

**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 Ardelt Avenue, Kitchener, on **Monday, January 27, 2020, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**Territorial Acknowledgement and O Canada**

**Invocation** (To be recited by trustees)

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

**Approval of Agenda**

**Consent Agenda\*\***

**Receipt/Approval of Minutes:**

Approve Minutes – Special Education Advisory Committee Meeting of December 11, 2019

Receive Minutes – Board Meeting of December 16, 2019

Approve Minutes – Committee of the Whole Meeting of January 13, 2020

Approve Minutes – Committee of the Whole Meeting of January 20, 2020

**Receipt/Approval of Monthly Reports:**

26 Staffing Information – Retirements and Resignations

M. Weinert

29 Staffing Recommendations – Appointments

M. Weinert

**Declarations of Pecuniary Interest**

**Announcements/Celebrating Board Activities**

**Communications Good News Update**

A. Sloan

**Delegations**

**Staff Follow Up**

**Reports**

32 [Director’s Annual Report](#)  
Monthly Suspension Report

J. Bryant  
B. Lemon

**Board Reports**

34 Submission to the Standing Committee on Finance and Economic Affairs

Chairperson

\*\*All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

**Board Communications**

40 Waterloo Region DSB to Minister of Health Re: Vaping

42 Waterloo Region DSB SEAC to Education Quality and Accountability Office (EQAO)

**Other Business**

**Question Period** (10 minutes)

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

**Adjournment**



# Report to Board of Trustees

January 27, 2020

**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 Statistics – Retirements**  
**Current at January 27, 2020**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Beth	Arnott	Teacher, Smithson PS	January 31, 2020	18
Greg	Bezzo	Teacher, Millen Woods PS	January 31, 2020	15
Peter	Black	Teacher, Wiililamsburg PS	March 31, 2020	30
Doreen	Foster	Teacher, Saginaw PS	February 2, 2020	32

<b>Retirements: Secondary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Peter	Gardiner	Department Head, Mathematics, Galt Collegiate Institute	January 31, 2020	33
Peter	Pfaff	Teacher, Forest Heights SS	January 31, 2020	28
Kathryn	Redfearn	Teacher, Jacob Hespeler SS	January 31, 2020	34
Michael	Schell	Teacher, Galt Collegiate Institute	December 31, 2019	28
Darrell	Woodwood	Teacher, Eastwood Collegiate Institute	August 31, 2020	20

<b>Retirements: Administrative &amp; Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Brenda	Breutigam	Orthopaedic EA, Clemens Mill PS	June 30, 2020	21
Dave	Cattrysse	Senior Manager, ITS	March 31, 2020	9
Lisa	Devall-Martin	Principal, Centennial PS (Waterloo)	January 31, 2020	13
Shannon	Fink	Custodian, Bluevale Collegiate Institute	December 31, 2019	29
Betty	Frey	Educational Assistant, Pioneer Park PS	January 7, 2020	21
Gregory	Jespersen	Principal, Laurentian PS	June 30, 2020	19
Sherry	Kean	Orthopaedic EA, Elmira District SS	April 3, 2020	26
Cindy	Klooster	Supervisor, Budget Control	January 31, 2020	29
Rosemary	Krimmer	Library Clerk, Edna Staebler PS	February 29, 2020	34
Carol	Kroetsch	Administrative Assistant to Coordinating Superintendent, Business Services	June 30, 3030	33
Abdinasir	Maawiye	Social Worker, Special Education	August 31, 2020	24
Carol Anne	Uhrig	Office Supervisor, Waterloo Oxford District SS	December 31, 2019	37
Cathy	Vollmer-Ashley	Principal, Kitchener Collegiate Institute	January 31, 2020	37

**Staffing Statistics – Resignations**  
**Current at January 27, 2020**

<b>Permanent Staff Resignations:</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Effective Date</b>
Neha	Lonial	Educational Assistant, Chalmers Street Public School	January 31, 2020
Donna	Schenck	Library Clerk, MacGregor Public School	January 24, 2020
Kara	Nagel	Long Term Occasional Teacher, Centennial Public School (Waterloo)	December 20, 2019
Caitlin	Curtis	Elementary Teacher, Woodland Park Public School	December 20, 2019
Crystal	Hyde	Supply Educational Assistant (various locations)	December 17, 2019
Stephanie	Kauntz	Junior Buyer, Finance	January 22, 2020
Patricia	Larsen	Child Youth Worker, Special Education	December 20, 2019
Brett	MacDonald	Custodian, Sir John A MacDonald Secondary School	January 20, 2020
Vera	Viveen	Secretary, Laurentian Public School	January 7, 2020



# Report to Board of Trustees

January 27, 2020

## **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 January 27, 2020.*

### **Status**

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

### **Background**

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

### **Financial implications**

Expenses are within the existing approved budget.

