



June 15, 2026

Student Achievement & Well-Being Standing Committee

Notice of Meeting

The Student Achievement & Well-Being Standing Committee Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on Monday, June 15, 2026, at 6:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements

Declarations of Pecuniary Interest

Delegations

Staff Follow Up

Reports

01 Student Suspension/Expulsion Report, January 2026	R. Hume
03 Student Suspension/Expulsion Report, February 2026	R. Hume
05 Student Suspension/Expulsion Report, March 2026	R. Hume
07 Student Suspension/Expulsion Report, April 2026	R. Hume
09 Reported Student Behaviour Incidents Quarterly Data. Q3 – 2025-2026	J. Albrecht
18 Student Evacuation Quarterly Data Q3 – 2025 - 2026	J. Albrecht

Board Reports

Outdoor Education	Chair
21 Motion: Collaboration Sub Committee	Trustee C. Watson

Question Period for Members (5 minutes)

Adjournment



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Student Suspension/Expulsion Report January 2026

Recommendation

This report is provided for information.

Status

Comparing the year to date from Jan. 2025 and Jan. 2026, elementary suspensions have decreased by 35 and secondary suspensions have increased by 4.

Comparing the year to date from Jan. 2025 and Jan. 2026, school expulsions have decreased by 7 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 January 2025 = 99, year to date = 465
- Total elementary school suspensions in January 2026 = 77, year to date = 430
- Total secondary school suspensions in January 2025 = 92, year to date = 610
- Total secondary school suspensions in January 2026 = 91, year to date = 614

Expulsions

- Total school expulsions in January 2025 = 2, year to date = 7
- Total school expulsions in January 2026 = 0, year to date = 0
- Total board expulsions in January 2025 = 1, year to date = 5
- Total board expulsions in January 2026 = 1, year to date = 8

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 Jan. 2025 = 6, year to date = 77
- Total elementary/secondary violent incidents in Jan. 2026 = 13, year to date = 55

Background

As requested by the Board, suspension/expulsion data will be presented at the Student Achievement & Well-Being Standing Committee (SAWBSC) meeting in October, January, February, and June of each year.

Financial implications

There are no known financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes. ITS runs reports monthly and annually that are shared with the System Administrator of Safe Schools for analysis and report development. Reports are developed, then shared for approval by the Superintendent of Safe Schools, then SAWB and Leadership Council to be presented to SAWBSC.

Prepared by: Ryan Hume, Superintendent, Student Achievement & Well-Being,
Brenda Cathcart, System Administrator, Learning Support Services,
in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Student Suspension/Expulsion Report February 2026

Recommendation

This report is provided for information.

Status

Comparing the year to date from Feb. 2025 and Feb. 2026, elementary suspensions have decreased by 1 and secondary suspensions have increased by 34.

Comparing the year to date from Feb. 2025 and Feb. 2026, school expulsions have decreased by 7 and board expulsions have increased by 5.

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 February 2025 = 150, year to date = 615
- Total elementary school suspensions in February 2026 = 184, year to date = 614
- Total secondary school suspensions in February 2025 = 96, year to date = 706
- Total secondary school suspensions in February 2026 = 126, year to date = 740

Expulsions

- Total school expulsions in February 2025 = 0, year to date = 7
- Total school expulsions in February 2026 = 0, year to date = 0
- Total board expulsions in February 2025 = 0, year to date = 5
- Total board expulsions in February 2026 = 2, year to date = 10

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 Feb. 2025 = 11, year to date = 88
- Total elementary/secondary violent incidents in Feb. 2026 = 14, year to date = 69

Background

As requested by the Board, suspension/expulsion data will be presented at the Student Achievement & Well-Being Standing Committee (SAWBSC) meeting in October, January, February, and June of each year.

Financial implications

There are no known financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes. ITS runs reports monthly and annually that are shared with the System Administrator of Safe Schools for analysis and report development. Reports are developed, then shared for approval by the Superintendent of Safe Schools, then SAWB and Leadership Council to be presented to SAWBSC.

Prepared by: Ryan Hume, Superintendent, Student Achievement & Well-Being,
Brenda Cathcart, System Administrator, Learning Support Services,
in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Student Suspension/Expulsion Report March 2026

Recommendation

This report is provided for information.

