

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, October 28, 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 – Special Education Advisory Committee Meeting of September 11, 2019

Receive Minutes – Board Meeting of September 30, 2019

Approve Minutes – Committee of the Whole Meeting of October 21, 2019

Receipt/Approval of Monthly Reports:

19 Staffing Information – Retirements and Resignations

M. Weinert

22 Staffing Recommendations – Appointments

M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

A. Sloan

Delegations

Reports

25 Strategic Plan: 2019-2020 Operational Plan

J. Bryant / L. Read

Inclement Weather Presentation

B. Lemon

48 Suspension/Expulsion Report as of September 30, 2019

B. Lemon

Board Reports

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

Board Communications

- 50 Simcoe County DSB to Minister of Education - Pupil Accommodation Review Guidelines
- 52 DSB Ontario North East to Minister of Ontario - Pupil Accommodation Review Guidelines
- 53 Ontario Public School Boards' Association Media Release - Secondary Class Size
- 55 Waterloo Region DSB to Minister of Education - Private School Lobby Groups

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

October 28, 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.

Staffing Statistics – Retirements
Current at October 28, 2019

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Anna	Papadopoulos	Teacher, Lexington PS	October 21, 2019	28
Mina	Sinclair	Teacher, Forest Hill PS	June 30, 2020	30

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Ruth	Mullin	Teacher, Galt Collegiate Institute	December 31, 2019	30
Darrell	Woodwood	Teacher, Eastwood Collegiate Institute	June 30, 2020	20

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Laurie	Baines	Freedom of Information Officer, EdC	January 17, 2020	26
Vida	Bersenias	Educational Assistant, Lester B Pearson Public School	October 8, 2019	15
Susan	Clark	Educational Assistant, Jean Steckle Public School	November 8, 2019	4
Evelyn	Cook	Educational Assistant, Wellesley Public School	December 31, 2019	27
Janet	Conly	Library Clerk, Centennial Public School (Cambridge)	October 18, 2019	13
Wendy	Daley	Principal, Suddaby Public School	December 31, 2019	22
Barry	Easter	Manager of Facility Services, EdC	December 31, 2019	25
David	Gough	Custodian, Kitchener-Waterloo Collegiate Institute	December 31, 2019	33
Cathy	Hellerman	Library Clerk, St. Jacobs Public School	December 31, 2019	18
Janie	Ingrouville	Educational Assistant, Chalmers Street Public School	November 15, 2019	13
Heidi	Kolb	Principal, Waterloo Collegiate Institute	October 31, 2019	32
Kathy	Matte	Educational Assistant, Queen Elizabeth Public School	December 31, 2019	19
Marilyn	Olender	Finance Technician, EdC	December 31, 2019	39
Kristin	Phillips	System Administrator, Learning Services, EdC	October 18, 2019	18
Lola	Puim	Educational Assistant, Ryerson Public	July 1, 2020	13

		School		
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Staffing Statistics – Retirements
Current at October 28, 2019

Retirements: Administrative & Support Staff (Continued)				
First	Last	Position/Location	Retirement Date	Years of Service
Tony	Puim	Manager of Facility Services, EdC	December 31, 2019	37
Donna	Rivers	Custodian, Galt Collegiate Institute	February 29, 2020	31
Catherine	Scott	Speech Pathologist, Special Education, EdC	December 31, 2019	16
Nancy	Sharko	Head Custodian, Elizabeth Ziegler Public School	January 22, 2020	8
Michael	Synyard	Custodian, John Darling Public School	November 15, 2019	11
William	Wakeford	Custodian, Preston High School	June 12, 2020	14
Henry	White	Tradesperson, Maintenance	October 29, 2019	32
Carol (Alice)	Williams	Principal, Lackner Woods Public School	June 30, 2020	21

Staffing Statistics – Resignations
Current at October 28, 2019

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Lori	Birch	Educational Assistant, Glenview Park Secondary School (On Leave)	October 31, 2019
Jenna	Calibaba	Supply Educational Assistant (various)	October 2, 2019
April	Hannemann	Early Childhood Educator, Keatsway Public School	October 21, 2019
Hayley	Hutchinson	Elementary Teacher, Highland Public School	October 11, 2019
Danielle	Magri	Supply Educational Assistant (various)	September 25, 2019
Karen	Nancarrow	Elementary Teacher, On Leave	January 1, 2020
Kim	O'Driscoll	Supply Educational Assistant (various)	October 7, 2019
Debbie	Porter	Resource Scheduler, Maintenance	October 4, 2019
Allison	Smith	Early Childhood Educator, NA MacEachern Public School	October 19, 2019



Report to Board of Trustees

October 28, 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 October 28, 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 October 28, 2019

New Appointments: Educational Assistants			
First	Last	School ID / Education Centre	Effective Date
Katelyn	Arndt	Centennial PS(Waterloo)	September 3, 2019
Catriona	Atkins	A.R. Kaufman PS	September 3, 2019
Ismat	Begum	Driftwood Park PS	September 3, 2019
David	Bun	Smithson PS	September 3, 2019
Jaimie	Chad	Norhtlake Woods PS	September 3, 2019
Jenny-Lyn	Fields	Abraham Erb PS	September 3, 2019
Emily	Flood	Sandhills PS	September 3, 2019
Cassandr a	Fuchs	Rosemount	September 3, 2019
Katina	Griffin	Rockway PS	September 3, 2019
Rebecca	Harrington	Vista Hills PS	September 3, 2019
Corie	Jarvis	Avenue Road PS	September 3, 2019
Tanisha	Kaal	A.R. Kaufman PS	September 3, 2019
Raffina	Knechtel	Meadowlane PS	September 3, 2019
Alicia	Laros	Coronation PS	September 3, 2019
Stephanie	Light	Blair Road PS	September 3, 2019
Angela	Longmuir	Spec Ed - EA/CYW	September 3, 2019
Laura	MacKay	Spec Ed - EA/CYW	September 3, 2019
Kim	Martin	Wilson Avenue PS	September 3, 2019
Shelly	McConnell	Lackner Woods PS	September 3, 2019
Lilianna	Medina	Stewart Avenue PS	September 3, 2019
Loralei	Moskalyk	Smithson PS	September 3, 2019
Lina	Mowees	Rosemount	September 3, 2019
Tricia	Patterson	Smithson PS	September 3, 2019
Sharteese	Peattie	Jacob Hespeler Secondary School	September 3, 2019
Michelle	Pham	Queensmount PS	September 3, 2019
Sarah	Ramer	Lackner Woods PS	September 3, 2019
Cindy	Raper	Saginaw PS	September 3, 2019
Kayla	Simpson	Baden PS	September 3, 2019
Natica	Smith	Glenview Park Secondary School	September 3, 2019
David	Smith	Northlake Woods PS	September 3, 2019
Julie	Snyder	N.A. MacEachern PS	September 3, 2019
Mandy	Spaetzel	Sunnyside PS	September 3, 2019
Chloe	Stroud	Kitchener Collegiate Institute	September 3, 2019
Wendy	Telewiak	Grand River Collegiate Institute	September 3, 2019
Jacqueline	Titus	Suddaby PS	September 3, 2019