### **Communications**

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

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

**Staffing Information – New Appointments**  
**Current at January 27, 2020**

<b>New Appointments: Elementary Teachers</b>			
<b>First</b>	<b>Last</b>	<b>School ID / Education Centre</b>	<b>Effective Date</b>
Alison	Corbett	Wilson Avenue PS	January 27, 2020
Danielle	Imhoff	JW Gerth PS	January 6, 2020
Monique	Jones	John Mahood PS	January 13, 2020

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>School ID / Education Centre</b>	<b>Effective Date</b>
Keegan	Alcock	Grounds Technician, Various Locations	December 16, 2019
Emilia	Bostioca	Project Manager, ITS	January 27, 2020
Pauline	Carpeneto	Supervision Monitor, Galt Collegiate Institute	October 28, 2019
Mike	Colvin	Facility Manager, Facility Services	January 13, 2020
Sebastian	Cressman	Custodian, Lester B Pearson Public School	January 14, 2020
Christopher	Cutting	Custodian, Glencairn Public School	January 15, 2020
Jason	Dombroskie	Custodian, Eastwood Collegiate Institute	December 23, 2019
Christine	Fournier	Supervision Monitor, Glenview Park SS	October 28, 2019
Krista	Harrison	Secretary, Westheights Public School	January 13, 2020
Christopher	Henderson	Millright, Various Locations	December 2, 2019
Amy	Johnston	Library Clerk, St. Jacobs Public School	January 13, 2020
Michelle	Jonas	Secretary, Sir John A MacDonald SS	January 20, 2020
Karen	Krywko	Secretary, Groh Public School	December 9, 2019
LiPing	Liu	Application Programmer, ITS	January 20, 2020
Heather	McLean	Custodian, Ayr Public School	January 13, 2020
Kelly	Paris	Facility Manager, Facility Services	January 20, 2020

<b>New Appointments: Administrative and Support Staff</b>			
Daniel	Rodrigue	Custodian, Laurentian Public School	January 10, 2020
Helen	Stoesz	Secretary, Jacob Hespeler SS	December 12, 2019
Sandra	Vieira	Freedom of Information Officer, FOI Office, Ed Centre	January 6, 2020
Sarah	Werhof	Custodian, Eastwood Collegiate Institute	December 16, 2019

*New Hires - due to retirements, resignations or leaves and are to replace full or part time vacancies.*

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*Human Resource Services*





# Report to Board of Trustees

January 27, 2020

## **Subject: Student Suspension/Expulsion Report December, 2019**

### **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 December 2018 and December 2019, elementary suspensions have increased by 125 and secondary suspensions have decreased by 10.

Comparing year to date from December 2018 and December 2019, school expulsions have remained the same at 1 and board expulsions have increased by 3.

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 December 2018 - 143, year to date - 537
- Total elementary school suspensions in December 2019 - 123, year to date - 662
- Total secondary school suspensions in December 2018 - 223, year to date - 1001
- Total secondary school suspensions in December 2019 - 208, year to date - 991

#### Expulsions

- Total school expulsions in December 2018- 1, Year to Date 1
- Total school expulsions in December 2019 - 1, Year to Date 1
- Total board expulsions in December 2018 - 1, Year to Date 8
- Total board expulsions in December 2019 - 1, Year to Date 11

#### 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 December 2018 - 3, year to date 20
- Total elementary/secondary violent incidents in December 2019 - 4, year to date 18

**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: Bill Lemon, Superintendent, Student Achievement & Well-Being, Joe Bell, System Administrator, Learning Support Services, and in consultation with Coordinating Council

**Waterloo Region District School Board**

**Pre-Budget Consultation Presentation**

**January 2020**

**Prepared by: Jayne Herring, Chair, WRDSB**

**Joanne Weston, Vice-Chair, WRDSB**

**Kathleen Woodcock, Past-Chair, WRDSB**

**Prepared for: Standing Committee on Finance and Economic Affairs**

January 23, 2020

*This document was prepared by the following trustees of the Waterloo Region District School Board:*

- *Jayne Herring, Chairperson, WRDSB*
- *Joanne Weston, Vice-Chairperson, WRDSB*
- *Kathleen Woodcock, Past-Chairperson, WRDSB*

We are pleased to have this opportunity to address the Standing Committee on Finance and Economic Affairs as it tours the province for its pre-budget consultations. We appreciate your visit to Waterloo Region. It is important for members of provincial parliament to see and meet the people of Ontario and hear their concerns.

