

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardelt Avenue, Kitchener, on **Monday, September 30, 2019, 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 – Parent Involvement Committee Meeting of May 21, 2019
- Approve Minutes – Audit Committee Meeting of May 27, 2019
- Approve Minutes – Special Education Advisory Committee Meeting of June 12, 2019
- Receive Minutes – Board Meeting of June 24, 2019
- Approve Minutes – Committee of the Whole Meeting of September 16, 2019
- Approve Minutes – Committee of the Whole Meeting of September 23, 2019

Receipt/Approval of Monthly Reports:

- | | | |
|----|---|------------|
| 28 | Staffing Information – Retirements and Resignations | M. Weinert |
| 31 | Staffing Recommendations – Appointments | M. Weinert |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

- | | |
|--|----------|
| Communications Good News Update | A. Sloan |
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Delegations

Reports

- | | | |
|----|--|--|
| 35 | Strategic Plan - EQAO and Graduation Rate Outcomes for 2018-2019 | J. Bryant / L. Read / E. Ranney / J. Scott |
| 68 | Suspension/Expulsion Report as of June 30, 2019 | B. Lemon |
| 70 | Quarterly Student Aggression Report | M. Weinert |

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

Board Reports

Board Communications

75 Peel DSB to Minister of Education - Private School Lobby Group in Ontario

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 30, 2019

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

Recommendation

This report is provided for information of the Board.

Status

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

Background

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

Financial implications

Expenses are within the existing approved budget.

Communications

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

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

Appendix A

Staffing Statistics – Retirements
Current at September 30, 2019

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Cheryl	Dakin	Teacher, Wellesley PS	June 30, 2019	31
Karen	Larke	Teacher, Conestogo PS	June 30, 2019	17
Sandra	Macovik	Teacher, William G. Davis PS	November 30, 2019	42
Margaret	McPherson-Scheske	Teacher, Preston PS	June 30, 2019	37
Christine	Ritchie	Teacher, JW Gerth PS	June 30, 2019	29

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Reg	Holinshead	Department Head, Elmira District SS	June 30, 2019	32
Cameron	Parker	Teacher, Preston High School	June 30, 2019	29
Brent	Pavey	Department Head, Waterloo CI	June 30, 2019	28
Marybeth	Snyder	Department Head, On Leave	September 30, 2019	28

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Roy	Fitzsimmons	Tradesperson, Facility Services, EdC	October 31, 2019	30
Bridget	Gilkinson	Orthopaedic Educational Assistant, Huron Heights SS	September 6, 2019	41
Brent	Harrington	Maintenance Serviceperson, EdC	July 31, 2019	31
Gail	Linton	Educational Assistant, Forest Glen PS	June 30, 2019	19
Fran	Melchin	Educational Assistant, Chicopee Hills PS	June 30, 2019	28
Daniel	Pufall	Custodian, Huron Heights PS	October 31, 2019	30
Vesa	Saric	Custodian, Stanley Park PS	July 25, 2019	4
Kevin	Schroeder	Facility Supervisor, Grand River CI	August 31, 2019	37
Sonya	Schwartzentruber	Speech Pathologist, Special Education, EdC	December 31, 2019	16
Liz	Shantz	Secretary, Linwood PS	June 30, 2020	34
Evelyn	Vezina	Early Childhood Educator, Lester B Pearson PS	June 30, 2019	7
Kyran	Young	Head Custodian, Franklin PS	July 31, 2019	30

Staffing Statistics – Resignations
Current at September 30, 2019

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Margie	Beck	Educational Assistant, Elmira District SS	August 29, 2019
Kim	Broberg	Educational Assistant, Conestogo PS	October 18, 2019
Brian	Burnley	Principal, JF Carmichael PS (on Leave)	June 30, 2019
Laura	Charteris	Educational Assistant, WT Townshend PS	June 30, 2019
Debbie	Devalk	Early Childhood Educator, John Darling PS	September 1, 2019
Marianne	Dorman	Educational Assistant, Central PS	August 29, 2019
Renee	Finney	Student Supervision Monitor, Waterloo Oxford District SS	September 13, 2019
Annette	Grotentraast	Educational Assistant, Winston Churchill PS	September 5, 2019
Sue	Johnson	Purchasing Secretary, Finance	September 13, 2019
Tamara	Krall	Early Childhood Educator, Alpine PS	August 19, 2019
Marco	Ma	Supply Educational Assistant (various)	September 4, 2019
Andrew	Macallum	Vice Principal, On Leave	August 31, 2019
Kelly	Paris	Facility Supervisor, Sir John A MacDonald SS	August 23, 2019
Rachael	Plein	Certified Tradesperson, EdC	August 23, 2019
Corie	Schweertman	DECE Supervisor, EdC	September 7, 2019
Sawsan	Sibani	Supply Educational Assistant (various)	September 12, 2019
Nancy	Stewart	Secretary, Jacob Hespeler SS	September 27, 2019
Erin	Watt	Secondary Teacher, Huron Heights SS	June 30, 2019



Report to Board of Trustees

September 30, 2019

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 30, 2019.

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 30, 2019

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Younus	Atchia	Clemens Mill PS	September 1, 2019
Amberlee	Bankmann	Sandhills PS	September 1, 2019
Amber	Bauman	Conestogo PS	September 1, 2019
Nicole	Christie	Vista Hills PS	September 1, 2019
Sarah	Clayton	Vista Hills PS	September 1, 2019
Lindsay	Cunningham	Westvale PS	September 1, 2019
Travis	Feltz	Avenue Road PS	September 1, 2019
Katherine	Karpiak	Elizabeth Ziegler PS	September 1, 2019
Mackenzie	Kaufman	Edna Staebler PS	September 1, 2019
Jennifer	Lahey Arends	St. Jacobs PS	September 1, 2019
Aleksandra	Newberry	Manchester PS	September 1, 2019
Melanie	Plumley	Moffat Creek PS	September 1, 2019
Melissa	Porter	Keatsway PS	September 1, 2019
Elisabeth	Reynolds	Prueter PS	September 1, 2019
Lindsay	Roberts	Tait Street PS	September 1, 2019
Carlyle	Rodrigues	William G Davis PS	September 1, 2019
Jessica	Romero	Special Education, EdC	September 1, 2019
Laura	Ruetz	Driftwood Park PS	September 1, 2019
Crysta	Skovsgaard	Southridge PS	September 1, 2019
Angela	Smith	Preston PS	September 1, 2019
Maryhelen	Smith	Conestogo PS	September 1, 2019
Ryan	Thompson	Rockway PS	September 1, 2019
Sarah	Willett	Stewart Avenue PS	September 1, 2019
Zachary	Wilson	Meadowlane PS	September 1, 2019
Heather	Winkler	Crestview PS	September 1, 2019

Staffing Information – New Appointments
Current at September 30, 2019

New Appointments: Designated Early Childhood Educators			
First	Last	School ID / Education Centre	Effective Date
Tammy	Appleton	Hespeler PS	September 1, 2019
Shayne	Arnott	Forest Hill PS	September 1, 2019
Vicki	Baulk	Breslau PS	September 1, 2019
Jessica	Buttars	Hespeler PS	September 1, 2019
Katherine	Chan	Bridgeport PS	September 1, 2019
Melanie	Chilvers	Trillium PS	September 1, 2019
Lauren	Dalton	Vista Hills PS	September 1, 2019
William	Eaton	Silverheights PS	September 1, 2019
Susan	Gardner	Prueter PS	September 1, 2019
Kerri	Gettliffe	Crestview PS	September 1, 2019
Abbie	Gray	Chalmers Street PS	September 1, 2019
Kasey	Griffiths	Highland PS	September 1, 2019
Andrea	Heibron	Lexington PS	September 1, 2019
Gurkirat	Kaur	Southridge PS	September 1, 2019
Kamalijot	Kaur	Hillcrest PS	September 1, 2019
Loran	Kennedy-Fliststra	Hespeler PS	September 1, 2019
Jenna	Kropf	Franklin PS	September 1, 2019
Isabella	Lacroix	Chalmers Street PS	September 1, 2019
Stephanie	LaFlamme	King Edward PS	September 1, 2019
Tara	Malatches	Coronation PS	September 1, 2019
Alyssa	Martin	Avenue Road PS	September 1, 2019
Marien	Matijcio	Grand View PS Cambridge	September 1, 2019
Jennifer	McConnell	Silverheights PS	September 1, 2019
Nouri	Mir	Prueter PS	September 1, 2019
Wendy	Monterosso	Elgin Street PS	September 1, 2019
Giselle	Nicolas	Lexington PS	September 1, 2019
Shawna	Rhodes	Suddaby PS	September 1, 2019
Sarah	Rocha	Suddaby PS	September 1, 2019
Lisa	Rosenberger	Laurelwood PS	September 1, 2019
Evelyn	Sawatzky	Chicopee Hills PS	September 1, 2019
Victoria	Seitz	Franklin PS	September 1, 2019
Heidi	Shantz	Vista Hills PS	September 1, 2019
Amber	Szucs	Queen Elizabeth PS	September 1, 2019
Christa	Taggart	Southridge PS	September 1, 2019
Rachael	Trask	Blair Road PS	September 1, 2019
Andreea	Ulici	Meadowlane PS	September 1, 2019
Catherine	Warren	Stewart Avenue PS	September 1, 2019
Betti Ann	White	Breslau PS	September 1, 2019

Staffing Information – New Appointments

Current at September 30, 2019

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Olivia	Anwender	ABA Transition Leader, EdC	September 1, 2019
Kyle	Barnes	Custodian, MacGregor PS	June 26, 2019
Stephen	Day	Custodian, Centennial PS Waterloo / Keatsway PS	September 20, 2019
Cole	Hergott	Custodian, Grand River CI	August 13, 2019
James	Latuns	Custodian, Howard Robertson PS	August 12, 2019
Dorine	Lichti	Custodian, Riverside PS	June 24, 2019
Susan	Lowes-Taves	Temp. ABA Transition Leader	July 22, 2019
Stephanie	Morris	Acting Vice Principal, Bluevale CI	September 1, 2019
Paige	Panetta	ABA Transition Leader	September 1, 2019
Adam	Schaus	Custodian, Franklin PS	July 3, 2019
Logan	Schell	Custodian, Conestogo PS	October 1, 2019
Daniel	Simpson	Custodian, Lexington PS	June 24, 2019
Yohan	Valencia	Custodian, AR Kaufman PS	July 30, 2019
Robert	Weiler	Custodian, Edna Staebler PS	June 28, 2019

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

Human Resource Services



Report to Board of Trustees

September 30, 2019

Subject: Strategic Plan - EQAO and Graduation Rate Outcomes for 2018-2019

Recommendation

This report is for the information of the Board.