Status

Comparing the year to date from March 2025 and March 2026, elementary suspensions have decreased by 2 and secondary suspensions have increased by 31.

Comparing the year to date from March 2025 and March 2026, school expulsions have decreased by 8 and board expulsions have increased by 7.

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 March 2025 = 109, year to date = 726
- Total elementary school suspensions in March 2026 = 110, year to date = 724
- Total secondary school suspensions in March 2025 = 146, year to date = 859
- Total secondary school suspensions in March 2026 = 150, year to date = 890

Expulsions

- Total school expulsions in March 2025 = 1, year to date = 8
- Total school expulsions in March 2026 = 0, year to date = 0
- Total board expulsions in March 2025 = 0, year to date = 5
- Total board expulsions in March 2026 = 2, year to date = 12

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 Mar. 2025 = 16, year to date = 104
- Total elementary/secondary violent incidents in Mar. 2026 = 10, year to date = 79

Background

As requested by the Board, suspension/expulsion data will be presented at the Student Achievement & Well-Being Standing Committee (SAWBSC) meeting in October, January, February, and June of each year.

Financial implications

There are no known financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes. ITS runs reports monthly and annually that are shared with the System Administrator of Safe Schools for analysis and report development. Reports are developed, then shared for approval by the Superintendent of Safe Schools, then SAWB and Leadership Council to be presented to SAWBSC.

Prepared by: Ryan Hume, Superintendent, Student Achievement & Well-Being,
Brenda Cathcart, System Administrator, Learning Support Services,
in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Student Suspension/Expulsion Report April 2026

Recommendation

This report is provided for information.

Status

Comparing the year to date from April 2025 and April 2026, elementary suspensions have decreased by 25 and secondary suspensions have increased by 38.

Comparing the year to date from April 2025 and April 2026, school expulsions have decreased by 8 and board expulsions have increased by 9.

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 April 2025 = 139, year to date = 865
- Total elementary school suspensions in April 2026 = 120, year to date = 840
- Total secondary school suspensions in April 2025 = 145, year to date = 1004
- Total secondary school suspensions in April 2026 = 151, year to date = 1042

Expulsions

- Total school expulsions in April 2025 = 0, year to date = 8
- Total school expulsions in April 2026 = 0, year to date = 0
- Total board expulsions in April 2025 = 4, year to date = 9
- Total board expulsions in April 2026 = 1, year to date = 18

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 April 2025 = 17, year to date = 121
- Total elementary/secondary violent incidents in April 2026 = 16, year to date = 95

Background

As requested by the Board, suspension/expulsion data will be presented at the Student Achievement & Well-Being Standing Committee (SAWBSC) meeting in October, January, February, and June of each year.

Financial implications

There are no known financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes. ITS runs reports monthly and annually that are shared with the System Administrator of Safe Schools for analysis and report development. Reports are developed, then shared for approval by the Superintendent of Safe Schools, then SAWB and Leadership Council to be presented to SAWBSC.

Prepared by: Ryan Hume, Superintendent, Student Achievement & Well-Being,
Brenda Cathcart, System Administrator, Learning Support Services,
in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Reported Student Behaviour Incidents Quarterly Data. Q3 – 2025-2026

Recommendation

This report is provided for information.

Status

- The Board has revised and enhanced AP2330 - Management Process for Student Behaviours Causing a Risk of Injury.
- The Board continues to deploy a variety of methods to staff schools given the rate of absenteeism within the system, staff are actively pursuing alternative approaches for emergency staffing.
- The Board continues to investigate innovative staffing initiatives to support students with the most complex needs.
- Employee absenteeism and attrition can introduce challenges with supporting complex students when new and/or different staff interact with them.
- Staff recommend caution in using incident reports as a proxy for student behaviour as a single incident could generate multiple reports.
- We continue to be proactive in utilizing our Behaviour Management Systems (BMS) team to support staff and administration in the following ways:
 - Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
 - Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
 - Supporting growing system needs in BMS by continuing to train new trainers;
 - Assisting in facilitating the transition of students returning to school;
 - Direct involvement with transition planning to ensure staff feel supported - setting both students and staff up for success;
 - Proactively identifying schools and students that may require direct support from BMS;
 - Analyzing and actively investigating special education paraprofessional resources to better support schools;

Student Behaviour incidents are recorded under four (4) categories in order of

severity from least severe to most severe:

Hazard: The worker is reporting a hazard, the worker sustained no injury during the incident, or it was a near miss. The Board and Unions actively encourage employees to report workplace hazards to act proactively to prevent more serious incidents.