School boards have a responsibility to promote student achievement and well-being. As local trustees, who are on the ground, we hear firsthand about the needs of our students, their families and school communities. That is why we felt it was important for us to appear before you and talk about the importance of sustainable and equitable education funding. School boards believe this is a foundational factor in setting the conditions that promote and sustain student achievement and well-being. Public school board trustees are committed and dedicated to public education. We do this because we care about our students, our community and our future.

## **Background**

The Waterloo Region District School Board (WRDSB) serves more than 64,000 students in more than 121 schools as well as alternative and continuing education sites. Our school district partners with staff, families and caregivers to build students' confidence and success as they face the future. We are innovating tomorrow by educating today. We value parent involvement in our schools and welcome parents to become active in their local school council.

With an annual operating budget of more than \$750 million annually, the WRDSB is one of the largest school boards in the province of Ontario. Situated in Waterloo Region, the WRDSB encompasses seven municipalities and one upper tier municipality. Immigration to the region has led to an increase in total of enrolment by more than 500 pupils per annum for each of the last three years.

## **Status**

The WRDSB is in the fourth year of implementation of its strategic plan. Gains in graduation rates and EQAO scores are proof positive that our investments in engagement, learning and well-being are having positive effects on our students as they graduate onto their chosen pathway for success in the future. We are extremely proud of our students, teachers and education workers.

Our healthy enrolment growth provides adequate funding to support our students although key investments are needed to enhance student achievement. With greater than a 75% attraction rate of all school aged children in Waterloo Region, the WRDSB is home to a great number of students and continues to attract students as they immigrate to the region. Although the WRDSB's Facility Condition Index (outstanding facility repairs as a portion of the total capital cost of the facility) is well below the provincial average (a positive measure), there is still work to do to enhance our facilities to meet the needs of our students as they learn and grow in the 21<sup>st</sup> century.

## **Funding Challenges facing the WRDSB**

Funding for the WRDSB is largely driven by enrolment and substantially all funding flows from the Ontario Ministry of Education. In reviewing the WRDSB's funding pressures, the following themes have emerged.

### *Capital Priorities Process*

The Capital Priorities Process is the primary funding source for new facilities and additions to existing facilities. As an annual process, Capital Priorities struggled to keep up with the needs of the WRDSB due to significant increases in enrolment. Over the past 5 years, the WRDSB has added on average one new elementary school annually as well as significant additions at multiple sites.

As the new provincial government has transitioned into power, it is all but understandable that a delay in the Capital Priorities Process was required to ensure the process is sustainable. However, the delay has caused significant challenges to the WRDSB which require some catch-up to ensure that our students are supported through adequate permanent built and sustainable facilities. Moving forward, a Capital Priorities Process that recognizes the capital needs of school boards in the province by providing both sufficient and timely funding is of the utmost importance.

Furthermore, current levels of funding have become outdated and the benchmark funding does not adequately support school boards as they build modern learning environments to meet the needs of students in the 21<sup>st</sup> century. Trade labour shortages coupled with increasing building material costs cause school boards to scale back facilities in a way that increases overall operating costs. Using energy inefficient materials and building designs strain limited energy budgets while lower quality building materials increase the time and resources to adequately clean and maintain these facilities.

### *Temporary Accommodation Funding*

As a result of the pause on the Capital Priorities Process, the WRDSB has relied quite heavily on temporary accommodations to support students. Although portables and porta-packs provide adequate learning spaces to support our students, our heavy reliance on these facilities is a symptom of a larger problem. Examining the needs of our students especially in senior elementary and secondary school, temporary accommodations are not adequate for specialized classroom space.

As we look to the next several years, the Capital Priorities Process will provide the WRDSB with funding to build permanent space for students. As we await funding approval and navigate a lengthy approval process, the WRDSB will still rely on temporary accommodation to support our students. As our fleet of portables and porta-packs reach end of life, the WRDSB will see an increase in our reliance on existing limited temporary accommodation funding.

