



# Report to Board of Trustees

October 25, 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: Graham Shantz, Coordinating Superintendent, Human Resources & Equity Services, in consultation with Coordinating Council.

**Staffing Statistics – Retirements**  
**Current at October 25, 2021**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Scott	Gillians	Teacher, Wellesley PS	June 30, 2022	16
Gregory	Hallman	Teacher, Parkway PS	November 30, 2021	29
Bernard	Kohler	Teacher, St. Andrew's PS	January 31, 2022	25
Dana	Marshall	Teacher, Abraham Erb PS	June 30, 2022	18

<b>Retirements: Secondary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Anne-Viviane	Maus	French Department Head, Sir John A Macdonald SS	August 31, 2022	21
Cameron	McBain	English Department Head, Elmira District SS	January 31, 2022	31
Scott	Shantz	Teacher, Waterloo Oxford District SS	January 31, 2022	22
Henry	Winter	Teacher, Eastwood CI	January 31, 2022	31

**Staffing Statistics – Retirements**  
**Current at October 25, 2021**

<b>Retirements: Administrative &amp; Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Carol	Beaver	Payroll Clerk, Human Resource Services	December 31, 2021	23
Mardi	Cantin	Early Childhood Educator, AR Kaufman PS	December 31, 2021	11
Helen	Carter	Educational Assistant, Elementary Remote School #1	November 30, 2021	25
Jeff	Harrington	Custodian, Forest Heights CI	November 19, 2021	16
Dan	Kaehler	Custodian, Eastwood CI	November 30, 2021	27
Elizabeth	Madter	Child Youth Worker, Bridgeport PS	October 5, 2021	26
Lee	Peters	Custodian, Avenue Road PS	June 30, 2022	20
Stephan	Reist	Vice Principal, Bluevale CI	January 31, 2022	28
Elizabeth	Wyatt	Literacy & Basic Skills Instructor, Continuing Education	December 17, 2021	24

**Staffing Statistics – Resignations**  
**Current at October 25, 2021**

<b>Permanent Staff Resignations</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Effective Date</b>
Miryam	Aguado Caquimbo	Custodian, Queensmount PS	October 14, 2021
Michael	Graves	Custodian, MacGregor PS	October 7, 2021
Noah	Holstock	Custodian, Grand River CI	October 15, 2021
Diane	Iovanov	Library Clerk, Trillium PS	October 29, 2021
Karen	Kilbourne	Elementary Teacher, Hespeler PS	October 9, 2021
Joseph	Macerollo	Lead Hand, Grand River CI	October 29, 2021
Sherry	Mahon	Elementary Head Secretary, Alpine PS	October 1, 2021
Ethan	Mercier	Custodial Maintenance Helper, Sir John A Macdonald SS	October 29, 2021
Alanna	Schedler	Elementary Supervision Monitor, Laurentian PS	October 13, 2021
Joel	Steinmann	Educational Assistant, Sir John A Macdonald SS	October 1, 2021



# Report to Board of Trustees

October 25, 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 October 25, 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: Graham Shantz, Coordinating Superintendent, Human Resources & Equity Services, in consultation with Coordinating Council.

**Staffing Information – New Appointments**  
**Current at October 25, 2021**

<b>New Appointments: Elementary Teacher Staff</b>			
<b>First</b>	<b>Last</b>	<b>Location</b>	<b>Effective Date</b>
Meghan	Holland	Edna Staebler PS	October 28, 2021
Brigitte	Kralt	Janet Metcalfe PS	October 4, 2021
Katherine	Mityuk	Moffat Creek PS	October 1, 2021
John	Roberts	Elizabeth Ziegler PS	October 25, 2021

