

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardelet Avenue, Kitchener, on **Monday, September 24, 2018, at 7:00 p.m.**

AGENDA

Call to Order/ Territorial Acknowledgement

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 June 13, 2018

Receive Minutes – Board Meeting of June 25, 2018

Receive Minutes – Special Board Meeting of September 10, 2018

Approve Minutes – Committee of the Whole Meeting of September 17, 2018

Receipt/Approval of Monthly Reports:

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| 21 | Staffing Information – Retirements and Resignations | M. Weinert |
| 23 | Staffing Recommendations – Appointments | M. Weinert |
| 32 | Suspension/Expulsion Report as of June 30, 2018 | P. Rubenschuh |
| 34 | Student Aggression Report – June 30, 2018 | M. Weinert |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Department Good News Update

A. Russell

Delegations

Reports

- | | | |
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| 36 | EQAO Results | D. Liebermann |
| 47 | Strategic Plan Update | J. Bryant |

Board Reports

Board Communications

- | | |
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| 70 | Elementary Teachers’ Federation of Ontario – Health and Physical Education Curriculum |
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**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.

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

September 24, 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.

Staffing Statistics – Retirements & Resignations
Current at September 24, 2018

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Diane	Forbes	Teacher, John Darling PS	September 22, 2018	17
Marie	Loan	Teacher, Edna Staebler PS	June 29, 2018	28
Mary	Owens	Teacher, Rosemount PS	June 29, 2018	33
Cynthia	Schaefer	Teacher, Franklin PS	June 29, 2018	17
Karen	Timms	Teacher, Lexington PS	December 22, 2018	24

5 / Subtotal

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Gillian	Layfield	Teacher, Southwood SS	June 29, 2018	28
Scott	McCulloch	Teacher, Grand River CI	January 31, 2019	30
Paul	Young	Teacher, Waterloo CI	June 29, 2018	16

3 / Subtotal

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
David	Crane	Technician, Desktop & Technical Services, ITS, EdC	November 30, 2018	19
Leanore	Csordas	Secretary (on leave) Procurement, Financial Services, EdC	August 31, 2018	34
Elizabeth	Gabriel	Secretary, Sir Adam Beck PS	October 1, 2018	14
Raymond	Gleba	Tradesperson, Facilities	June 30, 2018	7
Manfred	Mielke	Head Custodian, Cedarbrae PS	October 31, 2018	29
Joanne	Waugh	Head Secretary, Hespeler PS	December 31, 2018	33

6 / Total = 14

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Rod	Colquhoun	Secondary Teacher	September 10, 2018
Penelope	Costoglou	Educational Assistant (EA) on leave	August 27, 2018
Christopher	Easton	In-School Technician	August 20, 2018
Shelley	Fergusson	Facility Supervisor, Sir John A. Macdonald SS	August 3, 2018
Carol Ann	Good	Educational Assistant, St. Jacobs PS	September 14, 2018
Holly	Guistini	Early Childhood Educator, John Darling PS	September 28, 2018
Elizabeth	Kirkham	Elementary Teacher, Empire PS	August 31, 2018
Brooke	Malchin	Early Childhood Educator, Meadowland PS	September 4, 2018
Christie	McKerron	Early Childhood Educator, Smithson PS	August 31, 2018
Kristen	Moffitt	Elementary Teacher, Winston Churchill PS	September 13, 2018
Kristy	Parker	Early Childhood Educator, A.R. Kaufman PS	August 31, 2018
Haley	Sloan	Elementary Teacher, Prueter PS	August 13, 2018
Thomas	Storer	Custodian, Mary Johnston PS	September 14, 2018



Report to Board of Trustees

September 24, 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 September 24, 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 September 24, 2018

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Lindsay	Adamson	Queen Elizabeth PS	September 1, 2018
Matthew	Allard	A.R. Kaufman PS	September 1, 2018
Jessica	Allen	Highland PS	September 1, 2018
Kirsten	Armstrong	Glencairn PS	September 1, 2018
Grace	Arnott	Stewart Avenue PS	September 1, 2018
Renee	Atchison	Parkway PS	September 1, 2018
Zeina	Badawi	Groh Public School PS	September 1, 2018
Brianna	Badder	Manchester PS	September 1, 2018
Amy	Bagnariol	Park Manor PS	September 1, 2018
Heather-Anne	Baker	Howard Robertson PS	September 1, 2018
Lauren	Barkley	Groh Public School PS	September 1, 2018
Leila	Beattie	Franklin PS	September 1, 2018
Nicholas	Beg	Forest Hill PS	September 1, 2018
Erin	Bell	Clemens Mill PS	September 1, 2018
Kelly	Bryan	Chalmers Street PS	September 1, 2018
Emily	Charlebois	Meadowlane PS	September 1, 2018
Mark	Coffey	Jean Steckle PS	September 1, 2018
Sarah	Cormier	Trillium PS	September 1, 2018
Connie	Davidson	Wilson Avenue PS	September 1, 2018
Anita	Disci	Centennial (Cambridge) PS	September 1, 2018
Brigitta	Disci	Meadowlane PS	September 1, 2018
Terence	Eckmeier	Stewart Avenue PS	September 1, 2018
Kerrie	Garbutt	Moffat Creek P.S.	September 1, 2018
Julie	George	Centennial (Waterloo) PS	September 1, 2018
Doina	Georgescu	Clemens Mill PS	September 1, 2018
Karen	Goerz	Meadowlane PS	September 1, 2018
Trista	Greco	Doon PS	September 1, 2018
Katharine	Groh	Crestview PS	September 1, 2018
Tayna	Hamilton	King Edward PS	September 1, 2018
Melanie	Hankins	Chalmers Street PS	September 1, 2018
Saxxon	Hansraj	Meadowlane PS	September 1, 2018
Katelyn	Hawes	Moffat Creek PS	September 1, 2018
Jacqueline	Hexter	Southridge PS	September 1, 2018
Lesley	Higgins	Baden PS	September 1, 2018
Nicole	Hilts	A.R. Kaufman PS	September 1, 2018

New Appointments: Elementary Teaching Staff (Continued)			
First	Last	School ID / Education Centre	Effective Date
Sheena-Kaye	Hogan	Queen Elizabeth PS	September 1, 2018
Jennifer	Holmes	Cedarbrae PS	September 1, 2018
Lescia	Horvath	Queen Elizabeth PS	September 1, 2018
Emma	Howell	WT Townshend PS	September 1, 2018
Farida	Jamal	Driftwood Park PS	September 1, 2018
Brenda	Johnson	Pioneer Park PS	September 1, 2018
Brittany	Jones	Doon PS	September 1, 2018
Caitlin	Kelly	Tait Street PS	September 1, 2018
Adrienne	Kershaw-Gies	Country Hills PS	September 1, 2018
Graeme	Knowles	Baden PS	September 1, 2018
Kimberly	Knox	Chalmers Street PS	September 1, 2018
Soula	Kritikos	Tait Street PS	September 1, 2018
Hilary	Kroes	Franklin PS	September 1, 2018
Colin	Ladd	J. F. Carmichael PS	September 1, 2018
Josh	Mack	Chicopee Hills PS	September 1, 2018
Tracey	MacLaurin	John Darling PS	September 1, 2018
Una	Malic	Alpine PS	September 1, 2018
Alicia	Martin	Elizabeth Ziegler PS	September 1, 2018
Melanie	Martin	Park Manor PS	September 1, 2018
Rebecca	Maxwell	Abraham Erb PS	September 1, 2018
Anne	McLean	Prueter PS	September 1, 2018
Coleen	McLeman	Country Hills PS	September 1, 2018
Rebecca	Melchin	Wilson Avenue PS	September 1, 2018
Stephanie	Miller	Lester B. Pearson PS	September 1, 2018
Cheryl	Moffat	Avenue Road PS	September 1, 2018
Jolean	Moncrief	MacGregor PS	September 1, 2018
Nichole	Mortimer	Chalmers Street PS	September 1, 2018
Megan	Murray	Avenue Road PS	September 1, 2018
Jenny	Neff	Highland PS	September 1, 2018
Kaitlyn	Ognibene	Chalmers Street PS	September 1, 2018
Melissa	Orser	Stewart Avenue PS	September 1, 2018
Corina	Paquette	Clemens Mill PS	September 1, 2018
Stephanie	Passarelli	Park Manor PS	September 1, 2018
Erin	Peister	Parkway PS	September 1, 2018
Bethany	Phillips	Blair Road PS	September 1, 2018
Mike	Piperakis	Lackner Woods PS	September 1, 2018
Margaret	Poniatowski	Rosemount PS	September 1, 2018
Michael	Potochniak	Sandhills PS	September 1, 2018
Sonja	Pratt	Keatsway PS	September 1, 2018
Tamara	Prattis	Lincoln Heights PS	September 1, 2018