Status

As we move into the fourth year of the implementation and monitoring of the Strategic Plan see Annex A - [Strategic Plan Dashboard](#), 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 and graduation rates suggest improvement, 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.

The board utilizes EQAO results and graduation rates, as one tool to monitor the impact and outcomes of the work related to the Strategic Plan. The senior team has also established baseline measures for student and staff well-being using the Middle Years Development Index (MDI), Guarding Minds At Work, Plasticity Insights Survey, and Workforce Census data. This data works alongside a variety of measures to monitor the impact of our strategies and informs our next steps based on evidence-based needs and desired outcomes.

EQAO Results:

EQAO publicly released provincial, board and school-level results on September 25, 2019. Since first implementing the Board's Strategic Plan in 2016, EQAO assessment results for WRDSB students have on the whole improved. We have seen improvement in four of the six areas in Primary and Junior Assessments. Since 2015-2016, student achievement has improved in both Grade 9 math assessments. Results on the OSSLT have decreased in this same period. While concerning, provincial results are trending in the same direction.

Most notably, since 2015-2016 WRDSB has surpassed the provincial results in two areas, and narrowed the gap in an additional five assessments where the WRDSB was below the provincial results in 2015-2016. A graphic summary of our trends over the last three years and closing the gap with the provincial average can be found in Annex B ([Continuous Improvement: A Continuous Journey](#)) A year over year results summary can be found in Annex C ([EQAO results over time](#)). Detailed year over year board level and provincial level results and participation rates can be found in [Annex D](#).

The decline in OSSLT continues to be of concern. As such, staff will be determining what has contributed to fewer students achieving success and will put in place an informed action plan and supports to address this. Administrators and educational 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.

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. Further detail regarding these strategies will be provided as part of the October 2019 Strategic Plan Board Report designed to provide Trustees and the public with an update on our plans for the 2019-2020 school year.

Graduation Rates:

Another key outcome measure of our Strategic Plan is our five-year graduation rate. We are pleased to see that we have reached our target of an 85% five-year graduation rate. Annex E, [Graduation Rates Infographic](#) provides an overview of our progress. This is an almost 5% increase since the implementation of our Strategic Plan in 2016. The WRDSB 4-year graduation rate increased by 4% since 2016 to the current rate of 72%. While the results are positive, we are committed to ensuring each and every student who attends a WRDSB school graduates and is prepared for success on their chosen pathway.

In addition to the ongoing monitoring of implementation and outcomes, the senior team continues to make use of a data and evidence-informed approach to refine our pathways to graduation plans. Central to this effort is the newly developed Road Map to 100 Indicators for Pathways to Graduation. The Road Map to 100 is the result of engaging in predictive modeling to identify key data points from Kindergarten through to Grade 12 that are important markers of a student's successful progress toward graduation. With this data in hand, students can be more easily identified and intervention plans can be put in place sooner and with greater precision. Where students are not reaching these important markers, focused intervention and action can be taken to support the student in getting back on track to success.

Engagement Outcomes:

The senior team has also continued to solicit feedback and input on our strategic plan from a variety of stakeholders with an 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. We have 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. While preliminary feedback suggests that our current purpose statement - Innovating Tomorrow by Educating Today does not resonate with many of our stakeholders, putting Our Students First - Each and Every One on their pathway to graduation seems to inspire, motivate and unite our shared interests. We also continue to hear that growing our human

rights culture and our equity consciousness is foundational to our work and essential in reaching our ultimate goal of each and every student experiencing success on their chosen pathway to graduation.

Equity & Indigenous Action Plan:

This insightful feedback, taken together with our EQAO, graduation rate, MDI and Workforce Census data, makes 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 the Equity & Indigenous Action Plan - an essential and fundamental element of the Strategic Plan. The key components of this work will include the following:

- **School and Classroom Practices**
- **Leadership, Governance and Human Resource Practices**
- **Data Collection, Integration and Reporting**
- **Organizational Culture Change**

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.

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 and 2018/19 school-years.

Financial implications

Within existing budgets, the Board will be able to support the various engagement and focus group strategies utilized to seek feedback and input from our broader community. The Board's 2019/2020 budget reflects our emphasis on our operational goals, as outlined at [Annex F](#).

In addition, 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.

To guide budget decisions for the 2019-2020 school-year, Trustees passed the following motion at the May 27, 2019 Board Meeting:

Recognizing that funding from the Ministry of Education may not be fully returned to the per pupil funding of 2018-19, direct the Director of Education to direct staff to consider that the following guiding principles be approved for the 2019-20 budget process:

- *Maintain a focus on our strategic and operational priorities; and*
- *Maintain our commitment to ensuring our schools and communities are safe, caring and inclusive spaces where each student, staff member, family and community members feel valued; and*
- *Focus on supporting the education of our most vulnerable students.*

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 2019/20 school year, as outlined at Annex G ([Strategic Plan Communication & Engagement Schedule 2019/20](#)).

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, Associate Director
 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

June - 2019

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 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:

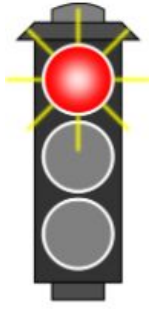
- Red indicates we are still in the planning phase and implementation is not yet underway.
- Yellow indicates that a plan is in place and that we are in the initial phases of implementation.
- Green means implementation is on track.
- A blue check means implementation of a given strategy is complete.

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.

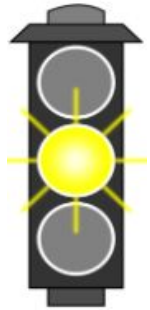
We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over the next couple of years. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

- 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/>

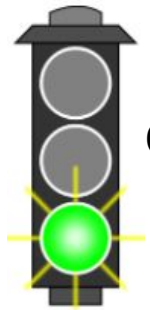
KEY



Still in the planning phase, implementation not yet begun



Plan in place and in early stages of implementation


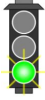


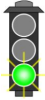


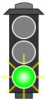


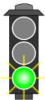

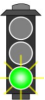
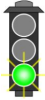

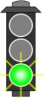
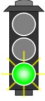

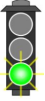
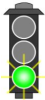

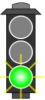
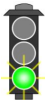

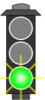





On track with implementation



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 18	Feb 19	Jun 19
Learning Services & Schools	Develop and implement the WRDSB comprehensive mathematics strategy in all Kindergarten to Grade 9 classrooms			
Learning Services & Schools	Provide professional learning opportunities to educators on effective instructional and assessment strategies to implement the WRDSB comprehensive mathematics strategy			
Learning Services & Schools	Provide professional learning opportunities to administrators on effective practices to support the implementation of the WRDSB comprehensive mathematics strategy in all schools including the importance of knowing and honoring the lived experiences of students			
Learning Services & Schools	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 to ensure a productive learning environment for staff and students			
Business Services	★ Assess school configurations and revisit policy and procedure regarding school organizations to support student achievement and well-being			
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			
Learning Services & Schools	Build system leader capacity to utilize technology-enabled tools to support effective school improvement planning and monitor the impact of strategies for improved instruction and student performance			

MATHEMATICS

Key Performance Indicators - Highlights	
Monitoring Implementation	Data from educator survey about learning at central math sessions to understand participants: <ul style="list-style-type: none"> • learning • beliefs and attitudes • use of new knowledge and skill
	Attendance at central math sessions
	Number of schools supported by Elementary Instructional Leadership Coaches and areas of support requested/provided
	Number of schools identifying mathematics as an area of focus on the School Improvement Planning and Implementation Monitoring (SIPIM) tool
	Content analysis of the School Improvement Plans regarding the administrator and teacher actions related to the identified mathematics area of focus
Monitoring Outcomes	EQAO results
	Number/percentage of students achieving at levels 3 and 4 on the final report card
	Administrator reflections on changes in teacher practice within the Comprehensive Mathematics Approach (CMA) framework
	End of year survey to principals who accessed Elementary Instructional Leadership Coaches to determine degree to which goals were met

★ Indicates a new/revised strategy

SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT ANALYSIS

EXAMPLES OF ADMINISTRATOR ACTION CATEGORIES:

- Professional learning for staff: identifying needs, providing opportunities for/supporting
- Engage in own professional learning
- Support or provide opportunities for staff to identify, develop strategies, share experiences
- Provide tools/resources
- Establish focus for mathematics
- Consult/engage with central staff for support

EXAMPLES OF EDUCATOR ACTION CATEGORIES:

- Implement the Comprehensive Mathematics Approach
- Identify and implement instructional strategies
- Use a variety of resources/tools to support instruction
- Document/monitor student progress
- Engage in professional learning
- Take a leadership role by sharing knowledge and strategies to support instruction

ADMINISTRATOR REFLECTIONS ON COMPREHENSIVE MATHEMATICS APPROACH

97%

of 68 administrators who provided feedback reported some change in educator's mathematics practice

TOP 5 FACTORS CONTRIBUTING TO CHANGE IN EDUCATORS' MATHEMATICS PRACTICE:

1. Supports for mathematics instruction
2. Learning Support Teacher support
3. Site-based days or other School-Based PD
4. Consultant support
5. Principal Coach support

TOP 5 CHANGES SEEN IN EDUCATORS' MATHEMATICS PRACTICE:

1. Use/Increased use of math supports/tools (e.g., MathUP)
2. Differentiation, purposeful practice
3. Increased use, understanding or comfort with CMA
4. Learning through problem solving
5. Building fluency, number talks

ELEMENTARY INSTRUCTIONAL LEADERSHIP COACHES

392

The number times Elementary Instructional Leadership Coaches have provided support to schools since September 2018. This is a 138 increase since February 2019.