Staffing Information – New Appointments

Current at October 28, 2019

New Appointments: Educational Assistants (Continued)			
First	Last	School ID / Education Centre	Effective Date
Connie	Tremblay	Howard Robertson PS	September 3, 2019
Samantha	Vaillancourt	Glencairn PS	September 3, 2019
Jenna	Weber	Sir John A MacDonald SS	September 3, 2019
Kelsey	Wiggins	Jacob Hespeler Secondary School	September 3, 2019
Katelyn	Arndt	Centennial PS(Waterloo)	September 3, 2019
Catrina	Atkins	A.R. Kaufman PS	September 3, 2019
Trish	Wilbur	Spec Ed - EA/CYW	September 3, 2019
Sherri	Zakrzewski	Central PS	September 3, 2019
Dana	Zegers	Bluevale Collegiate Institute	September 3, 2019

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Arlene	Gacad	Secretary, Chicopee Hills PS	September 11, 2019
Laurie	Hackbart	Secretary, Cameron Heights Collegiate Institute	September 9, 2019
Amber	Martz	Facility Supervisor, Elmira District Secondary School	October 15, 2019
Angela	McGowan	Secretary, Alpine PS	September 16, 2019
Cynthia	Reimann	Secretary, Suddaby PS	September 30, 2019
Jamee	Snyder	Secretary, Groh PS	September 11, 2019
Alex	Tait	HR Assistant, Human Resources	October 10, 2019
Jenna	Young	Secretary, Williamsburg PS	October 7, 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

October 28, 2019

Subject: Strategic Plan Operational Goal Implementation – Update for 2019/20

Recommendation

The WRDSB is beginning to see improved outcomes in the areas of mathematics achievement and graduation rates, and we are now better positioned to influence and measure student and staff well-being outcomes. Given the traction of our strategic plan and our modest and sustained gains, ***it is recommended that the WRDSB continue to invest in our Strategic Plan.*** This recommendation is supported by implementation science research that clearly indicates it takes 3-5 years of sustained, focused, and measured implementation to achieve a school district's strategic operational goals. As we had expected from the outset, and as a result of ongoing feedback from a variety of stakeholder groups, including; students, EIAG, SEAC, PIC, WRAPSC, staff, System Leaders and Trustees, we have identified the purpose statement as an area for modification to ensure continued engagement.

A purpose statement should inspire, unite and offer clarity to the “why” of the WRDSB’s work in public education. An inspiring purpose statement can serve to bolster morale, lend confidence, and provide a clear vision of our work to those we serve in public education - our students, our families, our staff, and our community.

Accordingly, it is our additional recommendation that we revisit our purpose statement by continuing to ask for feedback and by listening and learning from all stakeholders.

Status

As we move into the fourth year of the implementation and monitoring of the Strategic Plan see [Annex A](#), staff have continued to reflect on the impact of our collective work and our ability to meet the needs of each and every student. While many of our EQAO results and graduation rate data 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.

The board utilizes EQAO results and graduation rate data, as tools to monitor the impact and outcomes of the work related to the Strategic Plan. Our planning always starts with determining student and staff needs through data, observational analysis, and stakeholder feedback. From there, staff build strategies with a clear focus on our desired outcomes for students and staff. To enhance our ability to plan and implement impactful strategies, the senior team has now established baseline measures for student and staff well-being using the Middle-years Development

Index (MDI), Guarding Minds At Work Survey, Plasticity Insights Survey, and most recently the Workforce Census (see [Annex B](#) for an executive summary, see the [website](#) for the full report). In addition to this informative data, the Research Department has established, through the analysis of data from more than 16,000 WRDSB graduates from three different cohorts, a model of key markers that are indicators predictive of achieving an Ontario Secondary School Diploma. Using these indicators, staff can put in place strategies to respond to student, school and system learning and improvement needs.

Taken together, this data has informed our plans for 2019/20 ([Annex A](#)). Plans include a continued emphasis on the three operational goals (**mathematics, pathways to graduation and success, student and staff well-being**) all of which are deeply grounded in the work of the **Equity and Indigenous Action Plan**. Please note that these strategies are designed to further truth and reconciliation with our Indigenous community, to identify and address systemic barriers and oppression, to build our collective equity consciousness, and to ensure that our staff, our schools, and our practices are reflective and respectful of the lived experience of our broader community. These strategies are identified in Annex A with a diamond (♦). As this work is foundational to the success of our students and staff, every department and division within the organization is reflected in this plan to ensure a coordinated effort and collective accountability to those we serve.

In addition to our Equity and Indigenous Action Plan, our outcome data suggests a need to focus on the implementation of a **kindergarten to grade 12 comprehensive literacy approach**. Also, now that there are baseline measures in the areas of student and staff well-being, our operational plans reflect more refined and targeted strategies to address these areas. Through the provision of **social and emotional learning supports**, it is our goal to ensure students not only successfully graduate onto their chosen post-secondary pathway, but that they do so with all the skills and well-being strategies in hand to set them up for a fulfilling, happy and healthy life. We will continue to monitor and report back on our progress of this work with regard to implementation (i.e., **How much did we do? How well did we do it?**) and outcomes (i.e., **Is anyone better off?**)

We are deeply grateful for the energy and dedication of our administrators, educators, central staff, and Trustees who continue to focus on the needs of each and every one of our students. We are proud of our students, their accomplishments and their continued commitment to learning and lending voice and insight to our work. We are thankful for the support of our families and community partners whose engagement and active participation is critical to ensuring the WRDSB is serving our community through public education.

