

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held via video conference, on **Monday, April 26, 2021, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes – Special Education Advisory Committee Meeting of March 10, 2021

Receive Minutes – Board Meeting of March 29, 2021

Approve Minutes - Education Development Charges Public Meeting #1 of April 19, 2021

Approve Minutes - Education Development Charges Public Meeting #2 of April 19, 2021

Approve Minutes – Committee of the Whole Meeting of April 19, 2021

Receipt/Approval of Monthly Reports:

22 Staffing Information – Retirements and Resignations

M. Weinert

25 Staffing Recommendations – Appointments

M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Appointment of Student Trustees

Trustees C. Millar and K. Meissner

Delegations

Staff Follow Up

Reports

27 Strategic Plan - Operational Plan for 2020-2021

J. Bryant / L. Read

COVID-19 Pandemic Verbal Update

J. Bryant / L. Read

43 Tim Walker Memorial Award for Environmental Stewardship

Student Trustees

Board Reports

Board Communications

47 York Region District School Board to Minister of Education

[Ontario Public School Boards' Association to Minister of Education](#)

49 Upper Grand District School Board to Minister of Education

51 Waterloo Region District School Board to Region of Waterloo Public Health

53 Halton DSB to Minister of Education - Education Workers for Priority Inoculations

**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.

- 55 Rainbow District School Board to Minister of Education
- 58 Bluewater District School Board to Minister of Education
- 60 Upper Canada District School Board to Minister of Education
- 62 Halton DSB to Minister of Education - Expanding Student Access to Online Learning
- 65 Waterloo Region District School Board to Regional Chair and local Mayors

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

April 26, 2021

**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 April 26, 2021

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Karin	Baker Enns	Teacher, Centennial PS (W)	June 30, 2021	18
Pete	Banks	Teacher, Elizabeth Ziegler PS	May 21, 2021	29
Mike	Bishop	Teacher, Glencairn PS	June 30, 2021	28
Sandra	Black	Teacher, Parkway PS	June 30, 2021	28
Karen	Dozois	Teacher, Sandhills PS	June 30, 2021	33
Richard	Duyzer	Teacher, Stewart Avenue PS	June 30, 2021	31
Valerie	Enns-Frede	Teacher, Linwood PS	July 1, 2021	31
Heather	Fleming	Teacher, Wilson Avenue PS	June 30, 2021	32
Lori	Hattle	Teacher, Lester B Pearson PS	June 30, 2021	31
Darlene	Jamison	Teacher, Empire PS	June 30, 2021	31
Wendy	Johnston	Teacher, Preston PS	June 30, 2021	34
Jane	MacDonald	ESL Teacher, Welcome Centre	June 30, 2021	30
Brad	Martin	Teacher, Woodland Park PS	June 30, 2021	34
Jody	McManus	ESL Teacher, Westmount PS	June 30, 2021	31
Nadia	Mushani	Teacher, Jean Steckle PS	June 30, 2021	20
Diane	Nikkel	Teacher, Lester B Pearson PS	June 30, 2021	31
Rhonda	Peng	Teacher, Laurelwood PS	June 30, 2021	30
David	Rader	Teacher, Country Hill PS	June 30, 2021	22
Cynthia	Rowden	Teacher, Forest Glen PS	July 29, 2021	34
Sheila	Smith-Jones	Teacher, Edna Staebler PS	June 30, 2021	30
Kim	Stenhouse	Teacher, William G Davis PS	June 30, 2021	33
Jane	Strange	Teacher, Williamsburg PS	June 30, 2021	26
Kelly	Whicher	Teacher, Silverheights PS	June 30, 2021	30
Teresa	Wolfert	Teacher, Elgin Street PS	June 30, 2021	32
Karen	Woroch	Teacher, Preston PS	June 30, 2021	20

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Craig	Chumley	Teacher, Forest Heights CI	April 21, 2021	28
Theresa	Martin	Teacher, Bluevale CI	June 30, 2021	24
Brian	Parker	Department Head, Science, Galt CI	June 30, 2021	32
Lisa	Skinner	Department Head, History, Kitchener CI	June 30, 2021	32

Staffing Statistics – Retirements
Current at April 26, 2021

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Joanne	Archer	Educational Assistant, Sir John A Macdonald SS	April 18, 2021	17
Louise	Caldwell	Educational Assistant, Southwood SS	June 25, 2021	18
Kenneth	Davidson	Custodian, Howard Robertson PS	September 30, 2021	13
Robert	Frank	Custodian, Eastwood CI	June 30, 2021	38
Claudia	Lehnhoff-Petersen	Educational Assistant, St. Andrew's PS	April 20, 2021	32
Carol	Nussli	Library Clerk, William G Davis PS	July 31, 2021	18
Peter	Rubenschuh	Superintendent, Student Achievement & Wellbeing	June 30, 2021	38
Charlene	Wastell	Educational Assistant, NA MacEachern PS	June 29, 2021	32

Staffing Statistics – Resignations
Current at April 26, 2021

Permanent Staff Resignations			
First	Last	Position/Location	Effective Date
Melissa	Clarke	Custodial Maintenance Helper, Forest Heights Collegiate Institute	April 9, 2021
Brenda	Hendry	Communications Disorder Assistant, Special Education	May 4, 2021
Tracy	Logan	Elementary Teacher, Cedar Creek Public School	April 1, 2021
Amy	Neilson	Elementary Teacher, Northlake Woods Public School	August 31, 2021
Charanpreet	Singh	Application Programmer, ITS	April 23, 2021



Report to Board of Trustees

April 26, 2021

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 April 26, 2021.

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.

Appendix A

Staffing Information – New Appointments**Current at April 26, 2021**

New Appointments: Elementary Teaching Staff			
First	Last	School ID / Education Centre	Effective Date
Joshua	Holmes	Mary Johnston PS	April 9, 2021

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Stephanie	Albrecht	Secretary, Wellesley PS	April 1, 2021
Marina	McLaughlan	Manager of Procurement, Finance	April 12, 2021
Ometa	Ramsarran	BMS Trainer	March 28, 2021
Esther	Wainaina	Human Rights Officer	April 1, 2021

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

April 26, 2021

Subject: Strategic Plan - Operational Plan for 2020-2021

Recommendation

This report is for information to the Board and provides Trustees with an implementation update on staff's work regarding the Board's Strategic and Operational Plans. This report also provides an update on the Graduation Rate for the 2014-2015 Grade 9 cohort.

Status

Given the unprecedented nature of this past year and uncertainty associated with the remainder of the school year, it was necessary to revise our operational plan for 2020-2021. WRDSB's [Strategic Priorities](#), as reflected in our strategic plan, remain the pillars of our work, and continue to drive our operational plan and priorities that have become critically important as staff respond to the realities and impact of COVID-19 along with the global call to action as a result of the ongoing impact and harm of systemic racism and oppression. Our operational priorities for 2020-2021 (see [Annex A](#)) include:

- Continuing our commitment to an organizational culture rooted in human rights and equity
- Ensuring the safety and well-being of staff and students
- Ensuring the continuity of quality learning for all students
- Supporting our most vulnerable students and closing their gaps in learning
- Ensuring continuity of effective operations of the school district

Guided by the WRDSB's three strategic priorities, students have continued to learn and staff have continued to support student achievement - all while maintaining a focus on the well-being, health and safety of students, staff and our broader community. Our community has consistently shared that safety and well-being and human rights and equity need to be of foremost concern and must remain priorities. We also know that there are students who have experienced gaps in their learning as a result of the pandemic; for some, pre-existing gaps have widened, and we have put a clear plan in place to assess, identify and provide intervention supports to ensure that these gaps are addressed and closed.

As a result, staff has continued to invest in our Equity & Indigenous Action Plan - not as a separate plan, but as an essential and foundational element of the work we have been doing and will continue to do. Our ability to be responsive to these challenges is dependent on an organization that ensures the continuity of all of its operational elements including; human resources; financial resources and facilities; information technology resources and communications. All of these operational priorities work

interdependently with the others. We cannot address our most vulnerable learners, for example, without also addressing safety, well-being and issues of human rights and equity while simultaneously providing adequate human and financial resources - they are inextricably linked to one another.

Research suggests that effective change in education will take three to five years of sustained focus and includes monitoring implementation as a critical element of this process. With the support of the Research department, we have continued to monitor the implementation of strategies and related outcomes of the strategic plan (see [Annex A](#)). The senior team consistently assesses and reflects on the various strategies designed to reach our collective goals. This report also provides an update on the Graduation Rate for those WRDSB students who began Grade 9 in the 2014-2015 school year ([Annex B - Graduation Rates](#)).

We are deeply grateful for the energy and dedication of our administrators, educators, support staff, and central staff who continue to focus on the needs of each and every one of our students, despite the many challenges. We are so proud of our students, their ability to adapt, their many accomplishments and their continued commitment to learning and lending voice and insight to our work. We are profoundly grateful for the patience and support of our families and community partners whose engagement and active participation is critical to ensuring the WRDSB is serving our community, and we are appreciative of Trustees' leadership, active engagement and confidence in staff as we have navigated this tumultuous time.

