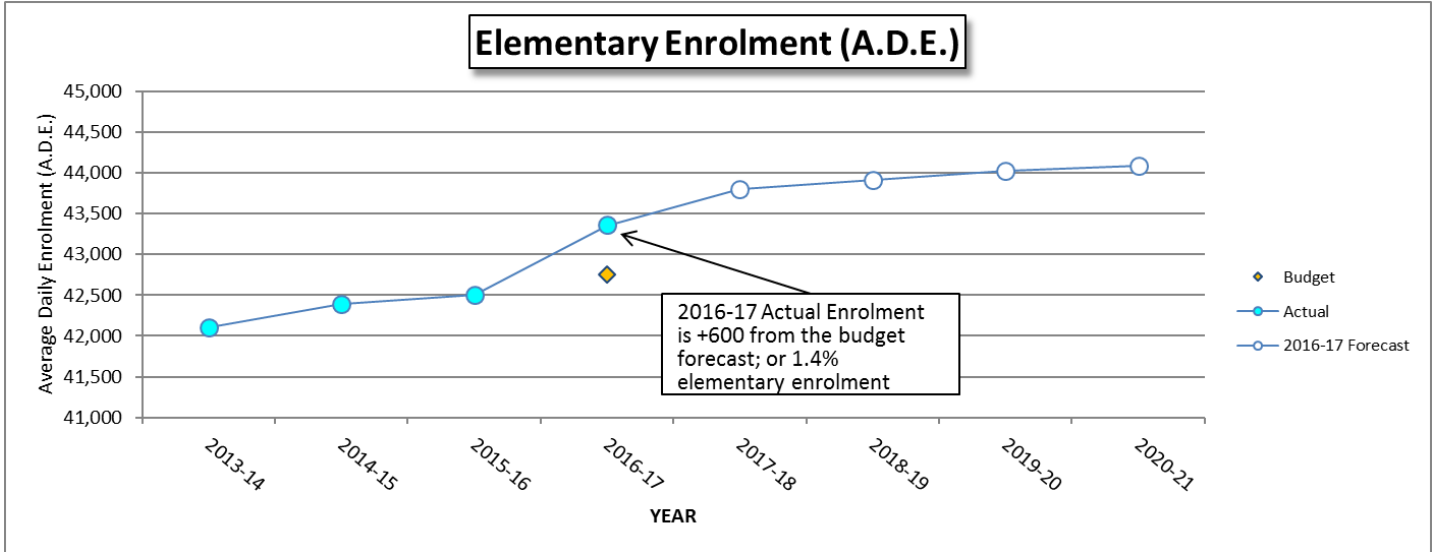
FTE	Budget	Actual October 31st	In-Year Change	
			#	%
Instruction			-	
Classroom Teachers	3,724.90	3,743.10	18.20	0.49%
Non-Classroom	1,923.80	1,923.10	(0.70)	-0.04%
Total Instruction	5,648.70	5,666.20	17.50	0.31%
Non-Instruction	786.30	765.70	(20.60)	-2.62%
Total	6,435.00	6,431.90	(3.10)	-0.05%

Highlights of Changes in Staffing:

- October 31st numbers excludes vacant permanent positions, including 13.4 FTE Elementary teachers in the process of being hired

2016-17 Final Financial Report

Historic and Projected Enrolments with 2016/17 Budget vs Actual Comparison



Waterloo Region District School Board
PSAB Revenues for the Period Ending August 31, 2017