79

Elementary schools (75%) received support from an Elementary Instructional Leadership Coach at least one time since September 2018. This is an increase of 6 schools since February 2019.

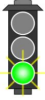






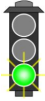


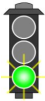

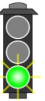
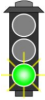


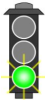

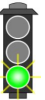
TOP 5 AREAS OF SUPPORT REQUESTED/PROVIDED:

1. School improvement planning
2. Providing support as a knowledgeable other
3. Planning supports (e.g., staff meetings, PA days, etc.)
4. Monitoring implementation of Comprehensive Mathematics Approach
5. Observing in classrooms

TOP 5 MOST BENEFICIAL ASPECTS OF SUPPORT RECEIVED:

1. Support of a knowledgeable other
2. Assistance with planning next steps
3. Assistance with data exploration/interpretation
4. Support for staff capacity building
5. One to one support

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 18	Feb 19	Jun 19
Learning Services and Schools	Implement and monitor strategy to re-engage in-risk students using re-engagement teachers and tracking the reported barriers experienced by these students			
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 starting in Kindergarten			
Learning Services and Schools	Revise and implement student success strategy in secondary schools			
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, Semester changeover) 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
	Number of schools identifying monitoring in-risk students, including the identification of improved kindergarten self-regulation as an early intervention to support in-risk students, as an area of focus in the School Improvement Planning and Implementation Monitoring (SIPIM) tool
	Content analysis of the SIPIMs regarding administrator and educator actions related to monitoring at risk students, including the identification of improved kindergarten self-regulation as an early intervention to support in-risk students
Monitoring Outcomes	Number of re-engaged students who receive their diploma/certificate by June 2019
	Number of credits earned by re-engaged students
	Number of re-engaged students who have not received a diploma but continue with re-engagement in Fall 2018
	★ Increased capacity of Kindergarten Educators to apply a Universal Design For Learning approach to developing self-regulation skills

★ Indicates a new/revised strategy; Blue font indicates KPI reported below

SCHOOL IMPROVEMENT PLANNING AND IMPLEMENTATION TOOL CONTENT ANALYSIS

EXAMPLES of ADMINISTRATOR ACTION CATEGORIES:

- Professional learning for staff: identifying needs, providing opportunities for/supporting
- Engage in own professional learning
- Establish processes/framework for identifying, supporting, or monitoring students in risk
- Support or provide opportunities for staff to identify, develop strategies, share experiences and monitor students in risk
- Monitor the progress of students in risk/monitor the impact of strategies to support students in risk
- Provide tools/resources to support students in risk
- Promote message about the importance of supporting students in risk with school community
- Consult/engage central staff for support

EXAMPLES of EDUCATOR ACTION CATEGORIES:

- Use data to identify students in risk
- Understand the learning needs of students in risk,
- Develop or identify strategies to support students in risk,
- Implement strategies/support/interventions for students in risk
- Document/monitor progress of students in risk
- Engage in professional learning
- Collaborate with colleagues to support students in risk
- Connect families of students in risk with resources

RE-ENGAGEMENT: CREDITS EARNED**269**

Number of re-engaged students who needed credits to graduate since September 2018.

475

Number of credits earned by the 269 students who were re-engaged and needed credits to graduate since September 2018.

RE-ENGAGEMENT: STUDENTS ON THE PATHWAY**428**

Number of students re-engagement teachers have reached out since September 2018. This is 111 more students since February 2019.

272

Number of students re-engaged at each secondary school at district level since September 2018. This is 30 more students since February 2019.


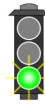


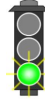


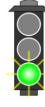


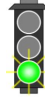


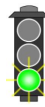


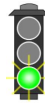





108

Number of re-engaged students who received their diploma/certificate as of June 19, 2019.

KINDERGARTEN EDUCATORS' SUPPORTING THE DEVELOPMENT OF SELF-REGULATION SKILLS

- 46 classes in 12 schools participated in the Kindergarten Self-Regulation Initiative (KSI)
- All educators (teachers and DECEs):
 - Completed the Kindergarten Self-Regulation (KSR) Tool in the fall and spring to assess self-regulation skills in the cognitive, social, and emotional domains
 - Participated in a central session to learn about self-regulation development in Kindergarten as well as to interpret their KSR class profiles
 - Participated in inquiry based professional learning to identify, implement, and monitor specific self-regulation skill development goals relevant to the needs of their classes
 - Met with KSI team members on at least three occasions throughout the year to develop goals and implementation plans as well as to monitor progress

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 18	Feb 19	Jun 19
Learning Services	★Build the capacity of staff and administrators to develop a deeper understanding of themselves and their practices that promote culturally relevant and responsive schools and classrooms			
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 in-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 and Leads ● 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 ● Participant understanding as it relates to their understanding of: <ul style="list-style-type: none"> ● Identity ● Social Location ● Cultural Competence ● Power and Privilege
	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
	Students identified and referred through the Student Support Model - School-Based Teams/ Student Success Teams, Multidisciplinary Teams to access specialized support or program services
Monitoring Outcomes	Safe, Caring and Inclusive Schools (Middle Years Development Instrument) survey data - establishing a baseline for all schools
	EQAO results: both attitudinal and achievement data
	Number of type of student referrals tracked through the Supports for Students (S4S) system.

★ Indicates a new/revised strategy

LEARNING SESSIONS

Session	Presenter(s)	Participants
Culturally Relevant and Responsive Pedagogy (CRRP) Training	Deepa Ahluwalia and Nicole Robinson	Speech-language pathologists
	Deepa Ahluwalia	Social workers
	Nicole West-Burns and Jeff Kugler	Program consultants, special education consultants, learning support teachers, members of ITS, resource teachers
CRRP video release	Multiple presenters	All educators, administrators
Woke Wednesdays weekly emails	Leanne Hughes, Deepa Ahluwalia and Denise O'Toole	All members of Learning Services
Equity Continuum	Nicole West-Burns	All system leaders
Assessing for Suicide in Kids (ASK) Training	Barbara Ward	Voluntary elementary administrators
First Peoples Festival	Nicole Robinson	Grade 4 and 5 students

54

Indigenous Peoples Education Days	Nicole Robinson	Grade 3 students
Indigenous Learning Symposium	Multiple presenters	WRDSB community
Integrating Indigenous Knowledge in the Music Classroom	Nicole Robinson	Music teachers
Pow Wow	Huron Heights Secondary School students and others	WRDSB community
Indigenous Learning After School Networking Sessions	Multiple presenters	Educators

PERIOD POVERTY PROJECT

In the month of May, the WRDSB community engaged in a period product drive and we collected:

3732 tampons

9307 pads

8 Diva Cups


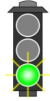


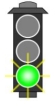


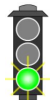
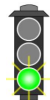



















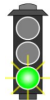
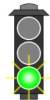

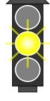


All of these products went to WRDSB schools for students to access. Providing these products to students for free is one step WRDSB is taking towards menstrual equity, which will allow our students to attend school physically and emotionally, without stigma or barriers.

SUPPORTS TRACKED THROUGH S4S

Service Supports (September 5 to June 4 2019)	Number of Referrals
Area Enrichment- Gifted	401
Behaviour Referral	462
BMS Liaison	60
Developmental Education Referral	528
Enrichment-Gifted Referral	531
Hearing Referral	129
Hearing Tier 2	28
Integrated Support Program (ECO)	19
Intensive Behaviour Supports	107
Learning Disabilities Services Referral	476
Orthopaedic_Complex Medical Referral	150
Psychological Services Referral	814
School Based Enrichment Referral	23
School Based Learning Disabilities Referral	14
Social Work Referral	1723
Speech Language Services Referral	2244
Transition Facilitator	64
Vision Referral	99

**TOAL # OF
REFERRALS
7876**

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 18	Feb 19	Jun 19
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 the employees psycho-social well-being			
Human Resource Services	Support a Psychologically Healthy Workplace by adopting the Standard and through creating targeted programming that addresses the National Standard workplace factors			
Human Resource Services	★ Expand fair and equitable recruitment, hiring and promotion through enhanced diversity hiring of school staff and system leaders			
Human Resource Services	★ Build leaders capacity focused on equity, inclusion and human rights through the creation of mandatory professional development for system leaders			
Human Resource Services	★ Develop a consistent approach to the collection and application of voluntarily provided staff identity data			
Human Resource Services	To 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)			
Corporate Services	Conduct audit of communication tools, 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			
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
	Increase in the rate of participation in the two staff well-being surveys (Guarding Minds at Work and Plasticity Insight Surveys)
	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 and Plasticity Insight survey results
	Employee and Family Assistance Program utilization data

★ Indicates a new/revised strategy

PLASTICITY INSIGHT SURVEY RESULTS

2806

employees responded to the survey in November 2018. This is 470 more responses than were received in November 2017.