Public education has never been more important, and our ability to be responsive to the changing needs of our students and their families during such a difficult time is critical to the future learning and well-being of our students and our community.

Background

The Waterloo Region District School Board engaged in a collaborative strategic planning process with the goal of creating a multi-year strategic plan that articulated the priorities, desired outcomes, and commitments of the Waterloo Region District School Board for a 3-5 year period. On June 20, 2016 the Waterloo Region District School Board approved the Strategic Priorities, Outcomes and Commitments. Each year, staff provide trustees with regular updates on our progress towards meeting the outcomes related to our strategic priorities as well as the revised annual operational plan for that year. The WRDSB Strategic Plan was due to be refreshed during the 2020-2021 school year; however, the impact of the pandemic required that these plans be put on pause.

In March of 2020, the World Health Organization declared COVID-19 a global pandemic. What followed from this declaration included the closure of our schools, the launch of a fully distance learning program from March through to June, and major efforts to ensure the continuity of all operational aspects of the school district. The WRDSB formed a Pandemic Response Team and a Return to School and Work Committee and together, with input from our students, staff and families, established

[principles](#) that would guide our decision making and work as we responded to the pandemic.

As the WRDSB has responded to the many challenges encountered as a result of the COVID-19 pandemic, we have continued to gather feedback and input from students, staff and families. It is recognized that we need to prioritize this complex body of work in responding to the realities of the pandemic while also delivering on our commitments to do more and do better to support all those who have been disproportionately impacted as a result of COVID-19. Clarifying our operational priorities has also served to stabilize the system as we focus our energies on what matters most.

Our updated Conditions For Learning Framework ([Annex C - Conditions for Learning](#)) also flows from our ongoing community engagement efforts. As a key tool to support “how” we must go about the work of the strategic plan, it clearly provides this informed approach where it states:

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

This directs all staff to continue to build a more equitable and inclusive learning community, where human rights and equity are held as fundamental values of our work. The COVID-19 pandemic has shone a light on the many inequities faced by students and their families, reinforcing the foundational importance of human rights and equity.

Financial implications

On August 10, 2020, the WRDSB Board of Trustees approved the WRDSB 2020-2021 Budget including funding to support the Board’s school reopening plans at a projected cost of \$10.0M.

Since the Board of Trustees approved the budget, additional funding has been announced by the Ministry of Education. The WRDSB will receive \$18.6M to support school operations in addition to the funding originally announced in the Grant For Student Needs. Quarterly budget updates have been provided to the Board ([January 18](#) & [March 22, 2021](#)) and staff continue to monitor the overall financial impact of the pandemic.

Communications

The Communications Department has developed a multi-dimensional approach aimed at reaching every parent/guardian/student/staff member/stakeholder with meaningful communication during the pandemic. A commitment to accessible, timely, transparent

and two-way communication has been the cornerstone of our approach. Key elements of the communication plan include:

- Health and Safety Protocols and Reminders
- COVID-19 Dashboard
- School and community COVID-19 case communications support
- Regular All-Staff updates to support communication and well-being
- News and School Updates
- Guide for families and staff
- Celebrating and recognizing the contributions and achievement of staff, students and the broader WRDSB community
- Frequently Asked Questions

Staff continues to provide trustees and the public with regular updates and details related to COVID-19 and our operational priorities.

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

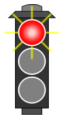
The Director's Annual Report also utilized the Strategic and Operational Priorities as a framework for reporting back to our community the work of our district, our schools, our staff, our students, our parents, guardians and caregivers, and our community partners.

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

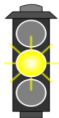
Operational Plan - 2020-2021

In March of 2020, the World Health Organization declared COVID-19 a global pandemic. What followed from this declaration included the closure of our schools, the launch of a fully distance learning program from March through to June 2020, and major efforts to ensure the continuity of all operational aspects of the school district. Given the unprecedented nature of this past year and uncertainty associated with the remainder of this school-year, it is necessary to revise our operational plan for 2020-2021. WRDSB's [Strategic Priorities](#), as reflected in our strategic plan, remain the pillars of our work, and continue to drive our operational plan and the priorities that have become critically important as staff respond to the realities and impact of COVID-19 along with the global call to action to respond to the ongoing impact and harm of systemic racism and oppression. Our operational priorities for 2020-2021 are detailed in the dashboard below.

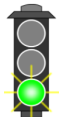
To help us communicate our progress in a transparent and simplified way we use an operational dashboard. The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



A red light indicates we are still in the planning phase and implementation is not yet underway.



A yellow light indicates that a plan is in place and that we are in the initial phases of implementation


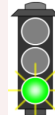
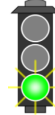



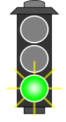
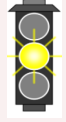
A green light means implementation is on track



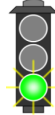

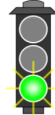

A blue check means implementation of a given strategy is complete

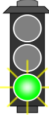


Safety and well-being of staff and students

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.1 Ensuring the safe operations of all WRDSB facilities and programs (i.e., before and after school care)	Schools and workplaces are safe and healthy places to learn and work.	Business Services, Human Resources, and Safe and Healthy Schools	<ul style="list-style-type: none"> # of staff who participate in the training of COVID-19 Health, Safety and Wellness Handbook for Staff # of staff who participate in the training of COVID-19 Health and Safety Handbook for Students, Staff and School Communities # of updates to handbooks that reflect the number changes made by Public Health, Ministry of Health, Ministry of Labour and Ministry of Education as it relates to COVID-19 		<ul style="list-style-type: none"> % of staff, students and community who feel schools and workplaces are safe and healthy places 	
1.2 Provide COVID-19 case and outbreak response	<p>Schools and workplaces are safe and healthy places to learn and work.</p> <p>Clear and timely communication about cases or outbreaks.</p>	Safe and Healthy Schools, Human Resource Services, Business Services, Communications, Research	<ul style="list-style-type: none"> Process developed and documented that supports schools and departments to respond to positive COVID-19 cases and outbreaks Process in place that allows for timely communication from confirmation of positive case to reporting the case publicly Occurance of daily cleaning procedures and case/outbreak cleaning procedures (when necessary) Contingency Plan developed and communicated detailing roles and responsibilities of all employee groups in the event of a cohort dismissal, staff shortage, or school closure 		<ul style="list-style-type: none"> % of administrators who feel supported in their response to COVID-19 cases and outbreaks % staff, students and community who report a sense of safety and confidence in the response to a COVID-19 case and outbreaks % cases reported accurately to the board website and Ministry reporting system % schools not cleaned within a 48 hour period (i.e., in accordance with local and provincial standards) 	
1.3 Provide capacity building to increase student and staff awareness of students who may be vulnerable to human trafficking and how to intervene and or/respond /seek help	Students and staff will have an increased capacity to recognize and respond to human trafficking.	Safe and Healthy Schools	<ul style="list-style-type: none"> # of Mental Health professionals (Social Workers, Psychologists) who access the online course # educators who access the online course 		<ul style="list-style-type: none"> Feedback from Mental Health professionals and educators on learning Feedback from educators on integration of information into the curriculum and impact on students 	
1.4 Develop resources and build capacity for schools to use alternative approaches to student discipline through a restorative model	<p>A reduction in the number of suspensions and expulsions.</p> <p>A reduction in the need for police to intervene in schools.</p>	Safe and Healthy Schools, Special Education, Research, Indigenous, Equity and Human Rights, Research	<ul style="list-style-type: none"> Review approaches to professional learning in restorative practices Select external service provider to develop restorative practices professional development sessions for administrators and Child and Youth Workers # of staff members who engage in professional development sessions 		<ul style="list-style-type: none"> Feedback from administrators and Child and Youth Workers on change in practices used in schools Feedback from Keeping Students in Schools session participants on learning and impact on practices # of suspensions and expulsions 	

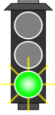
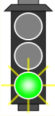

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.5 Build staff capacity to provide opportunities for students to engage in equity-focused Social Emotional Learning (SEL)	SEL is integrated into regular classroom practices in all modes of learning.	Special Education, Teaching and Learning, Indigenous, Equity and Human Rights, Research	<ul style="list-style-type: none"> ● # of educators and educational support staff who access online modules ● Feedback from educators and educational support staff accessing online modules ● Feedback from educators and administrators who are implementing SEL into their classrooms and schools with direct central staff support 		<ul style="list-style-type: none"> ● Feedback from educators and educational support staff on changes in instructional practices and impact on students ● Feedback from students who have engaged in SEL ● % of schools participating 	
1.6 Equipping staff with the skills and strategies to support their personal safety and well-being while also contributing to building a sense of community, belonging, gratitude, and recognition for themselves and others	<p>Staff report feeling a sense of positive organizational culture.</p> <p>Staff report the work environment is one where they feel respected and recognized for their work.</p> <p>Staff feel connected to their work.</p>	Human Resource Services, Research, Communications, Learning Support Services	<ul style="list-style-type: none"> ● # of participants contributing to the 2020 Champions Campaign ● # of participants contributing to the 2021 Gratitude Campaign ● # of “Supporting Ourselves and Supporting One Another” newsletters launched ● Feedback from system leaders’ on the Crisis Support Protocol for Staff ● # of System Leaders Meetings, Department Meetings, and Family of School Meetings that focus on fostering positive workplace cultures 		<ul style="list-style-type: none"> ● Level of psychosocial factors through Guarding Minds at Work staff survey ● Feedback from staff through the Let’s Connect surveys 	