### *Class Size (Secondary)*

For the 2019/20 school year, the Ministry changed secondary class sizes to 28:1 from 22:1. This change was supported through Attrition Protection Funding, meant to provide gradual increase to 28:1 as staff retire and leave school boards. The biggest challenge in this change is the misalignment of local collective agreements and provincial regulations. As the funding model provides for funding to support staffing levels at a ratio higher than 22:1, local WRDSB collective agreements bind the board to a 22:1 staffing level. This misalignment creates a financial challenge for the WRDSB that is not sustainable. For the 2019/20 school year, this misalignment saw a reduction of approximately \$6.5 million and in accordance with the Attrition Protection Funding will only grow in future years as staff either retire or leave the board. The funding gap was addressed through significant cuts to central support staff and at best can be viewed as a temporary and one time stop gap measure.

Outside of the challenges presented by changes to class size, the benchmark salary and benefit funding provided by the Ministry of Education are not reflective of the actual costs borne by school boards.

### **Ontario Public School Boards' Association (OPSBA)**

The WRDSB is a member board of the Ontario Public School Boards' Association (OPSBA). OPSBA represents English public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions.

One of OPSBA's multi-year priorities is Advocating for Sustainable and Equitable Education Funding. OPSBA believes that stable, predictable and equitable education funding are foundational factors in setting the conditions that support long term student achievement and well-being strategies. OPSBA knows that education is the second largest funding line in the Ontario budget, and it should be. Appropriate funding should provide students with a range of program options that allow them to pursue a pathway that supports their interests, strengths and goals for the future.

Education funding must reflect the actual costs to school boards. This includes using current date census data and authentic benchmarks for funding calculations. While OPSBA understands the government's current fiscal environment, students, schools and school boards have real needs and concerns.

School boards are accountable for the stewardship of resources and must receive financial information in reasonable timelines to make responsible decisions to ensure the continuity/evolution of programs, supports and services that reflect local needs. Boards need local flexibility to support their students and the ability to respond to community needs.

Provincially, special education and supports for mental health; student transportation; and facilities/capital related-costs consistently remain top funding pressures for most school boards across the province.

Recent polling done in partnership with Nanos Research found that a majority of Ontarians agree that spending in public education is an investment in the future. Other results include:

- Eighty-three percent of Ontarians support or somewhat support school boards having more autonomy to ensure their budgets reflect local needs.
- Ontarians are twice as likely to say that spending on public education is more important than eliminating the deficit.
- Two-thirds of Ontarians oppose or somewhat oppose having larger class sizes and less course selection in order to save money.
- Two-thirds of Ontarians also think education funding needs to keep up with enrolment growth.

For more information regarding the polling results, please refer to the OPSBA webpage:

<https://www.opsba.org/strong-support-for-public-education-in-ontario>.

The Committee is reminded that our Association, OPSBA, has a good working relationship with the Ministry of Education and will be providing a separate submission with specific requests and recommendations to be considered when developing the 2020-21 Grants for Student Needs.

### **Summary**

In summary, changes to the 2019/20 Grants for Student Needs created funding challenges for the WRDSB as it relates to capital funding, temporary accommodation, and secondary class sizes given the misalignment of local collective agreements and provincial regulations. Despite these and other challenges, the WRDSB has experienced gains in graduation rates and EQAO scores that reflect the expertise and dedication of our staff, the abilities and resilience of our students and their families and the commitment and advocacy of the board of trustees. The Ministry of Education has a great opportunity to improve the sector's ability to deploy resources and support higher levels of student achievement and well-being by releasing timely and complete funding information to the sector. Additionally, increased and reliable funding for local initiatives will help the WRDSB to serve the needs of its community and sustain programs that contribute greatly to the success of WRDSB students.

The WRDSB values the opportunity to provide feedback to the Standing Committee on Finance and Economic Affairs and welcomes future opportunities to provide greater clarity or comment on the information contained within this document.



Friday, January 10, 2020

Honourable Christine Elliott, M.P.P.  
Minister of Health and Long-Term Care  
Ontario Ministry of Health and Long-Term Care  
80 Grosvenor Street  
Toronto, ON  
M7A 2C4

Dear Minister Elliott:

I am writing on behalf of the trustees, staff and 65000 students of the Waterloo Region District School Board, to highlight the most serious health issue facing our school communities.

Minister, there is unanimous agreement within our Board, that Vaping and the consumption of Vaped products, has quickly become the number one threat to student health and well-being.

We are deeply concerned about the rapidly increasing rate at which our youth are experimenting with vaping products, and are hoping to work with you and your government on a strategy to protect young Ontarians from the harms and risks associated with vaping use.

As you may have seen, in our community, University of Waterloo Professor David Hammond has published research showing that between 2017 and 2018 vaping increased by 74 percent among Canadian teens between the ages of 16 and 19.