Engagement, Performance and Well-being highly rated
 while responses indicated we need to pay attention to recognition, communication and feedback.

ACTIONS TAKEN SINCE NOVEMBER 2018 BASED ON FEEDBACK:

- Schools and department reports shared with Administrators and Managers
- Based on results, Administrators invited to subject specific professional development sessions
- Department specific professional development sessions provided to service departments
- Ongoing access to LifeSpeak for all WRDSB employees and their families
- Invitation to complete survey again in May-June 2019

FEEDBACK ABOUT LEARNING SESSIONS

2957

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

737

instances of System Leaders (Administrators, Managers and Supervisors) participating in learning session

Session	Presenter	Feedback
School Workplace Culture	Jim Moss, Plasticity Labs	"The workshop was thought provoking and inspiring. Jim really made me think about how to protect the culture that already exists at my school and how to move forward especially around recognition."
Department Workplace Culture Session	Jim Moss, Plasticity Labs	"We need more of this work and knowledge. As busy working managers we need to be more aware of the needs within our departments. Communication and workplace culture are key to a happy team. Jim was great. Thanks for incorporating this into your programming for our group."
Mental Health for Leaders	Nancy Carse, Manager Employee Wellness	"Even though these resources are available on the website, I appreciated the opportunity to watch, share and discuss with colleagues. The focus on well-being and mental health is SO important for administrators. Your support is awesome! Thank you for providing an informative and safe/brave space!"
Mindfulness Practice	Carla Waites, Mindfulness Everyday	"Thank you for providing this session. It's the little things that make a huge impact, and the fact that these mini sessions are available, show compassion, understanding and support."
Building Your Ideal Week	Organization for Leaders: KW Organizers	"It was excellent and I have already implemented some ideas shared. I will also share this info with my school staff!"

EMPLOYEE AND FAMILY ASSISTANCE PROGRAM

84%

usage of in person counselling

15%

usage of preventative services

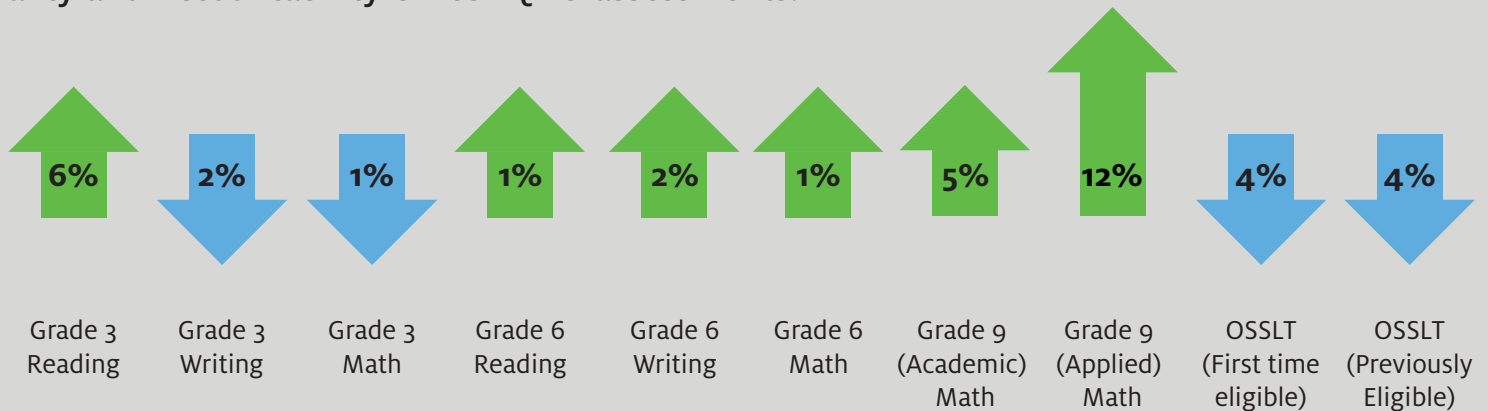
Psychological, Marital and Family

are the top 3 presenting issues



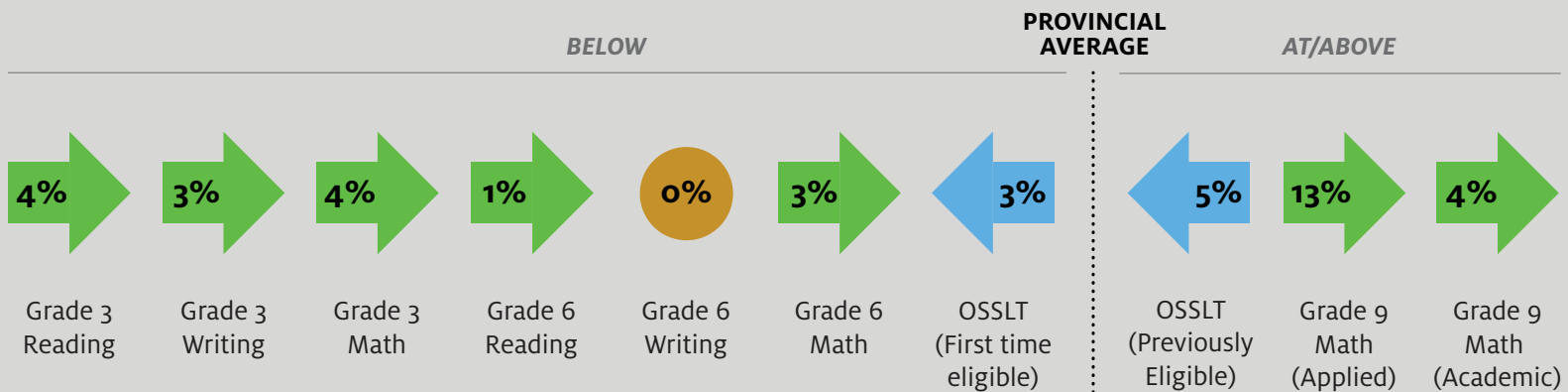
CONTINUOUS IMPROVEMENT: A CONTINUOUS JOURNEY

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



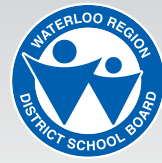
CONTINUING TO CLOSE THE GAP WITH OUR PEERS

Since the implementation of the Strategic Plan in 2016, WRDSB is at or above the provincial average in three measures and has solid improvement in five.

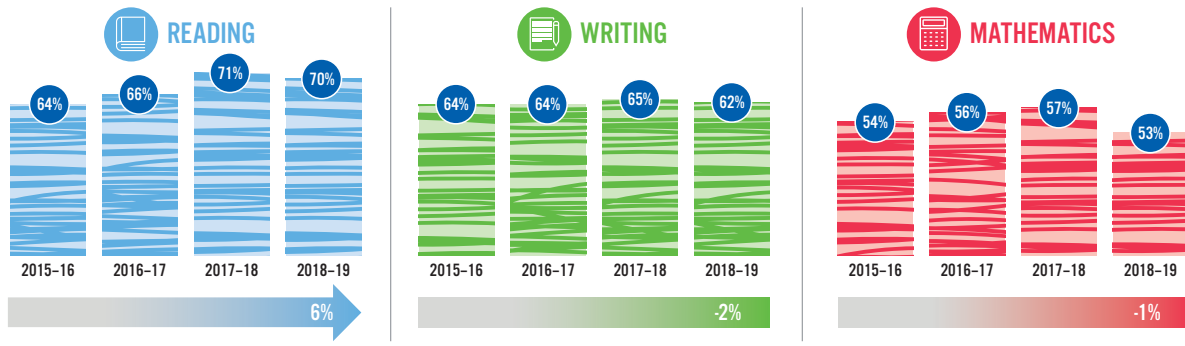


WRDSB EQAO RESULTS CONTINUOUS IMPROVEMENT: A CONTINUOUS JOURNEY

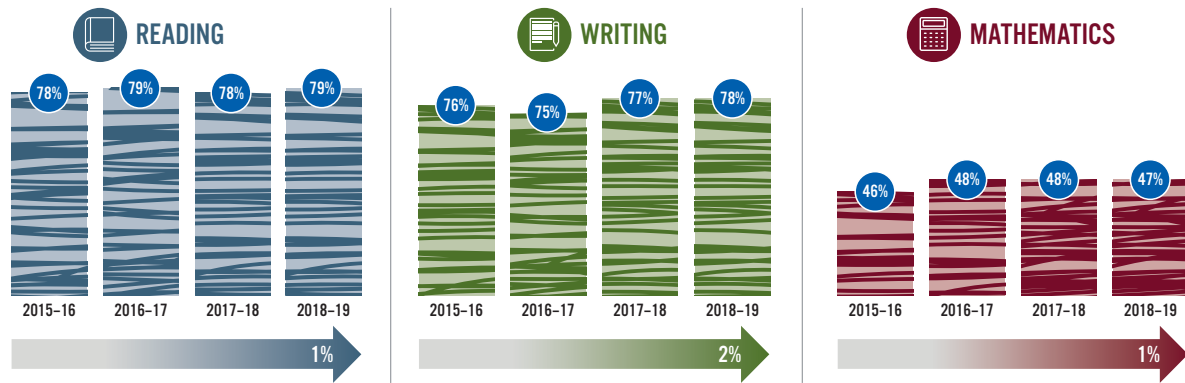
SINCE THE INTRODUCTION OF OUR STRATEGIC PLAN IN 2016



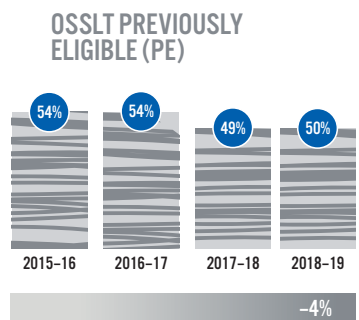
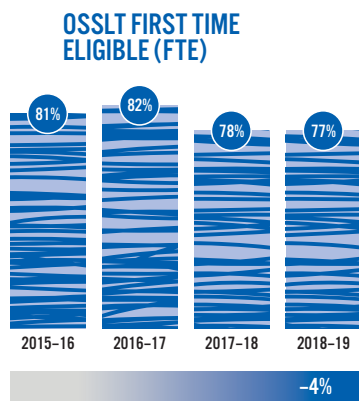
GRADE 3 – Percentage of students at or above the provincial standard (Level 3 & 4) on the Primary Assessments of Reading, Writing and Mathematics:



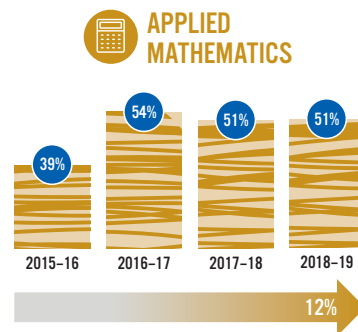
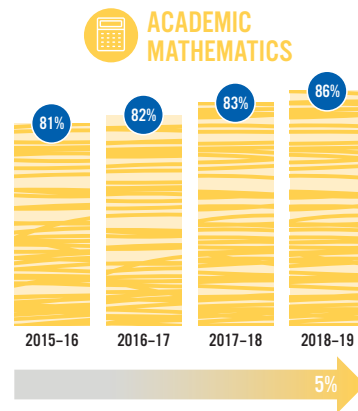
GRADE 6 – Percentage of students at or above the provincial standard (Level 3 & 4) on the Junior Assessments of Reading, Writing and Mathematics:



Percentage of students who were Successful on the OSSLT:



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



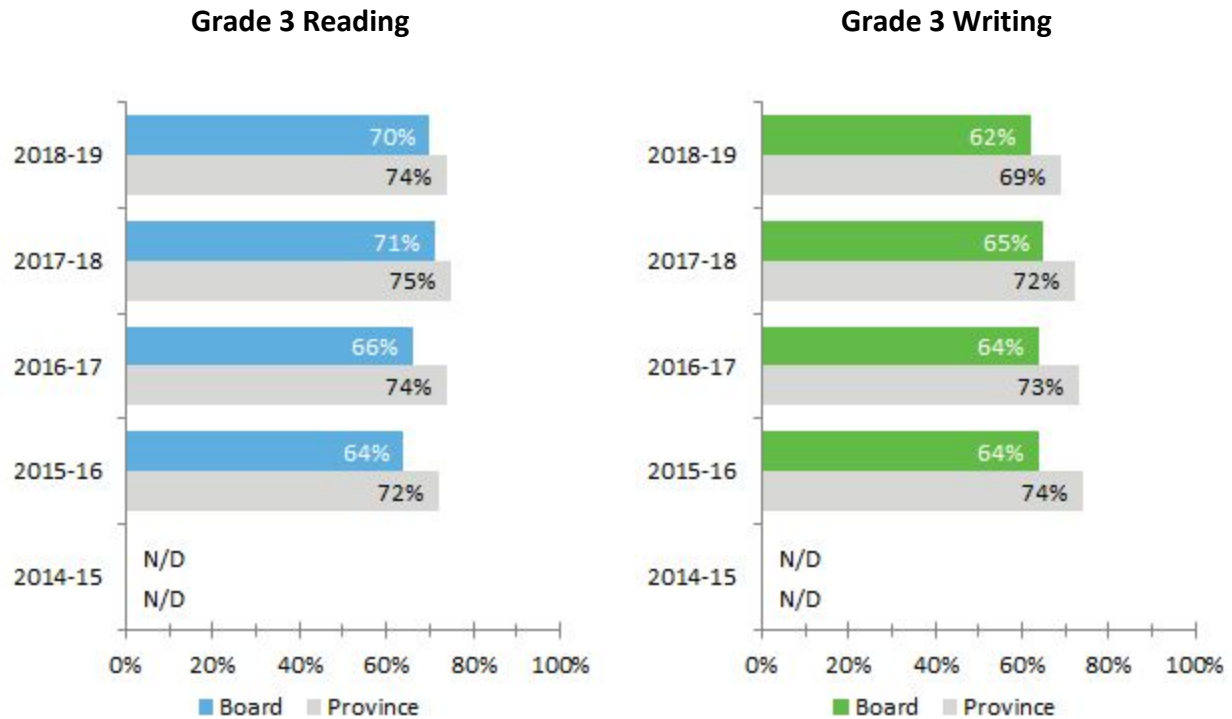
Detailed WRDSB 2018-2109 EQAO Assessments Results

Student Enrolment and Participation Rates

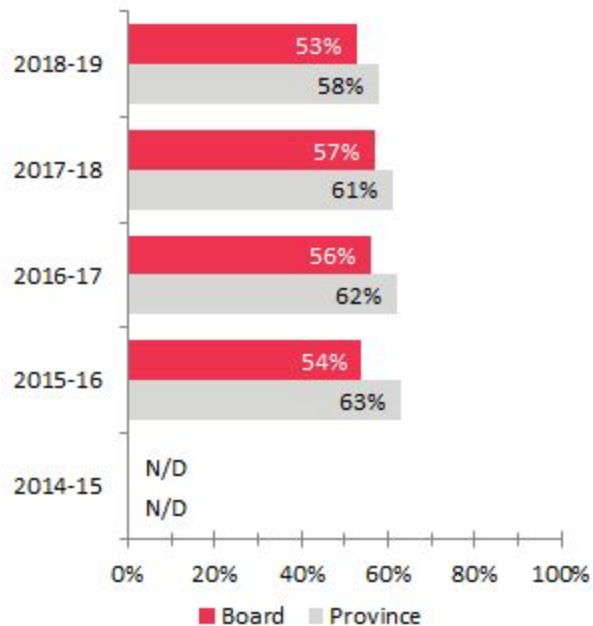
	Number of Students Enrolled in 2018-2019	Percentage of Participation	Average Percentage of Participation for the last 3 Years
Primary (Grade 3)	4,471	95%	95%
Junior (Grade 6)	4,479	96%	95%
Grade 9 Applied Mathematics	1,195	96%	96%
Grade 9 Academic Mathematics	3,292	99%	99%
OSSLT - First Time Eligible	4,486	92%	92%
OSSLT - Previously Eligible	1,988	38%	41%

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

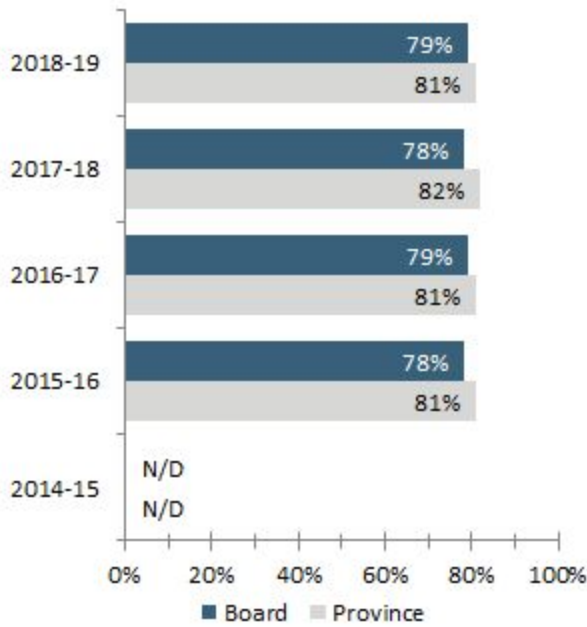


Grade 3 Mathematics

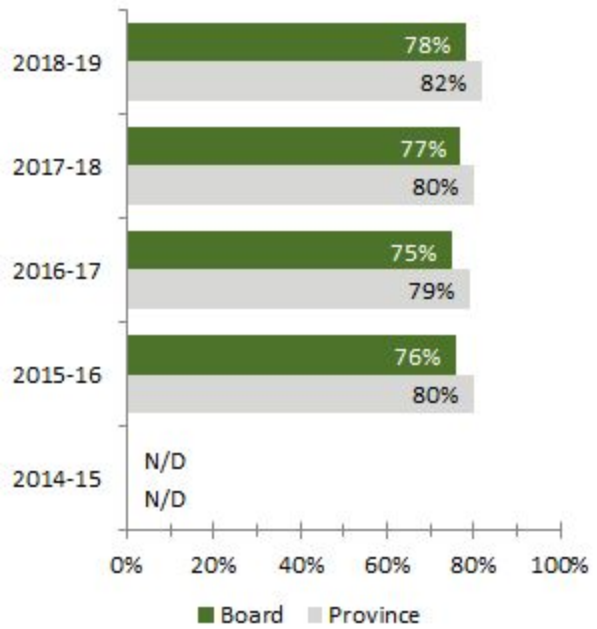


Percentage of Students who were Successful on the Junior Assessments of Reading, Writing and Mathematics