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

On June 19, 2019, the Board of Trustees passed a motion approving a balanced budget for the 2019-2020 school year. The 2019-2020 budget was developed in accordance with the following motion passed by the Board of Trustees 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.*

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 C](#).

In addition, the Waterloo Region District School Board Budget Survey has been structured to seek input on how resources might be allocated to support the Strategic Plan and the 3 operational goals.

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 D](#).

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 AND EQUITY & INDIGENOUS ACTION PLAN

IMPLEMENTATION DASHBOARDS 2019-2020

OCTOBER - 2019

INNOVATING TOMORROW BY EDUCATING TODAY

In 2016, trustees and senior staff embarked on a journey to create [a strategic plan](#). Together we wanted to inspire, unite and create better outcomes for each and every WRDSB student, 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.

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 key performance and outcome 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.

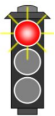
We have been sharing information on our strategic plan with trustees, senior leaders and the public in a series of meetings and presentations over the past

three years. This helps to inform our work as we continue to refine and monitor our strategies.

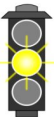
We want to ensure that all staff are aware of where to find information on the strategic plan, and where to track our progress on the operational goals over time. Information on the strategic plan, operational goals and the dashboard are available online. Here's a handy list of links:

- 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/>

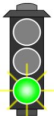
KEY



Still in the planning phase, implementation not yet underway



Plan in place and in early stages of implementation



On track with implementation



Full implementation complete

MATHEMATICS

OPERATIONAL GOAL

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.

OVERALL STRATEGY 1:

Implement the WRDSB comprehensive mathematics strategy in all Kindergarten to Grade 9 classrooms to ensure students develop the necessary numeracy skills for life.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
1.1 Support educators (elementary & secondary) in understanding and implementing the Comprehensive Math Approach through the wraparound PD model	Teaching and Learning, Special Education	<ul style="list-style-type: none"> # of educators who engage in the wraparound PD sessions Feedback from educators who engage in PD sessions 			<ul style="list-style-type: none"> Feedback from educators on attitude and changes to instructional practices related to implementing the Comprehensive Math Approach 	
1.2 Support elementary administrators in understanding and implementing the Comprehensive Math Approach through monthly administrator sessions	Teaching and Learning	<ul style="list-style-type: none"> # of administrators who engage in PD sessions Feedback from administrators who engage in PD sessions 			<ul style="list-style-type: none"> Feedback from administrators on attitude and confidence in leading the implementation of the Comprehensive Math Approach 	
1.3 Provide capacity building for educators (elementary & secondary) for mathematics instruction through online learning modules ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators who access online modules Feedback from educators accessing online modules on the content 			<ul style="list-style-type: none"> Feedback from educators on attitude and change in instructional practice 	
1.4 Support the implementation of the Comprehensive Math Approach through the use of MathUP (a web-based resource for staff to support the development of successful math learning environments) in Grades 1 to 8 ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators and administrators who use MathUP Feedback from administrators and coaches on the use of MathUP in schools Feedback on MathUP from educators 			<ul style="list-style-type: none"> % of students achieving the provincial standard in EQAO scores in Grades 3, 6 and 9 	
1.5 Target recruitment of Occasional teachers, Long Term Occasional teachers and contract teachers with a mathematics background and/or mathematics qualifications	Human Resources	<ul style="list-style-type: none"> Job posting includes requirements for mathematics background and/or mathematics qualifications 			<ul style="list-style-type: none"> % of employees hired that have mathematics background and/or mathematics qualifications 	

PATHWAYS TO 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 STRATEGY 1:

Implement the WRDSB Kindergarten-Grade 12 (K-12) Comprehensive Literacy Approach in all schools to ensure students develop the necessary literacy skills for life.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
1.1 Support reading interventions in elementary and secondary schools	Special Education	<ul style="list-style-type: none"> # of students receiving interventions 			<ul style="list-style-type: none"> Reading levels of students receiving support % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	
1.2 Support educators (elementary & secondary) in understanding and implementing the new Comprehensive Literacy Approach through the wraparound PD model ★	Teaching and Learning	<ul style="list-style-type: none"> # of educators and schools who engage in the wraparound PD session Feedback from educators who engage in PD sessions 			<ul style="list-style-type: none"> Feedback from educators on attitude and changes instructional practices related to implementing the Comprehensive Literacy Approach % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	
1.3 Support elementary administrators in understanding and implementing the Comprehensive Literacy Approach through monthly administrator sessions ★	Teaching and Learning	<ul style="list-style-type: none"> # of administrators who engage in PD sessions Feedback from administrators who engage in PD sessions 			<ul style="list-style-type: none"> Feedback from administrators on attitude and confidence in leading the implementation of the Comprehensive Literacy Approach % of students achieving the provincial standard in EQAO reading and writing scores in Grades 3 and 6 and OSSLT 	

★ - Denotes new strategy for 2019-2020; ◆ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 2:

Implement strategies to identify and intervene to support students in-risk on their pathway to graduation and success to ensure equity of opportunity and equity of outcome for each and every student.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
2.1 Implement the Kindergarten Self-regulation (KSR) initiative to support students readiness to learn	Special Education	<ul style="list-style-type: none"> Collection of KSR data in schools Use of fall and spring KSR results in schools 			<ul style="list-style-type: none"> KSR assessment scores across 5 domains in fall and spring 	
2.2 Implement and monitor strategy to re-engage students in-risk using re-engagement teachers	Program Management	<ul style="list-style-type: none"> # of students reached out to by re-engagement team # of students re-engaged 			<ul style="list-style-type: none"> # of students who graduate as a result of re-engagement Identification of barriers students experience 	
2.3 Develop administrators' capacity to support students in-risk (e.g., in Grade 9, in later grades to recover credits)	Program Management	<ul style="list-style-type: none"> List of credit recovery strategies being used each secondary school 			<ul style="list-style-type: none"> # of students who have recovered failed courses each semester 	
2.4 Develop and support the use of a list of indicators (Road Map to 100) to support schools in identifying students at risk of not graduating ★	Corporate Services - Research	<ul style="list-style-type: none"> List of students provided to each elementary and secondary school 			<ul style="list-style-type: none"> # of students experiencing successful transition to secondary school % of students graduating in 4 or 5 years 	
2.5 Review the staffing process to ensure a more equitable approach to allocating those sections designated to support our students with special learning needs. ★	Human Resource Services	<ul style="list-style-type: none"> Review elementary staffing allocation as it relates to Special Education Resource Teacher FTE Explicit definition of what designated sections can be assigned to secondary schools (i.e., framework sections) Analysis and monitoring of sections designated to support students with special learning needs at the beginning and mid-semester 			<ul style="list-style-type: none"> Comparison of actual elementary allocation for 2019-20 school year with allocation using revised model # of staff assigned to those sections designated to support students with special learning needs Implementation in the 2020-2021 school year 	
2.6 Enhance or develop relationships with Advisory Groups to identify and address systemic barriers to student success ♦	Human Rights and Equity	<ul style="list-style-type: none"> Feedback on sense of engagement and accomplishment of the groups using the Committee Review Tool 			<ul style="list-style-type: none"> List of systemic barriers developed with corresponding action items 	