New Appointments: Elementary Teaching Staff (Continued)			
First	Last	School ID / Education Centre	Effective Date
James	Rimble	Franklin PS	September 1, 2018
Monique	Saghdjian	Wilson Avenue PS	September 1, 2018
Megan	Saulnier	Centennial (Cambridge) PS	September 1, 2018
Katherine	Scanlan	Floradale PS	September 1, 2018
Justine	Schmidt	Franklin PS	September 1, 2018
Ashley	Sheppard	Avenue Road PS	September 1, 2018
Melissa	Smith	Jean Steckle PS	September 1, 2018
Andrews	Sproul	A.R. Kaufman PS	September 1, 2018
Lindsay	Spurgeon	Blair Road PS	September 1, 2018
Kerrie	Steele	Central PS	September 1, 2018
Kayla	Stengel	Jean Steckle PS	September 1, 2018
Ryan	Stumpf	Centennial (Cambridge) PS	September 1, 2018
Kimberly	Sugrim	Edna Staebler Public School PS	September 1, 2018
Katherine	Sunday	Keatsway PS	September 1, 2018
Karen	Szabo	Avenue Road PS	September 1, 2018
Heather	Taylor	Coronation PS	September 1, 2018
Danielle	Thomas	Manchester PS	September 1, 2018
Helen	Thomas	Manchester PS	September 1, 2018
Danielle	Thorpe	Chicopee Hills PS	September 1, 2018
Breanna	Touhey	Laurentian PS	September 1, 2018
Lindsay	Truong	Keatsway PS	September 1, 2018
Nicole	Van Klaveren	Clemens Mill PS	September 1, 2018
Jennifer	Vincent	Silverheights PS	September 1, 2018
Kortney	Weichel	Suddaby PS	September 1, 2018
Stephen	Wettlaufer	Forest Hill PS	September 1, 2018
Scott	Whalen	Pioneer Park PS	September 1, 2018
Meagan	White	Trillium PS	September 1, 2018
Krista	Winters	Northlake Woods PS	September 1, 2018
Shannon	Yakutchik	Tait Street PS	September 1, 2018
Rachele	Young	Queen Elizabeth PS	September 1, 2018

New Appointments: Secondary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Priyanka	Aggarwal	Forest Heights CI	September 1, 2018
Lila	Ali-Ramsumair	Jacob Hespeler SS	September 1, 2018
Allan	Almas	Alternative Program (Ray of Hope)	September 1, 2018
Eden	Ambrose	Southwood SS	September 1, 2018
Amy	Asghar	Jacob Hespeler SS	September 1, 2018
Joseph	Bainbridge	Huron Heights SS	September 1, 2018
Desiree	Beausoleil	Kitchener-Waterloo CI & VS	September 1, 2018

New Appointments: Secondary Teaching Staff (Continued)			
First	Last	School ID / Education Centre	Effective Date
Erik	Bohl	Kitchener-Waterloo CI & VS	September 1, 2018
Claudio	Bonsi	Waterloo CI	September 1, 2018
Robin	Brooks	Waterloo CI	September 1, 2018
Matthew	Bruzzese	Sir John A. Macdonald SS	September 1, 2018
Matthew	Buckley	Elmira District SS	September 1, 2018
Jesse	Buchenauer	Waterloo-Oxford District SS	September 1, 2018
Richard	Buss	Southwood SS	September 1, 2018
David	Carruthers	Huron Heights SS	September 1, 2018
Paul	Clifford	Preston HS	September 1, 2018
Adam	Cross	Sir John A. Macdonald SS	September 1, 2018
Joelle	Dance	Huron Heights SS	September 1, 2018
Anythony	Dandie	Eastwood CI	September 1, 2018
Paul	Dziedziejko	Forest Heights SS	September 1, 2018
Ryan	Eagles	Bluevale CI	September 1, 2018
Jill	Este	Cameron Heights CI	September 1, 2018
Brent	Farintosh	Preston HS	September 1, 2018
Tanya	Farnan	Jacob Hespeler SS	September 1, 2018
Scott	Futher	Waterloo-Oxford DSS	September 1, 2018
Abbey	Gingerich	Kitchener-Waterloo CI & VS	September 1, 2018
Dylan	Gordon	Huron Heights SS	September 1, 2018
Holly	Graham	Huron Heights SS	September 1, 2018
Amanda	Groothuis	Elmira District SS	September 1, 2018
Megan	Haller	Huron Heights SS	September 1, 2018
Eternity	Harris	Glenview Park SS	September 1, 2018
Vanessa	Harris	Kitchener-Waterloo CI & VS	September 1, 2018
Jacob	Hipel	Kitchener-Waterloo CI & VS	September 1, 2018
Heather	Homewood	Waterloo CI	September 1, 2018
Milica	Kalaba	Eastwood CI	September 1, 2018
Eleftheria	Kalfakis	Sir John. A. Macdonald SS	September 1, 2018
Alexandra	Koch	Waterloo-Oxford SS	September 1, 2018
Sarah	Kocher	Sir John A. Macdonald SS	September 1, 2018
Daniel	Kralt	Glenview Park SS	September 1, 2018
Sahil	Kumar	Bluevale CI	September 1, 2018
Bethany	Kurtz	Huron Heights SS	September 1, 2018
June-Hee	Kwon	HURON HEIGHTS SS	September 1, 2018
Brendan	Lake	Southwood SS	September 1, 2018
Liane	Lanni	Galt CI	September 1, 2018
Brittany	LeClair	Forest Heights CI	September 1, 2018
Izabela	Lizon	Waterloo CI	September 1, 2018
Grace	Lopez	Kitchener-Waterloo CI & VS	September 1, 2018

New Appointments: Secondary Teaching Staff (Continued)			
First	Last	School ID / Education Centre	Effective Date
Jessica	Malboeuf	Preston HS	September 1, 2018
Denis	Mather	Huron Heights SS	September 1, 2018
Megan	Matsubayashi	Sir John A. Macdonald SS	September 1, 2018
Michael	Matura	Huron Heights SS	September 1, 2018
Ian	McIntyre	Waterloo-Oxford DSS	September 1, 2018
Laura	Moffett	Waterloo-Oxford DSS	September 1, 2018
Stephen	Monica	Elmira District SS	September 1, 2018
Tiffany	Moser	Galt CI	September 1, 2018
Alicia	Munnings	Elmira District SS	September 1, 2018
Joshua	Nelson	U-Turn (Alternative Program/ACE)	September 1, 2018
Amanda	Newhall	Sir John A. Macdonald SS	September 1, 2018
Ben	Norris	Sir John A. Macdonald SS	September 1, 2018
Alexandra	Ostapchuk	Southwood SS	September 1, 2018
Ann	Park	Cameron Heights CI	September 1, 2018
Kylie	Poole	Preston HS	September 1, 2018
Alexandra	Rasi	Waterloo CI	September 1, 2018
Heather	Robinson	Huron Heights SS	September 1, 2018
Julianna	Robinson	Eastwood CI	September 1, 2018
Kelsey	Salmon	Kitchener-Waterloo CI & VS	September 1, 2018
Mike	Santacroce	Huron Heights SS	September 1, 2018
Jason	Schneider	Preston HS	September 1, 2018
Randy	Scholl	Cameron Heights CI	September 1, 2018
Alana	Schott	Waterloo-Oxford DSS	September 1, 2018
Brittany	Schrader	Southwood SS	September 1, 2018
Chrissy	Scott	Forest Heights CI	September 1, 2018
Mason	Shantz	Waterloo CI	September 1, 2018
Alecia	Sparks	Bluevale CI	September 1, 2018
James	Shearer	Waterloo CI	September 1, 2018
Lance	Small	Elmira District CI	September 1, 2018
Zulekhs (Julie)	Susiwala	Glenview Park SS	September 1, 2018
Sheila	Taylor	Huron Heights SS	September 1, 2018
Riah	Townsley	Bluevale CI	September 1, 2018
Janice	Tytanek	Kitchener-Waterloo CI & VS	September 1, 2018
Stephanie	Vuong	Galt CI	September 1, 2018
Jody	Weadge	SJAMSS	September 1, 2018
Jason	Wetstein	Bluevale CI	September 1, 2018
Cory	Witzel	Eastwood CI	September 1, 2018
Steven	Woolner	Waterloo CI	September 1, 2018

New Appointments: Designated Early Childhood Educators (DECE's)			
First	Last	School ID / Education Centre	Effective Date
Jillian	Ayotte	Pioneer Park PS	September 1, 2018
Kelly	Burdess	Bridgeport PS	September 1, 2018
Suparna	Chowdhury	King Edward PS	September 1, 2018
Kelsey	Gardner	King Edward PS	September 1, 2018
Karina	Gummerson	Laurelwood PS	September 1, 2018
Alicia	Lise	AR Kaufman PS	September 1, 2018
Dana	Nanton	Lester B. Pearson PS	September 1, 2018
Samantha	Oswald	Abraham Erb PS	September 1, 2018
Jessica	Rego	Lexington PS	September 1, 2018
Safina	Sachoo	Stewart Avenue PS	September 1, 2018
Arua	Saiel	Elizabeth Ziegler PS	September 1, 2018
Debra	Schilling	John Darling PS	September 1, 2018
Tanis	Smith	Smithson PS	September 1, 2018