First aid: Applying minor first aid measures like cleaning minor cuts, scrapes or scratches; applying a band aid, cold compress, or ice pack. First Aid is provided at the workplace.

Health care (or medical aid): Worker sustained an injury requiring medical aid from an external health care practitioner (i.e., a doctor, nurse, chiropractor, or physiotherapist); services provided at a hospital and/or health facility and/or require prescription drugs. This is required to be reported to the Workers Safety and Insurance Board (WSIB) as prescribed under the *Workplace Safety and Insurance Act* (WSIA).

Lost Time: The worker sustains injury that requires time away from work after the day of incident and was unable to work. This is required to be reported to the Workers Safety and Insurance Board (WSIB) as prescribed under the *Workplace Safety and Insurance Act* (WSIA).

Previous Year Quarterly Report Comparison:

Quarterly student behaviour data as reported by WRDSB staff for the period of February 1, 2026 through April 15, 2026, compared to the data from the same period February 1, 2025 through April 15, 2025 last school year:

- Total Elementary incidents have increased by 109 (11.7%) incidents from the same period last year.
- Total Secondary incidents have decreased by 13 (-38%) incidents from the same period last year.

2025-26 Reporting Information:

Reported Student Behaviour Incidents for The Current School Year (February 1, 2026 – April 15, 2026):

- Total Elementary behaviour incidents: **(February 1, 2026, through April 15, 2026): 935 Incidents**
 - Hazard – 668 incidents
 - 71.44% of all elementary incidents
 - First Aid – 251 incidents
 - 26.84% of all elementary incidents
 - Health Care – 9 incidents

- 0.96% of all elementary events
 - Lost Time – 7 events -
 - 0.75% of all elementary events
- Total Secondary behaviour incidents from (***February 1, 2026, through April 15, 2026***): **49 incidents**
 - Hazard – 17 incidents
 - 80.95% of all Secondary incidents
 - First Aid – 2 incidents
 - 9.52% of all Secondary incidents
 - Health Care – 1 incident
 - 4.76% of all Secondary incidents
 - Lost Time – 1 incident
 - 4.76% of all Secondary incidents
- Total behaviour incidents for hazards, first aid, health care, and lost time per employee group from ***February 1, 2026, through April 15, 2026***: **956 incidents**
 - Administrators – 15
 - 1.56% of total incidents
 - Custodian and Maintenance (CAMA) – 0
 - 0.00% of total incidents
 - Early Child Educator (ECE) – 95
 - 9.94% of total incidents
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 501
 - 52.41% of total incidents
 - Educational Support Staff (ESS) – 5
 - 0.52% of total incidents
 - Elementary Occasional Teacher (ETFO-OT) –60
 - 6.28% of total incidents
 - Elementary Teacher (ETFO) – 268

- 28.03% of total incidents
- MGMT/Other – 3
 - 0.31% of total incidents
- Secondary Teacher/Occasional Teacher (OSSTF) – 6
 - 0.63% of total incidents
- Supervision Monitors (SMACA) – 3
 - 0.31% of total incidents

2024-25 Reporting Information:

Reported Student Behaviour Incidents for the Previous School Year (February 1, 2025, through April 15, 2025):

- Total Elementary behaviour incidents: **(February 1, 2025, through April 15, 2025): 826 Incidents**
 - Hazard – 595 incidents
 - 72.03% of all elementary incidents
 - First Aid – 207 incidents
 - 25.06% of all elementary incidents
 - Health Care – 7 events
 - 0.85% of all elementary events
 - Lost Time – 17 events -
 - 2.06% of all elementary events
- Total Secondary behaviour incidents from **(February 1, 2025, through April 15, 2025): 34 incidents**
 - Hazard –25 incidents
 - 73.53% of all Secondary incidents
 - First Aid – 9 incidents
 - 26.47 % of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 0 incidents