★ - Denotes new strategy for 2019-2020; ♦ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 3:
Implement strategies to ensure appropriate resources (financial, physical, human and information technology) are in place to support staff and students in their effort to ensure each and every student experiences success.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
3.1 Implement modernized Student Information System (SIS) to support Board operations, reporting requirements, and evidence-based decision making ★	Information and Technology Services	<ul style="list-style-type: none"> • Creation of a project charter, project roadmap and governance structure • List of required resources (human, financial) • Presentation of board report 			<ul style="list-style-type: none"> • Procurement of SIS • Meeting Ministry reporting requirements (OnSIS) • Consistent use of SIS dashboard by school administrators and central staff 	
3.2 Maintain financial stability and direct resources towards strategic and operational priorities of the Board ★	Business Services	<ul style="list-style-type: none"> • Quarterly budget updates to Board of Trustees • Description of special projects and in-year requests assessed against identified criteria (e.g., Operational Goals, Legislative Requirements, Contractual requirements) 			<ul style="list-style-type: none"> • Comparison of actual spending versus budgeted spending 	
3.3 Continue to provide accessible, high-quality, before and after school care in our schools	Business Services	<ul style="list-style-type: none"> • Observations on program quality and Ministry guidelines through site visits 			<ul style="list-style-type: none"> • Feedback on experience and satisfaction from parents/ guardians through a survey • Level of access for students with special needs to before and after school programs in their school, to safely participate in activities 	
3.4 Ensure school configurations, boundaries and utilization support the delivery of core curriculum	Business Services	<ul style="list-style-type: none"> • Revision of the school configuration and boundary policies • Completion of boundary studies • Feedback from boundary studies and accommodation reviews 			<ul style="list-style-type: none"> • Facilities available to deliver required credits (e.g., # of Science classrooms for the # of sections/students who require Science courses) • Building utilization rates • # of student transitions 	
3.5 Redevelop the external facing website to provide an accessible platform that promotes information sharing and family, caregiver and community engagement	Corporate Services - Communications	<ul style="list-style-type: none"> • Website platform purchased • New website launched 			<ul style="list-style-type: none"> • Feedback from stakeholders through surveys on format and content • Analytics on engagement levels 	
3.6 Leverage all channels of communication to share positive student stories to serve as an inspiration to students, staff and families	Corporate Services - Communications	<ul style="list-style-type: none"> • # of positive news stories • Analytics of posts (e.g., levels and types of engagement) 			<ul style="list-style-type: none"> • Feedback from students, staff and families through a survey 	

★ - Denotes new strategy for 2019-2020; ◆ - Denotes strategy from the Equity and Indigenous Action Plan

STUDENT 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 STRATEGY 1:

Implement social/emotional learning into everyday classroom practices from Kindergarten to Grade 12 to support students' cognitive, emotional and social well-being

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
1.1 Provide universal and targeted classroom interventions to support social/emotional learning	Teaching and Learning, Safe and Healthy Schools	<ul style="list-style-type: none"> # of sessions offered # and type of staff who engage in the PD sessions 			<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge and skills % well-being asset index levels as measured by the Middle-years Development Instrument 	

OVERALL STRATEGY 2:

Implement strategies to ensure equitable conditions for learning across all schools to support students' cognitive, emotional and social well-being

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
2.1 Build system leaders' capacity focused on equity, inclusion and human rights including developing equity as a leadership competency ♦	Human Rights and Equity, Leadership Development	<ul style="list-style-type: none"> # of sessions offered # of different types of sessions offered # of system leaders who engage in the PD sessions 			<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge, attitudes, instructional decision making, implementation of policy Feedback from participants through conversations with Superintendents on changes in behaviors and decision making 	
2.2 Implement Culturally Responsive and Relevant Pedagogy (CRRP) as part of Keeping Students in School Project through the Ministry of Education ★♦	Teaching and Learning, Human Rights and Equity, Safe and Healthy Schools	<ul style="list-style-type: none"> # of Keeping Students in School sessions offered # of sessions offered to the whole system # of administrators and educators who engage in the PD sessions 			<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge, attitudes and instructional decision making # of suspensions and expulsions Utilization of alternatives to suspension 	

2.3 Implement strategies to support Indigenous Education ♦	Human Rights and Equity, Teaching and Learning	<ul style="list-style-type: none"> • # of sessions offered • # of staff who engage in the PD sessions 			<ul style="list-style-type: none"> • Increased awareness of indigenous history and commitment to integrating indigenous perspectives 	
2.4 Develop and implement a consistent approach to the collection and application of voluntarily provided student identity data ★♦	Corporate Services - Research/ Privacy Office	<ul style="list-style-type: none"> • Student census launched 			<ul style="list-style-type: none"> • % of students who participated in the survey 	

OVERALL STRATEGY 3:

Implement strategies to support the capacity of students and staff to engage in practices that promote environmental sustainability and students' well-being (cognitive, cognitive, emotional, social and physical well-being).