New Appointments: Educational Assistants (EA's)			
First	Last	School ID / Education Centre	Effective Date
Matt	Abel	Westvale PS	September 1, 2018
Jacob	Adams	Waterloo CI	September 1, 2018
Janet	Appleby	Glencairn PS	September 1, 2018
Bea	Benian	Empire PS	September 1, 2018
Alison	Bishop	Grand River CI	September 1, 2018
Bethany	Clark	Bridgeport PS	September 1, 2018
Daneen	Constable	Spec Ed - EA/CYW	September 1, 2018
Lisa	Cressman	Queen Elizabeth PS	September 1, 2018
Stephanie	Delahunty	Franklin PS	September 1, 2018
Jacqueline	Duff	Hespeler PS	September 1, 2018
Stephen	Duffey	Westvale PS	September 1, 2018
Jen	Dugal	Crestview PS	September 1, 2018
Ana	Flores	Tait Street PS	September 1, 2018
Shanyn	Graham	Chalmers Street PS	September 1, 2018
Danielle	Harvey	Sunnyside PS	September 1, 2018
Amanda	Hemmerich	Groh PS	September 1, 2018
Nicole	Jackson	Jean Steckle PS	September 1, 2018
Christopher	Karley	Janet Metcalfe PS	September 1, 2018
Ashley	Kitzman	Grand View (Cambridge) PS	September 1, 2018
Laura	Krulicki	Huron Heights SS	September 1, 2018
Jennifer	Leitch	Edna Staebler PS	September 1, 2018
Jennifer	Lovegrove	Howard Robertson PS	September 1, 2018
Lisa	McClure	Forest Heights CI	September 1, 2018
Krystle	McGuin	Silverheights PS	September 1, 2018

New Appointments: Educational Assistants (EA's) Continued			
First	Last	School ID / Education Centre	Effective Date
Lisa	Raine	Abraham Erb PS	September 1, 2018
Alanna	Schedler	Centennial (Waterloo) PS	September 1, 2018
Lauren	Slumskie	Alpine PS	September 1, 2018
Colleen	Starz	Special Education (LS) - EA/CYW	September 1, 2018
Michelle	Stepzuk	Suddaby PS	September 1, 2018
Heather	Stohr	Country Hills PS	September 1, 2018
Alyssa	Stone	Mary Johnston PS	September 1, 2018
Keri	Veenhuizen	Courtland Avenue PS	September 1, 2018
Sarah	Vogel	Bridgeport PS	September 1, 2018
Haneen	Yassin	A.R. Kaufman PS	September 1, 2018
Nicole	Zablocki	Cedar Creek PS	September 1, 2018
Chantelle	Zurbrigg	Wilson Avenue PS	September 1, 2018

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Jessica	Aivaliotis	Custodian, Ayr PS	July 4, 2018
Michael	Barbosa	Custodian, N.A. MacEachern PS	July 23, 2018
Jennifer	Choy	Custodian, Forest Heights CI	August 28, 2018
Adina	Craiovan	Custodian, Courtland PS	September 17, 2018
Rachel	Cruickshank	Secretary, Groh PS	August 27, 2018
Roxana	Daicu	Custodian, Trillium PS	September 18, 2018
Paul	DeHaan	Custodian, Riverside PS	July 3, 2018
Linda	Dimock	Secretary, Bluevale CI	August 27, 2018
Lisa	Dougall	Secretary, Forest Heights CI	August 27, 2018
Jessica	Dufton	Secretary, Lexington PS	August 27, 2018
Terrie	Fairhurst	Custodian, SJAM SS	July 9, 2018
Karen	Gaasenbeek	Secretary, Edna Staebler PS	August 27, 2018
Luida	Goverde	Secretary, Moffat Creek PS & Chalmers PS	August 27, 2018
Carrie	Hamilton	Secretary, Trillium PS	August 27, 2018
Robin	Hearn	Custodian, Eastwood CI	August 31, 2018
Noah	Hibbs	Custodian, Ayr PS	September 4, 2018
Joey	Janzen	Library Clerk, Queen Elizabeth PS	August 27, 2018
Natasha	Jovanovic	Custodian, Grand River CI	July 3, 2018
Stacey	LeBlanc	Secretary, Jean Steckle PS	August 29, 2018
Drew	Mast	Custodian, Grand View (Cambridge) PS	July 4, 2018
Hailey	McMahon	Custodian, SJAM SS	July 4, 2018
Sarah	Nuessler	Secretary, Groh PS	September 7, 2018
Trevor	Olender	Custodian, SJAM SS	July 4, 2018

New Appointments: Administrative and Support Staff (Continued)			
First	Last	School ID / Education Centre	Effective Date
Mila	Popovic	Custodian, Grand River CI	July 10, 2018
Amanda	Radtko	Secretary, Margaret Avenue PS	August 27, 2018
Rachel	Sidaway	Secretary, St. Andrew's PS	September 4, 2018
Dawn	Silbernagel	Custodian, Courtland PS	August 27, 2018
Michelle	Symons	Secretary, Baden PS	August 27, 2018
Janine	Taylor	Speech-Language Pathologist, Special Education – Learning Services, EdC	September 4, 2018
Vicki	Thiyagarajan	In-School Technician, ITS @ ECI	September 4, 2018
Rachel	Thompson	Secretary, Lincoln Heights PS	September 12, 2018
Alexandra	Valee	Secretary, Galt CI	August 27, 2018
Neal	Walsh	Custodian, Northlake Woods PS	July 23, 2018

The above new hires to our Board are due to retirements and resignations and are to replace full or part time vacancies.

Human Resource Services

Current at: September 24, 2018



Report to Board of Trustees

September 24, 2018

Subject: Student Suspension/Expulsion Report June, 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 June 2017 and June 2018, elementary suspensions have increased by 130 and secondary suspensions have increased by 298.

Comparing year to date from June 2017 and June 2018, school expulsions have decreased by 1 and board expulsions have decreased 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 June 2017 - 124, year to date - 1244
- Total elementary school suspensions in June 2018 - 127, year to date - 1374
- Total secondary school suspensions in June 2017 - 100, year to date - 1491
- Total secondary school suspensions in June 2018 - 110, year to date - 1789

Expulsions

- Total school expulsions in June 2017 - 0, Year to Date 4
- Total school expulsions in June 2018 - 0, Year to Date 3
- Total board expulsions in June 2017 - 8, Year to Date 23
- Total board expulsions in June 2018 - 6, Year to Date 20

Violent Incidents

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

- Total elementary/secondary violent incidents in June 2017 - 7, year to date 55
- Total elementary/secondary violent incidents in June 2018 - 0, year to date 34

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

September 24, 2018

Subject: Reported Student Aggression Quarterly Data September 24, 2018

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (April 16 – June, 30, 2018).

Status

Student Aggression is recorded under four (4) categories. They are:

No Injury: No injury to the worker was sustained during the incident.

First aid: Applying minor first aid measures like cleaning minor cuts, scrapes or scratches; applying a band aid, cold compress or ice pack.

Health care (or medical aid): Worker sustained an injury requiring the professional skills of a 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. Reporting to the WSIB required.

Lost Time: Worker sustains injury that requires time away from work after the day of incident. Reporting to the WSIB required.

Providing quarterly student aggression data as reported by WRDSB staff for the period of **April 16 – June, 30, 2018:**

- Elementary incidents have increased by 22% (72 incidents) from the same period last year.
- Secondary incidents have decreased by 50% (4 incidents) from the same period last year.

Reported Student Aggression Incidents (April 16 – June, 30, 2018):

- Total Elementary aggression incidents from April 16 – June, 30, 2018: **393**
 - No injury – 298
 - First Aid – 85
 - Health Care – 6
 - Lost Time – 4
- Total Secondary aggression incidents from April 16 – June, 30, 2018: **4**
 - No injury – 2
 - First Aid – 2
 - Health Care – 0
 - Lost Time – 0
- Total aggression incidents per employee group from April 16 – June, 30, 2018:
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – **286**
 - Early Child Educator (ECE) – **31**

- Elementary Teacher – **79**
- Secondary Teacher – **1**

Reported Student Aggression Incidents (April 16 – June, 30, 2017):

- Total Elementary aggression incidents from April 16 – June, 30, 2017: **321**
 - No injury – 232
 - First Aid – 81
 - Health Care – 5
 - Lost Time – 3
- Total Secondary aggression incidents from April 16 – June, 30, 2017: **8**
 - No injury – 5
 - First Aid – 3
 - Health Care – 0
 - Lost Time – 0
- Total aggression incidents per employee group from April 16 – June, 30, 2017:
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – **234**
 - Early Child Educator (ECE) – **18**
 - Elementary Teacher – **73**
 - Secondary teacher – 4

Background

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

Financial implications

The financial impacts are covered within existing Board approved budget lines.

Communications

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

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services,
Shannon-Melissa Dunlop, Manager, Health, Safety & Security and in
consultation with Coordinating Council.



Report to Board of Trustees

September 24, 2018

Subject: 2017-18 EQAO Assessment Results

Recommendation

This report is for the information of the Board.