Commitment to an organizational culture rooted in human rights and equity



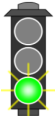
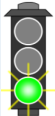
Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
2.1 Support system leaders and school staff to build their capacity to respond to system and school-based Human Rights and Equity (HRE) issues and establish appropriate Conditions for Learning	System leaders and school staff will: <ul style="list-style-type: none"> ● increase their knowledge of how to identify and respond to HRE issues at their schools or in their departments, ● develop a sense of agency on how to respond, and ● establish appropriate conditions in their schools and workplaces 	Leadership Development, Indigenous, Equity and Human Rights, Human Resources Services	<ul style="list-style-type: none"> ● # of staff who access the training on equity, inclusion and human rights ● # of staff who access the training on anti-oppression and anti-racism ● # of educators supported to ensure classroom instruction represents the diverse experiences of students 		<ul style="list-style-type: none"> ● Feedback from participants through surveys on changes in knowledge, skills and behaviours ● Feedback from staff through the Let's Connect surveys 	
2.2 Continue to develop Indigenous, Equity and Human Rights Advisory Structures	Community partners and students will be consulted and provide feedback through Indigenous, Equity and Human Rights advisory structures.	Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● Black Brilliance Advisory Council mandate and governance model clearly established and collaboratively developed with members ● Indigenous Education Advisory Committee established, and mandate and governance model clearly and collaboratively developed with members ● Student Advisory Committee established, representative of vulnerable students, and mandate and governance model clearly and collaboratively developed with members ● Equity and Inclusion Advisory Group work plan established and collaboratively developed with members 		<ul style="list-style-type: none"> ● Feedback provided by committee members through the Committee Review Tool 	
2.3 Determine next steps for addressing systemic biases and gaps	Self-identification data for all students will be collected through a student census. Ongoing implementation of the action items from the Workforce Census.	Indigenous, Equity and Human Rights, Research, Human Resource Services	<ul style="list-style-type: none"> ● Student census questions finalized ● # of advisory structures consulted ● Student census launched ● # of actions items in the Workforce census report being implemented 		<ul style="list-style-type: none"> ● % of students who participated in the student census ● # of actions items in the Workforce census report completed 	
2.4 Develop and launch Human Rights Policy and Code-Based Human Rights Complaint Resolution Administrative Procedure	Human Rights Policy and Code-Based Human Rights Complaint Resolution Administrative Procedure will be: <ul style="list-style-type: none"> ● launched, ● approved by trustees, and ● published to the WRDSB website 	Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● Job descriptions developed and staff hired responsible for supporting the Human Rights Complaints Process ● Human Rights Policy and Code-Based Human Rights Complaint Process and Administrative Procedure developed and communicated ● # of system leaders who participate in capacity building 		<ul style="list-style-type: none"> ● Policy and procedures in place and communicated to the system ● Feedback from participants through surveys on changes in knowledge 	

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	035 2021
2.5 Ensure the Board meets or exceeds the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board's multi-year plan	Board policies, procedures, and practices in all spaces, buildings and programs meet or exceed the standards put forth in the Accessibility for Ontarians with Disability Act. Board staff create and maintain a culture of equity and inclusion.	Business Services, Special Education, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● # of stakeholder groups consulted ● Process developed to continually measure our progress with the WRDSB Accessibility for Ontarians with Disability Act Plan implementation ● WRDSB Accessibility for Ontarians with Disability Act Plan presented to and approved by the WRDSB Board of Trustees 		<ul style="list-style-type: none"> ● Final version of the WRDSB Accessibility for Ontarians with Disability Act Plan 2021 - 2025 approved and published in accessible formats. 	
2.6 Procure and deploy resources in classrooms to ensure a safe, productive and equitable learning environment for staff and students.	Ensure all students have access to safe and equitable learning materials given the current pandemic and the health and safety direction and guidance from Region of Waterloo Public Health and the Ministry of Education.	Business Services, Teaching and Learning, Indigenous, Equity and Human Rights IT Services	<ul style="list-style-type: none"> ● Development of criteria for a review of library resources ● Procurement of a third party consultant to perform a review of current library resources 		<ul style="list-style-type: none"> ● Completion of library resource review ● Necessary classroom resources procured and distributed to students and classrooms 	
2.7 Develop a more comprehensive, fair and equitable recruitment, hiring and promotion strategy	The new hiring policy will align with the Ministry's guidance on specific principles and be informed by the recommendations of the Employment Systems Review and the Workforce census.	Human Resource Services, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> ● Opportunities identified to promote the teaching profession and Principal Qualification Programs (PQP) and remove barriers to entry for underrepresented communities. ● Outreach program developed to recruit under-represented groups in undergraduate programs ● New Teacher Induction Program (NTIP) incorporates human rights and equity content ● Recruitment and retention strategy developed focusing on Indigenous teacher education candidates 		<ul style="list-style-type: none"> ● New hiring policy implemented ● More diverse WRDSB workforce representative of our broader community 	







Ensuring continuity of quality learning for all students



Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
3.1 Provide elementary and secondary distance learning programs	All students and staff are supported and engaged in each mode of learning.	Program Management, Leadership Development, Teaching and Learning	<ul style="list-style-type: none"> # of distance learning programs created for elementary grades and secondary grades # of assessments of the needs of the distance learning program # of staff attending support sessions (e.g., distance learning on-boarding) 		<ul style="list-style-type: none"> Report Card Data: Marks, NAs, Is Attendance of students in the different distance learning programs by grade Attendance of staff in the difference distance learning programs Feedback from staff and students via the Let's Connect surveys 	
3.2 Develop an infrastructure to support educator capacity building in the use of the board supported virtual learning environments - Brightspace or Google Classroom	A sustainable infrastructure will be in place for all teaching staff that provides technical and implementation support.	Teaching and Learning, IT Services	<ul style="list-style-type: none"> # of educators who access to the professional learning supports and the resources to: <ul style="list-style-type: none"> set up and effectively use VLEs in their classrooms develop an engaging online program provide the supports vulnerable students need to participate in the distance learning program or while cohort/school is dismissed 		<ul style="list-style-type: none"> Feedback from participants through surveys on changes in knowledge and skills 	
3.3 Ensure the system can respond to the need for staff reorganization due to shifts in enrollment between the different modes of learning	Correct staffing levels (numbers and qualifications) will be in place to be able to reorganize staff due to shifts in enrollment between the different modes of learning and ensures viable pathways for both in-person and distance learning students.	Human Resource Services, Learning Support Services, Research, IT Services	<ul style="list-style-type: none"> Process developed in consultations with all stakeholders that provides appropriate levels of staffing in both elementary and secondary panels, for both in-person and distance learning, in accordance with respective collective agreements and agreements achieved with affected union groups 		<ul style="list-style-type: none"> % of students who are in their chosen mode of learning % of additional positions required to offer the two modes of learning 	

Supporting our most vulnerable students and closing their gaps in learning

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
<p>4.1 Provide clarity about the expectations and practices for staff as they support students with special education needs and ensure their gaps in learning are addressed regardless of mode of learning</p>	<p>Staff will understand their role as part of school Multi-Disciplinary Teams in supporting students with special education needs and how to best close learning gaps for these students.</p> <p>Students will have their IEP accommodations and modifications implemented, monitored and assessed in all modes of learning.</p> <p>Where learning gaps are identified, a plan to close these gaps will be collaboratively developed by school/and special education staff.</p>	<p>Special Education Distance Learning Administrators</p>	<ul style="list-style-type: none"> Models and expectations for supporting students with special needs and ensuring IEP accommodations and modifications are implemented and monitored developed in consultation with various stakeholder groups. Process created that assesses students who are experiencing gaps in their learning and implements appropriate intervention plans that are assessed and monitored. 		<ul style="list-style-type: none"> Feedback from parents/guardians and students via the Let's Connect surveys Feedback from staff through surveys on changes in knowledge, skills and practice 	
<p>4.2 Support educators and administrators to ensure that effective reading and mathematics instruction and assessment practices are in place in all Kindergarten to Grade 3 classrooms</p>	<p>Clear expectations for literacy teaching and learning will be in place.</p> <p>Struggling readers will be identified and their progress will be tracked.</p>	<p>Teaching and Learning, Special Education, Indigenous, Equity and Human Rights</p>	<ul style="list-style-type: none"> Students who struggle with reading and/or mathematics, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored Students who struggle with reading, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored Strategies for teaching and learning (including SEL and HRE perspective) are developed, communicated, and related capacity building is completed with all necessary stakeholders 		<ul style="list-style-type: none"> Reading record data K-3 mathematics report card data demonstrates progress Feedback from staff through surveys on changes in practice % of students meeting the predetermined literacy benchmarks 	
<p>4.3 Support educators and administrators to identify and provide support to those students who are not on track to achieve 8 credits by the end of Grade 9, or 16 credits by the end of Grade 10</p>	<p>Strategies are in place to support credit recovery for students before they enter Grade 10 or 11.</p>	<p>Program Management, Teaching and Learning</p>	<ul style="list-style-type: none"> # secondary schools who implement process for identifying those Grade 9 and 10 students who are behind in credit accumulation # of students receiving interventions 		<ul style="list-style-type: none"> # of students who have recovered credits 	
<p>4.4 Provide supports for ELL students and their families in all modes of learning</p>	<p>ELL students and families will receive the information they need</p> <p>ELL student will have access the necessary courses required to support them in their pathway to graduation</p>	<p>Teaching and Learning, Special Education, Indigenous, Equity and Human Rights</p>	<ul style="list-style-type: none"> Communication materials developed supporting ELL Families # of ELL Distance Learners receiving supports # of ELL students identified who are behind in grades 9-12 credit accumulation # of ESL teachers participating in S4S Training 		<ul style="list-style-type: none"> # of ELL students who are receiving supports 	