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
3.1 Manage the impact of the Board's operations on the environment by reducing our environmental footprint	Business Services	<ul style="list-style-type: none"> • Findings from review of board's operational practices with an environmental impact 			<ul style="list-style-type: none"> • Energy intensity levels • Greenhouse gas emissions 	
3.2 Provide support for staff and students who choose active and sustainable transportation for the school/work-based journey	Business Services	<ul style="list-style-type: none"> • # of school travel plans developed • # of review plans of subdivisions with active transportation lens • Enrollment in TravelWise program 			<ul style="list-style-type: none"> • Walkability index/walk score • Active transportation rates • Use of end of trip facilities (e.g., bike racks, showers, etc.) • BWR score from the BikeWalkRoll survey 	
3.3 Provide a safe and efficient transportation service to students who are eligible for bus transportation to and from school	Business Services	<ul style="list-style-type: none"> • # of PD sessions offered for staff • # of bus route redesigns 			<ul style="list-style-type: none"> • Number of student injuries • Number of collisions • Average student ride time 	
3.4 Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings	Business Services	<ul style="list-style-type: none"> • # of facility assessments conducted 			<ul style="list-style-type: none"> • Student census launched • % of square footage that complies with the Accessibility for Ontarians with Disabilities Act 	
3.5 Procure and deploy resources in classrooms to ensure a productive and equitable learning environment for staff and students.	Business Services	<ul style="list-style-type: none"> • Contract for collaborative furniture is in place 			<ul style="list-style-type: none"> • # of secondary classrooms with collaborative furniture • Every school building has access to at least one gender neutral washroom 	

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 STRATEGY 1:

Implement strategies to build staff capacity to support their cognitive, emotional, social and physical well-being while contributing to the development of a positive workplace culture.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
1.1 Increase staff capacity and confidence to support the needs of all students and staff	Special Education	<ul style="list-style-type: none"> • # of sessions offered • # of staff who attend the PD sessions 			<ul style="list-style-type: none"> • Feedback from participants through surveys on changes in confidence level in supporting all students and staff and knowledge 	
1.2 Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures	Leadership Development, Human Resources	<ul style="list-style-type: none"> • # of sessions offered • # of system leaders who attend the PD sessions 			<ul style="list-style-type: none"> • Feedback from participants through surveys on changes in knowledge, skills and behaviours 	
1.3 Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture	Human Resources	<ul style="list-style-type: none"> • # of sessions offered • # of staff who attend the PD sessions 			<ul style="list-style-type: none"> • Level of psychosocial factors through Guarding Minds at Work staff survey • Rating of key drivers of organizational health through Plasticity Insight staff survey 	
1.4 Redevelop the staff internal website to provide an accessible platform that promotes information sharing and engagement	Corporate Services - Communications	<ul style="list-style-type: none"> • Website platform purchased • New website launched 			<ul style="list-style-type: none"> • Feedback from stakeholders through surveys on format and content • Analytics on engagement levels 	

★ - Denotes new strategy for 2019-2020; ♦ - Denotes strategy from the Equity and Indigenous Action Plan

OVERALL STRATEGY 2:
Implement strategies to ensure equitable conditions for working and learning as a foundational building block of student and staff well-being.

Strategies	Lead	Implementation measures	Feb 2020	Jun 2020	Outcome measures	Sep 2020
2.1 Enhance hiring and promotion of school staff and system leaders to ensure fair and equitable recruitment, hiring and promotion ♦	Human Resources, Leadership Development, Human Rights and Equity	<ul style="list-style-type: none"> Review of interview protocols being used (e.g., interview questions, weight given to interview questions) 			<ul style="list-style-type: none"> % of employees hired that are reflective of the Waterloo Region community and school communities 	
2.2 Update Administrative Procedure focused on hiring practices that are fair, equitable, and inclusive and aligned with our current strategies related to equity ★♦	Human Resources / Human Rights and Equity	<ul style="list-style-type: none"> # of training session about the new Administrative Procedure # of hiring personnel trained to utilize an equity lens in hiring decisions 			<ul style="list-style-type: none"> Evidence of hiring practices that are fair, equitable, and inclusive Evidence of Administrative Procedure used consistently in the hiring of all employee groups 	
2.3 Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings and services	Business Services	<ul style="list-style-type: none"> # of facility assessments conducted 			<ul style="list-style-type: none"> Percentage of square footage that complies with the Accessibility for Ontarians with Disabilities Act 	
2.4 Support physical resources in classrooms to ensure a productive learning environment for staff and students.	Business Services	<ul style="list-style-type: none"> Contract for collaborative furniture is in place 			<ul style="list-style-type: none"> Increase in the number of secondary classrooms with collaborative furniture Every school building has access to at least one gender neutral washroom 	



**REPRESENTING
OURSELVES,
REPRESENTING OUR
STUDENTS!**



**EXECUTIVE SUMMARY
FALL 2019**

ACTING ON OUR EQUITY AND INCLUSION COMMITMENTS

The WRDSB Workforce Census (the Census) was developed to support key strategies under the WRDSB's Operational Goal for Wellbeing in the Board's 2016-2019 Strategic Plan. The Census aligns with our commitments to equity and inclusion as described in board policies and procedures, including our Equity and Inclusion Policy and our First Nations, Metis and Inuit Self-Identification Policy. In recent years, legislation and guidelines from the Province of Ontario have been established that encourage school boards to collect identity-based information for the purposes of better understanding equity and identifying any evidence of discrimination within their systems. The WRDSB Workforce Census was heavily informed by Ontario's Education Equity Action Plan, the Ontario Human Rights Code, and Ontario's Anti-Racism Act.

PLANNING AND CONSULTING

Prior to launching the Census, the WRDSB engaged in a planning and consultation process to inform the census questions, the privacy procedures, and the implementation strategy. Stakeholders included in the planning and consultation process included employee group representatives, WRDSB system leaders, research staff from other Ontario school boards, and Ontario's Education Equity Secretariat. The community-based Equity and Inclusion Advisory Group and Waterloo Region Aboriginal Academic Advisory Committee were also consulted in the planning of the Census.

WRDSB staff also conducted a review of our data privacy and security protocols to ensure that we are always protecting the personal information of all our employees. Our protocols were aligned to our legal responsibilities under the Municipal Freedom of Information and Protection of Privacy Act. Our Census protocols and procedures were communicated to all employees via email and on our staff intranet.

ENGAGING OUR EMPLOYEES

Based on guidance from employee group representatives and system leaders, the WRDSB used a variety of strategies to encourage participation in the survey. We received endorsements from employee groups and they supported communication about the Census to their members. The Census survey link was distributed via email to all employees and was also accessible through the staff intranet and a QR code. The Census was hosted on our online survey platform Qualtrics and was accessible in multiple languages via computer, tablet, or mobile device. WRDSB research staff made presentations to employee groups at meetings and professional development sessions. All employees were encouraged to use work time to complete the survey.