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>Position / Location</b>	<b>Effective Date</b>
Penny	Collins	Secondary Supervision Monitor, Waterloo Oxford District SS	October 4, 2021
Jennifer	Davis	Secretary, Baden PS	September 27, 2021
Kristina	Duranyik	Secondary Supervision Monitor, Forest Heights CI	October 18, 2021
Britta	Fuller-Skyers	Accounting Clerk, Finance	October 12, 2021
Max	Grise	In School Technician, Eastwood CI	October 29, 2021
Jenna-Beth	Kerr	Secondary Supervision Monitor, Galt CI	October 7, 2021
Edne	Nogueira	Elementary Supervision Monitor, Coronation PS	September 22, 2021
Sefora	Orozco Andino	Secretary, Pioneer Park PS	October 4, 2021
Glenda	Ribey	Library Clerk, St. Jacobs PS	October 4, 2021
Birgit	Richards	Educational Assistant, Glenview Park SS	September 1, 2021
Cobi	Stecho	Library Clerk/Secretary, Howard Robertson PS	September 27, 2021
Fatme	Zeineddine	Secondary Supervision Monitor, Kitchener CI	September 13, 2021

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

*Human Resources & Equity Services*



# Report to Board of Trustees

October 25, 2021

## **Subject: Student Suspension/Expulsion Report September, 2021**

### **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 2020 and September 2021, elementary suspensions have increased by 37 and secondary suspensions have increased by 94.

Comparing year to date from September 2020 and September 2021, school expulsions have remained at 0 and board expulsions have remained at 0.

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

Data from 2020/2021 were collected during a school year where students were engaged in learning in three modes: in-person, adaptive hybrid and distance learning.

### Suspensions

- Total elementary school suspensions in September 2020 - 19, year to date - 19
- Total elementary school suspensions in September 2021 - 56, year to date - 56
- Total secondary school suspensions in September 2020 - 5, year to date - 5
- Total secondary school suspensions in September 2021- 99, year to date - 99

### Expulsions

- Total school expulsions in September 2020 - 0, Year to Date 0
- Total school expulsions in September 2021 - 0, Year to Date 0
- Total board expulsions in September 2020 - 0, Year to Date 0
- Total board expulsions in September 2021 - 0, Year to Date 0

### 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 2020 - 0, year to date 0
- Total elementary/secondary violent incidents in September 2021 - 5, year to date 5

## **Background**

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

## **Financial implications**

There are no financial implications.

## **Communications**

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

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





# Report to Board of Trustees

October 25, 2021

## Subject: Strategic Plan - Operational Plan for 2020-2021 Outcomes

### Recommendation

This report is for information to the Board and provides Trustees with an update on staff's work regarding the Board's Operational Plan and related outcomes for 2020-2021- our fifth year of implementation of our current Strategic Plan.

### Status

Given the unprecedented nature of this past 19 months and uncertainty associated with responding to the challenges presented by the pandemic, it was necessary to revise our operational plan for 2020-2021. WRDSB's [Strategic Priorities](#), as reflected in our operational 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](#)) included:

- 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 simultaneously 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 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 and equity services; 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 operational plan (see [Annex A](#) and [Annex B](#)).

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 student, 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. Quarterly budget updates have been provided to the Board ([January 18, March 22, 2021](#), [June 14, 2021](#)). The final financial results of the WRDSB’s operations in the 2021-22 school year will be presented to the Board of Trustees on November 15, 2021 as part of the presentation of the WRDSB’s audited financial statements.

## **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.

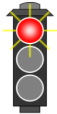
The Director's Annual Report also utilized the Strategic and Operational Priorities as a framework for reporting back to our community the work of our district, our schools, our staff, our students, our parents, guardians and caregivers, and our community partners.

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

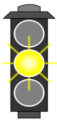
# Operational Plan - 2020-2021

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.

