

**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 Ardel Avenue, Kitchener, on **Monday, February 26, 2018, at 7:00 p.m.**

AGENDA

Call to Order/Acknowledgement of Territorial Lands

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 – Parent Involvement Committee of December 5, 2018

Approve Minutes – Special Education Advisory Committee Meeting of January 10, 2018

Receive Minutes – Board Meeting of January 29, 2018

Approve Minutes – Committee of the Whole Meeting of February 12, 2018

Receipt/Approval of Monthly Reports:

24 Staffing Information – Retirements and Resignations

M. Weinert

26 Staffing Recommendations – Appointments

M. Weinert

28 Suspension/Expulsion Report as of January 31, 2018

P. Rubenschuh

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

United Way Campaign Update – Karin Bileski & Joan Fisk

HeForShe Writing Contest Winners Presentation

N. Manning

Communications Department Good News Update

N. Manning

Delegations

Reports

30 Strategic Plan Status Report

J. Bryant

Reports from Board Members

Board Communications

57 Elementary Teachers’ Federation of Ontario – Workplace Violence Survey

Other Business

Question Period (10 minutes)

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

Adjournment

**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.



Report to Board of Trustees

February 26, 2018

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

Recommendation

This report is provided for information of the Board.

Status

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

Background

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

Financial implications

Expenses are within the existing approved budget.

Communications

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

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

Appendix A

Staffing Information – Retirements & Resignations
Current at February 26, 2018

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Nancy	Eitel	Teacher, Central PS & Centennial PS, (C)	March 31, 2018	32
Luanne	Hanes	Teacher, John Mahood PS	June 30, 2018	36
Kevin	Hashimoto	Teacher, Elgin Street PS	March 31, 2018	31
Judie	Jefferies	Teacher, Grand View PS, (C)	March 31, 2018	23
Ann	Tierney	Teacher, Pioneer Park PS	June 30, 2018	30
Carolyn	Yeaman	Teacher, Cedar Creek PS	June 30, 2018	25
Kimberly	Young	Teacher, Franklin PS	June 30, 2018	30

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Judith	Naylor	Secondary Teacher, Preston HS	June 30, 2018	25

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Dennis	Brooks	Custodian, Kitchener-Waterloo CI	July 31, 2018	23
Janice	Flaro	Custodian, Grand River CI	March 29, 2018	30
Marg	Head	Head Secretary, Glencairn PS	April 30, 2018	29
Jennifer	Harrington	Educational Assistant, Elizabeth Ziegler PS	Feb. 28, 2018	28
Genevieve	Langford	Education Assistant, Stanley Park PS	July 9, 2018	20
Marjorie	Paleshi	School Supervision Monitor, Elmira District SS	June 30, 2018	14
Rose	Rawn	Educational Assistant, Queen Elizabeth PS	March 10, 2018	31
Ken	Romitz	Head Custodian, Lexington PS	April 30, 2018	29
Karen	Tomlin	Principal, Howard Robertson PS	June 1, 2018	30

WRDSB Resignations:			
First	Last	Position/Location	Effective Date
Kyla	Abbott	Secretary, Northlake Woods PS	April 6, 2018
Ruken	Kablan	Elementary Occasional Teacher	Feb. 6, 2018
Andrea	Kean	Secretary, Planning, Business Services	March 1, 2018
Mariana	Wahba	Payroll Clerk, HR Services, Education Centre	Feb. 1, 2018



Report to Board of Trustees

February 26, 2018

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 February 26, 2018.

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 February 26, 2018

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Katherine	Brown	Teacher, Glencairn PS	February 1, 2018
Olivia	Cummings-Galbraith	Teacher, Margaret Avenue PS	January 31, 2018
Lana	Fox	Teacher, Queen Elizabeth PS	January 22, 2018
Samantha	Hill	Teacher, J. F. Carmichael PS	January 22, 2018
Lauren	Smillie	Teacher, Avenue Road PS	February 5, 2018
Jessana	Wartman	Teacher, Chalmers Street PS	February 1, 2018

New Appointments: Secondary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
<i>Nil Report</i>			

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Heather	MacKenzie	Secretary, Preston HS	January 29, 2018
Rosa	Zelaya	Custodian, Sheppard PS	February 12, 2018

The above new hires are permanent full or part time positions, due to retirements or resignations.

Human Resource Services

February 26, 2018



Report to Board of Trustees

February 26, 2018

Subject: Student Suspension/Expulsion Report January, 2018

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 January 2017 and January 2018, elementary suspensions have increased by 104 and secondary suspensions have increased by 214.

Comparing year to date from January 2017 and January 2018, school expulsions have decreased by 2 and board expulsions have not changed.