Ensuring continuity of effective operations

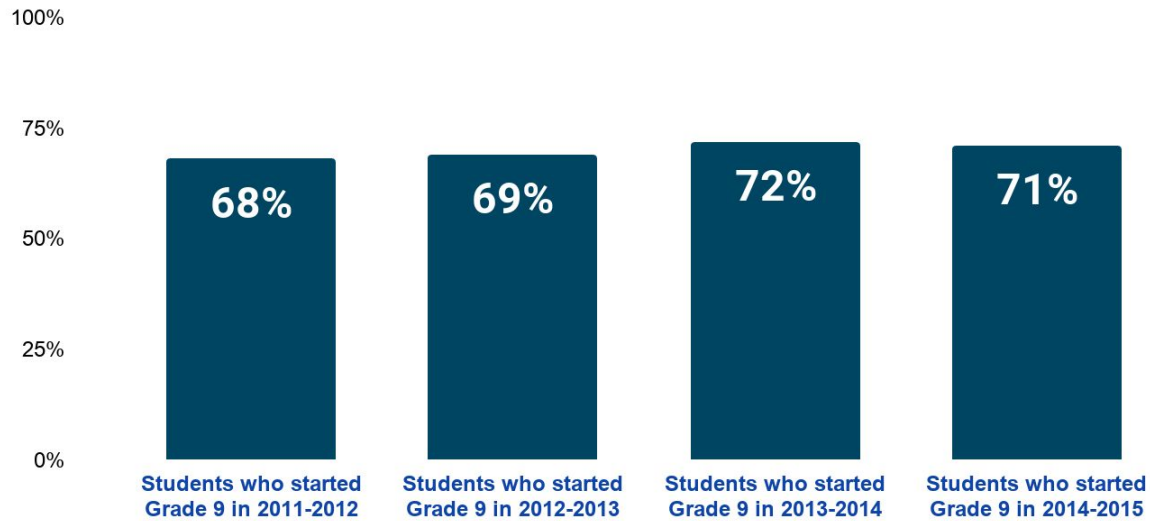
Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
5.1 Ensure financial sustainability of the system	System will be financially stable, managing pressures caused by COVID-19.	Business Services	<ul style="list-style-type: none"> # of updates provided to Trustees # of special project and in-year requests approved 		<ul style="list-style-type: none"> Comparison of actual spending versus budgeted spending completed Quarterly Financial Reports completed 	
5.2 Continue to provide safe, accessible, high-quality before and after school child care in our schools.	Deliver high-quality, inclusive, before and after school programs in every school to give each and every student the best possible start in life.	Business Services	<ul style="list-style-type: none"> Observations on program quality and Ministry guidelines through site visits # of site visits and documentation 		<ul style="list-style-type: none"> Feedback on experience and satisfaction from parents/ guardians through the Let's Connect surveys Level of access for students with special needs to before and after school programs in their school, to safely participate in activities 	
5.3 Establish a Central Registration System to support ongoing student registrations	Provide a registration process that meets Health and Safety, Privacy and Ministry registration requirements	Business Services	<ul style="list-style-type: none"> Review required documents for students who began attending during closure (March 2020 - June 2020) and for 2020-21 registrations Centrally review registrations for 2021-22 school year 		<ul style="list-style-type: none"> Feedback from new WRDSB families on online registration experience Registrations are audit compliant and meet privacy guidelines Safe and consistent registration process 	
5.4 Implementation of new Student Information System (SIS) and Enterprise Resource Planning (ERP) systems (i.e., Human Resources Information System & Financial Information System)	Full implementation of new Student Information System by Fall 2021 and Enterprise Resource Planning System during the 2021/2022 school year.	Information and Technology Services, Human Resources, Business Services	<ul style="list-style-type: none"> Project charter and governance structure is in place Completion of needs assessments Completion of system testing and configuration # of staff who accessed the training 		<ul style="list-style-type: none"> Transition to new student information system is complete Demonstrated functionality within the various systems Successfully complete test runs for all functional elements of the systems Feedback on experience and satisfaction from staff through a survey 	
5.5 Redevelop the external and internal facing websites to provide an accessible platform that promotes information sharing and engagement	External and internal websites will be launched.	Communications	<ul style="list-style-type: none"> Project charter and governance structure in place Demonstration of working site provided to key stakeholder groups Rollout and implementation of new designs and features across identified WRDSB web properties # of users with edit-permissions who participated in training 		<ul style="list-style-type: none"> Feedback from stakeholders through surveys on format and content Analytics on engagement levels 	
5.6 Finalize local collective agreements with union groups	Tentative agreements with all groups in place. Local collective agreements ratified by all union groups.	Human Resource Services	<ul style="list-style-type: none"> # of tentative agreements in place 		<ul style="list-style-type: none"> # of local collective agreements ratified by all union groups 	

<p>5.7 Implementation of the Education Development Charges (EDC) By-Law.</p>	<p>New EDC By-Law approved by the Board of Trustees and implemented.</p>	<p>Business Services - Planning</p>	<ul style="list-style-type: none"> ● # of stakeholders consulted ● Draft EDC By-Laws presented to the Board of Trustees 		<ul style="list-style-type: none"> ● 2021 - 2025 EDC By-Law posted approved and implemented 	<p>39</p>
<p>5.8 Provide a central Grade 1 French Immersion application/registration process</p>	<p>Provide a central process that minimizes the workload of school-based staff</p>	<p>Business Services, Information and Technology Services</p>	<ul style="list-style-type: none"> ● Applications are centrally reviewed for the 2021-22 school year ● # updates provided to Trustees 		<ul style="list-style-type: none"> ● Consistent approach to all applications employed ● Successfully complete the lottery and inform families of placements in the program ● Feedback on experience and satisfaction from staff through a survey 	

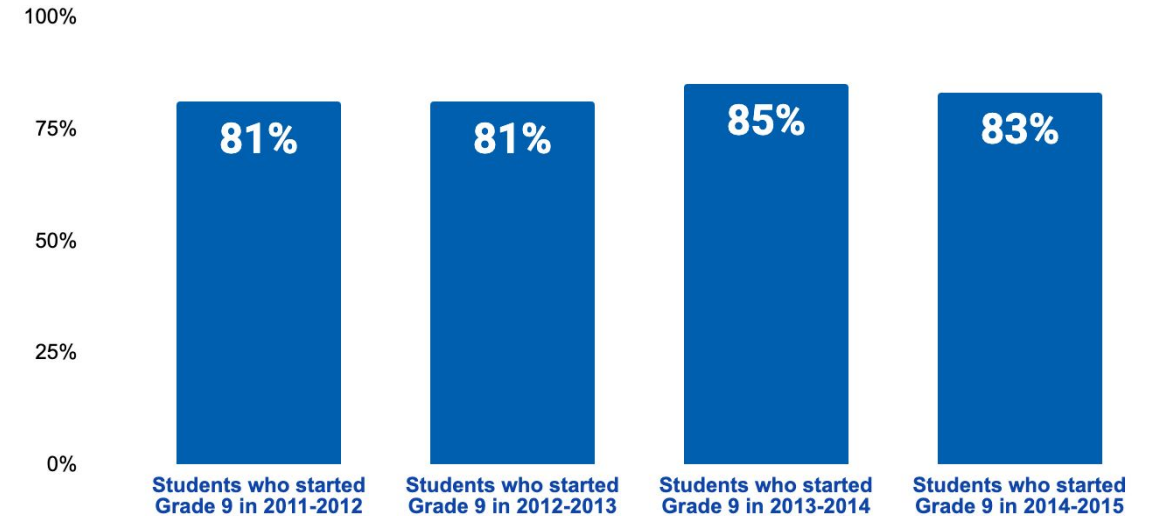
Graduation Rates

More of our students have successfully graduated since the implementation of our strategic plan in September 2016.