In total, 3844 employees participated in the Census. The 40% response rate was the highest participation rate the board has seen on a system-wide employee survey in recent years.

WRDSB WORKFORCE CENSUS EMPLOYEE PROFILE

Employees from all WRDSB employee groups participated in the Census. Approximately three-quarters of the participants (2766 in total) were full-time employees. Though their participation rates were slightly lower than full-time employees, nearly 1,000 part-time, occasional, casual, and temporary employees participated in the Census.

A total of 59 employees in the Workforce Census identified as First Nations, Metis, and/or Inuit (1.6% of Census participants). The vast majority of the employees in our Workforce Census identified their ethnic or cultural identity as North American and/or European. Approximately 7%

of all employees indicated at least one ethnic or cultural identity from outside of North America or Europe.

The racial identities of WRDSB employees were reflective of their ethnic and cultural origins. WRDSB employees were more likely to identify as white when compared to the population in Waterloo Region as reported in the 2016 Canadian Census. Across all racialized identities, WRDSB employees identified as a racialized less than half as frequently as the citizens in Waterloo Region as a whole.

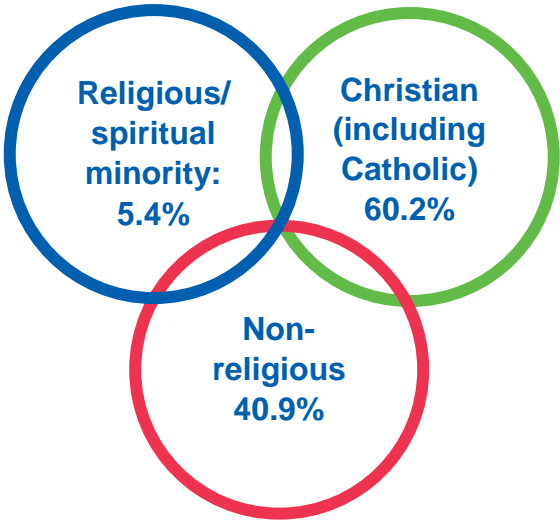
Racial identity profile of WRDSB Employees and the Region of Waterloo

Racial identity	WRDSB employees	Waterloo Region
Black	1.2%	2.9%
East Asian	1.3%	3.7%
Indigenous	0.7%	1.6%
Latino/Latina/Latinx	1.1%	1.8%
Middle Eastern	0.8%	2.2%
South Asian	2.7%	5.2%
Southeast Asian	0.6%	1.6%
White	92.1%	80.7%

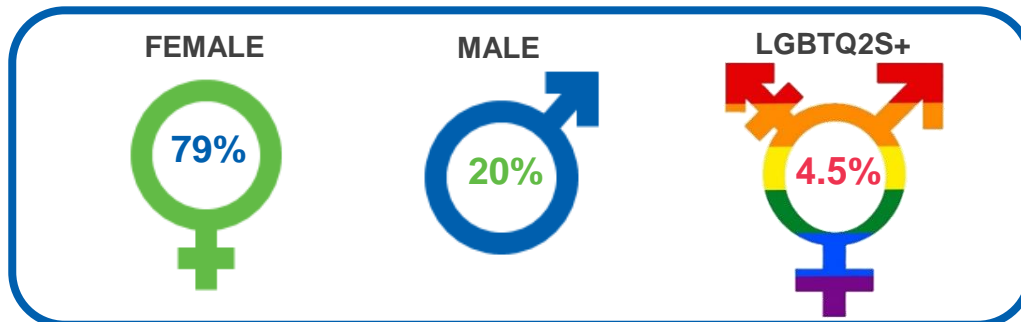
Nearly all employees who participated in the Workforce Census (98.6%) were Canadian citizens. Approximately 12% indicated that they were born outside of Canada, while less than 1% first arrived in Canada after 2010. Almost 90% of employees in the census identified English as their first language. The most frequent first languages other than English were French (4.3%), German (2.5%), Spanish (1.0%), and Portuguese (1.0%). The most common non-European languages were Chinese and Punjabi both reported by 0.7% of employees.

The majority of WRDSB employees identified as Christian (including Catholics). Approximately, two-fifths identified as non-religious (including ‘agnostic’, ‘atheist’, ‘spiritual, but not religious’, and ‘no religious affiliation’). Nearly one in twenty employees were affiliated with a religious minority such as Buddhism, Hinduism, Indigenous Spirituality, Judaism, Islam, or Sikhism.

Religions, spiritualities, and creeds of WRDSB Employees



More than three-quarters of WRDSB employee identified as female. The gender profile in the Workforce Census is comparable to the gender profile as documented in our employee records. Nearly 5% of employees identified as members of the LGBTQ2S+ (including both minority gender identities and sexual orientations).



In total, 516 employees (14.4%) identified at least one disability or health condition. Approximately half of all employees who identified a disability or health condition indicated that they had a mental health disability or condition. Physical disabilities were reported by almost 3% of employees, while disabilities and conditions including learning disabilities, Deaf or Hard of Hearing, chronic health conditions, addictions, and speech impairment were each reported by less than 2% of the employees in the census.

PERCEPTIONS AND DIFFERENCES

The Census asked employees about their perceptions and experiences as an employee of the WRDSB. These questions helped us to gain a better understanding of how perceptions and experiences differ for employees with different identities. The survey found that minority identified employees (such as racialized employees, employees affiliated with a religious minority, LGBTQ2S+ employees, and minorities with a disability or health condition) more frequently indicated that they have felt marginalized in the workplace than did majority identified employees. Examples of these differences are presented in this executive summary, but are explored more extensively in the full report.

The percentages of how frequently different minority identified employees reported feeling marginalized 'Sometimes', 'Often', or 'All the time' in the workplace were as follows:

- 34% of racialized employees
- 24% of religious minority employees
- 24% of LGBTQ2S+ employees
- 36% of employees with a disability or health condition

For the board as a whole, 80% of employees agreed that they felt a sense of belonging in the workplace, and 67% agreed that they felt well supported. On the other hand, nearly one-quarter of employees indicated that they have experienced barriers that would prevent them from advancing their career with the WRDSB, and 13% indicated that they felt socially isolated in the workplace.