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 2017 – 74, year to date - 487
- Total elementary school suspensions in January 2018 - 86, year to date - 591
- Total secondary school suspensions in January 2017 - 76, year to date - 742
- Total secondary school suspensions in January 2018 - 94, year to date – 956

Expulsions

- Total school expulsions in January 2017 - 0, Year to Date 2
- Total school expulsions in January 2018 - 0, Year to Date 0
- Total board expulsions in January 2017 - 3, Year to Date 9
- Total board expulsions in January 2018 - 0, Year to Date 9

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 January 2017 - 6, year to date 21
- Total elementary/secondary violent incidents in January 2018 - 5, year to date 23

Background

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

Financial implications

There are no financial implications.

Communications

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

Prepared by: Peter Rubenschuh, Superintendent, Student Achievement & Well-Being, James Bond, System Administrator, Learning Services, and in consultation with Coordinating Council.



Report to Board of Trustees

February 26, 2018

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

Recommendation

This report is for the information of the Board and serves as a mid-year check-in on the work related to the three to five-year implementation of the Strategic Plan and Operational Goals.

Status

As we move into the second half of the school year we continue to monitor the implementation of the strategic plan (see Annex A). The senior team consistently assesses and reflects on the various strategies designed to realize the intended outcomes of the strategic plan. While our EQAO results suggest improvement and we are encouraged by these results, we are not yet satisfied and remain committed to implementing our operational goals and achieving our targets that include a focus on mathematics, graduation rates and student and staff well-being.

Research suggests that effective change in education will take three to five years of sustained focus and includes monitoring implementation as a critical element of this process. With the support of our research department, a variety of data and evidence related to the fidelity and quality of our implementation has been gathered and analyzed. Staff and student feedback has been captured in a variety of forms including participation rates, satisfaction surveys, and video interviews. This evidence is presented as part of Annex A.

We are grateful for the energy and dedication of our teachers and administrators who continue to focus on the needs of each and every one of our students. Our review of our implementation efforts suggests change and improvement are taking root.

In addition to the ongoing monitoring of implementation, senior staff continues to solicit feedback and input on our operational goals and related strategies from a variety of stakeholders. Senior staff is particularly interested in reaching those

students, families and caregivers who represent our most marginalized voices and is working to reach into these groups to better understand their needs and where we might, as a system, improve in our ability to meet these needs. These outreach strategies include:

- Student Voice Focus Group interviews
- Strategic Plan Director's Town Hall series scheduled for April 25, 2018
- 2017/18 System Leaders' Survey
- 2017/18 Safe Caring Inclusive Schools Survey
- 2017/18 Budget Survey
- 2017/18 Guarding Minds At Work Survey
- 2017/18 School Improvement Planning, Implementation and Monitoring Tool

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

Background

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

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

Staff continues to provide trustees and the public with regular updates and details on the implementation of the strategic plan via board meeting presentations throughout the school-year.

Financial implications

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

Communication

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

Communications will continue its commitment to ensuring that the Strategic Plan has a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

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

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



STRATEGIC PLAN

IMPLEMENTATION DASHBOARD

2016 – 2019

INNOVATING TOMORROW

BY EDUCATING TODAY

INNOVATING TOMORROW BY EDUCATING TODAY

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

OUR STUDENTS ARE FIRST – EACH AND EVERY ONE

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

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

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

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

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

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

OPERATIONAL GOALS

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

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

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

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

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

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

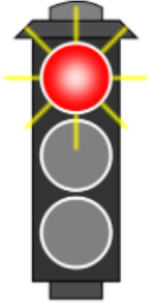
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations this year. We will be engaging in similar meetings for a variety of staff over the next few months. Given we are in the earliest stages of implementing our three-year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

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

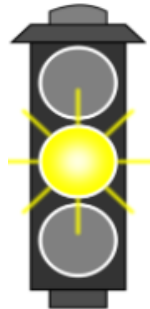
- Strategic Plan - priorities, outcomes, goals and commitments: <https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard: <https://www.wrdsb.ca/learning/2016-19-operational-goals/>
 - Mathematics: <https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Graduation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

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

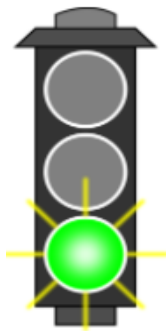
KEY



Still in planning phase, Implementation not yet begun



Plan in place and in early stages of implementation

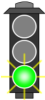
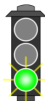
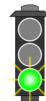
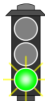

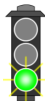
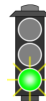

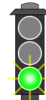
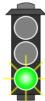
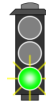
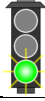
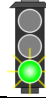
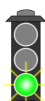