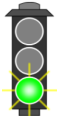
To help us communicate our progress in a transparent and simplified way we use an operational dashboard. The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



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

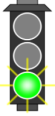

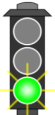

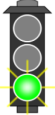
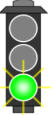

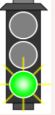


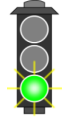

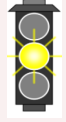

A green light means implementation is on track



A blue check means implementation of a given strategy is complete

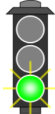
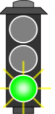


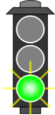

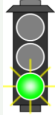

# Safety and well-being of staff and students

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"> <li># of staff who participate in the training of COVID-19 Health, Safety and Wellness Handbook for Staff</li> <li># of staff who participate in the training of COVID-19 Health and Safety Handbook for Students, Staff and School Communities</li> <li># 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</li> </ul>		<ul style="list-style-type: none"> <li>% of staff, students and community who feel schools and workplaces are safe and healthy places</li> </ul>	
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"> <li>Process developed and documented that supports schools and departments to respond to positive COVID-19 cases and outbreaks</li> <li>Process in place that allows for timely communication from confirmation of positive case to reporting the case publicly</li> <li>Occurance of daily cleaning procedures and case/outbreak cleaning procedures (when necessary)</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>% of administrators who feel supported in their response to COVID-19 cases and outbreaks</li> <li>% staff, students and community who report a sense of safety and confidence in the response to a COVID-19 case and outbreaks</li> <li>% cases reported accurately to the board website and Ministry reporting system</li> <li>% schools not cleaned within a 48 hour period (i.e., in accordance with local and provincial standards)</li> </ul>	
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"> <li># of Mental Health professionals (Social Workers, Psychologists) who access the online course</li> <li># educators who access the online course</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from Mental Health professionals and educators on learning</li> <li>Feedback from educators on integration of information into the curriculum and impact on students</li> </ul>	
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"> <li>Review approaches to professional learning in restorative practices</li> <li>Select external service provider to develop restorative practices professional development sessions for administrators and Child and Youth Workers</li> <li># of staff members who engage in professional development sessions</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from administrators and Child and Youth Workers on change in practices used in schools</li> <li>Feedback from Keeping Students in Schools session participants on learning and impact on practices</li> <li># of suspensions and expulsions</li> </ul>	

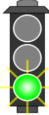





Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.5 Build staff capacity to provide opportunities for students to engage in equity-focused Social Emotional Learning (SEL)	SEL is integrated into regular classroom practices in all modes of learning.	Special Education, Teaching and Learning, Indigenous, Equity and Human Rights, Research	<ul style="list-style-type: none"> <li>● # of educators and educational support staff who access online modules</li> <li>● Feedback from educators and educational support staff accessing online modules</li> <li>● Feedback from educators and administrators who are implementing SEL into their classrooms and schools with direct central staff support</li> </ul>		<ul style="list-style-type: none"> <li>● Feedback from educators and educational support staff on changes in instructional practices and impact on students</li> <li>● Feedback from students who have engaged in SEL</li> <li>● % of schools participating</li> </ul>	
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"> <li>● # of participants contributing to the 2020 Champions Campaign</li> <li>● # of participants contributing to the 2021 Gratitude Campaign</li> <li>● # of “Supporting Ourselves and Supporting One Another” newsletters launched</li> <li>● Feedback from system leaders’ on the Crisis Support Protocol for Staff</li> <li>● # of System Leaders Meetings, Department Meetings, and Family of School Meetings that focus on fostering positive workplace cultures</li> </ul>		<ul style="list-style-type: none"> <li>● Level of psychosocial factors through Guarding Minds at Work staff survey</li> <li>● Feedback from staff through the Let’s Connect surveys</li> </ul>	