4 Year Graduation Rate



5 Year Graduation Rate



Graduation Rates

For WRDSB, 4,132 students started Grade 9 in the 2014-15 school year. Of these, 310 moved to another board, while 3,822 students stayed within WRDSB.



Note: This excludes students enrolled in the Supervised Alternative Learning (SAL) program.

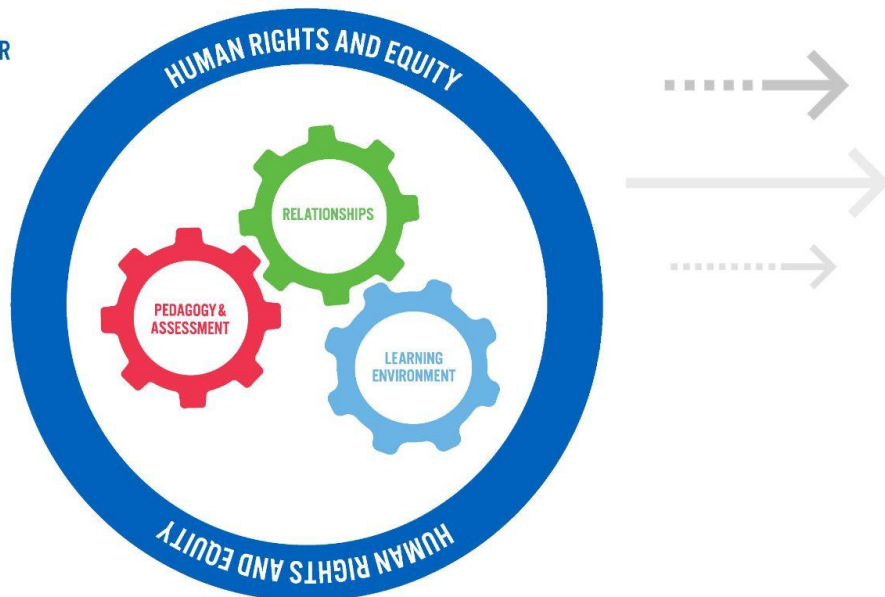
CONDITIONS FOR LEARNING FRAMEWORK



IN SUPPORT OF THE WRDSB STRATEGIC PLAN...

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

CONDITIONS FOR LEARNING



STUDENT OUTCOMES

ACHIEVEMENT

WELL-BEING

EQUITY & INCLUSION

GLOBAL COMPETENCIES

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



Report to Board

April 26, 2021

Subject: Recipients of the 2020-21 Tim Walker Memorial Award for Environmental Stewardship

Status

The Adjudication Committee, comprised of Stephanie Walker (mother of the late Tim Walker), Trustee Meissner and Student Trustees John-Jandles and McDonald, reviewed applications submitted by the following ten schools:

<u>Elementary/Senior Public Schools</u>	<u>Contact Person</u>
Doon Public School	Jeff Langridge, Teacher
Elizabeth Ziegler Public School	Meaghan Gibbons, Parent Council Jola Gurska, Parent Council Sara MacNeill, Principal (Temp)
Groh Public School	Thomas Drung, Teacher
Meadowlane Public School	Phillip SALLEWSKY, Principal
Moffat Creek Public School	Erica Gillespie, Principal
Queensmount Public School	Karen Grubb, EA
Sandowne Public School	Joanna Albers, Teacher
Sheppard Public School	Nicole Lapierre, Parent Council Chair
Stewart Avenue Public School	Sarah Willett, Teacher

<u>Secondary Schools</u>	<u>Contact Person</u>
Preston High School	Laura Gardiner, Teacher

The following criteria were taken into consideration:

1. Staff and student involvement (current and future) and environmental stewardship.
2. Impact on student learning/fostering learning and engaging students.

3. Environmental benefits – shading, greening, waste reduction, recycling – organized action/school environmental club or committee.

The following recipients were confirmed to meet the criteria and were selected to receive the 2020-21 Tim Walker Memorial Award:

- Doon Public School
- Queensmount Public School
- Sandowne Public School
- Stewart Avenue Public School

Attached to this report is a synopsis of the projects submitted by the 2020-21 recipients of the Tim Walker Award for Environmental Stewardship. (Appendix A).

Background

In May 2006, the Board passed a motion to administer the Tim Walker Memorial Award for Environmental Stewardship annually to honour the life of secondary school teacher Tim Walker and his contribution to education and environmental initiatives. The annual award is \$2,000, which is to be equally distributed amongst four schools (i.e., \$500 per school). At a meeting on April 6, 2021, an adjudication committee reviewed the applications submitted for the 2020-21 Tim Walker Memorial Award for Environmental Stewardship.

Financial implications

An amount of \$2,000 is funded annually by the Board of Trustees' budget. The 2020-2021 school year is the fourteenth year of the Tim Walker Award for Environmental Stewardship with the initial award made in the 2006-07 school year.

Communications

The announcement of the Tim Walker Memorial Award recipients will be shared with all schools, staff, students and the public via a Board news release.

Prepared by: John Bryant, Director of Education
Heather McKinna, Administrative Assistant to Chairperson and
Trustees of the Board, in consultation with Coordinating Council

2020-21 Tim Walker Memorial Award for Environmental Stewardship

Project Synopsis

Elementary Award Recipients

2020-21 TIM WALKER MEMORIAL AWARD FOR ENVIRONMENTAL STEWARDSHIP
PROJECT SYNOPSIS

Doon Public School – Rewilding the School Property

The school has a large, untended area that has become overgrown with European Buckthorn and a few other invasive plants. The classes would remove the Buckthorn, dispose properly of the trees and re-seed the area with indigenous plants. We want to reclaim land that has fallen into invasive plant growth. Re-wilding helps food chains to return or re-establish, provides mechanisms for balancing the naturally occurring ecosystem populations and should increase natural diversity. Students will learn about the detrimental effects of invasive species and learn how to identify and help control the populations of invasives to help the natural ecosystem to re-establish the food webs. Plus, the area is used by the community to walk the trails and the increased diversity of flora and fauna will make a more pleasant walk.

Queensmount Public School – School Planters

The school currently has 5 large cement planters on our school site that could be used in a more functional and responsible way, as currently they get used as litter receptacles. The school will plant drought resistant plants in the 5 cement planters. Selecting the appropriate plants and planting them in rich soil in the planters, will allow them to be self-sustaining and regrow year after year. Students will take part in researching, choosing and planting plants in the planters. Having students participate will create teachable moments in environmentalism, promote research skills, promote school pride and leadership skills. Students, staff, community members and bus patrons will enjoy the plants in the planters. Planters also demonstrate the care we take of our school property and show our pride in the school.

Sandowne Public School – School Composting Program

Sandowne is in the beginning stages of creating a school garden. We would like to start composting our organic waste to create a nutrient rich soil to use in our garden to feed the plants. The goal of this project is for students to see how the pieces of food that they don't consume (such as apple cores, banana peels, egg shells, etc.) become a food source for the new foods that we are growing in our garden. We're teaching them that everything has a purpose and that it's not okay to just throw everything into the garbage. With the addition of the composting systems, we can begin the conversation in the classroom and then the students will see the byproduct of their choices (to compost properly) when they plant their seeds in our own soil! When community members walk

by, they will see all of the amazing efforts that our students are engaging in to live environmentally friendly lives.

Stewart Avenue Public School – School Food Garden

Our school is starting a community food garden. Our goal is to provide collaboration between school groups (two congregated learning classes as well as the general school population) and the community through environmental stewardship. The garden would be food-based, providing hands-on learning for all students at our K-8 school, as well as sustainable food for our Nutrition for Learning program and families in need. We are hoping that the garden will build citizenship and foster relationships between our neighbouring families. Growing seedlings for the garden will apply to Science curriculums across many grades, as well as the inquiry-based learning of Kindergarten. The school has two congregated classes that would benefit greatly from a school garden as part of their curriculum through teaching environmental and civic responsibility. There are many families in the school community that would benefit from the vegetables grown. Our school also has a Nutrition for Learning program that is used by many students on a daily basis and it would be great if we could coordinate with that program in the future.



 THE EDUCATION CENTRE - AURORA

60 Wellington Street West, Aurora, Ontario L4G 3H2
 Tel: 905.722.3201 905.895.7216 905.727.3141 416.969.8131
 Fax: 905.727.1931
 Website: www.yrdsb.ca

March 1, 2021

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

Dear Minister Lecce,

I am writing to you on behalf of the York Region District School Board. The past twelve months have presented many challenges in education. Delivering educational programs and services during a pandemic has required creativity, resilience and enormous flexibility. The current school year, in particular, has provided many challenges, operational and financial, in nature.