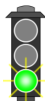



On track with implementation



Full implementation

MATHEMATICS

OPERATIONAL GOAL		Overall Implementation Status	
Increase the percentage of students achieving at provincial standard by 8 per cent yearly on the Primary (Grade 3), Junior (Grade 6) and Intermediate (Grade 9 Applied) EQAO mathematics assessments for three years.			
Lead	Strategies	Oct 17	Feb 18
Learning Services and Schools	Develop and implement the WRDSB comprehensive mathematics strategy in all kindergarten to Grade 9 classrooms		
Learning Services and Schools	Provide professional learning opportunities to teachers on effective instructional and assessment strategies to implement the WRDSB comprehensive mathematics strategy		
Learning Services and Schools	Provide professional learning opportunities to administrators on effective practices to support the implementation of the WRDSB comprehensive mathematics strategy in all schools		
Learning Services	Share with parents/guardians/caregivers strategies for supporting students' mathematics learning outside of school		
Human Resource Services	Target recruiting for the Occasional Teacher Roster, Long Term Occasional list and contract teachers with a math background and/or qualifications		
Business Services	Support physical resources in classrooms with ongoing purchase of soundfields, whiteboards and other resources		
Learning Services and Schools	Build system leader capacity to utilize technology-enabled tools to support effective school improvement planning and monitor impact of strategies for improved instruction and student performance		
Business Services	Lead process for the strategic allocation of resources aligned to the strategic plan and operational goals and support a collaborative process that ensures the ongoing monitoring of resource utilization		

MATHEMATICS

Key Performance Indicators - Highlights	
Monitoring Implementation	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
	Attendance at central sessions
	School Improvement Planning, Implementation Monitoring (SIPIM) tool content regarding actions related to mathematics area of focus
Monitoring Outcomes	EQAO results
	Report card data to indicate number of students achieving levels 3 and 4
	Administrator reflections on changes in teacher practice within Comprehensive Mathematics Approach framework
	End of year survey to principals who accessed coach to determine degree to which goals were met

PD OPPORTUNITIES FOR EDUCATORS

672

educators have attended at least one session as part of seven central math series

100%

of schools have had at least one educator attend one of the central math professional learning series

Sample comments from [post-event survey](#):

“I used to teach to the middle. Now I plan to reach all learners.”

- elementary teacher

“I used to think that the physical modelling wasn’t useful. Now I am looking for ways to use it. “

- secondary teacher

PD OPPORTUNITIES FOR ADMINISTRATORS

Monthly workshops for elementary administrators to learn math and given materials to use with staff.

90

administrators have attended at least once

- Intensive and added support schools (13 secondary schools) have worked with a Ministry of Education Renewed Math Strategy Coach - reflecting on leadership challenges associated with Renewed Math Strategy work
- 13 schools have engaged in using a Ministry supported data tool to monitor implementation and student outcomes

72%

schools have had at least one administrator attend at least once

ELEMENTARY INSTRUCTIONAL LEADERSHIP COACHES

68

schools (65%) have received support from a principal coach at least one time.

232

Principal coaches have provided support to schools 232 times.

Top 3 areas of support for Coaches

- School improvement planning (52%)
- Providing support as a knowledgeable other (43%)
- Planning supports (35%)

SCHOOL IMPROVEMENT PLAN TOOL CONTENT











110 schools (96%) identified math as an area of focus

Top supports for families as they support students' math learning

- 1 Teachers providing information through social media (75% - 39 of the 52 schools who responded)
- 2 Family Math Night (48%, 25 schools) - 27 schools hosted one
- 3 School Council meetings (47%, 24 schools)
- 4 Website (28%, 15 schools)
- 5 Newsletters (26%, 14 schools)

PATHWAYS TO

GRADUATION

OPERATIONAL GOAL		Overall Implementation Status	
Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy			
Lead	Strategies	Oct 17	Feb 18
Learning Services and Schools	Implement new strategy to re-engage at-risk students through the introduction of re-engagement teachers		
Learning Services and Schools	Provide professional learning opportunities to administrators on effective strategies for tracking students' progress toward graduation and developing appropriate interventions to address student needs		
Learning Services and Schools	Revise and implement student success strategy		
Learning Services and Schools	Pathways to graduation central focus for subject association meetings		
Business Services	Assess school configurations and revisit policy and procedure regarding school organizations to minimize student transitions between schools		
Human Resource Services	Review as part of the staffing process (September reorganization, Semesters 1 and 2) staff allocation required to best meet the needs of our most at-risk school communities and students identified as being at-risk of not graduating		
Corporate Services	Create channels of communication to share positive student stories to serve as an inspiration to students, staff and parents/families/caregivers		