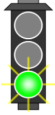

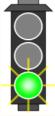



# Commitment to an organizational culture rooted in human rights and equity

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"> <li>● increase their knowledge of how to identify and respond to HRE issues at their schools or in their departments,</li> <li>● develop a sense of agency on how to respond, and</li> <li>● establish appropriate conditions in their schools and workplaces</li> </ul>	Leadership Development, Indigenous, Equity and Human Rights, Human Resources Services	<ul style="list-style-type: none"> <li>● # of staff who access the training on equity, inclusion and human rights</li> <li>● # of staff who access the training on anti-oppression and anti-racism</li> <li>● # of educators supported to ensure classroom instruction represents the diverse experiences of students</li> </ul>		<ul style="list-style-type: none"> <li>● Feedback from participants through surveys on changes in knowledge, skills and behaviours</li> <li>● Feedback from staff through the Let's Connect surveys</li> </ul>	
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"> <li>● Black Brilliance Advisory Council mandate and governance model clearly established and collaboratively developed with members</li> <li>● Indigenous Education Advisory Committee established, and mandate and governance model clearly and collaboratively developed with members</li> <li>● Student Advisory Committee established, representative of vulnerable students, and mandate and governance model clearly and collaboratively developed with members</li> <li>● Equity and Inclusion Advisory Group work plan established and collaboratively developed with members</li> </ul>		<ul style="list-style-type: none"> <li>● Feedback provided by committee members through the Committee Review Tool</li> </ul>	
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"> <li>● Student census questions finalized</li> <li>● # of advisory structures consulted</li> <li>● Student census launched</li> <li>● # of actions items in the Workforce census report being implemented</li> </ul>		<ul style="list-style-type: none"> <li>● % of students who participated in the student census</li> <li>● # of actions items in the Workforce census report completed</li> </ul>	
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"> <li>● launched,</li> <li>● approved by trustees, and</li> <li>● published to the WRDSB website</li> </ul>	Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> <li>● Job descriptions developed and staff hired responsible for supporting the Human Rights Complaints Process</li> <li>● Human Rights Policy and Code-Based Human Rights Complaint Process and Administrative Procedure developed and communicated</li> <li>● # of system leaders who participate in capacity building</li> </ul>		<ul style="list-style-type: none"> <li>● Policy and procedures in place and communicated to the system</li> <li>● Feedback from participants through surveys on changes in knowledge</li> </ul>	





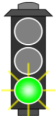

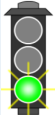



Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
2.5 Ensure the Board meets or exceeds the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board's multi-year plan	Board policies, procedures, and practices 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"> <li>● # of stakeholder groups consulted</li> <li>● Process developed to continually measure our progress with the WRDSB Accessibility for Ontarians with Disability Act Plan implementation</li> <li>● WRDSB Accessibility for Ontarians with Disability Act Plan presented to and approved by the WRDSB Board of Trustees</li> </ul>		<ul style="list-style-type: none"> <li>● Final version of the WRDSB Accessibility for Ontarians with Disability Act Plan 2021 - 2025 approved and published in accessible formats.</li> </ul>	
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"> <li>● Development of criteria for a review of library resources</li> <li>● Procurement of a third party consultant to perform a review of current library resources</li> </ul>		<ul style="list-style-type: none"> <li>● Completion of library resource review</li> <li>● Necessary classroom resources procured and distributed to students and classrooms</li> </ul>	
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"> <li>● Opportunities identified to promote the teaching profession and Principal Qualification Programs (PQP) and remove barriers to entry for underrepresented communities.</li> <li>● Outreach program developed to recruit under-represented groups in undergraduate programs</li> <li>● New Teacher Induction Program (NTIP) incorporates human rights and equity content</li> <li>● Recruitment and retention strategy developed focusing on Indigenous teacher education candidates</li> </ul>		<ul style="list-style-type: none"> <li>● New hiring policy implemented</li> <li>● More diverse WRDSB workforce representative of our broader community</li> </ul>	








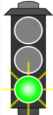
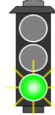
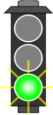