2016-17						Material Variance Note
Budget (Estimates)	% Change from Prior Year Actuals	Actual	Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
Provincial Grants for Student Needs						
Pupil Foundation-Elementary	222,437,078	1.4%	225,637,994	3,200,916	1.44%	
Pupil Foundation-Secondary	108,004,527	(0.4%)	108,839,303	834,776	0.77%	
School Foundation	41,159,550	1.3%	41,498,378	338,828	0.82%	
Special Education	82,688,649	1.1%	82,899,716	211,067	0.26%	
French as a Second Language	8,295,662	3.7%	8,351,093	55,431	0.67%	
English as a Second Language	7,466,747	28.6%	8,275,639	808,892	10.83%	1
Learning Opportunities	7,680,119	13.0%	7,691,992	11,873	0.15%	
Continuing Education	1,621,051	(0.5%)	1,408,304	(212,747)	(13.12%)	2
High Credit	144,757	27.9%	101,444	(43,313)	(29.92%)	3
Teacher Q&E	55,407,313	3.6%	57,725,342	2,318,029	4.18%	
New Teacher Induction Program (NTIP)	439,119	18.9%	437,427	(1,692)	(0.39%)	
ECE Q&E	3,942,895	7.1%	3,732,363	(210,532)	(5.34%)	4
Transportation	15,939,553	3.6%	15,920,297	(19,256)	(0.12%)	
Admin and Governance	16,279,763	1.6%	16,443,354	163,591	1.00%	
Trustees' Association Fee	43,316	0.0%	43,316	-	0.00%	
School Operations	57,381,393	0.5%	58,024,587	643,194	1.12%	
Community Use of Schools	793,650	1.1%	793,650	-	0.00%	
Declining Enrolment	50,679	(66.4%)	-	(50,679)	(100.00%)	5
Temporary accommodation - relocation and leasing	1,702,019	(1.3%)	1,702,019	-	0.00%	
First Nation, Metis and Inuit	844,427	(6.8%)	1,024,321	179,894	21.30%	
Safe Schools	1,239,695	0.7%	1,251,772	12,077	0.97%	
School Renewal	8,578,852	(11.8%)	9,753,118	1,174,266	13.69%	6
Approved Debt	104,872	0.0%	104,872	-	0.00%	
Debt Charges-Interest Portion	7,893,853	(2.9%)	7,795,295	(98,558)	(1.25%)	
1% Lump Sum				-		
Capital Grant for Land				-		
Restraint Savings	(129,030)	(102.5%)	(129,030)	-	0.00%	
Labour Related Enhancements		0.0%	3,301,431	3,301,431	0.00%	7
Total Provincial Grants for Student Needs (GSN)	650,010,509	0.6%	662,627,997	9,316,057	1.43%	
Amortization of Deferred Capital Contributions	31,208,610	100.0%	31,927,141	718,531	2.30%	
Legislative Grants transferred from/(to) Deferred Revenue	3,399,298	610.3%	(4,242)	(3,403,540)	(100.12%)	8
Other Grants	3,701,174	(19.8%)	3,606,571	(94,603)	(2.56%)	
Non Grant Revenue						
Fees	1,245,000	(10.2%)	1,584,805	339,805	27.29%	9
Transportation Recoveries	26,600	0.0%	22,783	(3,817)	(14.35%)	
Rental Revenue	1,655,300	10.5%	1,627,331	(27,969)	(1.69%)	
Education Development Charge	10,072,616		9,420,163	(652,453)	(6.48%)	
Other Revenue	10,336,076	6.0%	13,744,612	3,408,536	32.98%	10
Non Grant Revenue	23,335,592	16.7%	26,399,694	3,064,102	13.13%	
School Generated Funds Revenue	14,000,000	12.1%	13,364,163	(635,837)	(4.54%)	
Grants Transferred to Deferred Capital Contributions	(16,824,824)	36.8%	(16,586,904)	237,920	(1.41%)	
Total PSAB Revenues	708,830,359	1.1%	721,334,420	12,504,061	1.76%	

Waterloo Region District School Board
PSAB Revenues for the Period Ending August 31, 2017

EXPLANATIONS OF MATERIAL GRANT VARIANCES

- 1 Increase in number of pupils of the board who meet the English as a second language criteria
- 2 Actual number of summer/night school students lower than originally budgeted offset by corresponding expense
- 3 Actual number of high credit students lower than originally budgeted
- 4 Reflects the change in the average experience factor for Designated Early Childhood Educators
- 5 Enrolment increasing compared 2015-2016 revised estimates calculations
- 6 Additional School Renewal Grant announcement, July 2016, after budget submission
- 7 Reflects the funding adjustment for Benefits Trust Funding
- 8 Reflects the change in amounts transferred from deferred revenue for Special Education, Student Achievement Envelope, School Renewal and Temporary Accommodation
- 9 Increase in number of International students
- 10 Extended Day, interest revenue, recoverable costs higher than budgeted

Waterloo Region District School Board
PSAB Expenses for the Period Ending August 31, 2017