PATHWAYS TO

GRADUATION

Key Performance Indicators - Highlights	
Monitoring Implementation	Number of students that re-engagement teacher reach out to at the board level
	Number of students re-engaged in secondary schools at the board level
	School Improvement Planning, Implementation Monitoring (SIPIM) tool content regarding actions related to monitoring at risk students
Monitoring Outcomes	Number of re-engaged students who are on track to complete their diploma
	Number of re-engaged students who receive their diploma/certificate by June 2018

RE-ENGAGEMENT TEACHERS

203

Number of students re-engagement teachers have reached out to between September 2, 2017 and January 31, 2018

124

Number of students re-engaged at each secondary school at district level between September 2, 2017 and January 31, 2018

23

of the students who were re-engaged have graduated

Cohort	Number of Students	
	Re-engaged	Reached Out
2015-16	1	1
2014-15	3	3
2013-14	76	113
2012-13	33	66
2011-12	6	11
2010-11	5	10
Total	124	204

SCHOOL IMPROVEMENT PLAN TOOL CONTENT REGARDING ACTIONS RELATED TO MONITORING STUDENTS AT RISK OF NOT GRADUATING

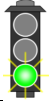
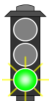
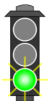
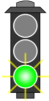
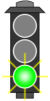


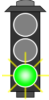
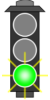
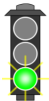
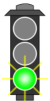
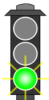
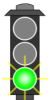
16 **100%**

Students at risk of not graduating have been identified as an area of focus in all secondary school improvement plans.

64 **65%**

Students at risk of not graduating have been identified as an area of focus in all elementary school improvement plans.

STUDENT WELL-BEING

OPERATIONAL GOAL		Overall Implementation Status	
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.			
Lead	Strategies	Oct 17	Feb 18
Learning Services	Build the capacity of students, staff, parents/caregivers and community members to develop strong positive relationships that promote student achievement and well-being: <ul style="list-style-type: none"> • Student to Staff • Student to Student • Staff to Staff • Staff to Parent/Caregivers • Staff to Community 		
Learning Services	Build the capacity of students, staff, parents/caregivers and community members to promote the conditions for learning: <ul style="list-style-type: none"> • Equity and Inclusion • Safe and Accepting Schools • Positive Mental Health • Healthy Schools 		
Learning Services	Develop processes and professional learning for early identification of at-risk students to facilitate access to both WRDSB and community resources, supports and services		
Learning Services	Establish engagement processes that facilitate effective communication and feedback to support the implementation and monitoring of student well-being. <ul style="list-style-type: none"> • School Improvement Plans • Safe Caring and Inclusive School Teams • Advisory Committees • Surveys 		
Business Services	Implement the recommendations contained in the "Design Guidelines for K to 12 Outdoor Play and Learning Environments"		
Business Services	Identify strategies to continue to increase access to gender neutral washrooms		

STUDENT WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
	A comprehensive list of resources, supports and services, with clear pathways to intervention and care that are linked to the strategies identified within the student well-being dashboard
Monitoring Outcomes	Safe, Caring and Inclusive Schools (SCIS) survey data
	EQAO results – both attitudinal data and achievement data

LEARNING SESSIONS



We asked our educators to reflect on their experiences in our Indigenous and equity learning sessions. We are sharing this video of their responses as part of our monitoring of our implementation of strategies to help us improve student well-being.

<https://youtu.be/qU7dLXoZTDA>

2292

total of all participants in learning sessions focussed on student well-being this school year to date

Support Focus	Target Groups	Participants
Anti-Islamophobia session	System Leaders, Elementary teachers, Secondary teachers	62
Anti-Oppression/Anti-Racism	Central staff, Elementary teachers, Secondary teachers	40
Anti-Oppression/Equity	System Leaders	14
Applied Behavioral Analysis	Elementary teachers	660
Behavior Management Systems Training	System Leaders Elementary teachers Secondary teachers Social workers and psychologists Paraprofessionals	937
Canada's Genocide of Indigenous people	Elementary teachers	16
Culturally Relevant and Responsive Pedagogy inquiry	Elementary teachers	16
Curricular instructional and assessment best practices for Native Studies teachers	Secondary teachers	14
Equity in our Work	System Leaders, Central staff, Elementary teachers, Secondary teachers	45
Gender Identity and Faith Accommodations	Elementary teachers	80
HERO Generation	System Leaders Elementary teachers	45
Indigenous focused book kit	Elementary teachers	40
Indigenous perspectives, ways of knowing histories, past and present realities	Elementary teachers	94
Infusing Indigenous perspectives in classrooms	Elementary teachers	20
Safe Caring Inclusive Schools	System Leaders, Elementary teachers, Secondary teachers	151
Support for Indigenous learning	Secondary teachers	33
Taking Equity to the Next Level	System Leaders	25

STUDENT VOICE FORUMS

150

students provided feedback

7-12

Grades (and beyond)

4

senior schools

10

secondary schools

What are things adults in your school do that make you feel seen, make you feel heard or make you feel cared for?