- 0.00% of all Secondary incidents
- Total behaviour incidents for hazards, first aid, health care, and lost time per employee group from ***February 1, 2025, through April 15, 2025: - 860 Incidents***
 - Administrators – 17
 - 1.98% of total incidents
 - Custodian and Maintenance (CAMA) – 0
 - 0.00% of total incidents
 - Early Child Educator (ECE) – 142
 - 16.51% of total incidents
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 399
 - 46.40% of total incidents
 - Educational Support Staff (ESS) – 1
 - 0.12% of total incidents
 - Elementary Occasional Teacher (ETFO-OT) – 64
 - 7.44% of total incidents
 - Elementary Teacher (ETFO) – 227
 - 26.40% of total incidents
 - MGMT/Other – 3
 - 0.35% of total incidents
 - Secondary Teacher/Occasional Teacher (OSSTF) – 6
 - 0.70% of total incidents
 - Supervision Monitors (SMACA) – 1
 - 0.12% of total incidents

Background

As requested by the Board, student behaviour data is to be provided on a quarterly basis.

Financial implications

Expenditures are accounted for within existing budgets.

Communications

A report of all workplace incidents, including student behaviour is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

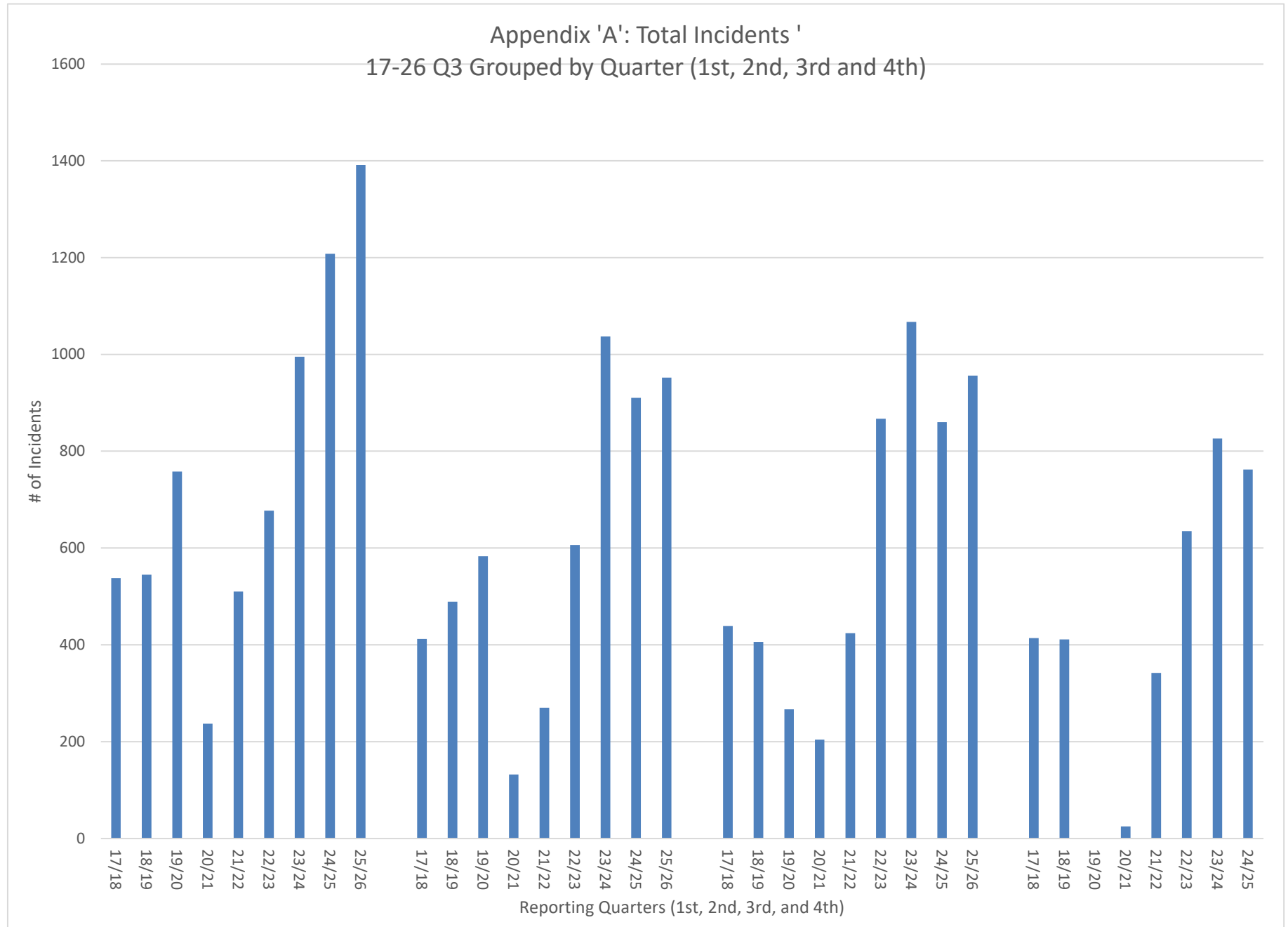
Prepared by: Bill Lemon, Associate Director
Justin Brown, Senior Manager, Human Resources & Equity Services
Shannon-Melissa Dunlop, Manager, Health, Safety & Security
Jodi Albrecht, Superintendent, Student Achievement & Well-Being
In consultation with Leadership Council