The Board appreciates the financial assistance provided by the Ministry of Education during the 2020-2021 school year. However, we anticipate that the 2021-2022 school year will also present similar challenges. Our enrolment growth is predominantly linked to newcomers to Canada settling in York Region. Covid-19 has meant almost no immigration to Canada since March 2020. It is anticipated that this decline in immigration will continue and have an impact on our enrolments again in 2021-2022. The Board would like to avoid having to layoff teachers and other staff. The lack of immigration will also have an impact on our English as a Second Language/Dialect funding which will have a direct impact on our ability to provide programs to our English Language Learners. For this reason, the York Region District School Board recently approved the following motion:

That the York Region District School Board write a letter to the Minister of Education requesting that:

- 1. Enrolment stabilization funding be extended for 2021-2022;***
- 2. Consideration of enrolment stabilization funding for English as a Second Language/English as a Second Dialect funding be considered given the impact of COVID-19 on immigration to Canada in the current year;***

3. ***Funding allocations for personal protective equipment and any other COVID-19 related expenses, should it be required for the 2021-2022 school year, be provided; and***
4. ***For the 2020-2021 fiscal year, Boards be allowed to use any unspent personal protective equipment allocations to offset the in-year operating deficits and reduce the amount of accumulated surplus required to balance their budgets.***

We urge you and your government to consider extending the funding stabilization provided to school boards for another school year and to provide flexibility in funding, wherever possible, during the current school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cynthia Cordova', written in a cursive style.

Cynthia Cordova
Chair of the York Region District School Board

cc. Ontario Public School Board Chairs



**UPPER GRAND
DISTRICT SCHOOL
BOARD**

Martha MacNeil

Chair, Upper Grand District School Board

Board Office: 500 Victoria Road N. Guelph, ON N1E 6K2

Email: martha.macneil@ugdsb.on.ca

Tel: 519-822-4420 ext.735 or Toll Free: 1-800-321-4025

March 29, 2021

The Honourable Stephen Lecce
Minister of Education
5th Floor
438 University Avenue
Toronto, ON M5G 2K8

Dear Minister Lecce,

I have been directed to write to you, by the members of the Upper Grand District School Board, with a request that you share the government's plan for addressing the progression of the pandemic, specifically class size and upgraded PPE for the emerging variants.

We are grateful for your weekly teleconferences with the board chairs and appreciate the sharing of information. I attend the teleconference each week and share my notes, as well as any accompanying memos that you send to board chairs, with the trustees.

Given the rising concern about the COVID-19 variants that are now circulating in our province and the impending arrival of the third wave, we are respectfully requesting more detailed information about the province's plan to address these variants. We are also respectfully requesting further information about changes in class size and upgrades to PPE in response to the variants, to help us make sure that all students and staff are as safe as possible.

Thank you for your consideration of this request.

Sincerely,

Martha MacNeil
Chair, Upper Grand District School Board

...2

Upper Grand District School Board

• Martha MacNeil; Chair	• Mark Bailey	• Jolly Bedi	• Linda Busuttill	• Gail Campbell
• Barbara Lustgarten Evoy; Vice-Chair	• Jen Edwards	• Mike Foley	• Robin Ross	• Lynn Topping

cc:

Premier Doug Ford

Ted Arnott, MPP Wellington-Halton Hills,

Sylvia Jones, MPP Dufferin-Caledon,

Mike Schreiner, MPP Guelph

Randy Pettapiece, MPP Perth-Wellington

OSSTF District 18 and Upper Grand ETFO

T. J. Goertz, Senior Communications and Policy Officer, OPSBA

All Public Board Chairs

Ontario Public School Boards' Association

UGDSB Board of Trustees

Martha Rogers, Director of Education, UGDSB

Service de transport de Wellington-Dufferin Student Transportation Services

Upper Grand District School Board

- | | | | | |
|---------------------------------------|---------------|--------------|-------------------|-----------------|
| • Martha MacNeil; Chair | • Mark Bailey | • Jolly Bedi | • Linda Busuttill | • Gail Campbell |
| • Barbara Lustgarten Evoy; Vice-Chair | • Jen Edwards | • Mike Foley | • Robin Ross | • Lynn Topping |

March 30, 2021

Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health
 Karen Redman, Regional Chair
 Region of Waterloo, Public Health and Emergency Service
 1st Floor, 150 Frederick Street
 Kitchener, ON, N2G 4J3

Dear Dr. Wang and Chair Redman,

At its meeting on March 29, 2021, the Board of Trustees for the Waterloo Region District School Board (WRDSB) unanimously approved the following motion, related to the prioritization of COVID-19 vaccines:

That the WRDSB Board of Trustees direct the Chairperson to write a letter to our Public Health Officer and Regional Council requesting the immediate prioritization of vaccines for Special Education Workers; and

That consideration be given, pending the availability of vaccine, for the prioritization of the remaining WRDSB school-based staff and WRDSB staff who are required to work in a school setting and/or provide either direct or indirect service to students to receive the vaccination during the April 12-16 break; or a date as soon as possible before June;

As the COVID-19 pandemic continues, the pervasiveness of the COVID-19 Variants of Concern (VOC), with higher transmission rates, and potential to cause more serious illness, is an urgent concern. The VOC coupled with the fact that some of our WRDSB Special Education students with complex medical needs are unable to wear masks and have high-risk health conditions, present a substantial risk for Special Education students and staff.

Given the priority to keep students in the classroom and protect the health and safety of all WRDSB students and staff, the upcoming March break from April 12 to 16 presents an opportunity to vaccinate a large number of frontline education workers.

We ask for your support in considering these requests to ensure the health and safety of our most vulnerable students and frontline education workers are prioritized.

Sincerely,



Joanne Weston
 Chairperson of the Board of Trustees



51 Ardelet Avenue
 Kitchener, ON N2C 2R5
 T: 519-570-0003
 F: 519-742-1364
 wrdsb.ca



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Waterloo Region District School Board

CC:

Premier of Ontario

Minister of Education

OPSBA

Ontario Public School Boards



51 Ardelt Avenue
Kitchener, ON N2C 2R5
T: 519-570-0003
F: 519-742-1364
wrdsb.ca





April 8, 2021

The Honourable Stephen Lecce, Minister of Education
Dr. David Williams, Chief Medical Officer of Health

To the Honourable Stephen Lecce, Minister of Education and Dr. David Williams, Chief Medical Officer of Health:

At the April 7, 2021 meeting of the Board of Trustees for the Halton District School Board, the following motion received unanimous approval:

Be it resolved that the Chair be directed to write a letter to the Minister of Education and the Province's Chief Medical Officer of Health within one day to express the critical, urgent imperative of vaccinating all education workers at the beginning of the Phase 2 vaccination rollout,

Be it further resolved that the letter include the request to direct public health units to utilize the April break to vaccinate education workers, to ensure timeliness for staff and efficiency for boards.

Minister Lecce and Dr. Williams, you have emphasized that it is of the utmost importance for student well-being that schools remain open for in-person learning in Ontario. It has also been noted with gratitude that elementary/secondary school staff are listed as priority groups in the Phase 2 rollout of vaccines.

The Trustees of the Halton District School Board were grateful to learn today that education workers who work with students who have special education needs will be vaccinated beginning next week. In school settings, there are many additional staff who work with students who have difficulty utilizing personal protective equipment efficiently and appropriately. Trustees therefore urge the government to immediately begin the vaccination process of all education workers during the upcoming April Break.

A provincial-wide mandate to facilitate vaccination of all school staff over the Spring Break is in the best interest of staff, students and the entire province. Vaccinating in hotspots is a good start, but it must be expanded to prevent additional hotspots from emerging.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

Vaccinating during the break is preferred because school operations could be compromised as staff cannot simply leave their posts to attend vaccination appointments. A large portion of vaccination appointment times occur during educational time. Maintaining learning time and reducing the number of coverage staff that class cohorts are exposed to should be prime considerations in staff vaccination procedures. Securing education worker coverage is already a challenge, which will be exacerbated if Boards must determine coverage for thousands of staff attending vaccination appointments.

This is compounded by the fact that many of our staff do not live within our region and under the current system would be forced to return to their home regions for vaccination. Without a provincial mandate, a patchwork of vaccine timetables will emerge across various public health units for elementary/secondary school staff inoculations.

In order to facilitate efficient and effective inoculation scheduling, board facilities could be utilized as vaccination hubs for education staff during the break, including providing space for mobile units.

The Trustees of the Halton District School Board recognize that schools provide important stability and social support for students and their families during the COVID-19 pandemic. As such, we urge the government to take immediate action on this initiative.

Sincerely,



Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Cc: Dr. Hamidah Meghani, Medical Officer of Health, Halton Region
MPP Ted Arnott,
MPP Stephen Crawford,
MPP Parm Gill,
MPP Jane McKenna,
MPP Effie Triantafilopoulos,
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
President Cathy Abraham, Ontario Public School Board Association



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

April 9, 2021

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

Sent via email to Minister.edu@ontario.ca

Dear Minister Lecce:

Our Ontario in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities.

As partners in education, the proposal to expand student access to online and remote learning should have come to Trustees through a Ministry of Education request for stakeholder consultation or broader public input. Regrettably, it did not.

It is, therefore, with a sense of urgency that Rainbow District School Board held a Special Board Meeting on March 30, 2021 to discuss the Province's proposed plan to make online and remote learning a permanent option for parents/guardians and students.