# Ensuring continuity of quality learning for all students





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"> <li># of distance learning programs created for elementary grades and secondary grades</li> <li># of assessments of the needs of the distance learning program</li> <li># of staff attending support sessions (e.g., distance learning on-boarding)</li> </ul>		<ul style="list-style-type: none"> <li>Report Card Data: Marks, NAs, Is</li> <li>Attendance of students in the different distance learning programs by grade</li> <li>Attendance of staff in the difference distance learning programs</li> <li>Feedback from staff and students via the Let's Connect surveys</li> </ul>	
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"> <li># of educators who access to the professional learning supports and the resources to:               <ul style="list-style-type: none"> <li>set up and effectively use VLEs in their classrooms</li> <li>develop an engaging online program</li> <li>provide the supports vulnerable students need to participate in the distance learning program or while cohort/school is dismissed</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Feedback from participants through surveys on changes in knowledge and skills</li> </ul>	
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"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>% of students who are in their chosen mode of learning</li> <li>% of additional positions required to offer the two modes of learning</li> </ul>	

# Supporting our most vulnerable students and closing their gaps in learning

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
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>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>	Special Education Distance Learning Administrators	<ul style="list-style-type: none"> <li>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.</li> <li>Process created that assesses students who are experiencing gaps in their learning and implements appropriate intervention plans that are assessed and monitored.</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from parents/guardians and students via the Let's Connect surveys</li> <li>Feedback from staff through surveys on changes in knowledge, skills and practice</li> </ul>	
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>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>	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> <li>Students who struggle with reading and/or mathematics, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored</li> <li>Students who struggle with reading, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored</li> <li>Strategies for teaching and learning (including SEL and HRE perspective) are developed, communicated, and related capacity building is completed with all necessary stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>Reading record data</li> <li>K-3 mathematics report card data demonstrates progress</li> <li>Feedback from staff through surveys on changes in practice</li> <li>% of students meeting the predetermined literacy benchmarks</li> </ul>	
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	Strategies are in place to support credit recovery for students before they enter Grade 10 or 11.	Program Management, Teaching and Learning	<ul style="list-style-type: none"> <li># secondary schools who implement process for identifying those Grade 9 and 10 students who are behind in credit accumulation</li> <li># of students receiving interventions</li> </ul>		<ul style="list-style-type: none"> <li># of students who have recovered credits</li> </ul>	
4.4 Provide supports for ELL students and their families in all modes of learning	<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>	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	<ul style="list-style-type: none"> <li>Communication materials developed supporting ELL Families</li> <li># of ELL Distance Learners receiving supports</li> <li># of ELL students identified who are behind in grades 9-12 credit accumulation</li> <li># of ESL teachers participating in S4S Training</li> </ul>		<ul style="list-style-type: none"> <li># of ELL students who are receiving supports</li> </ul>	

# 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"> <li># of updates provided to Trustees</li> <li># of special project and in-year requests approved</li> </ul>		<ul style="list-style-type: none"> <li>Comparison of actual spending versus budgeted spending completed</li> <li>Quarterly Financial Reports completed</li> </ul>	
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"> <li>Observations on program quality and Ministry guidelines through site visits</li> <li># of site visits and documentation</li> </ul>		<ul style="list-style-type: none"> <li>Feedback on experience and satisfaction from parents/ guardians through the Let's Connect surveys</li> <li>Level of access for students with special needs to before and after school programs in their school, to safely participate in activities</li> </ul>	
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"> <li>Review required documents for students who began attending during closure (March 2020 - June 2020) and for 2020-21 registrations</li> <li>Centrally review registrations for 2021-22 school year</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from new WRDSB families on online registration experience</li> <li>Registrations are audit compliant and meet privacy guidelines</li> <li>Safe and consistent registration process</li> </ul>	
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"> <li>Project charter and governance structure is in place</li> <li>Completion of needs assessments</li> <li>Completion of system testing and configuration</li> <li># of staff who accessed the training</li> </ul>		<ul style="list-style-type: none"> <li>Transition to new student information system is complete</li> <li>Demonstrated functionality within the various systems</li> <li>Successfully complete test runs for all functional elements of the systems</li> <li>Feedback on experience and satisfaction from staff through a survey</li> </ul>	
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"> <li>Redevelopment of the corporate and school websites in order to achieve compliance with the Web Content Accessibility Guidelines (WCAG) 2.0.WRDSB web properties</li> <li>Planned internal redevelopment of the site will prioritise accessibility</li> <li>Website property governance structure in place</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from stakeholders through surveys on format and content accessibility</li> <li>Completion and launch of fully accessible public site by August 2022</li> </ul>	
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"> <li># of tentative agreements in place</li> </ul>		<ul style="list-style-type: none"> <li># of local collective agreements ratified by all union groups</li> </ul>	