Status

The purpose of this report is to share the Education Quality and Accountability Office (EQAO) results of the Primary and Junior Assessments of Reading, Writing, and Mathematics, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test (OSSLT), completed during the 2017-2018 school year.

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

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

EQAO publicly released provincial, board and school-level results on September 19, 2018.

Since first implementing the Board's Strategic Plan in 2016, EQAO assessment results for WRDSB students have on the whole increased. We have seen increases in five of the six areas in Primary and Junior Assessments. Since 2015-2016 we have seen increases in both Grade 9 math assessments. Results in OSSLT have decreased in this same period but are in line with the provincial average. Most notably, since 2015-2016 WRDSB has surpassed the provincial average in two areas, and narrowed the gap in an additional six assessments where the WRDSB was below the provincial results in 2015-2016.

The board level results for the 2017-18 Primary (Grade 3) EQAO Assessments showed increases across all areas when compared to results from 2016-2017. There was a 5% increase in Reading, a 1% increase in Writing and a 1% increase in Mathematics. Junior (Grade 6) EQAO Assessments overall remained relatively stable compared to 2016-2017 with a 1% decrease in Reading, a 2% increase in Writing, and no change in Mathematics.

Students who were enrolled in Academic Mathematics courses continued to demonstrate high levels of achievement on the Grade 9 Assessment of Mathematics in 2017-18, with 83% of students meeting or exceeding the provincial standard. This represents a 1% increase over last year.

Of the WRDSB students who were enrolled in Applied Mathematics courses, 51% met or exceeded the provincial standard on the Grade 9 Assessment of Mathematics, well ahead of the provincial result of 45%. While this represents a 3% decrease compared to 2015-2016, this is on the heels of a 15% increase from the previous year. Staff are optimistic that improvements are taking root.

The success rate for first-time eligible students who wrote OSSLT was 78%, down 4% compared to 2016-17, just shy of the the provincial result of 79%. The success rate for students who were previously eligible to write the OSSLT was 49%, above the provincial result of 46%. The decline in OSSLT results is concerning. As such, staff will be determining what has contributed to fewer students meeting with success and will put in place an informed action plan and supports to address this.

Administrators and teaching staff are currently interpreting and analyzing school results and will be sharing these results with their school communities. Board staff will continue to work with school staff to better understand the results and determine appropriate next steps to ensure each and every student can experience success, not just on provincial assessments, but in all areas of their learning.

An overview of student enrolment and participation rates for the 2017-2018 EQAO assessments can be found in Annex A. Graphs representing the overall results are in Annex B (Primary and Junior), C (Grade 9) and D (OSSLT). A graphic summary of our trends over the last three years and closing the gap with the provincial average can be found in Annex E.

As part of our ongoing Strategic Planning and School Improvement work, staff will be supporting schools to continue to address both mathematics and literacy from Kindergarten to grade 12. Some of these supports include:

Supports for literacy:

Learning Services staff have started work on a framework that supports a Comprehensive Approach to Literacy for Grades 1-12. The framework will offer evidence-based strategies to support teachers as they differentiate support for students and will include a list of resources and best practices. Our goal is to release this

framework in the new year and offer professional learning sessions for teachers regarding the framework.

In addition, Learning Services will be focussing on how we can provide additional consultant support to teachers of grade 9 and 10 applied English.

Supports in the area of mathematics:

Learning Services staff will continue to support schools in embedding the Comprehensive Math Approach across classrooms. Among these supports are the capacity building of lead math teachers in every elementary school, Math Learning Support Teachers in Secondary Schools, Learning for All series focussed on supporting student with special education needs in the area of math, support for EDL students in grade 9 math and Math Principal Coaches.

A new resource entitled “MathUP” is being offered to elementary schools across the region. This web-based resource supports teachers with grade appropriate problems and differentiated supports for students. The resource includes embedded professional learning for teachers. As well, Learning Services will be developing a curriculum to address gaps in math among new Canadians.

There will be an additional emphasis on collaboration between special education staff and program staff in schools in order to reach ensure the success of each and every student.

Background

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

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

Individual Student Reports (ISRs) for Grades 3, 6, and 9 will be sent to schools by EQAO during the week September 24, 2018 and shared with students and parents. ISRs for the OSSLT were shared the week of June 11, 2018. The ISRs indicate a student’s performance based on the four levels of achievement that are identified in the Ontario Curriculum. ISRs also have summaries of the school, board and provincial results.

The Primary and Junior Assessments, Grade 9 Assessment of Mathematics, and the Grade 10 Ontario Secondary School Literacy Test results provide an opportunity for the Board to reflect on the implementation and outcomes of the Strategic Plan, the current

instructional practices of our educators, and to collaboratively determine and implement system-wide action plans in an effort to improve achievement and well-being for all students in the Board.

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

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

Financial implications

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

Communication

The Waterloo Region District School Board remains committed to high expectations for student achievement and well-being, recognizing that both are necessary for success. We are pleased that our strategic efforts in 2017-18 resulted in improvements in grades 3, 6, and 9 achievement.

We are encouraged by many of our results, but are not yet satisfied and are committed to working hard to achieve our longer-term goals. We acknowledge that these results tell us we need to continue to make improvements that will help our students perform better on these assessments and ultimately graduate from our schools. The integration of the Board's Equity and Indigenous Action Plan into the Board's Strategic Plan signals a system-wide commitment to ensuring the lived experience and needs of each and every student are respected and reflected in the relationships, learning environment, and pedagogy and assessment in every classroom and across every subject area. We know this commitment and the work that follows from it is integral to improved outcomes for all students.

Prepared by: John Bryant, Director of Education
 Lila Read, Coordinating Superintendent, Student Achievement &
 Well-Being
 Dana Liebermann, Senior Manager of Research & Evidence-Based
 Practice
 Student Achievement and Well-Being Team in consultation with
 Coordinating Council

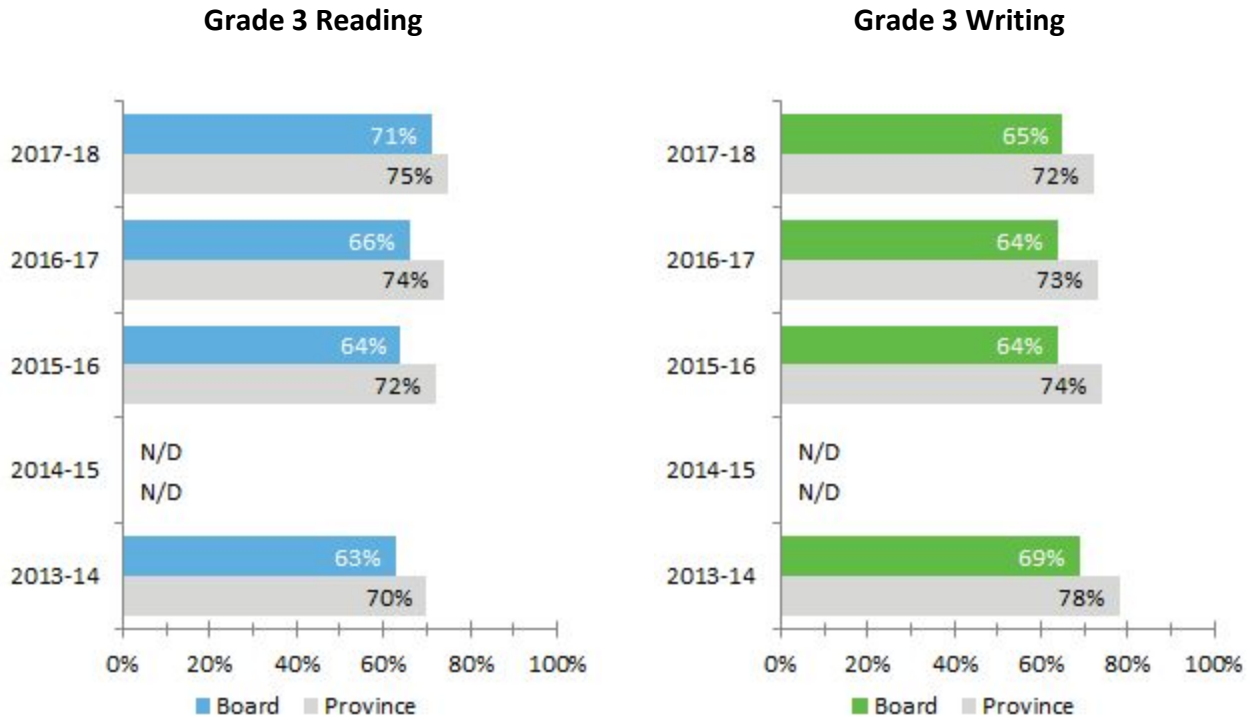
Annex A:**Overview of WRDSB Student Enrolment and Participation Rates for the 2017-2018 EQAO Assessments**

	Number of Students Enrolled in 2017-2018	Percentage of Participation	Average Percentage of Participation for the last 3 Years
Primary (Grade 3)	4445	96%	95%
Junior (Grade 6)	4393	95%	95%
Grade 9 Applied Mathematics	1063	96%	96%
Grade 9 Academic Mathematics	3290	99%	99%
OSSLT - First Time Eligible	4310	92%	93%
OSSLT - Previously Eligible	1984	40%	43%