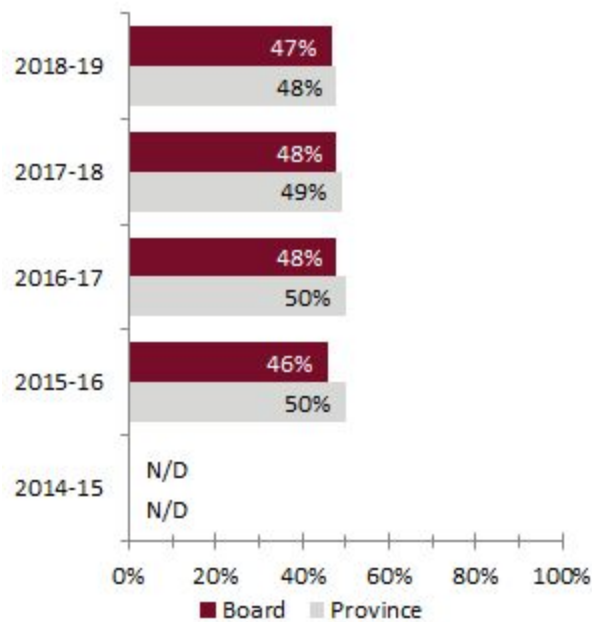
Grade 6 Reading



Grade 6 Writing

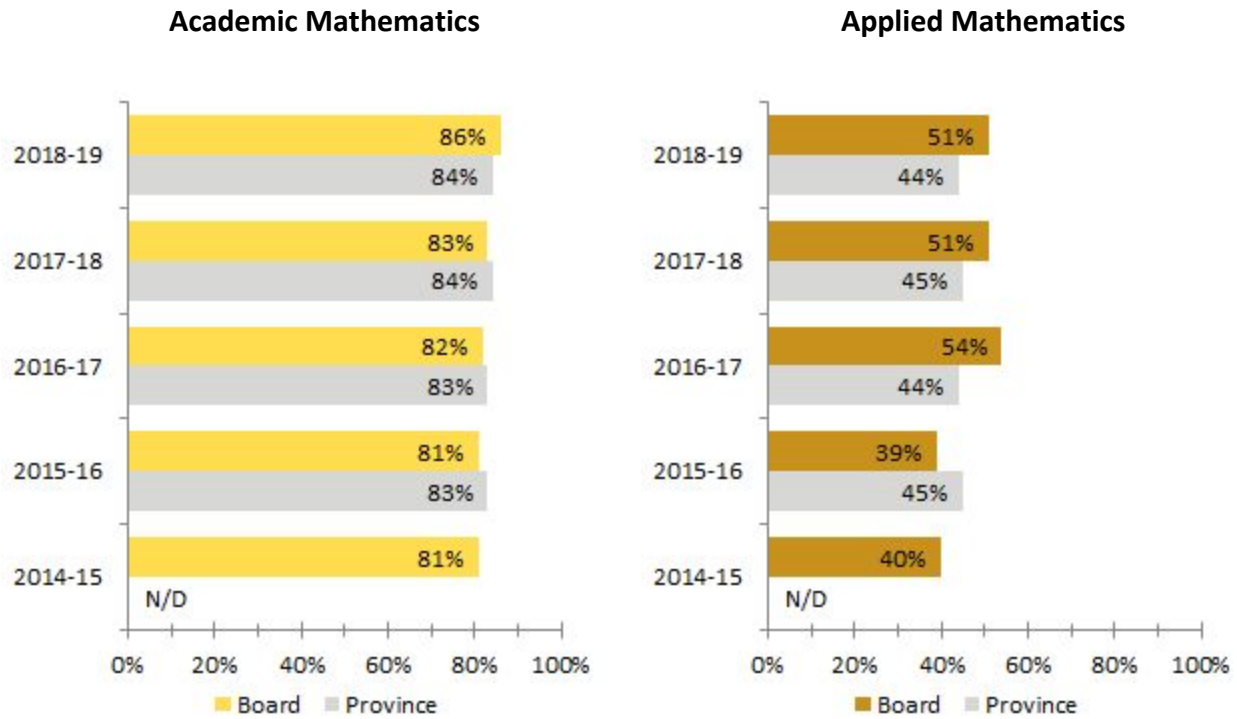


Grade 6 Mathematics



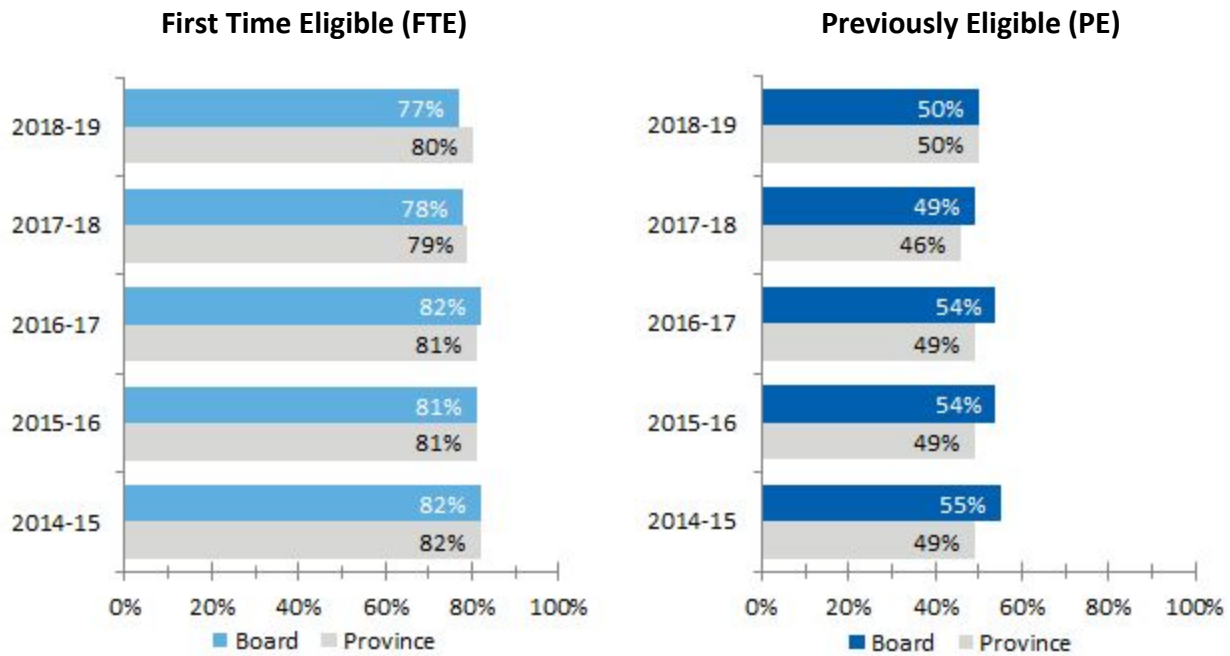
WRDSB Results for the Grade 9 Assessments of Mathematics

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



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

The Percentage of Students who were Successful on the OSSLT



EACH AND EVERY ONE

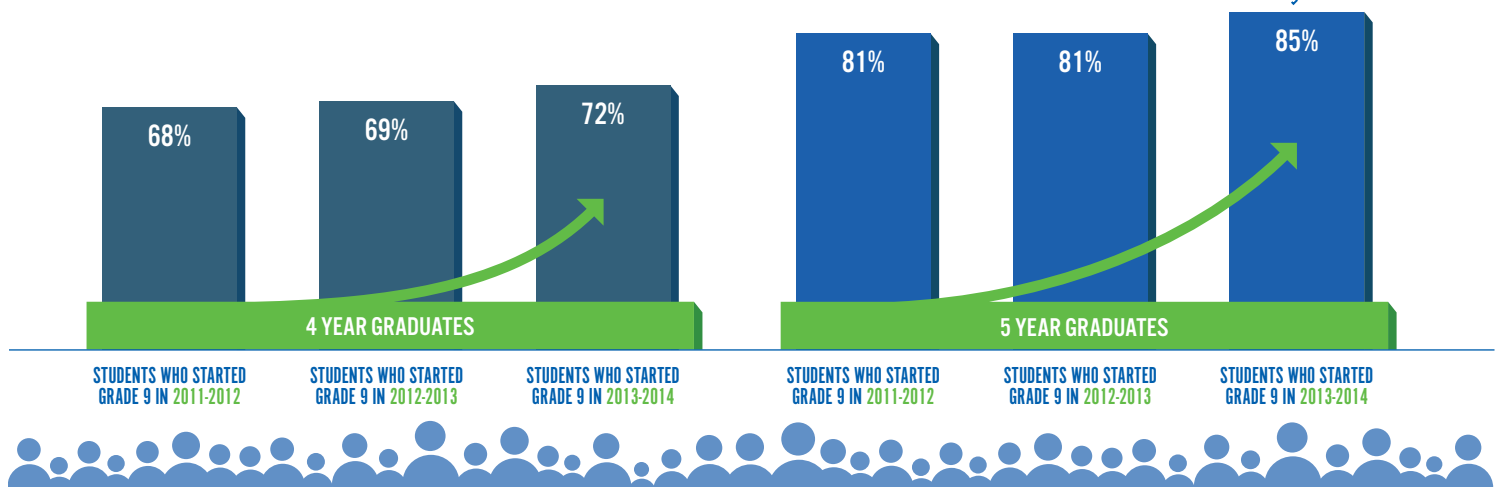
WRDSB GRADUATION RATES



REACHING OUR OPERATIONAL GOAL OF 85%

More of our students have successfully graduated since the implementation of our Strategic Plan three years ago.





OPERATIONAL GOAL OF 85% REACHED IN 2018



CONTRIBUTING TO OUR SUCCESS

-  **Implementing the Strategic Plan** from Kindergarten to Grade 12.
-  **Re-engaging with struggling students no longer in school** with e-learning and specialized co-op opportunities.
-  **Establishing the foundational skills** in literacy, numeracy and learning skills in Kindergarten to prepare for graduation.
-  **Engaging in types of data analysis** to better identify key markers of success toward graduation.
-  **Commitment to equity and inclusion** by supporting each and every student, honouring students lived experiences, and addressing students barriers to success.