For these and many additional reasons, Trustees unanimously approved the following motion:

"That the Rainbow District School Board write a letter expressing its grave concerns about the Provincial government's proposed plan for online and remote learning."

Trustees, Senior Administrators and Federation Leaders are united in our belief that in-person learning, where students come together with their peers and their teachers in a traditional school setting, preferably with reduced class sizes, provides the optimum environment for children and youth to develop physically, socially, emotionally and cognitively.

School boards moved to remote learning for one reason only - as a means to deliver education when schools were forced to close to keep everyone safe in a pandemic situation. Even as schools reopened, parents were only given the option to choose remote learning for individual personal safety reasons, not for educational value. A pandemic response does not provide validation for a permanent option.

There is no evidence-based data on the impact of remote learning from a pedagogical perspective. There is, however, significant information on the negative effects of remote learning on the overall well-being of children, young adults, their families and entire school communities.

The negative effects of online learning, while anecdotal, are significant and very real. They include the loss of social connection and self-identity, an increase in isolation, concerns for mental health, stress on families, but, first and foremost, a lack of human contact and interaction with others which is the fundamental fabric of the world in which we live.

The negative effects of remote learning are further compounded for students with special needs, those who are at risk, and students who struggle with mental health. At-risk students will be at even greater risk.

Students with special needs require repetitive and extensive services that can only be provided in person. Many do not have the support at home to help them participate in remote learning. Students with special needs have difficulty sustaining focus without in-person prompts. Behaviour strategies must be implemented regularly and consistently, otherwise regression occurs.

It is note-worthy that there has been a marked increase in Child and Family Services referrals for non-attendance and non-participation since remote learning became necessary.

Students with mental health issues will feel a greater sense of loneliness and isolation. Community and social support services will be more challenging to access. It is more difficult to identify if a student is struggling socially/emotionally if they are not in school. There is less opportunity to observe changes in behaviour, mood, sleep patterns, appetite and/or interactions with others. In order to support some students a strong network is required.

The many students in Rainbow Schools who identify as First Nations have a treaty right to education which has not been acknowledged nor addressed in the Province's proposal. Concern has been expressed that for Indigenous learners, this plan is only going to facilitate additional traumas, inequities and disadvantages to an already disadvantaged minority population, and to a population that actually has a right to education that is based in treaty.

Students of all ages also require tremendous self-regulation in the online environment. Troubleshooting technological difficulties can take precious time away from teaching and learning. Privacy and hacking concerns have also emerged, putting the safety of students and staff at risk.

Students need in class, lower pupil-teacher ratios to explore hobbies, talents, interests and career possibilities through opportunities provided by the in-school experience - technology, shops, music, food, athletics - the courses that get students excited about learning. In order to gain a sense of belonging and worth, students need to be active participants, not mere observers.

As this pandemic has shown, the biggest influence on student success is the circle of care provided by school staff, the frontline workers who invest their energy and expertise in shaping the next generation of citizens. They are the backbone of the public education system. And while they continue to demonstrate tremendous resiliency in delivering remote learning, they do so out of necessity, not by design.

Creating a permanent path to have students attempt online remote learning, wrapped in the illusion of providing parent choice, puts the entire education system at risk. It has been made clear that staffing for remote learning will come from existing dollars, thereby eroding investments in face-to-face instruction.



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | rainbowschools.ca

Is the government's plan to make remote learning a permanent option another cost-cutting initiative with a broader objective? Will this plan result in increased class sizes and reduced funding for school boards? Is the broader objective to create a stand-alone structure that can be sold to the highest bidder to generate revenue for the province?

It is disingenuous to attempt to capitalize on the pandemic to move a government agenda forward. Making remote learning a permanent option is not only seen as the beginning of the privatization of public education, it will shortchange the current system and that will have long-term negative effects on our overall recovery and economy.

We invested in quality education in this province for a reason - to provide the best environment possible for all students to learn and to grow to become capable, confident, contributing members of society. We need to continue to invest in quality education to ensure all students have every opportunity to reach their full potential.

Making authentic connections is critical to student success. A strong circle of care through the student/teacher/support staff relationship is the hallmark of the in-person learning experience.

Most importantly, we respectfully request that we refocus on student well-being and success.

Students need to be educated. Our in-person public education system is the great equalizer. It is the level playing field that provides equal opportunity for all children and young people regardless of race, colour or creed and regardless of geography, income or capabilities. This is an issue worth fighting for.

Sincerely,

Doreen Dewar
Chair

cc: Premier Ford, premier@ontario.ca
 Nancy Naylor, Deputy Minister of Education Nancy.naylor@Ontario.ca
 Jamie West, MPP Sudbury JWest-QP@ndp.on.ca
 France Gélinas, MPP Nickel Belt fgelinas-qp@ndp.on.ca
 Michael Mantha, MPP Algoma-Manitoulin mmantha-qp@ndp.on.ca
 Cathy Abraham, OPSBA president President@opsba.org
 School Board Chairs
 Rainbow DSB Trustees
 Eric Laberge, president, Rainbow OSSTF eric.laberge@d03.ossf.ca
 Liana Holm, president, Rainbow ETFO holm@etforainbow.on.ca



Bluewater District School Board

351 1st Avenue North – PO Box 190
 Chesley ON N0G 1L0
 Telephone: (519) 363-2014 Fax: (519) 370-2909
 www.bwdsb.on.ca

Sent by email: stephen.lecce@pc.ola.org

April 12, 2021

The Honourable Stephen Lecce
 Minister of Education
 315 Front Street West, 14th Floor
 Toronto, Ontario M7A 0B8

Dear Minister Lecce:

On behalf of the Board of Trustees, we wish to express our concerns regarding your government's exploration of a province wide approach to the delivery of eLearning through TVO/TFO, as recently revealed by the media in various reports referencing private documents. As we continue to gather evidence related to the impact of online learning during the COVID-19 pandemic, we believe it is premature for the provincial government to be implementing a permanent framework without adequate transparent consultation with education stakeholders.

In Bluewater District School Board, we belong to the Ontario eLearning Consortium (OeLC), which is comprised of 33 school boards from both the public and Catholic systems. This has provided an effective, efficient, and low-cost seat-sharing mechanism for us to offer eLearning courses to our students, while supplementing course offerings from other boards. During the COVID-19 pandemic, this approach has been especially useful by enabling a variety of solutions in smaller schools, and allowing us to pivot quickly to meet the needs and demands of our students and families.

Our longstanding participation in the OeLC is working extremely well. Online class content is edited, supplemented, and differentiated by local educators for our students, as well as those who register for our classes from across the province. We believe it is imperative that our educators retain control over content and delivery at the local level.

The government's proposed plan would have significant implications for public education and our local schools, including:

- Threatening the viability and diversity of course offerings in small, rural, and remote schools;
- Reducing support for in-school learning by reassigning student success teachers, guidance counsellors, and others whose current mandate is to support students who require additional instruction to be successful;
- Unnecessary duplication and additional expenses, while still being unlikely to effectively address local needs (School boards and their consortia have developed the infrastructure and level of expertise to support remote learning that reflects the requirements of their specific learners.);
- Undermining the ability of school boards to have direct and local influence over the logistics and programming linked to online learning, as well as associated services and supports in their community schools.

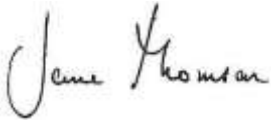
We are concerned that this plan has the dangerous potential of creating a two-tiered education system⁵⁹. As a small rural board, we still have families who live in areas without reliable internet access. There remain questions around access and equity that must be considered with any plan moving forward. In addition, there would be a negative impact on our ability to deliver in-person learning to our rural schools.

We respectfully request that public conversations related to your government's proposal involve consultation with school boards and education partners in Ontario. This includes the many education stakeholders who comprise the OeLC and the Ontario Public School Boards' Association, who have also been investigating the potential impacts of this proposal.

By working together, we believe that a strengthened and mutually beneficial vision for online learning can be created, which does not undermine school board and consortia leadership, or eliminate the positive online approaches that have long proven effective for student engagement and success.

As always, our commitment remains focused on providing a quality education for every student in a safe, accepting, and caring environment.

Sincerely,



Jane Thomson
Chair



Jan Johnstone
Vice-Chair

cc: MPP Bill Walker, Bruce-Grey-Owen Sound
MPP Lisa Thompson, Huron-Bruce
Ontario Public School Boards' Association

/jp



April 15, 2021

Hon. Stephen Lecce, MPP, Minister of Education
 Ontario Ministry of Education
 438 University Avenue, 5th Floor
 Toronto, ON M5G 2K8

sent via email: Minister (EDU) minister.edu@ontario.ca

Dear Minister:

I am writing to you at the request of the Upper Canada District School Board who, at its regular board meeting of 07 April 2021, passed the following motion:

BE IT RESOLVED THAT: The Upper Canada District School Board calls upon the Government of the Province of Ontario, before making significant changes to the education model in Ontario, to establish a Royal Commission into the future of education.