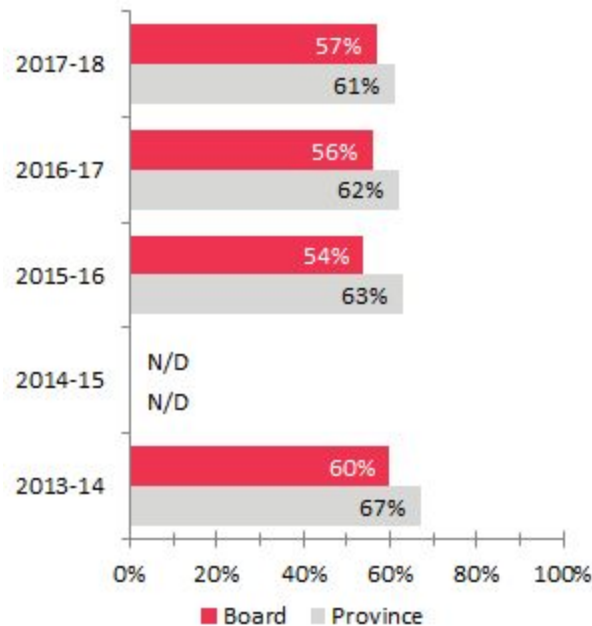
Annex B:

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

Percentage of Students who were Successful on the Primary Assessments of Reading, Writing and Mathematics

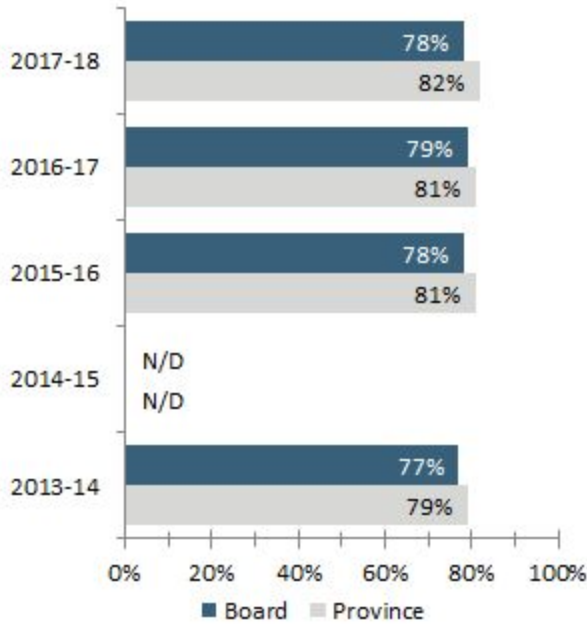


Grade 3 Mathematics

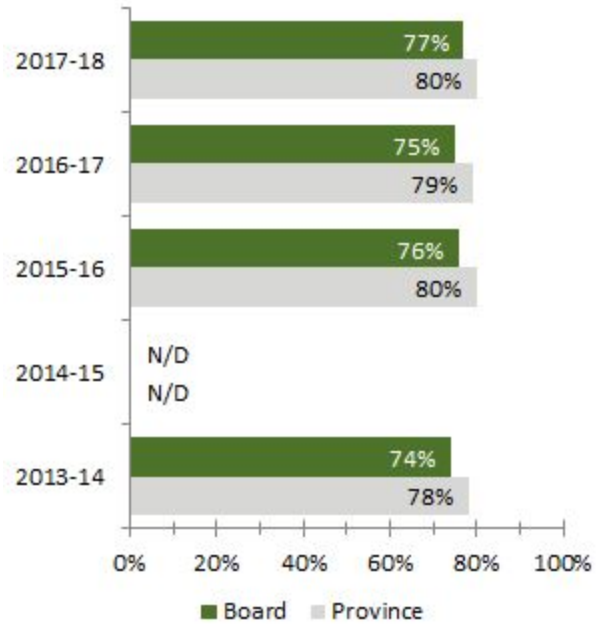


Percentage of Students who were Successful on the Junior Assessments of Reading, Writing and Mathematics

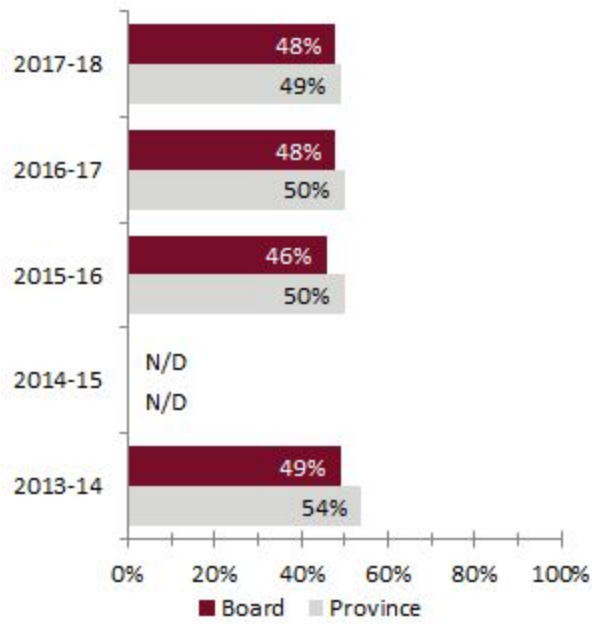
Grade 6 Reading



Grade 6 Writing



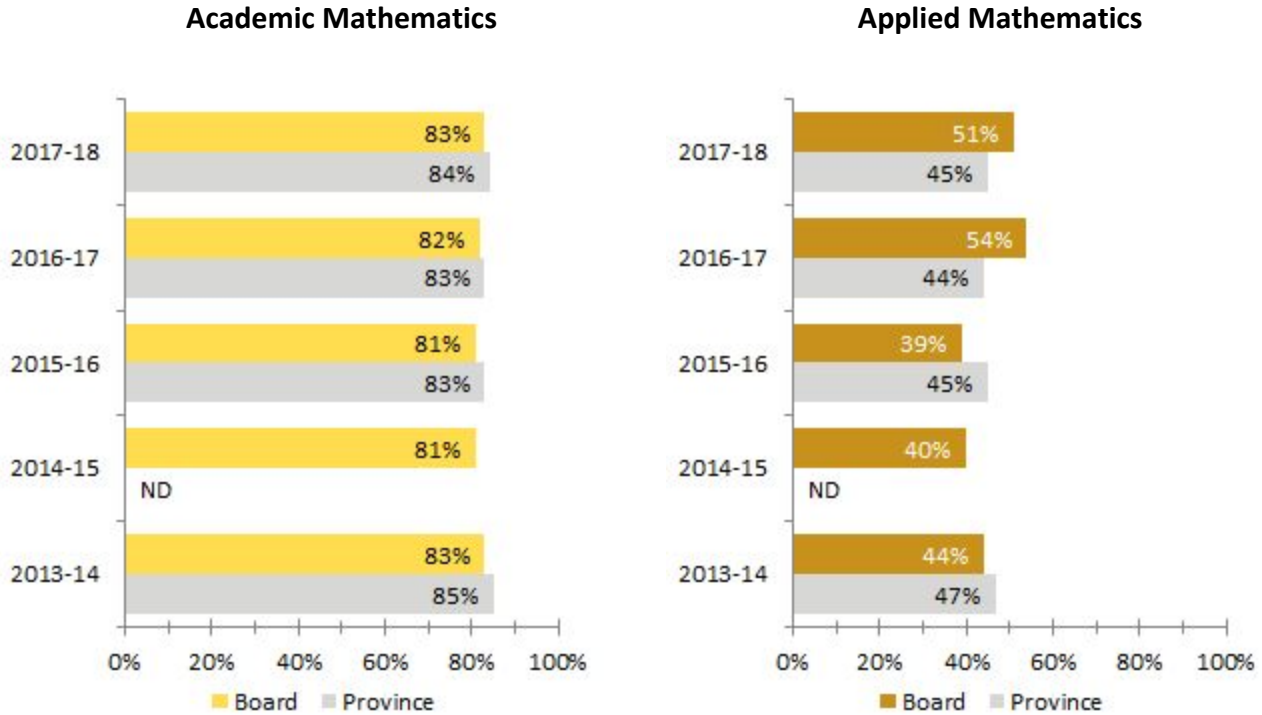
Grade 6 Mathematics



Annex C:

WRDSB Results for the Grade 9 Assessments of Mathematics

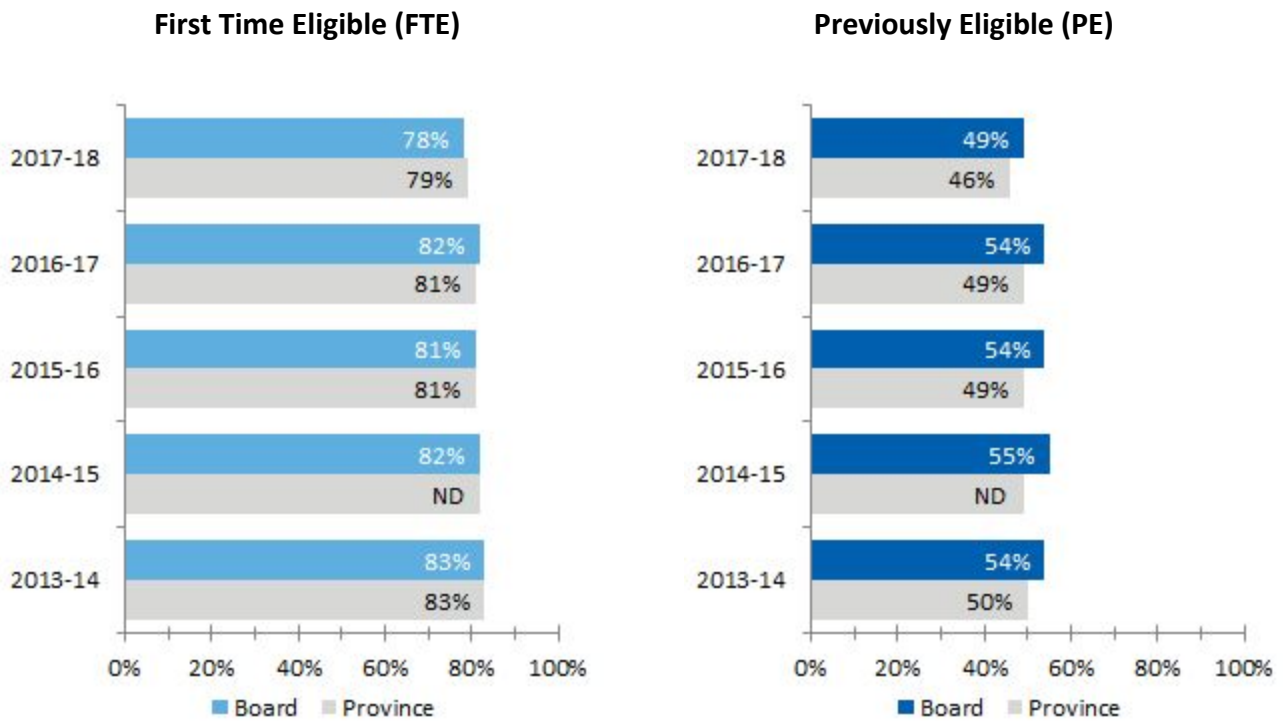
Percentage of Students who Met the Provincial Standard on the Grade 9 Assessments of Mathematics



Annex D:

WRDSB Results for the Ontario Secondary School Literacy Test (OSSLT)

The Percentage of Students who were Successful on the OSSLT

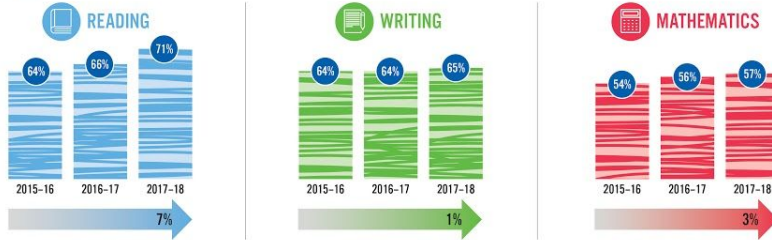


Annex E: WRDSB Trends Over the Last 3 Years and Closing the Gap with the Provincial Average

MOVING IN THE RIGHT DIRECTION SINCE THE INTRODUCTION OF OUR STRATEGIC PLAN IN 2016



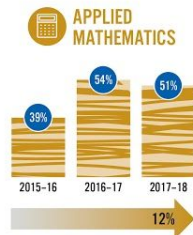
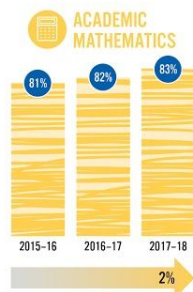
GRADE 3 – Percentage of Students at or above the provincial standard (Level 3 & 4) on the Primary Assessments of Reading, Writing and Mathematics:



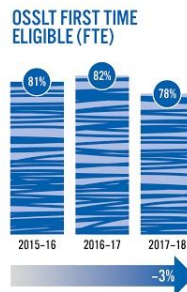
GRADE 6 – Percentage of Students at or above the provincial standard (Level 3 & 4) on the Junior Assessments of Reading, Writing and Mathematics:



Percentage of Students at or above the provincial standard (Level 3 & 4) on the Grade 9 Assessments of Mathematics:



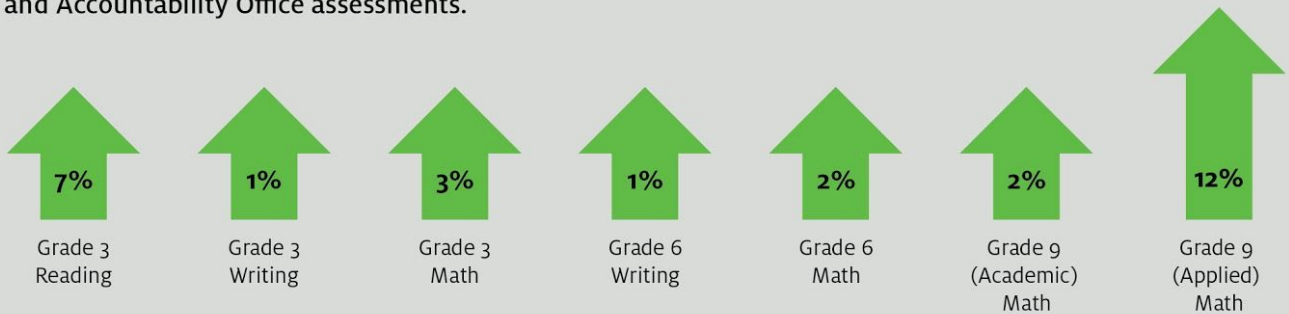
Percentage of Students who were Successful on the OSSLT:



MOVING IN THE RIGHT DIRECTION

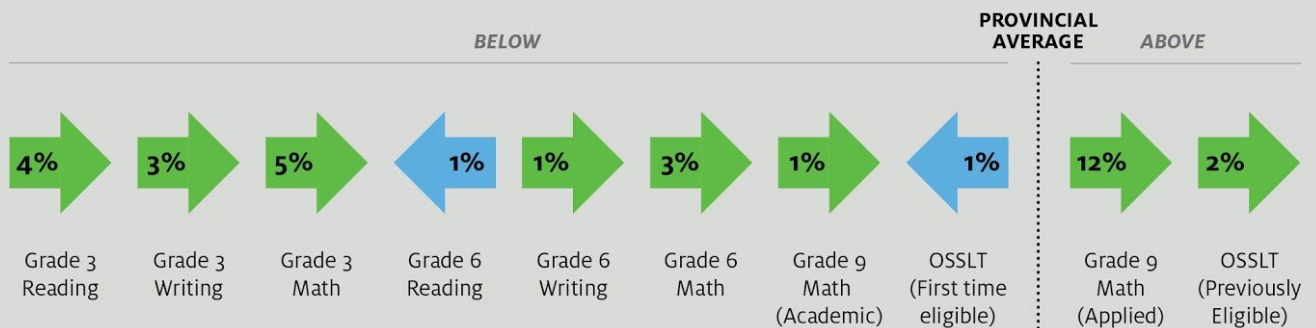


Since the implementation of the Strategic Plan in 2016, WRDSB improved results in seven measures of the Education Quality and Accountability Office assessments.



CLOSING THE GAP WITH THE PROVINCE

Since the implementation of the Strategic Plan in 2016, WRDSB is above the provincial average in two measures and has closed the gap in six.



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BY EDUCATING TODAY**

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

WRDSB.CA



Report to Board of Trustees

September 24, 2018

Subject: Strategic Plan Operational Goal Implementation – Update for 2018/19

Recommendation

This report is for the information of the Board.

Status

As we move into the third year of the implementation and monitoring of the strategic plan (see Annex A), senior staff has continued to reflect on the impact of our collective work and our ability to meet the needs of each and every student. While our EQAO results suggest improvement and we are encouraged by these results, we are not yet satisfied and remain committed to implementing our operational goals that include a focus on mathematics, graduation rates and student and staff well-being.

We are grateful for the energy and dedication of our administrators, educators, central staff, trustees and the senior team who continue to focus on the needs of each and every one of our students. Our review of our implementation efforts and outcomes suggests change and improvement are taking root.