Appreciate teachers who:

- Engage with them outside classroom, make personal connections
- Share stories about themselves
- Clearly want students to succeed
- Accommodate student needs
- Celebrate students accomplishments

What helps you feel like you really belong in a classroom?

Classrooms that are:

- diverse and “open” to all
- interactive
- accommodating to different students
- Teachers who recognize the strengths students have

What happens in a class that really makes you "think" or where you learn a lot?

- When allowed to work in different ways (group, independently, with help of teacher)
- Teachers use of variety of instructional practices
- Teachers model the learning first
- Assessments align with instruction given during class time
- Provided with effective feedback

COMPREHENSIVE LIST OF RESOURCES, SUPPORTS AND SERVICES

Pathways to Support Student Mental Health Concern		
Mild/moderate concern	Serious concern	Suicide ideation/self-harming
<ul style="list-style-type: none"> Consult with WRDSB resources, such as Administrator, Social Work, Psychological Consultant, Special Education Consultant, Guidance, CYW etc. Review student's needs at School Based Team, Multidisciplinary Team or Secondary School Student Success Team <ul style="list-style-type: none"> Inform family or student of community resources, such as Walk-In services at Front Door 	<ul style="list-style-type: none"> Consult with School Administrator and other WRDSB staff (e.g. Mental Health Professionals) Refer family to community services Consider referral for services offered in schools from community organizations* 	<ul style="list-style-type: none"> Refer to AP 1290 (Notify Administrator who connects with designated Social Worker) Communication and Collaboration with parent/caregiver, hospital, Mental Health and Addictions Nurse referral and other community resources*
<p>*Community Resources include: Targeted Prevention, Brief Services, Counselling and Therapy, Family Capacity Building and Support, Specialized Consultation and Assessments, Crisis Support Services and Intensive Treatment Services.</p>		

Below is a list of community service organizations and the specific programs which have been approved to be provided in Waterloo Region District School Board (WRDSB) schools. Agreements have been negotiated between the WRDSB and the listed community service organizations in order to facilitate student access to high quality community services. These community services do not duplicate or replace professional services provided by WRDSB staff, such as social work, psychology and speech and language, but rather provide enhanced services to students, particularly for students with mental health needs.

In select elementary schools:

Approved Organization	Approved Services Provided in Schools
Big Brothers Big Sisters	<ul style="list-style-type: none"> In-School Mentors Go Girls! Game On!

Approved Organization	Approved Services Provided in Schools
Canadian Mental Health Association (CMHA)	<ul style="list-style-type: none"> • Friends • Wellness, Acceptance, Youth Voice, Empowerment (WAYVE) (7/8's)
Carizon	<ul style="list-style-type: none"> • Families and Schools Together (F&ST) • Community Resource Program • Front Door • Partners • Promise of Partnership (Newcomer Services)
Community Justice Initiatives	<ul style="list-style-type: none"> • classroom meetings • mediations • peacemaking circles • peer mediation programs • restorative justice training for students and school personnel
Local Health Integration Network (LHIN)	<ul style="list-style-type: none"> • Mental Health and Addiction Nurses
Family Counselling Centre of Cambridge and North Dumphries	<ul style="list-style-type: none"> • Taming the Dragon • Individual and Group Counselling
House of Friendship	<ul style="list-style-type: none"> • Better Beginnings, Better Futures
Interfaith Community Counselling Centre	<ul style="list-style-type: none"> • School Aged Counselling Program which includes: • Therapeutic Counselling • Skill Based Groups • Parenting Workshops
John Howard Society	<ul style="list-style-type: none"> • Bullying Prevention Program: • One by One: We Get Along • The Power Within




















Approved Organization	Approved Services Provided in Schools
KW Counselling	<ul style="list-style-type: none"> • OK2BMe • Arabic Counselling Service
Lutherwood	<ul style="list-style-type: none"> • Mobile Crisis Response (MCR) • Front Door • Partners • Youth Justice • Intense Services Resource Coordination Program (ISRCP)
Ray of Hope	<ul style="list-style-type: none"> • Youth Addiction Services Program
SHORE Centre (Sexual Health Options and Resource Education)	<ul style="list-style-type: none"> • Just4Guys groups
White Owl	<ul style="list-style-type: none"> • Holistic Child and Youth Services
Woolwich Counselling	<ul style="list-style-type: none"> • Individual and Group Counselling Services
YMCA	<ul style="list-style-type: none"> • Settlement Workers
YWCA	<ul style="list-style-type: none"> • Roots of Empathy • SHYFT (Media2Me) • Body Image and Self-Esteem Presentations • Sisters in Truth, Equality, Power and Strength (STEPS) • GLOW (Girls' Life of Wellness) • TechGyrls