Appendix A

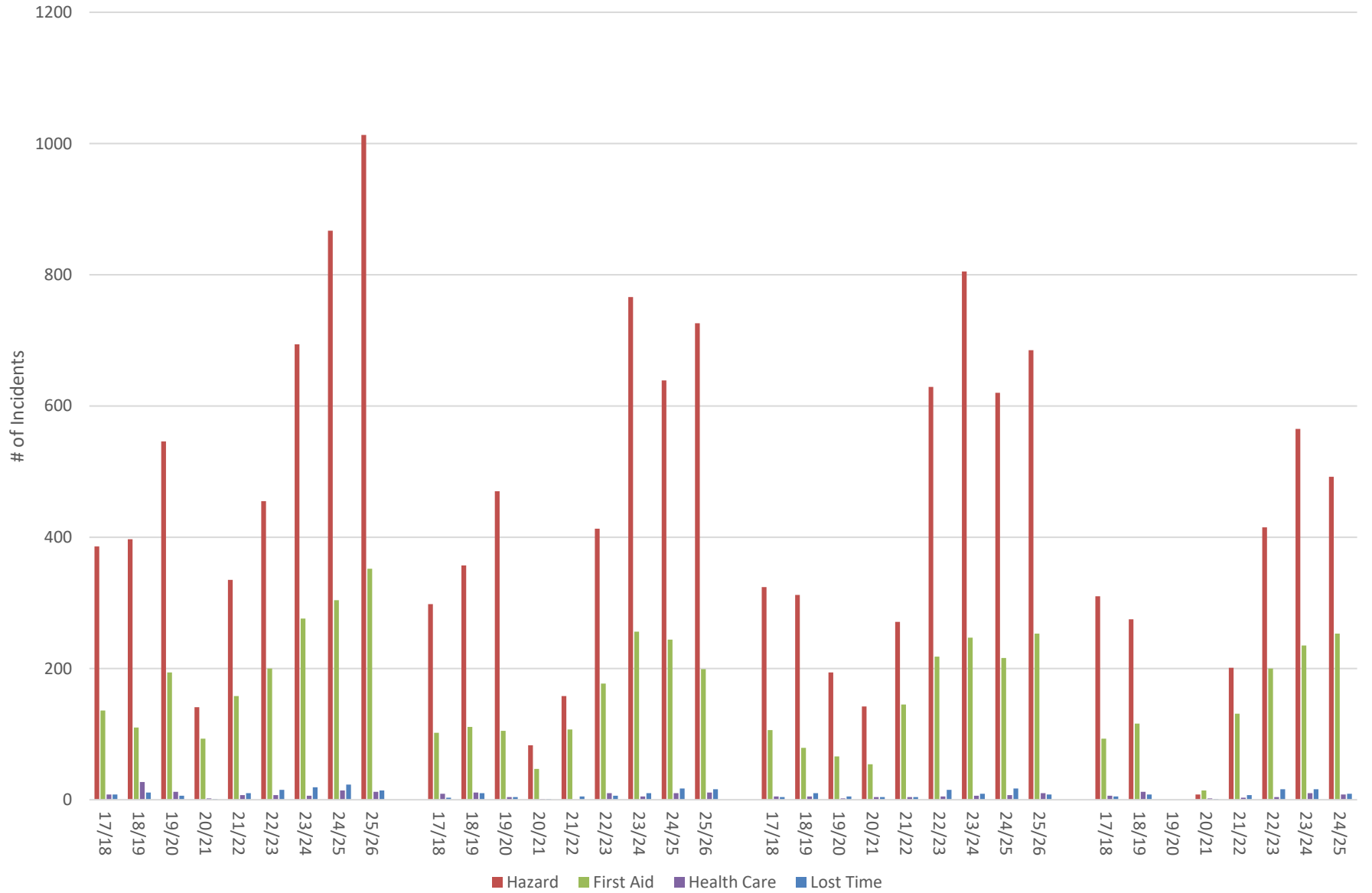
Appendix Title

Appendix 'A' – Total Incidents: 2017-2026 Q3

Appendix 'B' – Types of Incidents by Quarter: 2017-2026 Q3



Appendix 'B': Types of Incidents by Quarter
'17-26 Q3 Grouped by Quarter (1st, 2nd, 3rd and 4th)





Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

**Subject: Student Evacuation Quarterly Data
Q3 – 2025 - 2026**

Recommendation

This report is provided for information.

Status

- Classroom evacuations are one tool utilized by staff to keep students and themselves safe.
- The Board has revised and enhanced AP2330 - Management Process for Student Behaviours Causing a Risk of Injury.
- Much of the commentary associated with the Student Behaviour Incident Report applies to the data included in this report.

Classroom evacuations are categorized under three (3) broad categories:

- **Risk of Imminent Harm to Self or Others** – Based on the educator's judgement, students in the class must relocate to allow staff to support a dysregulated student
- **Reduce Stimuli or Triggers for Student** – Based on the educator's judgement and understanding of a student's needs, students in the class must relocate to reduce environmental stimuli
- **Student Medical** – Based on direction in a student plan of care or exigent medical circumstances, students are removed from class to support the duty of care or maintain student dignity

Evacuations by Panel

Elementary	Secondary
886	26

Evacuations by Grade or Program

Grade	Number
Kindergarten	139
1	237
2	166
3	110
4	32
5/6*	21
7/8*	16
Alternative Continuum of Education (ACE)	121
Elementary Behaviour Program (EBP)	22
Extended day	22
Secondary	26
Grand Total	912

Evacuations by Cause

Risk of Harm	Reduce Stimuli & Student Medical*
791	121

* Some categories or classifications were combined to protect student privacy