<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"> <li>● # of stakeholders consulted</li> <li>● Draft EDC By-Laws presented to the Board of Trustees</li> </ul>		<ul style="list-style-type: none"> <li>● 2021 - 2025 EDC By-Law posted approved and implemented</li> </ul>	
<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"> <li>● Applications are centrally reviewed for the 2021-22 school year</li> <li>● # updates provided to Trustees</li> </ul>		<ul style="list-style-type: none"> <li>● Consistent approach to all applications employed</li> <li>● Successfully complete the lottery and inform families of placements in the program</li> <li>● Feedback on experience and satisfaction from staff through a survey</li> </ul>	



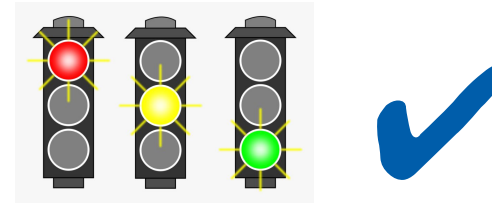
**Strategic Plan Update  
Operational Plan for 2020-2021**

**Annex B - Outcome Measures**

**October 25, 2021**

# 2020-2021 Operational Plan Implementation Dashboard

- **Strategies** - what will we do?
- **Intended outcomes** - what do we want to accomplish?
- **Implementation measures** - how well did we do it?



- **Outcome measures** - is anyone better off?

# Safety and well-being of staff and students

## Highlights of outcome measures

80%

Families who responded felt schools are safe and healthy places

92%

Administrators who responded felt supported in their response to COVID-19 cases and outbreaks

1048

Cases reported and managed appropriately based on Ministry of Education guidance

100%

Schools cleaned within a 48 hour period (in accordance with local and provincial guidelines)

Feedback from June 2021



# Safety and well-being of staff and students

## Highlights of implementation measures

1183

Educators who accessed  
online courses on  
social-emotional learning

72%

Educators who felt more  
confident about leading  
socio-emotional learning  
activities after participating  
in capacity building  
sessions

95%

Educators who teach  
socio-emotional learning as  
part of their regular practice  
after participating in in  
capacity building sessions

Feedback from June 2021

# Commitment to an organizational culture rooted in human rights and equity

## Highlights of outcome measures

- ✓ Mandatory Human Rights Training for all staff
- ✓ New course for System Leaders “Leading for Change: Understanding Colonialism, Human Rights and Equity”
- ✓ Mandatory anti-Black racism professional learning for all staff as part of September PD Day

288

Requests  
Indigenous Learning  
Team responded to

382

Requests  
Equity Learning  
Team responded to

# Commitment to an organizational culture rooted in human rights and equity

## Highlights of outcome measures

- ✓ Committee Review Tool utilized by Equity and Inclusion Advisory Committee
- ✓ Indigenous Education Advisory Committee established

### Student Census

8196

families who responded to the student census (K-3)

22145

students who responded to the student census (Grades 4-12)



# Commitment to an organizational culture rooted in human rights and equity

## Highlights of outcome measures

- ✓ Policy 1017 (Human Rights) is in place and communicated to the system
- ✓ Complaint Resolution procedures drafted
- ✓ WRDSB Accessibility for Ontarians with Disabilities Act Plan approved and published
- ✓ Library Resource Review completed
- ✓ Plan developed to review content of each school library within next 2-3 years
- ✓ Policy 5000 (Fair, Equitable and Inclusive Hiring) is in place and communicated to the system