It is the view of Trustees that the profound changes brought about by the COVID-19 pandemic, has dramatically changed the way that students, parents, and the general public now regard publicly funded K-12 education in our province. Indeed, K-12 education throughout Ontario has garnered a significant profile in the public domain over the past 12 months given the following matters of significance:

- teacher recruitment, certification, and retention;
- staff capacities to deliver instruction in an enhanced capacity using digital tools and technology;
- emerging questions surrounding the suitability of "screen time" for different learners;
- media reports outlining the interests and intention of the provincial government to entrench remote learning as choice for students and families beyond the circumstances of the global pandemic;
- factors surrounding equity as it relates to the provision of educational experiences for all children throughout the province;
- reports identifying an escalation in pediatric mental health issues and the key role that schools and school districts can play as a community partner to support children and youth in the post-pandemic period;

...2/





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- aligning curriculum development and the use of resources that responds to the Calls for Action from the Truth and Reconciliation Commission of Canada, and;
- the de-streaming of the secondary curriculum.

All of these topics are relevant to the delivery of education and is consequential to ensuring that we have invested wisely in the future of Ontario. The pandemic has caused all of us to want to contribute to a dialogue around future-ready schools and, our board is of a view that a Royal Commission on schools and learning presents an important channel for this conversation.

The Upper Canada District School Board has a long history of contributing presence and insight to past Royal Commissions which addressed education and student learning. Indeed, the late Lloyd Dennis was a former Director of Education from our predecessor board, the Leeds & Grenville Board of Education and served as a commissioner in 1968, resulting in the production of "Living and Learning" (otherwise known as the Hall-Dennis report). As well Manisha Bharti was a student from our St. Lawrence High School in Cornwall and served as one of the five commissioners on the 1993 Royal Commission on Learning in Ontario. Please know that you can count on the Upper Canada District School Board to support the work of a Royal Commission on Schools and Learning to provide our time and local expertise to ensure its success.

We encourage you and the Government of Ontario to seriously consider the value of a Royal Commission on Schools and Learning so that we can fully prepare as a community, region, and province for the schools we need and program experiences that students and their families deserve as we emerge out of the global pandemic.

Respectfully,

[Original to follow by Canada Post]

John McAllister,
Chair of the Board

cc: UCDSB Board of Trustees;
Chairs, District School Boards, Ontario.





April 19, 2021

The Honourable Stephen Lecce
 Ministry of Education
 5th Floor, 438 University Ave.
 Toronto, ON M5G 2K8

To the Honourable Stephen Lecce, Minister of Education,

In late March, various media outlets [provided details](#) from a “confidential slide deck” about the province of Ontario’s plans for “Expanding Student Access to Online and Remote Learning”.

At the Wednesday, April 7, 2021 meeting of the Trustees of the Halton District School Board (HDSB), the following motion received unanimous approval:

Be it resolved that the Chair of the Board be directed to write a letter prior to the next Board meeting to the Minister of Education to request reconsideration of the plan for “expanding student access to online and remote learning” and to request a collaborative approach so that any new direction reflects insights and experiences from all public education partners, and are in the best interests of students and the public education system.

In December 2020, the Ontario Public School Boards’ Association (OPSBA) submitted a very [detailed document](#) to the Minister regarding the Ministry’s concept of expanding student access to online and remote learning. Despite the Ministry of Education’s use of the words “education partners” and “consultation”, much of the advice from OPSBA seems to have been overlooked, and to this day, neither the HDSB Director of Education nor I, as the Chair of the Board, have directly received this information, despite the profound impact these plans will have on public education.

The Board of Trustees’ concerns are twofold: first, we are concerned about whether the proposal will, in fact, be in the best interests of students and second, we are concerned that the proposal appears to be set to move forward, without collaboration and advice from diverse stakeholders. Both of these points are further elaborated below.

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

The proposal represents a large shift for public education in an area where the status quo is serving students quite well. For example, boards including the HDSB have robust online offerings which students may access, generally with high rates of completion. Boards have also fine-tuned their approaches to online and virtual learning based on local and contextualized experience during the pandemic. You have mentioned “lessons learned” around remote and virtual learning, but the associated data, analysis and conclusions on which these decisions are being made appears limited, particularly as related to regional differences, equity and inclusion, and serving students with a range of learning needs. To the best of our understanding, parents, students and on-the-ground teaching staff have not been invited to provide direct and focussed feedback on this matter.

Collectively, we are still in the midst of the pandemic with the most recent pivot back to virtual learning happening now. No year over year achievement comparisons are available yet and no quality of education surveys have been completed by any of the stakeholder groups. Only once the pandemic crisis has passed and there is an opportunity to fully study the positive and negative aspects of online and remote learning is it appropriate to propose changes to the public education system. Changes should be based on meaningful data.

Changes should also be based on consultation with education partners and stakeholders. By limiting input through a tightly time-limited consultation and the use of Non-Disclosure Agreements with parties to that limited consultation, the optics as well as the decision making process are as much a challenge as the prospective outcome.

Minister, the Trustees of the Halton District School Board implore you to halt all proposed changes until adequate data is available and a collaborative consultation is completed. We are aware of and would like to amplify the calls from OPSBA, [Council of Ontario Directors of Education \(CODE\)](#), [Ontario Student Trustees' Association \(OSTA-AECO\)](#), [publicly funded school boards](#) across the province, and [education advocacy groups](#) to strengthen both the process and the resulting outcomes. This way, school boards, parents, students, staff, education-focussed organizations and associations can develop a shared vision, and be able to commence implementation with a singular, shared purpose. Moving forward with the current proposal ignores the concepts of strong evidence-based decision-making and stakeholder consultation as fundamental tenets of public education.

Sincerely,



Andréa Grebenc
Chair of the Board of Trustees, Halton District School Board

Cc: MPP Ted Arnott,
MPP Stephen Crawford,
MPP Parm Gill,
MPP Jane McKenna,
MPP Effie Triantafilopoulos,
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
President Cathy Abraham, Ontario Public School Boards' Association

April 19, 2021

Karen Redman, Regional Chair, Region of Waterloo
Kathryn McGarry, Mayor, City of Cambridge
Berry Vrbanovic, Mayor, City of Kitchener
Dave Jaworsky, Mayor, City of Waterloo
Sue Foxton, Mayor, Township of North Dumfries
Joe Nowak, Mayor, Township of Wellesley
Les Armstrong, Mayor, Township of Wilmot
Sandy Shantz, Mayor, Township of Woolwich

Dear Regional Chair and Mayors,

At its meeting on March 8, 2021, the Board of Trustees for the Waterloo Region District School Board (WRDSB) approved the following motion, related to the installation of Stop Arm Cameras on buses:

That the Waterloo Region District School Board Chair write a letter to the Mayors' offices of our 3 cities, our multiple townships and regional council, asking them to advocate to the province to speed up the process for installation of stop arm cameras to improve the safety of our students while using the transportation provided by us;

This request is of significant importance as the accidents that occur when motor vehicles speed past stopped school buses often result in catastrophic injuries or even student death.

In 2012, Lydia Herrle, was hit by a vehicle that passed a stopped school bus in front of her home just west of Waterloo. The collision left her in a coma for months, with a brain injury and many broken bones.

In 2000, five year old Adam Ranger was killed in Mattawa, Ontario when a truck with a trailer tried to pass his stopped school bus. The truck swerved and missed Adam, but he was hit by the trailer. Mattawa has since installed stop arm cameras on all of their school buses to curb aggressive drivers.

These are two examples of devastating accidents involving vehicles passing school buses. Unfortunately, we know drivers make this dangerous decision much more frequently. Waterloo Region Police Services (WRPS) [stated](#) that nine incidents were reported in the first two months of 2021 and local school bus drivers [report](#) that vehicles regularly pass their stopped buses. In a [2016 pilot](#), 97 vehicles passed stopped school buses in 23 days. Students, parents, and school

bus operators should be able to be able to feel confident that other drivers will stop as required when a school bus is stopped and has its lights flashing and its stop-arm camera raised.

Installation of stop arm cameras would deter motorists from passing stopped school buses and protect our students' safety. The cameras are a straightforward solution with the ability to substantially reduce aggressive driving and protect the lives of thousands of students who ride the bus to school. Ottawa District School Board installed stop arm cameras in 2019 and after only three months, 60 charges were laid against motorists who failed to stop when the bus stopped to pick up students.

As per the Ontario Ministry of Transportation "As of September 1, 2020, the Ministry is making it easier for municipalities to set up school bus stop arm cameras in their region. This change to streamline the prosecution of camera offences will help to ensure that violators are penalized."

We ask for your support to advocate to the Province to speed up the process for installation of stop arm cameras on school buses in Waterloo Region to keep our students safe when riding the school bus.

Sincerely,



Joanne Weston
Chairperson of the Board of Trustees
Waterloo Region District School Board

CC:
Waterloo Catholic District School Board
Conseil scolaire Viamonde
Conseil scolaire de district catholique Centre-Sud
MPP Belinda Karahalios
MPP Laura Mae Lindo
MPP Amy Fee
MPP Michael Harris
MPP Catherine Fife
OPSBA
STSWR