Context:

The following information is provided to contextualize these data.

- Classroom evacuations can occur in a variety of ways. Staff make every effort to restore the learning environment as quickly as possible
- In the Elementary Panel:
 - The quarter consisted of 45 instructional days for 1930 classes
 - 170 classes experienced exactly one (1) evacuation
 - Evacuation rate: 1%
- In the Secondary Panel:
 - The quarter consisted of 45 instructional days with 3100 instructional periods
 - Evacuation rate: 0.018%

Background

As requested by the Board, student evacuation data is to be provided on a quarterly basis. These data reflect the quarterly data for the period February 1, 2026 to April 15, 2026, inclusive.

Financial implications

Expenditures are accounted for within existing budgets.

Communications

These reports are shared with the Trustees for information. These data are for internal use.

Prepared by: Bill Lemon, Associate Director
Jodi Albrecht, Superintendent, Student Achievement
& Well-Being
Justin Brown, Senior Manager, Human Resource Services
and in consultation with Leadership Council



Report to Student Achievement & Well-Being Standing Committee

June 15, 2026

Subject: Motion - Collaboration Sub Committee

Recommendation

That the Student Achievement & Well-Being Standing Committee recommend approval to establish a “Collaboration” Sub Committee to review research, statistical information, trends, best practices within our board and abroad, including relevant legislation, funding information, budget timelines and constraints, information about the role and responsibilities of ECEs, EAs, and CYWs and any other information related to the increase of violent incidences and lack of funding for educational supports within the learning environments within WRDSB schools.