In select secondary schools:

Approved Organization	Approved Services Provided in Schools
Canadian Mental Health Association (CMHA)	<ul style="list-style-type: none"> • Beautiful Minds • Wellness, Acceptance, Youth Voices, Empowerment (WAYVE)
Carizon	<ul style="list-style-type: none"> • Pathways • Steps to Re-engagement • Front Door • Partners • Promise of Partnership (Newcomers services)
Community Justice Initiatives	<ul style="list-style-type: none"> • classroom meetings • mediations • peacemaking circles • peer mediation programs • restorative justice training for students and school personnel
Local Health Integration Network (LHIN)	<ul style="list-style-type: none"> • Mental Health and Addiction Nurses
Interfaith Community Counselling Centre	<ul style="list-style-type: none"> • School Aged Counselling Program which includes: • Therapeutic Counselling, • Skill Based Groups, • Parenting Workshops
John Howard Society	<ul style="list-style-type: none"> • Communicating Our Perspectives and Emotions Successfully (COPES)
KW Counselling	<ul style="list-style-type: none"> • OK2BMe
Lutherwood	<ul style="list-style-type: none"> • Mobile Crisis Response (MCR) • Front Door • Lutherwood Family Counselling Services

Approved Organization	Approved Services Provided in Schools
	(Internship program) <ul style="list-style-type: none"> • Partners • Youth Justice • Intense Services Resource Coordination Program (ISRCP)
Ray of Hope	<ul style="list-style-type: none"> • Youth Addiction Services Program
SHORE (Sexual Health Options and Resource Education)	<ul style="list-style-type: none"> • Just4Guys groups
White Owl	<ul style="list-style-type: none"> • Holistic Child and Youth Services
Woolwich Counselling	<ul style="list-style-type: none"> • Individual and Group Counselling Services
YMCA	<ul style="list-style-type: none"> • Settlement Workers
YWCA	<ul style="list-style-type: none"> • Media2Me • Body Image and Self Esteem Presentations • Sisters in Truth, Equality, Power and Strength (STEPS)

STAFF WELL-BEING

OPERATIONAL GOAL		Overall Implementation Status	
All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.			
Lead	Strategies	Oct 17	Feb 18
Human Resource Services	Conducting an inventory of programs and resources, and aligning these supports to the WRDSB well-being strategy		
Human Resource Services	Provide learning opportunities for staff on well-being		
Human Resource Services	Refine and implement measures of staff well-being		
Human Resource Services	Increase awareness of organizational benefits and programs that support employees' psycho-social well-being		
Human Resource Services	Supporting a Psychologically Healthy Workplace by creating targeted programming that addresses two of the National Standard workplace factors - Workload and Balance		
Corporate Services	Conduct audit of communication tools (e.g., Waterworks, System Memos), expectations and workflow and implement key recommendations		
Corporate Services	Redevelop the staff website to provide an easy-to-use platform for information sharing and interaction		
Human Resource Services	Foster safe learning and working environments by ensuring comprehensive workplace health and safety inspections are occurring at our sites by our Workplace Inspection Teams (WIT's)		
Business Services	Support physical resources in classrooms to ensure a productive learning environment for staff and students.		

STAFF WELL-BEING

Key Performance Indicators - Highlights	
Monitoring Implementation	Number of staff and system leaders who participate in training and learning sessions
	Guarding Minds at Work survey completed by staff with increase in participation rate
	Survey data about learning at sessions to determine: <ul style="list-style-type: none"> • Participants reactions • Participants learning • Participants beliefs and attitudes • Use of new knowledge and skill • Organizational support and change
Monitoring Outcomes	Course evaluations and analysis of system leaders survey
	Guarding Minds at Work survey results (e.g., increase in “Psychological Support” rating)
	Employee and Family Assistance Program utilization data

Note: the Guarding Minds@Work will be administered in April and key measures will be available once it is completed

EMPLOYEE WELLNESS ENGAGEMENT

> 1,800

staff engaged in training and learning sessions on well-being this school year to date

> 1,200

active users on the Plasticity well-being platform

PROFESSIONAL SPEAKERS

Support Focus	Target Groups	Participants
Emotional - Balance	ETFO OSSTF EAA Financial Services	121
Emotional - Awareness	ESS Managers PSSP ETFO OSSTF EAA Human Resource Services	109
Physical - Nutrition	ESS Managers PSSP ETFO OSSTF	26

TRAINING AND PROFESSIONAL DEVELOPMENT

Support Focus	Target Groups	Participants
Emotional/Workload	System Leaders	45
Emotional/Balance	EAA ETFO OSSTF	730
Psychological Support	System Leaders	29
Cognitive/Workload	ETFO OSSTF DECE OT	61