In addition to the ongoing monitoring of implementation and outcomes, the senior team continues to solicit feedback and input on our operational goals and related strategies from a variety of stakeholders with a particular emphasis on ensuring we hear from our diverse community. Of particular interest is reaching those students, families and caregivers who represent our most marginalized voices. The senior team has been working to directly connect with these groups to better understand their needs and where we might, as a system, improve in our ability to meet these needs. This effort resulted in a variety of sessions with students, parents, caregivers, union representatives, and staff and includes the following:

- Superintendent Student Voice Focus Group interviews, December 2017, January 2018
- Strategic Plan Director's Town Hall, April 25, 2018
- Town Hall Focus Groups:
 - English Language Learners and Newcomer students - Galt Collegiate, May 28 2018
 - Newcomer, International, English Language Learner students - Waterloo Collegiate, May 29 2018
 - U-Learn Mennonite Students, May 14 2018
 - Howard Robertson Public School, Families and Students and Centreville-Chicopee Neighbourhood Association, May 23 2018
 - Pathways Students – Westmount and Ottawa Carizon, May 15 2018
 - Muslim Parent Community, May 7 2018
 - Newcomer Students - Eastwood Collegiate - May 17 2018
 - Sunnysdale Parent Community, May 31 2018
 - Mennonite Parent Community Group, April 20 2018
 - Waterloo Region Aboriginal Academic Advisory Committee, May 16 2018
 - AR Kaufman Public School Students, June 21 2018
- Union representatives Staff Advisory Meeting Group - April 3 2018
- System Leaders' Meetings - August 2017, October 2017, February 2018, June 2018

In addition to these engagement and focus group activities, staff has also used a variety of survey tools to seek input and feedback on the strategic plan and our implementation efforts. These include:

- 2017/18 System Leaders' Survey
- 2017/18 Safe Caring Inclusive Schools Survey
- 2017/18 Family Survey (translated into 7 languages)
- 2017/18 Budget Survey
- 2017/18 Guarding Minds At Work Survey & Insights Survey
- 2017/18 School Improvement Planning, Implementation and Monitoring Tool

Taken together, these engagement strategies promote communication, relationship building, shared ownership and accountability, and a focus on student achievement and well-being. The senior team has worked over the summer months to consolidate the data, translate the results into meaningful information, and will focus on mobilizing this new knowledge to refine our plans for 2018-2019.

In summary, some key insights gained by our broader strategic plan engagement work includes the following:

- **Parents and students value...development of students' agency, autonomy, and sense of self** - Expectations for learning go beyond the curriculum to broader life skills. Academic skills are only as useful to the extent that students have an understanding of themselves and how they relate to the world outside of school.
- **Parents and students value...individualized, student centred learning** - One-size does not fit all learners. Understanding each student as an individual, involving the student in their education, and tailoring learning to suit students' needs, can provide effective learning that empowers students.
- **Parents and students value...supportive communities that embrace their unique identities and dynamic needs** - Each student is a member of multiple, unique communities. The people in a student's life - parents, relatives, peers, coaches, administrative staff, and so on - play a role in their development. Healthy academic and human development rely on building safe, inclusive and supportive communities.

These insights suggest that while we need to continue to stay the course with our strategic plan and operational goals, the strategies and action items can never be static. This insightful data, taken together with our EQAO results, make it clear that in order to achieve our aggressive goals and targets we need to create a more inclusive, more equitable education system that recognizes and celebrates the lived experiences of our students and their families. Staff will provide a report to trustees and the public at the October Board Meeting highlighting how these insights are reflected in our plans for 2018/19.

In Annex B our updated Conditions For Learning Framework - which is the “how” of the Strategic Plan - this shift in approach is captured where it states:

“Together we will nurture supportive relationships in an inclusive, safe and caring environment and practise culturally relevant and responsive pedagogy and assessment, creating equitable conditions for learning and optimal outcomes for each and every student”.

This clearly directs all of our staff to continue to build a more equitable and inclusive learning community. As we reflect on how relationships, learning environment, and pedagogy and assessment work interdependently together towards our desired student outcomes, we need to ensure that they address the needs of every student. To that end, over the summer and into the fall the senior team has worked to incorporate our Equity & Indigenous Action Plan into our strategic plan - not as a separate plan, but as an essential and fundamental element of the work we have been doing and will continue to do. The key components of this work will include the following:

School and Classroom Practices

- Culturally Responsive and Relevant Pedagogy
- Supporting student pathway choices
- Bias Awareness Training – Progressive Discipline
- Indigenous Education - Primary, Junior, Intermediate and Senior division learning
- Resource Diversity – Culture and Identity
- Age-appropriate curriculum on Residential Schools, Treaties, and Indigenous Peoples
- Improved working relationships with community Advisory Councils

Leadership, Governance and Human Resource Practices

- Director’s Annual Report – Equity, Inclusion and Human Rights focus
- Fair and Equitable Recruitment, Hiring and Promotion
- Mandatory professional development focused on equity, inclusion and human rights

Data Collection, Integration and Reporting

- Staff Census - Developing a consistent approach to the collection and application of voluntarily provided staff identity data
- Middle-Years Development Instrument implementation and analysis

- Safe, Caring and Inclusive Schools - Family Survey analysis

Organizational Culture Change

- Human Rights – Social Justice Training - focused on alignment with the Ontario Human Rights Code
- Learning Opportunities Grant (LOG) with respect to furthering equity and inclusion in schools
- Accessibility for Ontarians with Disabilities Act - compliance with

The senior team will continue to promote communication, engagement, relationship building, shared ownership and accountability, and a focus on student achievement and well-being. Reaching out to our diverse community will be a critical component of both the implementation and monitoring of this work.

To this end, a schedule of reporting and broader engagement opportunities for 2018-19 is attached in Annex C. This schedule will continue to develop over the course of the year, ensuring that engagement includes ongoing feedback that signals we have listened to our community and acted upon their input.

Staff will continue some form of the Director's Town Hall for students, staff, parents/caregivers as well as ensuring ongoing focus-group dialogue with those groups who identify as marginalized. Staff will maintain the practice of sharing regular updates and seeking feedback on our operational goal work with standing committees of the board such as the Equity Inclusion Advisory Group, Student Senate, Special Education Advisory Committee, Parent Involvement Committee, Waterloo Region Assembly of Public School Councils, Accessibility Steering Committee, and more.

Background

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

On June 20, 2016 the Waterloo Region District School Board approved the

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

Staff have provided trustees and the public with regular updates and details on the implementation of strategies that support the operational goals at board meetings throughout the 2016/17, 2017/18 school-years.

Financial implications

No financial implications. The WRDSB Budget Survey was structured to seek input on how resources might be allocated to support the strategic plan and the three operational goals. Allocation of Learning Opportunities Grants and Education Priority (Other) Grants reflect our emphasis on these operational goals. Trustees received information from staff at the June 13, 2018 budget meeting. (Annex D)

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 2018/19 school year, as outlined at Annex C.

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

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

Prepared by: John Bryant, Director of Education,
 Lila Read, Coordinating Superintendent, Student Achievement

& Well-Being
Dana Liebermann, Senior Manager of Research &
Evidence-Based Practice,
Senior Strategy Team, 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. **Pathways to Graduation:** 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.

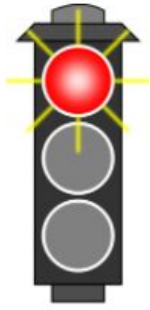
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations over the past two years. This helps to inform our work as we continue to refine and monitor our strategies.

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:

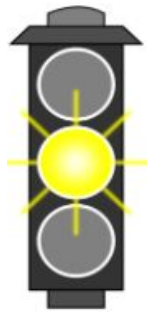
- Strategic Plan - priorities, outcomes, goals and commitments:
<https://www.wrdsb.ca/learning/>
- Operational goals implementation dashboard:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/>
 - Mathematics:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/mathematics/>
 - Pathways to Graduation:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/graduation-rates/>
 - Student and Staff Well-Being:
<https://www.wrdsb.ca/learning/2016-19-operational-goals/well-being/>

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.

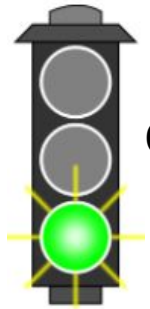
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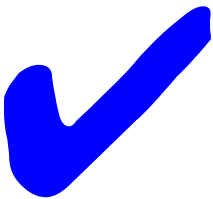
Still in planning phase, implementation not yet begun



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	JUN 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 sound fields, 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 the Comprehensive Mathematics Approach framework
	End of year survey to principals who accessed coach to determine degree to which goals were met





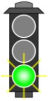





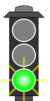
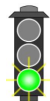
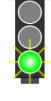
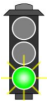
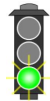
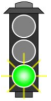
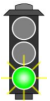
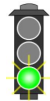
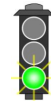
GRADUATION

OPERATIONAL GOAL Within three years we will increase our five-year graduation rates by 5 per cent through the implementation of an evidence-based K-12 strategy		Overall Implementation Status 		
Lead	Strategies	Oct 17	Feb 18	Jun 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




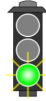
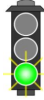
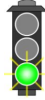



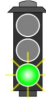
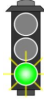
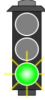



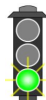

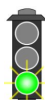
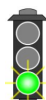





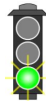



STUDENT WELL-BEING

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	Jun 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

STAFF WELL-BEING

OPERATIONAL GOAL All students and staff will be supported and affirmed in the areas of cognitive, emotional, social and physical well-being with the acknowledgement of how these contribute to self and spiritual well-being.		Overall Implementation Status 		
Lead	Strategies	Oct 17	Feb 18	Jun 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