And that this Collaboration Sub Committee have at a minimum, 1 Student Trustee, 2 Parents, 1 Special Education Advisory Committee member, 1 Early Childhood Educator , 1 Educational Assistant , 1 Child and Youth Worker , 1 Elementary Teacher , 1 Secondary Teacher, 1 Vice Principal (Elementary), 1 Principal (Elementary/Secondary,) 1 Superintendent, 2 Trustees chosen by the Chair and any other staff member and/or board staff as designated by the Director.

And that the Sub Committee structure remains flexible to include designates for each member and that experts and guest speakers be included as needed.

And that this new Collaboration Sub Committee makes recommendations to the Board of Trustees that would help address violent incidents, the lack of funding for educational support, and any other related challenges within the learning environments in WRDSB schools.

Status

This Notice of Motion was served by Trustee C. Watson with support from Trustee M. Ramsay at the May 14, 2025, Committee for the Whole meeting.

The Terms of Reference are included as Appendix A.

On February 2, 2026 the motion was postponed as follows:

“That the Waterloo Region District School Board postpone decision making on the establishment of a “Collaboration” Sub Committee until the classroom evacuations reports have been received.”

Trustee have received two quarterly reports on classroom evacuations.

Background

“Whereas” statements are based on the reasoning and judgement of facts of the mover of this motion. The following recitals were included as background:

Whereas violent incidents continue to increase within WRDSB schools,

Whereas ongoing collaboration with students, parents, staff and community members provides opportunities to share information, build understanding and provide well informed recommendations to the board of trustees.

Financial implications

Financial implications are not known at this time.

Communications

If approved, a communication plan would be developed.

Prepared by: Stephanie Reidel, Manager of Corporate Services, for Trustee Cindy Watson.

Appendix A

Terms of Reference for the Collaboration Sub Committee

1. Name:

WRDSB Board “Collaboration” Sub Committee to address violent incidences, lack of funding and educational supports within the classroom and any other related challenges within the learning and working environments in WRDSB schools.

1.1. Related legislation –

Safe Schools Act, Better Schools and Student Outcomes Act, 2023
 Keeping Our Kids Safe at School Act
 Early childhood Education Act
 Occupational Health Safety Act
 Ontario Human Rights Code
 And any other related Act.

1.2 Related Bylaws and procedures -Board Policy1002- Occupational Health and Safety. 6000 Safe Schools, 1008 Equity and Inclusion, 2006 Consultation, 2009 Board Advocacy, 6001 Code of Conduct, 6008 Student Discipline, and any other bylaw or policy related to school violence, lack of funding and educational support within WRDSB schools.

1.3. Alignment with Board Strategic Plan – The Collaboration Sub Committee supports academic achievement and well-being, staff well-being, equitable outcomes, and opportunities, strengthen connection with students, parents, staff, and community engagement.

1.4. Type of committee (statutory, board (standing/ad hoc) community (standing/ad hoc/appointment)) – Sub Committee of the Board

2. Purpose/Mandate/Goals

2.1. Focus - The purpose of the Collaboration Sub Committee is to promote collaboration with all education partners and to initiate intensive study and research to help address violent incidences, lack of funding and educational support within in WRDSB schools and make recommendations to the board of trustees.

2.2. Powers and responsibilities - The following responsibilities outline the work of the Sub Committee, including but not limited to:

2.2.1. Plan the process by which the Sub Committee will review data, trends, statistical information along with best practices and strategies within our board and abroad, also relevant legislation, Ministry Funding, Budget timelines and constraints, role and responsibilities of ECEs, EAs, CYWs, and any other related information related to violent incidences, lack of funding and educational supports.

3. Authority/Jurisdiction/Responsibilities- The Collaboration Sub Committee is a permanent committee that will provide regular updates and at times recommendations to the Board of Trustees at the Committee of the Whole meetings as needed. Recommendations must be brought to the Board for discussion and final approval.