# Ensuring continuity of quality learning for all students

## Highlights of outcome measures

### Elementary Programs

Programs	% of students achieving above provincial standard on report card (B- or above)		% of students received a passing grade	
	Distance Learning	In person	Distance Learning	In person
Primary (K-2)	73%	81%	84%	95%
Junior (3-6)	70%	81%	83%	95%
Intermediate (7-8)	68%	74%	81%	92%
French Immersion	75%	88%	85%	98%

# Ensuring continuity of quality learning for all students

## Highlights of outcome measures

### Secondary Programs

Grade	% of students achieving above provincial standard on report card		% of students successfully completed the courses they took	
	Distance Learning	In person	Distance Learning	In person
Grade 9	75%	80%	97%	97%
Grade 10	73%	78%	96%	96%
Grade 11	72%	80%	95%	96%
Grade 12	79%	85%	97%	97%

# Supporting our most vulnerable students

## Highlights of outcome measures

- ✓ Revised Student Support Process shared and implemented in all schools
- ✓ Secondary pass rates for students with an IEP increased 6% from 83% to 89% over the past 5 years
- ✓ Implementation of Lexia (literacy intervention program) in over 100 schools, being used by over 5,500 students

# Supporting our most vulnerable students

## Highlights of outcome measures

**493**

credits were attempted by students as recovered credits. There was a 76.4% success rate.

**8000+**

of ELL students who are receiving supports with individual learning profiles captured in S4S database for easy access by educators





# Ensuring continuity of effective operations

## Highlights of outcome measures

**85%**

of respondents felt that  
extended day staff  
respond to their child's  
needs

**10,000+**

student registrations  
processed through the  
Central Registration  
since June 2020



# Ensuring continuity of effective operations

## Highlights of outcome measures

- ✓ Quarterly financial reports completed
- ✓ Comparison of actual spending vs. budgeted spending completed
- ✓ Transition to new Student Information System underway
- ✓ EAA, ETFO, DECE and OSSTF agreements ratified
- ✓ 21-25 EDC By-Law posted and implemented

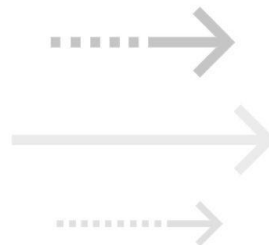
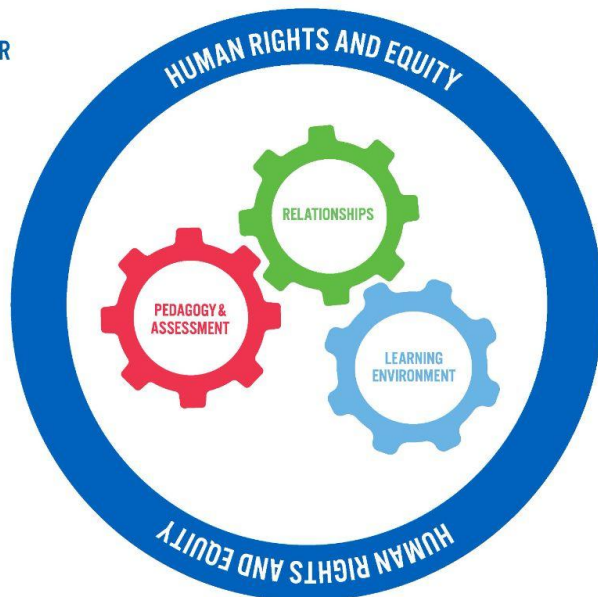
# CONDITIONS FOR LEARNING FRAMEWORK



## 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



451 Park St. W., P.O. Box 210, Windsor, ON N9A 6K1 · 519-255-3200

September 24, 2021

Honourable Stephen Lecce  
5th Floor, 438 University Ave.  
Toronto, ON M5G 2K8  
Email: [stephen.lecce@pc.ola.org](mailto:stephen.lecce@pc.ola.org)

Dear Minister Lecce,

It is incredibly unfortunate that the construction of a new school will often fuse frustration with celebration. An occasion of such great importance to our Board and the community has, so many times in our experience, been tarnished when the school opens without the capacity to accommodate the entire student population.