	2016-17				Material Variance Note
	Budget (Estimates)	Actual	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom					
Classroom Teachers	372,794,452	372,820,457	26,005	0.0%	
Supply Staff	17,145,000	19,092,802	1,947,802	11.4%	1
Teacher Assistants	31,340,737	31,164,499	(176,238)	(0.6%)	
Early Childhood Educator	15,991,700	16,575,425	583,725	3.7%	
Textbooks and Classroom Supplies	14,918,864	13,966,727	(952,137)	(6.4%)	2
Computers	10,034,800	9,211,890	(822,910)	(8.2%)	3
Professionals & Paraprofessionals	25,966,086	25,470,558	(495,528)	(1.9%)	
Library & Guidance	11,267,734	11,861,740	594,006	5.3%	4
Staff Development	4,026,239	3,991,017	(35,222)	(0.9%)	
Department Heads	1,400,700	1,410,497	9,797	0.7%	
Principal and Vice-Principals	26,564,604	26,786,323	221,719	0.8%	
School Secretaries & Office Supplies	15,192,313	14,837,400	(354,913)	(2.3%)	
Teacher Consultants	7,020,911	6,989,549	(31,362)	(0.4%)	
Continuing Education	2,061,372	1,948,900	(112,472)	(5.5%)	5
Instruction-Amortization	5,573,854	6,003,347	429,493	7.7%	
Less: GSN Funded Tangible Capital Assets	(8,864,200)	(8,770,549)	93,651	(1.1%)	
Sub-Total Instruction Expenses	552,435,166	553,360,582	925,416	0.2%	
Other Expenses					
Board Administration	15,596,813	15,251,069	(345,744)	(2.2%)	
School Operations	58,433,352	58,111,513	(321,839)	(0.6%)	
Transportation	16,369,585	16,245,809	(123,776)	(0.8%)	
Amortization	559,488	488,587	(70,901)	(12.7%)	
Less: GSN Funded Tangible Capital Assets	(430,100)	(466,654)	(36,554)	8.5%	
Sub-Total Other Expenses	90,529,138	89,630,324	(862,260)	(1.0%)	
TOTAL OPERATING EXPENSE	642,964,304	642,990,906	63,156	0.0%	
NON-OPERATING					
Pupil Accommodation/Renewal/Debt					
School Renewal	8,826,054	9,653,903	827,849	9.4%	6
Debt Charges	7,437,051	7,426,302	(10,749)	(0.1%)	
Recoverable Costs	8,044,700	9,754,250	1,709,550	21.3%	7
Other Non-Operating Expenses	104,872	104,872	-	0.0%	
Loss on Disposal of TCA and Assets					
Amortization	25,437,623	25,829,962	392,339	1.5%	
Less: GSN Funded Tangible Capital Assets	(7,530,524)	(7,349,172)	181,352	(2.4%)	
Total Pupil Accommodation Expense	42,319,776	45,420,117	3,100,341	7.3%	
School Generated Funds Expense	14,000,000	13,359,602	(640,398)	(4.6%)	
TOTAL EXPENSES	699,284,080	701,770,625	2,523,099	0.4%	

EXPLANATIONS OF MATERIAL BUDGET VARIANCES

- Supply Teachers - \$1.5M related primarily to short term illness and long-term absences;
Educational Assistants supply - \$400K related to negotiated change in hourly rate after budget approval
- Controlled spending by schools for text books and classroom supplies
- In-year savings as a result of Technology and Learning Fund (TLF) grant for computers
- Reflects differential in actual salary and benefit costs incurred versus budget
- Actual number of summer/night school students lower than originally budgeted
- Additional School Renewal grant announcements offset by corresponding revenue
- Extended Day Care enrolment increase offset by corresponding revenue; differential in number of secondments



Report to Committee of the Whole

November 13, 2017

Subject: External Member Appointment on Board Audit Committee

Recommendation

That the Board appoint James Chmiel for the term ending September 30, 2019 and Jeff Weir for term ending September 30, 2020 as external members of the Board Audit Committee.

Status

The external member appointments to the Board Audit Committee are effective immediately.

Background

Ontario Regulation 361/10 requires all school boards to establish an Audit Committee. The regulation states that “where a board has eight or more board members, but less than fifteen, the Audit Committee shall consist of five members, including three board members and two persons who are not board members.” The selection committee for the external members was composed of Kathi Smith, Audit Committee Chair, John Bryant, Director of Education and Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board. They have selected the following two individuals to serve on the Board Audit Committee:

- James Chmiel, President, Erb & Erb Insurance Brokers Ltd.
- Jeff Weir, Finance Manager, Rogers Communications

Financial implications

No financial implications.

Communications

The external members listed in this report have been advised of their appointments.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Kathi Smith, Chairperson of the Board Audit Committee
in consultation with Coordinating Council



Report to Committee of the Whole

November 13, 2017

Subject: 2016-17 Annual School Councils' Report

Recommendation

This report is for the information of the board.

Status

Membership

On average, school councils maintain a membership of 11.14 members, with elementary schools maintaining an average of 11.76 members to secondary schools' average of 8 members. 45 per cent of councils report that they have six to 10 active members (Appendix A-1).