For employees who agreed that they feel the need for more personal support services, there were differences based on the gender identity and sexual orientation of employees:

- 34% of female identified employees
- 25% of male identified employees
- 42% of LGBTQ2S+ employees
- 31% of heterosexual employees

The extent to which employees agreed that they felt social isolation in the workplace also differed based on a variety of different identities. Employees with a disability or health condition were almost twice as likely as employees in the board as a whole to agree that they felt isolated in the workplace:

- 13% of all employees
- 16% of racialized employees
- 14% of LGBTQ2S+ employees
- 26% of employees with a disability or condition

GOING FORWARD

The WRDSB is committed to taking action based on what we have learned from the WRDSB Workforce Census. During the 2018-2019 school year the WRDSB implemented a range of initiatives that address equity and inclusion for employees through the system. Key initiatives implemented in 2018-2019 include:

- Professional learning sessions on Culturally Responsive and Relevant Pedagogy and anti-racism/anti-oppression principles for teachers and system leaders.
- Networking opportunities for Indigenous and non-Indigenous employees to participate in Indigenous learning sessions.
- The establishment and verification of gender neutral washrooms in most WRDSB schools.
- Promoting awareness of WRDSB employee Wellness Services, such as Homewood: Employee and Family Assistance Program, the LifeSpeak mental health and wellness platform, the alive@work - natural health and wellness information, the Guarding Minds at Work wellness survey, and the Workplace Accommodation Program.
- The Indigenous and Racialized Teacher (IRT) for Leadership program and the Indigenous and Racialized Administrators Mentorship and Support Program (IRAMS).
- The hiring of a Workforce Equity Officer committed to supporting the establishment of equitable hiring and promotion practices, and the creation of inclusive work environments.

Following what we've learned from the Census the WRDSB is revisiting and updating the commitments laid out in the 2014 Moving Forward: Building an Inclusive Workforce Action Plan. We have also identified new initiatives aligned to the new strategies in our 2019-2020 Strategic Plan. Our 2019-2020 staff wellbeing strategies to support workplace equity and inclusion include:

- Increase staff capacity and confidence to support the needs of all students and staff.
- Develop system leaders' capacity to build and sustain healthy, high performing positive and inclusive workplace cultures.
- Provide all staff with awareness and educational opportunities that support the areas of physical health and safety, mental health and positive workplace culture.
- Enhance hiring and promotion of school staff and system leaders to ensure fair and equitable recruitment, hiring and promotion.
- Update Administrative Procedure focused on hiring practices that are fair, equitable, and inclusive and aligned with our current strategies related to equity.
- Ensure Accessibility for Ontarians with Disabilities (AODA) compliance for physical spaces in buildings and services.
- Support physical resources in classrooms to ensure a productive learning environment for staff and students.

For more information on the actions implemented and future initiatives, please see the 'Actions and Next Steps' section of the full report.

2019/20 BUDGET YEAR

BALANCED BUDGET



REVENUE \rightarrow **\$695.8M** + **\$79.2M** + **\$0.6M** = **\$775.6M**

GRANTS FOR STUDENT NEEDS (GSN) OTHER REVENUES EDUCATION PROGRAM OTHER (EPO) TOTAL REVENUE

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

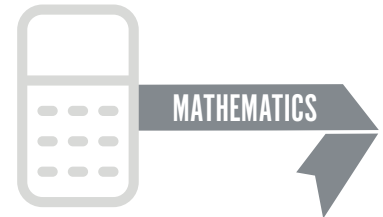
561

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

October 28, 2019

Subject: Student Suspension/Expulsion Report September, 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 September 2018 and September 2019, elementary suspensions have increased by 58 and secondary suspensions have increased by 66.

Comparing year to date from September 2018 and September 2019 school expulsions have remained at 0 and board expulsions have increased by 3.

The most recent month's suspension and expulsion data is included below. The data is accurate up to, and including, the date of collection.

Suspensions

- Total elementary school suspensions in September 2018 -66, year to date - 66
- Total elementary school suspensions in September 2019 -124, year to date - 124
- Total secondary school suspensions in September 2018 -154, year to date - 154
- Total secondary school suspensions in September 2019 - 220, year to date - 220

Expulsions

- Total school expulsions in September 2018 - 0, Year to Date 0
- Total school expulsions in September 2019 - 0, Year to Date 0
- Total board expulsions in September 2018 - 1, Year to Date 1
- Total board expulsions in September 2019 - 4, Year to Date 4

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 September 2018 - 6, year to date 6
- Total elementary/secondary violent incidents in September 2019 - 3, year to date 3

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

October 10, 2019

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees for the Simcoe County District School Board (SCDSB), I would like to take this opportunity to request the release of new Pupil Accommodation Review Guidelines (PARG). The SCDSB recognizes that the previous guidelines did have some limitations and, as with any process of this magnitude, continual improvement and evolution is crucial. This was evident during the development of the Ministry's *Plan to Strengthen Rural and Northern Education*, as well as in consultations regarding strengthening supports for urban education. After the Ministry's extensive consultation with the public and representatives from the education and municipal sectors during the fall of 2017 and winter of 2018, in which this board participated, a new revised PARG was released in April 2018. These much needed revised guidelines were expected to take effect in the fall of 2018 after the Ministry developed templates and guidelines relating to initial staff reports, economic impact assessments, community partners and e-signature guidance. This did not occur.

Where the SCDSB has had instances of critical facility conditions, low enrolment, programming issues and challenges in providing accessible and supportive learning environments, the pupil accommodation review was the tool utilized to ensure a solution that was transparent, sustainable, and in the best interest of all students. Not having this tool available is forcing the SCDSB and its staff to make decisions and recommendations without the benefit of full public participation, or having the ability to balance the needs of communities and individuals. Furthermore, as per the *Education Act*, one of a Board of Trustees' main responsibilities is the effective stewardship of resources. The inability to conduct pupil accommodation reviews severely limits the Board's ability to be as effective and prudent as it can be in this regard.

While the board is appreciative of the Ministry's Capital Priorities Program and its continuation, we strongly believe that it is just one component in maintaining and building healthy, accessible and sustainable education infrastructure. It is the collective view of staff and the Board of Trustees that the pupil accommodation review is a vital planning component, especially during times of economic and fiscal challenges.