3.1. Individual members – This committee will consist of at least 2 Trustees chosen by the Chair, 1 Student Trustee ,2 parents, 1 SEAC member, 1 ECE, 1 EA, 1 CYW, 1 Teacher (Elementary), 1 Teacher (Secondary), 1 vice principals (elementary), 1 principals (elementary or secondary), Superintendent assigned by the Director AND other staff members or board staff (each member should also have a designate if they are unable to attend a meeting or resign)

3.2 Co-chair – The committee shall be Co-chaired by a Superintendent and a Trustee, that Trustee is to be chosen by committee members at the first committee of this Standing Committee

3.3 Board personnel – The Sub Committee shall be supported by administrative support staff assigned by the Director Education

3.4 And that this committee structure is to remain flexible to include experts and professionals in the community as needed.

4. Membership (Each member shall have a designated)

4.1

2 Trustees chosen by the Chair

1 Student Trustee

2 parents

1 SEAC member

1 ECE,

1 EA

1 CYW

1 Teacher (Elementary)

1 Teacher (Secondary)

1 Vice Principals (elementary)

1 Principal (elementary/ secondary)

Superintendent assigned by the Director

Any other staff members or board staff

Community Experts on school violent incidences and lack of funding and educational supports

4.2. Term - The Collaboration Sub Committee is a permanent standing committee.

4.3. Appointment Process – A call for trustee volunteers will be issued with the terms of reference after the motion is approved. The Chairperson of the Board of Trustees, in consideration of other committee duties of trustees, will appoint trustee Collaboration Sub Committee members from the volunteers responding to the call. If there are no volunteers, the Chairperson of the Board of Trustees will appoint trustees for the Collaboration Sub Committee.

The Director of Education will appoint the staff members of the Standing committee.

4.4. Vacancies – If vacancies arise among the Collaboration Sub Committee membership, for either a trustee or staff representative, the Chairperson of the Board of Trustees and the Director of Education will appoint/designate replace the Collaboration Sub committee member(s).

5. Role of Board Personnel/Staff

5.1. Restrictions of membership – Staff members appointed to the Collaboration Sub committee will be restricted to staff designated by the Director.

5.2. Trustee members will be chosen from those who respond to the call for volunteers.

5.3. Personnel and services – Support for the Sub committee will be appointed by the Director of Education.

6. Meetings

6.1. Access to meetings – The Collaboration Sub Committee meetings will be open and can be attended by any member of the Board of Trustees. Input by all trustees will be encouraged, however, any ad hoc committee decisions made by way of voting will be restricted to standing member participation only.

6.2. Election of Co-chairs – The Collaboration Sub Committee members will elect co-chairs /alternate at the first meeting of the group.

6.3. Quorum – The ad hoc committee will operate under the same quorum as the Board of Trustees per current By-law 13.

6.4. Voting – Decisions of the Sub Committee will be made by consensus and collaborative in nature. For this purpose, consensus is defined as a group decision-making process that seeks an acceptable solution that the whole group can support even if it is not the favorite of every individual. Should a vote be required because consensus cannot be reached, the vote will be restricted to Sub Committee members.

6.5. Communications/distribution of Minutes and Agenda – Notes containing action items with assigned responsibility and timelines will be taken at meetings of the standing committee and distributed to committee members a minimum of five business days after the meeting. Agendas for meetings will be developed by the co-chairs of the Sub Committee and distributed at least three business days prior to the meeting.

6.6. In camera Meetings – This is a Collaboration Sub Committee formed will initiate intensive study and research to help address violent incidences, lack of funding and educational supports in WRDSB schools and make recommendations to the board of trustees. If, due to unforeseen circumstances, an in-camera meeting is required, the co-chairs of the Sub committee can call said meeting and report the occurrence and reasons why to the Board of Trustees.

6.7. Meeting schedule - When a meeting date cannot be found to accommodate all Members, meetings will be scheduled when the majority of members are available.

7. Reporting

7.1. Committee Reports to Whom – The Collaboration Sub committee reports to the Board of Trustees through the Standing committee co-chairs or through an appointed committee member.

7.2. Format of Committee Report Back – The Sub committee will provide verbal and/or written reports, including presentations and other visuals as required.

7.3. Time Frame of Committee Report Back – The Sub committee will report progress to the Board of Trustees quarterly.

8. Deliverables/Results

The Collaboration Sub Committee will be a permanent standing committee of the Board of Trustees that will promote collaboration with all partners in education to provide recommendations to Trustee related to the increase of violent incidences, lack of funding and educational supports in WRDSB schools.