WELLNESS EVENTS

Support Focus	Target Groups	Participants
Wellness Fair	Ed Centre and visiting staff	300+
Plasticity Launch event	System Leaders	65

EMPLOYEE WELLNESS DEPARTMENT PRESENTATIONS

Support Focus	Target Groups	Participants
Family of Schools	System Leaders	150 +
Wellness Supports	PSSP ETFO EAA DECE OT ESS Secondary VP's	166

STRATEGIC PLAN OPERATIONAL GOALS
COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE
2017/18 SCHOOL YEAR

August 2017

System Leaders Meeting

September 2017

25: Report to Board of Trustees
 25: EQAO and OSSLT results
 System Leadership Team
 Senior Strategy Team

October 2017

30: Report to Board of Trustees
 (update to implementation dashboard)
 Staff Advisory Committee
 System Leadership Team
 Senior Strategy Team
 Student Senate

November 2017

Trustee seminar
 System Leadership Team
 Senior Strategy Team

December 2017

Director's Town Hall
 Staff Advisory Committee
 System Leadership Team
 Senior Strategy Team

January 2018

System Leadership Team
 Senior Strategy Team

February 2018

Report to Board of Trustees
 Staff Advisory Committee
 System Leaders Meeting
 Senior Strategy Team
 Student Senate

March 2018

System Leadership Team
 Senior Strategy Team

April 2018

Trustee seminar
 Staff Advisory Committee
 System Leadership Team
 Senior Strategy Team
 25: Director's Town Hall

May 2018

Graduation rates update to Board of Trustees
 Staff Advisory Committee
 System Leadership Team
 Senior Strategy Team

June 2018

Report to Board of Trustees
 System Leaders Meeting
 Senior Strategy Team
 Student Senate



Elementary Teachers' Federation of Ontario
Fédération des enseignantes et des enseignants
de l'élémentaire de l'Ontario

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January 24, 2018

Scott McMillan
 Chair
 Waterloo Region District School Board
 P.O. Box 68, 51 Ardel Avenue
 Kitchener, ON N2C 2E1

Dear Scott McMillan:

Please find enclosed a copy of the summary report of the Elementary Teachers' Federation of Ontario's (ETFO) all-member survey of workplace violence. The all-member survey provides strong, province-wide evidence that classroom violence is pervasive and is having a significant impact on our members and their students.

As you may be aware, ETFO has been advocating for more front line resources to support elementary classrooms and for more effective reporting measures to respond to workplace violence. We are optimistic the work of the Provincial Working Group on Health and Safety will lead to improved reporting protocols and compliance measures. Through the recent negotiations with the government to extend ETFO member collective agreements, we achieved some improvements to investments in special education supports and reducing class sizes in Kindergarten and grades 4 to 8. However, much more needs to be done to ensure Ontario elementary classrooms are safe learning and working environments.

ETFO understands that the lack of adequate resources means school boards are struggling to provide the necessary supports for students and staff. Your efforts in joining us in lobbying the provincial government for the additional classroom supports required for students with learning exceptionalities and students with mental health issues will help raise the profile of these issues as we approach the provincial budget and election. Specifically, we are advocating for an increased investment in special education teachers, educational assistants and school board professional support personnel, such as psychologists, behavioural counsellors, child and youth workers and speech-language pathologists.

.../2



Scott McMillan

- 2

January 24, 2018

The factors contributing to classroom violence clearly go beyond our schools, but schools can play a much more effective role in addressing the issues through early identification and intervention. ETFO is looking to school boards to join us in making the need to address school violence a government priority.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sam Hammond', with a long, sweeping flourish extending to the right.

Sam Hammond
President

SH:VM:VO
Enclosure



SCHOOL ADMINISTRATORS KNOW THAT VIOLENCE IS A PROBLEM

A majority of members (68%) indicate that they reported physical force to their principal, vice-principal or supervisor. At the same time, 62% of ETFO members say that school administrators do not take the problem of violence in the classroom as seriously as they should.

VIOLENT INCIDENTS ARE CAUSING MEMBER INJURY, ILLNESS AND STRESS

Over a third of members (38%) have suffered mental stress, physical injury or illness as a result of workplace violence. Nearly half (48%) suffered mental stress from experiencing or witnessing violence. Over a quarter (28%) sustained a physical injury and 12% became ill.

SCHOOL ADMINISTRATORS ARE NOT ACTING ON ALL REPORTS OF VIOLENCE

Only half of all members (50%) who reported incidents of violence indicate that there was follow-up or investigation "in all cases" or "in some cases." Moreover, almost a quarter (23%) indicate that there are "rarely" steps or actions taken to prevent recurrence of violent incidents. Where there are follow-up actions to prevent the recurrence of violent incidents, over three quarters of members (77%) rate those actions as not effective. Nearly a quarter of members who experienced violence (22%) did not report violent incidents to administrators. Members indicate being told not to report, or not reporting for fear of repercussions.