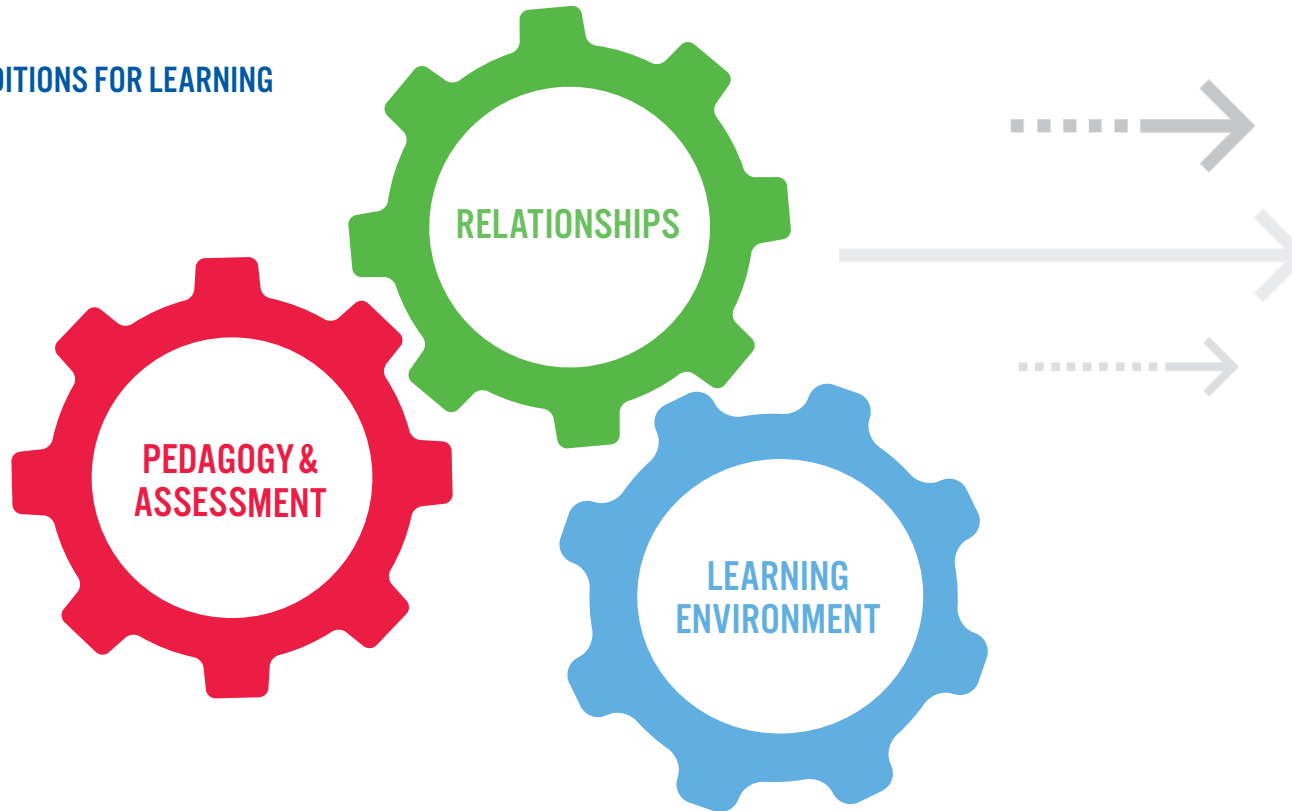


CONDITIONS FOR LEARNING FRAMEWORK

IN SUPPORT OF THE WRDSB STRATEGIC PLAN...

Together we will nurture supportive relationships in an inclusive, safe and caring environment and practise culturally relevant and responsive pedagogy and assessment, creating equitable conditions for learning and optimal outcomes for each and every student.

CONDITIONS FOR LEARNING



STUDENT OUTCOMES

ACHIEVEMENT

WELL-BEING

EQUITY & INCLUSION

GLOBAL COMPETENCIES

- Critical Thinking
- Innovation and Creativity
- Collaboration
- Communication
- Citizenship
- Self-Directed Learning

Annex C

STRATEGIC PLAN OPERATIONAL GOALS COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE 2018/19 SCHOOL YEAR

August 2018

System Leaders Meeting

September 2018

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

October 2018

29: Report to Board of Trustees
Staff Advisory Committee
Senior Strategy Team

November 2018

System Leaders Meeting
Senior Strategy Team
Community Focus Group Follow-up

December 2018

Staff Advisory Committee
Senior Strategy Team
Community Focus Group Follow-up

January 2019

System Leadership Team
Senior Strategy Team
Community Focus Group Follow-up

February 2019

25: Report to Board of Trustees
Staff Advisory Committee
System Leaders Meeting
Senior Strategy Team
Student Senate
Community Focus Group Follow-up

March 2019

Senior Strategy Team
Community Focus Group Follow-up

April 2019

Staff Advisory Committee
Senior Strategy Team
Director's Town Hall (*Tentative*)
Community Focus Group Follow-up

May 2019

Graduation Rates Update to Board of Trustees
Staff Advisory Committee
System Leadership Team
Senior Strategy Team

June 2019

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



2018/19 BY THE NUMBERS

BALANCED BUDGET

REVENUE

$$\begin{array}{r}
 \$695.7\text{M} \\
 \text{GRANTS FOR STUDENT} \\
 \text{NEEDS (GSN)}
 \end{array}
 +
 \begin{array}{r}
 \$75.2 \\
 \text{OTHER} \\
 \text{REVENUES}
 \end{array}
 +
 \begin{array}{r}
 \$3.7\text{M} \\
 \text{EDUCATION PROGRAM} \\
 \text{OTHER (EPO)}
 \end{array}
 =
 \begin{array}{r}
 \$774.6\text{M} \\
 \text{TOTAL} \\
 \text{REVENUE}
 \end{array}$$

EXPENDITURES

 **\$603.3M**

CLASSROOM INSTRUCTION (PRINCIPALS, TEACHERS, EARLY CHILDHOOD EDUCATORS)

 **\$102.5M**

SCHOOL FACILITIES (UTILITIES, CLEANING, MAINTENANCE AND RENEWAL)

 **\$26.0M**

OTHER (SCHOOL GENERATED FUNDS, CONTINUING EDUCATION, EXTENDED DAY)

 **\$18.2M**

TRANSPORTATION (BUSES, TAXIS AND TRAVEL PLANNING)

 **\$18.1M**

ADMINISTRATION (TRUSTEES, CENTRAL ADMINISTRATION AND SUPPORT SERVICES)

 **\$6.5M**

TRANSFERS FROM ACCUMULATED SURPLUS

\$774.6M

TOTAL EXPENDITURES

BREAKDOWN OF NUMBERS

 **63,883**

STUDENTS

 **4,365**

TEACHERS AND EARLY CHILDHOOD EDUCATORS

 **1,700**

INSTRUCTIONAL SUPPORT STAFF

 **563**

FACILITY OPERATIONS


 **135**

CENTRAL ADMINISTRATION

OPERATIONAL GOALS



2018/2019 NEW INITIATIVE AND CAPITAL INVESTMENTS

 **\$1.4M**

MATH

 **\$0.8M**

GRADUATION RATES

 **\$5.2M**

STUDENT AND STAFF WELL-BEING

 **\$59.3M**

CAPITAL IMPROVEMENTS (BUILDINGS AND LAND)



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

136 ISABELLA STREET, TORONTO, ONTARIO M4Y 0B5
TELEPHONE: 416-962-3836 TOLL FREE: 1-888-838-3836
FAX: 416-642-2424 WEBSITE: www.etfo.ca



July 24, 2018

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

Dear Scott McMillan:

I am writing on behalf of the Elementary Teachers' Federation of Ontario (ETFO) with respect to the provincial government's policy regarding repealing the 2015 Health and Physical Education Curriculum and conducting another round of consultations, with a particular focus on the sexual health component of the curriculum. I want to congratulate your board for publicly sharing its concerns about the plans to change the curriculum and for the importance of ensuring that students feel included, safe and cared for.

Teachers and parents need clarity and assurance that there will not be chaos and uncertainty regarding how teachers will deliver the sexual health component of the curriculum in the coming year. Abrupt changes when teachers have already successfully transitioned to the updated curriculum undermine the legitimacy of provincially mandated curriculum. The current uncertainty will lead to unnecessary confusion on the part of school staff and parents and is not in the best interest of students.

ETFO is strongly opposed to the government's promise to repeal the curriculum. The Federation is concerned that making concessions to a vocal minority of parents, many of whom are misinformed about the current curriculum content, will have serious consequences for the health and safety of students.

We will continue to advocate against the repeal of the curriculum. As the Minister of Education proceeds with the upcoming consultations and navigating the politics of the issue, we hope the government will seriously consider the views of educators, school trustees, health experts and the majority of parents who support the updated sexual health curriculum.



Scott McMillan

- 2 -

July 24, 2018

Any action your board takes to oppose the repeal of the curriculum and the government's plan to implement that policy change prior to the consultations would be an important contribution to the public advocacy on this issue.

Sincerely,

Sam Hammond
President

SH:VM

Copy Director of Education, Waterloo Region District School Board