REFLECTIONS AND NEXT STEPS

-  **Our strategies are now leading to expected results.** The increase in our 4 year and 5 year graduation rates suggest that improvements are happening due to the effective implementation of our Strategic Plan.
-  **Continued efforts of educators and school staff to engage students in their learning** and give students a sense of belonging in school will result in even more students being on track to graduate.
-  **We will not be satisfied until each and every WRDSB student graduates and experiences success** as they transition to life after secondary school.
-  **Focus on students who are at risk of not graduating,** continuing our efforts to reach each and every student

2019/20 BUDGET YEAR

BALANCED BUDGET



REVENUE

$$\begin{array}{r}
 \$695.8M \\
 \text{GRANTS FOR STUDENT} \\
 \text{NEEDS (GSN)}
 \end{array}
 +
 \begin{array}{r}
 \$79.2M \\
 \text{OTHER} \\
 \text{REVENUES}
 \end{array}
 +
 \begin{array}{r}
 \$0.6M \\
 \text{EDUCATION} \\
 \text{PROGRAM} \\
 \text{OTHER (EPO)}
 \end{array}
 =
 \begin{array}{r}
 \$775.6M \\
 \text{TOTAL} \\
 \text{REVENUE}
 \end{array}$$

EXPENDITURES

\$600.6M

CLASSROOM INSTRUCTION (PRINCIPALS, TEACHERS, EARLY CHILDHOOD EDUCATORS)

\$100.8M

SCHOOL FACILITIES (UTILITIES, CLEANING, MAINTENANCE AND RENEWAL)

\$26.8M

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

\$18.6M

TRANSPORTATION (BUSES, TAXIS AND TRAVEL PLANNING)

\$18.4M

ADMINISTRATION (TRUSTEES, CENTRAL ADMINISTRATION AND SUPPORT SERVICES)

\$10.4M

TRANSFERS TO ACCUMULATED SURPLUS IN ACCORDANCE WITH PUBLIC SECTOR ACCOUNTING

\$775.6M
TOTAL EXPENDITURES

BREAKDOWN OF NUMBERS

64,783
STUDENTS

4,579

TEACHERS AND EARLY CHILDHOOD EDUCATORS

1,658

INSTRUCTIONAL SUPPORT STAFF

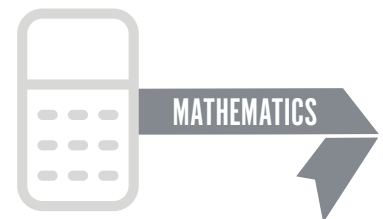
561

FACILITY OPERATIONS

135

CENTRAL ADMINISTRATION

OPERATIONAL GOALS



2019/2020 CAPITAL INVESTMENTS

\$57.2M

CAPITAL IMPROVEMENTS (BUILDINGS AND LAND)

STRATEGIC PLAN OPERATIONAL GOALS

COMMUNICATION, REPORTING AND ENGAGEMENT SCHEDULE

2019/20 SCHOOL YEAR

August 2019

System Leaders Meeting

September 2019

Report to Board of Trustees -
EQAO, OSSLT, Graduation Rates results
System Leadership Team
Senior Strategy Team

October 2019

Report to Board of Trustees
Staff Advisory Committee
Senior Strategy Team

November 2019

System Leaders Meeting
Senior Strategy Team
Stakeholder Engagement

December 2019

Staff Advisory Committee
Senior Strategy Team
Stakeholder Engagement

January 2020

System Leadership Team
Senior Strategy Team
Stakeholder Engagement

February 2020

System Leadership Team
System Leaders Meeting
Senior Strategy Team
Stakeholder Engagement

March 2020

Report to Board of Trustees
Senior Strategy Team
Stakeholder Engagement

April 2020

Staff Advisory Committee
Senior Strategy Team
Stakeholder Engagement

May 2020

Staff Advisory Committee
System Leadership Team
Senior Strategy Team
Stakeholder Engagement

June 2020

Report to Board of Trustees
System Leaders Meeting
Senior Strategy Team



Report to Board of Trustees

September 30, 2019

Subject: Student Suspension/Expulsion Report June 2019

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from June 2018 and June 2019, elementary suspensions have increased by 230 and secondary suspensions have increased by 256.

Comparing year to date from June 2018 and June 2019 school expulsions have increased by 4 and board expulsions have increased by 8.

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 2018 - 127, year to date - 1372
- Total elementary school suspensions in June 2019 - 202, year to date - 1602
- Total secondary school suspensions in June 2018 - 110, year to date - 1791
- Total secondary school suspensions in June 2019 - 120, year to date - 2047

Expulsions

- Total school expulsions in June 2018 - 0, Year to Date 3
- Total school expulsions in June 2019 - 0, Year to Date 7
- Total board expulsions in June 2018 - 6, Year to Date 20
- Total board expulsions in June 2019 - 3, Year to Date 28

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 2018 - 0, year to date 34
- Total elementary/secondary violent incidents in June 2019 - 4, year to date 51

Background

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

Financial implications

There are no financial implications.

Communications

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

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



Report to Board of Trustees

September 30, 2019

Subject: Reported Student Aggression Quarterly Data Q4 – 2018-2019

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, 2019-June 28, 2019).

Status:

Student Aggression incidents are recorded under four (4) categories in order of severity from least severe to most severe:

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

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

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

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

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period of April 16, 2019 – June 28, 2019 compared to the data from the same period of April 16, 2018-June 29, 2018 last school year:

- Total Elementary incidents have decreased to 389 incidents from the same period last year.
- Total Secondary incidents have increased to 22 incidents from the same period last year.

2019 Reporting Information:

Reported Student Aggression Incidents For the Current School Year (April 16, 2019 – June 28, 2019):

- Total Elementary aggression incidents from **April 16, 2019 – June 28, 2019 – 389 incidents**
 - Hazard – 260 incidents
 - 66.84% of all elementary incidents
 - First Aid – 111 incidents

- 28.53% of all elementary incidents
 - Health Care – 11 events
 - 2.83% of all elementary events
 - Lost Time – 7 events -
 - 1.80% of all elementary events
- Total Secondary aggression incidents from **(April 16, 2019 – June 28, 2019): 22 incidents**
 - Hazard –15 incidents
 - 68.18% of all Secondary incidents
 - First Aid – 5 incident
 - 22.73% of all Secondary incidents
 - Health Care – 1 incidents
 - 4.55% of all Secondary incidents
 - Lost Time – 1 incidents
 - 4.55% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **April 16, 2019 – June 28, 2019- 411 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 281
 - 68.37% of total incidents
 - Early Child Educator (ECE) – 30
 - 7.30% of total incidents
 - Elementary Teacher – 90
 - 21.9% of total incidents
 - Secondary Teacher – 5
 - 1.22% of total incidents
 - Administrators – 5
 - 1.22% of total incidents

2018 Reporting Information:

Reported Student Aggression Incidents From Previous School Year for Same Time Period (April 16, 2018-June 29, 2018):

- Total Elementary aggression incidents from April 16 – June 30, 2018 – **410 incidents**
 - Hazard – 308
 - 75.12% of total Elementary incidents
 - First Aid – 91
 - 22.2% of total Elementary incidents
 - Health Care – 6
 - 1.46% of total Elementary incidents
 - Lost Time – 5
 - 1.22% of total Elementary incidents
- Total Secondary aggression incidents from April 16, 2018-June 29, 2018: **4 incidents**
 - Hazard – 2

- 50% of all Secondary incidents
 - First Aid – 2
 - 50% of all Secondary incidents
- Total aggression incidents per employee group from April 16, 2018-June 29, 2018: **414 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 283
 - 68.36% of total incidents
 - Early Child Educator (ECE) – 36
 - 8.7% of total incidents
 - Elementary Teacher – 86
 - 20.77% of total incidents
 - Secondary Teacher – 1
 - 0.24% of total incidents
 - Administrators – 8
 - 1.93% of total incidents

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:

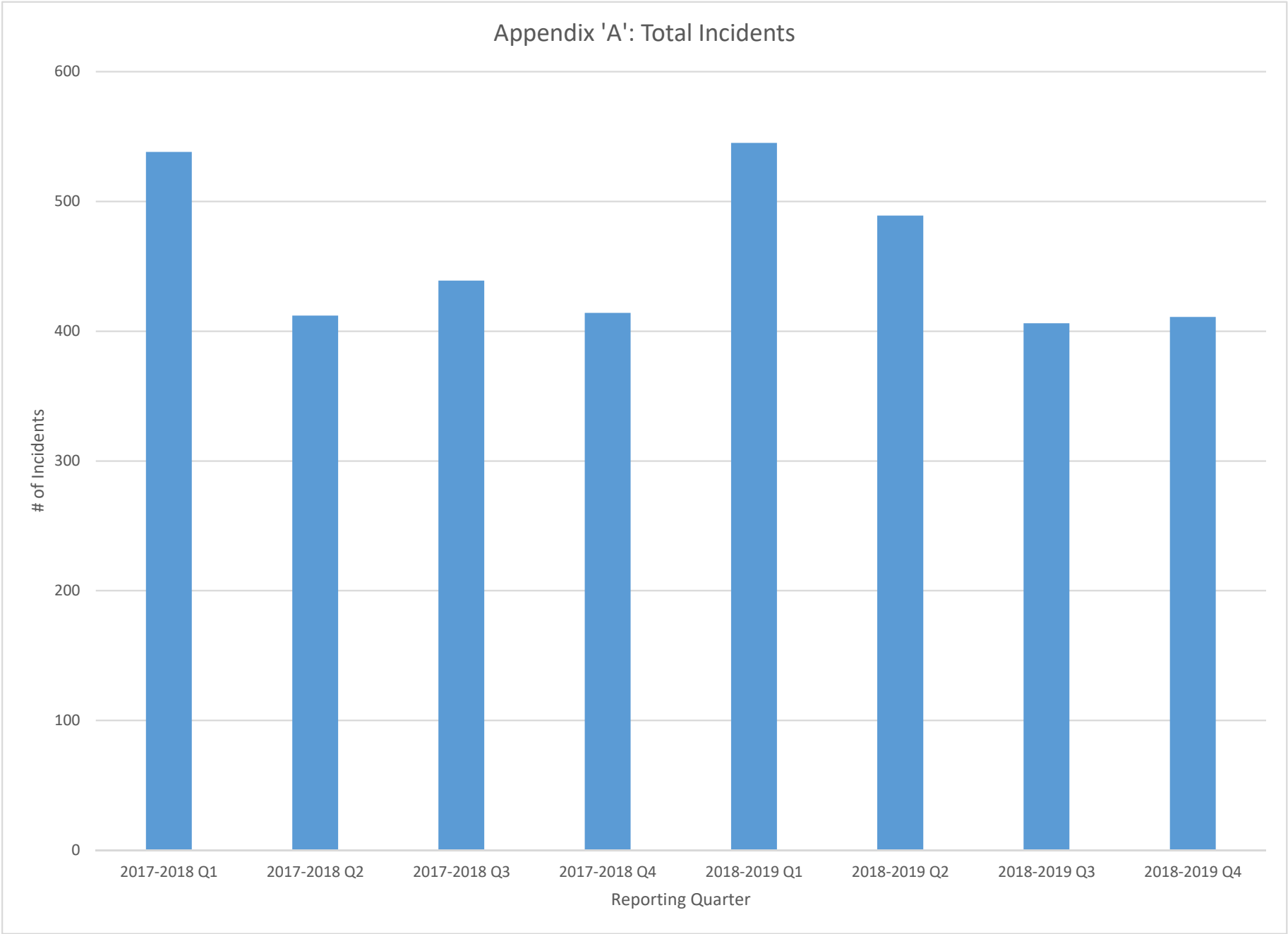
A report of all workplace incidences, including student aggression is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

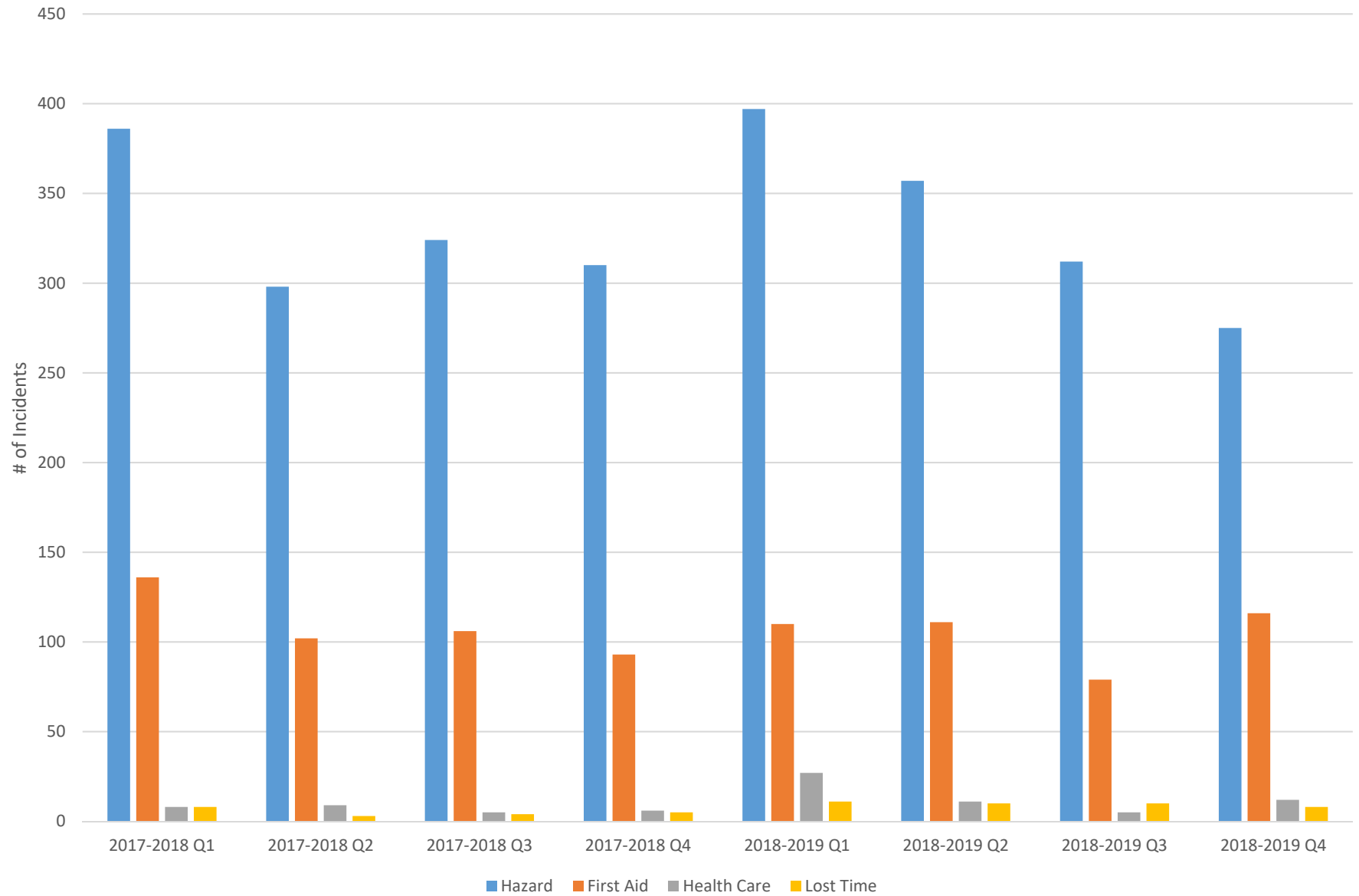
Appendix 'A' – Total Incidents: 2017-18 Q1 -> 2018-19 Q4

Appendix 'B' – Types of Incidents by Quarter: 2017-18 Q1 -> 2018-19 Q4

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



Appendix 'B': Types of Incidents by Quarter
2017-18 & 2018-19



August 14, 2019

Board of Trustees write to Minister of Education to share concerns about the launch of a private school lobby group in Ontario

August 14, 2019

The Honourable Stephen Lecce
 Ministry of Education
 13th floor, Mowat Block
 900 Bay Street, Toronto, ON M7A 1L2

Dear Minister Lecce:

On behalf of the Peel District School Board, congratulations on your role as Minister of Education. As we have discussed in person, we look forward to working with you as an education partner to truly, positively impact the lives of children in the communities we serve. We hope for your collaboration and openness as we advocate on behalf of Peel board students.

As you are likely aware, TeachON, an American lobbying group has established itself in Ontario to “address the disparity in government funding for families whose children attend an independent school in Ontario best suited to their educational needs.” As public school trustees, supporting the needs of the *all* learners in the wards in which we serve, I am writing to you on behalf of the Peel board to share our significant concerns related to any lobbying campaign that promotes and supports the funding of private schools over public schools.

A strong public education system, open to all, is the cornerstone of a healthy, inclusive and productive community. Communities cannot thrive unless public education is adequately funded and supported. This is why public taxes must continue to be directed towards supporting public education—every child deserves the same opportunity to access high-quality education in the communities in which they live.

Private school advocacy campaigns inaccurately portray the public school system as failing and as an inferior option for families. Reducing funding to public education impacts class sizes and program offerings, creating the illusion that the public school system is inadequate. With proper funding, we can continue to meet the academic, social and emotional needs of all learners.

The assumption that private school education is superior to public education is one that we look forward to dispelling. Peel board students consistently achieve academic and personal excellence, with access to high-quality learning and extracurricular opportunities.

By incentivizing the pursuit of private options that will lead to the defunding of public schools, we will foster systems of inequity and unnecessary barriers for our most vulnerable learners. We cannot afford to have governments who support private education over public education, offering tax breaks for families who are already able to pay for private school.

Providing high-quality, educational opportunities for *all* students continues to be a goal of this board. We trust we can count on the support of locally elected officials to side with us in support of the success of every learner, including those who would be further marginalized by an underfunded public education system.

Public subsidies for private schools reinforce systems of social and economic inequality. Adequately funded public schools are best positioned to help students overcome these barriers so every child has an opportunity. We trust government officials will set budget priorities that put students first, as we do, and ensure all children in Ontario receive fair and equitable access to education funding.

By definition, private schools are not “for all.” If we are “for the children,” we cannot only be “for some children.” We must advocate, support and welcome everyone.

76 Always, we welcome the opportunity to meet with you face-to-face to share our concerns so that you can better understand the impact of changes in funding to public education and the local implications for Peel board students. We invite you to visit Peel schools to see, first-hand, what we see every day: smiling, successful students who are being skillfully prepared to become leaders of tomorrow thanks to caring, committed educators and support staff.

Thank you for your consideration and trust in public education. Looking forward to hearing from you.

Yours sincerely,

Stan Cameron
Chair, Peel District School Board

- c. Peel District School Board Trustees
- Peel Members of Provincial Parliament
- Peel Members of Parliament
- Peel Parent Involvement Committee
- Peel School Councils
- Peel Special Education Advisory Committee
- Peel Unions/Federations/Associations
- Chairs of all Ontario Public and Catholic School Boards
- Ontario Public School Boards' Association