“ 77% of members rate the actions of school administrators to prevent the recurrence of violent incidents as not effective. ”



ETFO ALL-MEMBER WORKPLACE SURVEY RESULTS



Methodology: These are results from an online survey of all ETFO members from October 21 to November 13, 2017, conducted by Strategic Communications. Members received an email invitation with a unique URL to complete the online survey. The margin of error for the sample is +/- 0.5% 19 times out of 20. No weighting was necessary. Members were asked to report on their experiences from the 2016-2017 school year.

Strategic Communications Inc. (Stratcom) is a full service opinion research and communications firm with offices in Toronto, Vancouver, Ottawa, Edmonton, and London, UK. We have been providing strategic, political and public affairs polling and focus groups since 1991. Stratcom has been the official pollster to 24 Hours newspaper in Vancouver, and its research has been recognized in the Wall Street Journal, Maclean's Magazine, National Post, Toronto Star, Globe and Mail and other regional publications.



SURVEY OF ETFO MEMBERS FINDS VIOLENT INCIDENTS ON THE RISE

THE VAST MAJORITY OF ETFO MEMBERS REPORT A RISE IN THE OCCURRENCE AND SEVERITY OF VIOLENT INCIDENTS

The Elementary Teachers' Federation of Ontario (ETFO) commissioned national research firm Strategic Communications (Stratcom) to conduct a survey of its members regarding their experiences of workplace violence.

The survey results reveal an increase in the number and severity of violent incidents. ETFO members also say that front line supports are not always available, school administrators do not consistently act on violent incident reports, and they are suffering from the effects of violent incidents.

ETFO MEMBERS REPORT A RISE IN THE OCCURRENCE AND SEVERITY OF VIOLENT INCIDENTS

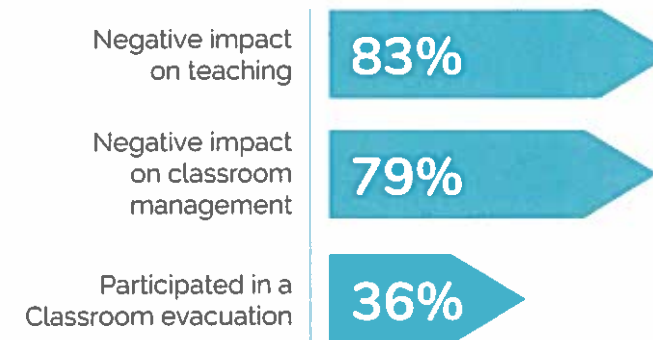
A substantial majority (70%) of ETFO members have personally experienced violence and witnessed violence against another staff person. Nearly 8 in 10 members (79%) say that the number of violent incidents has increased. Three quarters of all members (75%) say that the severity of violent incidents has increased, and 74% agree that "violence is a growing problem" at their schools.



“70% of ETFO members have personally experienced violence and witnessed violence against another staff person.”

VIOLENCE IS DISRUPTING TEACHING AND STUDENT LEARNING CONDITIONS

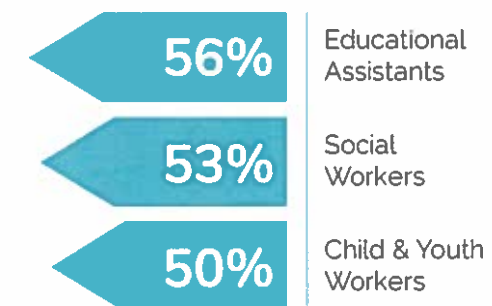
Most ETFO members are feeling the negative impacts on teaching, with 83% of members agreeing that violence in schools is "making teaching more difficult" and nearly 8 in 10 (79%) saying that violence "interferes with classroom management." Over a third of ETFO members (36%) participated in a classroom evacuation during the 2016-2017 school year.



For members who experienced violence, 83% report that the violence was perpetrated by a student in "all cases," with 61% of those incidents being perpetrated by the same individual.

FRONT LINE SUPPORTS ARE OFTEN NOT AVAILABLE TO EDUCATORS AND STUDENTS WHEN NEEDED

Members report that educational assistants (56%), social workers (53%) and child and youth workers (50%) were available only "some of the time," "rarely" or "never" when needed.



Special education teachers are especially vulnerable. They report higher rates of violent incidents and were more often asked or required to wear Personal Protective Equipment (Kevlar) at work.

“Most ETFO members are feeling the negative impacts on teaching, with 83% of members agreeing that violence in schools is "making teaching more difficult.”