We are pleased with your recent remarks to the CBC, (December 5, 2019) confirming your government's understanding that this is a serious issue, and that "there is more to be done." Further, the recent decision to ban the promotion of vaping products in convenience stores and gas stations as of January 1, 2020 is a welcome start to this New Year.

Although an important step, it is one of many, which need to be made in order to address this issue, and we are urging you to follow the example of other jurisdictions and increase the minimum age of 21 for the sale of tobacco and vaping products and prohibit the sale of flavoured vaping products.

These regulatory changes are supported by our school board and public health partners across the Province and across Canada, as they are proven to help deter students from



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engaging in vaping and the negative-and often unexpected-health consequences associated with these products.

Minister, we share a mutual goal which is to protect young Ontarians from the risks and harms of vaping, and to work to reverse this concerning trend. We are committed to working with you and all stakeholders to reduce the promotion and appeal of these products and look forward to hearing from you on our recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Herring', with a stylized flourish at the end.

Jayne Herring  
Chair of the Board of Trustees  
Waterloo Region District School Board

Cc: Premier Doug Ford  
Education Minister Stephen Lecce  
Region of Waterloo Public Health  
OPSBA

EQAO (Education Quality and Accountability Office)  
Suite 1200  
2 Carlton Street  
Toronto ON  
M5B 2M9

Dear Chair Montgomery & the EQAO Board of Directors,

**RE: Grade 10 Literacy Test Concerns**

The Waterloo Region District School Board's Special Education Advisory Committee (SEAC) has received feedback from our member associations that we felt was important to share with you. EQAO testing is optional in earlier grades providing students with exceptionalities with a choice not to write it. This is not the case for the Grade 10 EQAO Literacy Test. Accommodations for students who have Individualized Education Plans (IEPs) do not always meet their needs when writing the Grade 10 EQAO Literacy Test and therefore it does not accurately measure their literacy abilities.

Many students who are required to complete the literacy test are capable of this work, however, other factors are not taken into account such as, mental health and communication limitations. Success on the EQAO Literacy Test can be greatly influenced by a student's anxiety, attention/focus difficulties, time management, test phobia, as well as the efficiency of communication devices for those students who require this accommodation or use eye gaze for communication.

Those students with anxiety, ADHD, communication limitations or other diagnoses on an Individualized Education Plan, are currently given extra time to complete the test. Although this may be helpful and appropriate for some students, it is not helpful for all. Anxiety that students encounter doesn't go away because extra time is allotted. Students with ADHD, for example, don't have better focus because they have more time to complete a test. In fact, with the Grade 10 EQAO Literacy Test students who struggle to focus are required to focus on a single task for an even longer period of time (potentially up to 6 hours). As a result this test is no longer a measure of literacy for the student with anxiety or ADHD, but rather the student's mental health and ability to attend to the task. For the student with communication challenges, we end up with a measure that is influenced by the speed of communication rather than a pure literacy measure.



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

SEAC provides the following recommendations for your consideration:

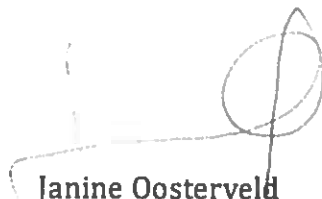
1. Remove the test as a requirement for graduation. Standardized testing is not in alignment with the current testing philosophy and pedagogy.
2. Students can demonstrate literacy through current coursework as an alternative (There should be another way that students can provide evidence of literacy proficiency through their current course work)..
3. Exempt students from literacy test when mental health is of concern, based on doctor or counsellor recommendation.
4. Allow completion of one booklet of testing per day, as there are two booklets. This would allow those students who receive extra time to limit the test to 3 hours in one day, instead of 6 hours.
5. Allow a student with communication limitations the necessary time to complete the test, based on a therapist or school resource teacher recommendation.
6. Allow teacher interaction and assistance, as outlined by the student's IEP, to ensure that the test result is a true measure of literacy and not mental health or communication limitations.

The Waterloo Regional District School Board makes many necessary accommodations and modifications for students to be successful in school. These same supports are not always able to be provided for the Grade 10 EQAO Literacy Test and as a result the measure of literacy proficiency is not accurate, as so many other factors get in the way of truly understanding our students' capabilities. This is fundamental to student confidence, mental health and fundamentally, their ability to graduate. We would be happy to discuss our recommendations with you further as the success of our students are in your hands.

Yours truly,



Jayne Herring  
WRDSB Chairperson of the Board



Janine Oosterveld  
WRDSB SEAC Chair