As earlier stated, as a board we recognize the need to update and improve the pupil accommodation review process in order to ensure consistency, integrate local planning at the community level, promote partnerships and to achieve Ministry directives and initiatives. However, on behalf of the SCDSB, I respectfully request that new Pupil Accommodation Review Guidelines be implemented as soon as possible so that the board can effectively address its needs through a comprehensive and consistent process. In the meantime, the SCDSB will continue to work carefully and collaboratively with the Ministry through the Capital Priorities Program process in order to address the board's most urgent and pressing capital needs.

Thank you for your consideration.

Sincerely,



Jodi Lloyd
Chairperson
Simcoe County District School Board

c: Hon. Doug Downey, MPP, Barrie, Springwater, Oro-Medonte
Hon. Jill Dunlop, MPP, Simcoe North
Andrea Khanjin, MPP, Barrie, Innisfil
Jim Wilson, MPP, Simcoe Grey
Hon. Caroline Mulroney, MPP, York-Simcoe
Chairs, Ontario Public School Boards Association
Board of Trustees, SCDSB
Steve Blake, Director of Education, SCDSB
John Dance, Associate Director, SCDSB
Brian Jeffs, Superintendent of Business and Facilities, SCDSB



District School Board Ontario North East

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198022 River Road
New Liskeard, ON P0J 1P0
705-647-7394

October 21, 2019

The Honourable Minister Stephen Lecce
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees for the District School Board Ontario North East (DSB1), I would like to take this opportunity to respectfully request the release of the revised Pupil Accommodation Review Guidelines (PARG). We recognize the importance of ensuring that the guidelines effectively support school boards in making the best decisions for students, families, communities and local businesses. However, the extended delays in releasing the new PARG is affecting how we can best support student learning while ensuring effective management of our capital resources.

Our Board operates in the context of Northern Ontario. The Board of Trustees believes that the pupil accommodation review process is a critical planning component in times of economic challenges and declining enrolment. With this in mind, we require the PARG to move forward on projects that will increase our efficiency and provide our students with innovative learning spaces.

The release and implementation of the new PARG would support us in effectively addressing needs through a comprehensive and consistent process. In the meantime, DSB1 will continue to work collaboratively with the Ministry and co-terminus Boards through the Capital Priorities Program process in order to address our most urgent capital needs.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Robert Brush".

Bob Brush
Chair of the Board

c: Guy Bourgouin, MPP, Mushkegowuk - James Bay
Gilles Bisson, MPP, Timmins
John Vanthof, MPP, Timiskaming - Cochrane
Chairs, Ontario Public School Boards Association
Board of Trustees, DSB1

Media Release



Leading Education's Advocates

OPSBA Statement Regarding Minister Lecce's Secondary Class Size Announcement

Toronto, October 24, 2019 – “We are encouraged that in his announcement today, Minister Lecce demonstrated flexibility on the class size issue. However, we remain concerned with the government's most recent proposal to set the average class size at 25 students. Such an increase would still cause a number of challenges for students. The smaller average increase in class size we saw in September (22 to approximately 22.5) led to significant challenges for students and school boards, and we expect that the situation will only get worse if it were to move to 25:1,” said President of the Ontario Public School Boards' Association (OPSBA), Cathy Abraham.

As the funded average class size increases, a school's ability to continue to offer courses with smaller class sizes will be diminished. Schools will either have to cancel courses or, in order to retain them, combine courses together into larger classes, resulting in less suitable support for students.

“With fewer program options, students are forced to take courses they didn't choose, which reduces motivation and engagement. For example, a student interested in the skilled trades will have a very limited opportunity to explore various options within the technology subject areas. This is even more of an issue in rural, remote and northern school settings,” said Abraham.

Minister Lecce has frequently spoken about ensuring our young people can develop the skills they need, to get good jobs in a modern economy. In order to achieve this goal, our school system must have the ability to provide the learning conditions and opportunities to enable students to pursue their interests and passions, which will ultimately result in strengthening a diversified workforce and produce contributing and engaged citizens.

We will continue to negotiate class size at the central table with the Ontario Secondary School Teachers' Federation and our priority is ensuring that we are providing an environment that fosters student success and well-being, while offering the courses that students want and need to take in order to get into the post-secondary programs, skilled trades, college or university of their choosing.

For more information, please contact:

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

October 25, 2019

The Honourable Stephen Lecce
Minister of Education
22nd Floor, Mowat Block
900 Bay Street Toronto, ON
M7A 1L2

Dear Minister Lecce:

On behalf of the board of trustees for the Waterloo Region District School Board, I would like to thank you for your recent visit to J.W. Gerth Public School, and we look forward to working with you on the new policy regarding service animals.

Our board and management is committed to working with you and your team towards a mutual goal of providing a world-class education for all students in Ontario regardless of their background or personal circumstance.

I am writing to you today to support the concerns that have been raised by a host of education stakeholders including the Peel District School Board, concerning TeachON. As you are aware, TeachON established itself in our province 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, we are proud to support -and are elected to ensure-the learning needs of *all* students are met and this letter is written on behalf of the students, and their families and caregivers that we represent.

Campaigns and organizations that advocate for private school funding inaccurately portray the public school system to be of poor quality and an inferior option for families. Our board, like other Public Boards in the province, is proud of the education and support we offer our 64000 students annually, as our students can pursue individual pathways that reflect their interests, develop skills for the future, and succeed in reaching their potential.



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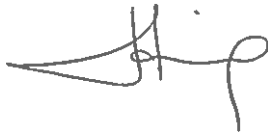
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Any diversion of the crucial funding we currently receive risks the reduction of essential services required for us to provide our students with a world-class education. Our board and our entire community of educators and staff are dedicated to the pursuit of a public education system that is aligned in its mission of meeting the needs of those we serve.

For this ambition to be realized we need to rely on consistent public funding that will ensure our board and others continue to meet the academic, social and emotional needs of all students. This is a key element in your government's goal to ensure continued prosperity in Ontario and maintain its leadership position as a jurisdiction of excellence.

We urge you and your government to continue to invest in public education and we are committed to working with you and all stakeholders to realize the success of our students- each and every one of them.

Sincerely,



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

Cc:
WRDSB Trustees
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