Recruitment and communication methods

The recruitment and general communication methods that school councils use are broken down into five broad categories (Appendices A-2 and A-3): word-of-mouth, print, signage, events/in person and digital communication.

In-person recruitment tactics at events and digital communication methods are most popular. The use of School-Day for sending email updates is extremely popular (48 mentions), with school websites second (31 mentions) coming in second. Elementary school councils use social media for recruitment more than secondary schools.

In contrast, for general communication, the in-person method decreased considerably and digital communication methods contributed to more than half of the results. Again, School-Day and school websites were tied in popularity (53 mentions each), with elementary schools preferring School-Day and secondary schools preferring school websites.

Fundraising

School councils report fundraising revenue (including grants) of \$989,907.45. Elementary school councils averaged \$13,500.00 per school, while secondary schools contributed an average of \$2323.08.

According to the results from our School Council survey, secondary school councils do not typically engage in traditional fundraising activities and the majority of the revenue generated by these councils comes from awarded grants. In many instances secondary schools have other parent involvement groups who facilitate fundraising for specific programming, such as the Waterloo Region Integrated Arts Program Parents' Association at Eastwood Collegiate Institute and the Cameron Heights Music Support Association.

Elementary school councils focus strongly on fundraising. When asked to rank the most successful fundraiser, there was a fairly even split between product sales (39 per cent) and event-based fundraising (37 per cent). In-school food sales (such as pizza) is a strong contributor to fundraising efforts in the elementary panel (Appendix A-3).

Providing support to school communities

Councils were asked to outline the support they provide to their school communities in terms of events and supplies.

Secondary school councils primarily organized events and resource-based support with a focus on wellness, student success and inclusivity.

Elementary schools also organized and supported a wide variety of events. Community building activities, such as family movie nights and community barbecues, were the most popular events organized by elementary councils. Curriculum supporting events, such as math nights were also very popular. Wellness focused events were also prevalent, with many examples of mental health and resiliency workshops being offered to parents, as well as fitness-focused events.

Many councils also made efforts to support the surrounding community through charitable drives (food, clothing) and other volunteer efforts. Councils often reported being sensitive to the needs of their communities, trying to allow for inclusive activities and providing equal access to resources.

Councils also helped to supply schools with learning tools, such as home reading program materials, math kits, musical instruments, field trip funding, student planner subsidies, athletic equipment and a large quantity of digital learning tools (chromebooks, iPads, etc.). Many funds and events were devoted to outdoor learning tools, playground development and greening initiatives.

Challenges and future goals

The overwhelming majority of councils reported that membership and volunteer recruitment was their number one challenge. 70 of our school councils specifically cited membership as an issue.

A number of schools cited challenges in engaging with the full diversity of their school community. For those who did not report issues with recruitment, interpersonal relationships and decision-making capabilities were often cited.

Similarly, when accessing the frequency of words used when asked about goals for the upcoming school year (now current), a focus on community, engagement, membership, and support were noted. For an illustration of this weighting see Appendix A-5.

Background

This report is completed annually in compliance with Ontario Regulation 612/00.

We require school councils to submit an annual summary of their annual activities. This information is generally provided by the council chair or designate, with the possible aid and necessary approval of the school principal.

In previous years the form supplied to council chairs did not ask for specific information and was difficult to analyze. In order to help track changes and trends throughout our schools the form was updated by the communication department. We distributed a Google Form requesting specific feedback about fundraising, membership, council initiatives and challenges.

As this is the first year for the new form there are no analytics for comparison, but the process of collecting information will continue to be fine-tuned and a year-over-year comparison of information will be available in future reports.

Financial implications

As outlined in the fundraising section above, the data shows that school councils play a significant financial support to our system. With nearly \$1,000,000 of funding supplied to our schools, as well as volunteer labour to aid in many school programs and events, it should be recognized that without school councils there would be much less available to our students.

Communications

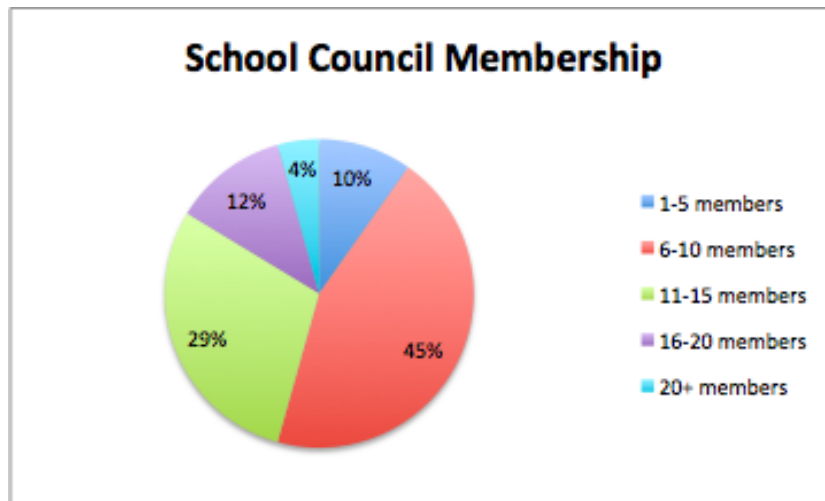
A summary of this report will be shared to the public via the Waterloo Region District School Board's corporate website. Additionally, each school council should share the responses provided in their report with their school community by posting to the school website.

We will share the information we have collected with all school administrators, school council representatives, the Waterloo Region Assembly of Public School Councils and the Parent Involvement Committee. This presentation breaks down specific examples of methods of fundraising, recruitment and communication. We also hope to help councils recognize similarly experienced issues for potential collaboration, and provide unique examples of council achievements for consideration and inspiration.

Prepared by: Nick Manning, Chief Communication Officer
 in consultation with Coordinating Council

School Council Report Analytics

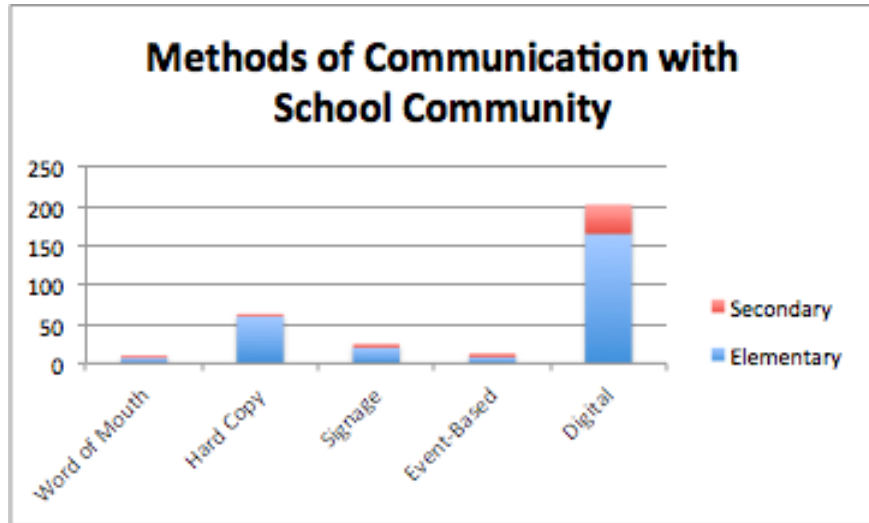
1 - School Council Membership Chart



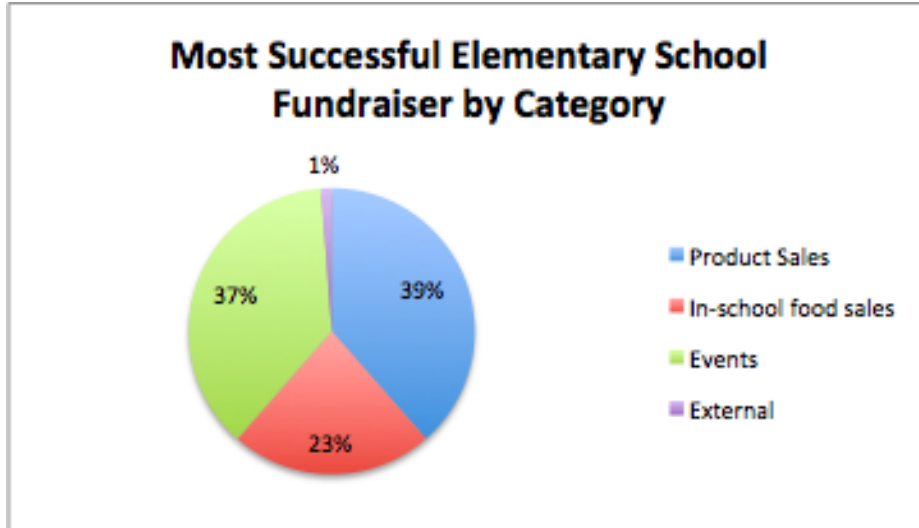
2 - Membership recruitment methods chart



3 - Communication methods chart



4 - Elementary fundraiser category chart



5 - Word cloud showing weighted focus of school council goals for 2017-18