We recommend a thorough review of the funding formula for new schools with the goal of making it more flexible and responsive to changing circumstances.

Since 2005 the Greater Essex County District School Board has aggressively, yet responsibly, sought provincial funding to replace what was once among the oldest inventories of schools in Ontario. We are profoundly grateful that the province has consistently recognized the necessity and the quality of our proposals.

However, under the financial formula for capital projects, a new school will frequently be funded based on out-dated data - information on enrolment and community demographics from years before the school is actually built. We are not able to consider future growth, which we have found regularly occurs because of a new school in the community.

This necessitates the use of portable classrooms to manage an overflow of students from the day the school opens. We must explain to students and their families that, despite our expertise and best intentions some students don't get full use of the new building. I am sure, you can understand how discouraging this can be for everyone.

As advocates for strong and vibrant public schools, now and into the future for our students, we strongly recommend that a review of the funding formula for new school builds reflect the realities of our communities and the families that invest in them alongside us.

Sincerely,

A handwritten signature in black ink, appearing to be "Alicia Higgison", with a long horizontal line extending to the right.

Alicia Higgison  
Chairperson of the Board of Trustees

Cc: Honourable Lisa Gretzky, MPP, Windsor West: [lgretzky-qp@ndp.on.ca](mailto:lgretzky-qp@ndp.on.ca)  
Honourable Percy Hatfield, MPP, Windsor – Tecumseh: [phatfield-qp@ndp.on.ca](mailto:phatfield-qp@ndp.on.ca)  
Honourable Taras Natyshak, MPP Essex: [tnatyshak@ndp.on.ca](mailto:tnatyshak@ndp.on.ca)  
Honourable Rick Nicholls, MPP, Chatham-Kent – Leamington: [rick.nicholls@pc.ola.org](mailto:rick.nicholls@pc.ola.org)  
School Board Chairs: [webmaster@opsba.org](mailto:webmaster@opsba.org)



**UPPER GRAND  
DISTRICT SCHOOL  
BOARD**

**Martha MacNeil**

*Board Chair, Upper Grand District School Board*

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

Email: [martha.macneil@ugdsb.on.ca](mailto:martha.macneil@ugdsb.on.ca)

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

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September 23<sup>rd</sup>, 2021

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

Dear Minister Lecce,

On Tuesday, August 31<sup>st</sup>, 2021, the Board of Trustees passed a motion directing me to write to you in support of the Toronto Youth Cabinet's "Menstrual Equity" program.

In the Upper Grand District School Board, we have had the good fortune of being able to support our own "Period Equity" project through the generosity of the Upper Grand Learning Foundation. We are very proud of the work that has been done in this area to support menstruating students and staff.

<https://www.ugdsb.ca/schools/safe-equitable-and-inclusive-schools/equity-and-inclusive-education/>

Many boards do not benefit from the financial support of a foundation and are otherwise unable to maintain a Period Equity project. This creates inequity for students as only those in boards with financial resources can benefit from this program. This is a fundamental human rights issue and is critical for student well-being and success. The simple way to resolve this inequity is to have all school boards receive funding for this in their GSN.

We were approached by the Toronto Youth Cabinet with a request to add our names to the long list of school boards that are calling on the government to provide funding for these crucial products and create true equity for menstruating people across our province. The UGDSB is proud to stand with our colleagues in

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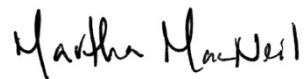
**Upper Grand District School Board**

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

urging the Ministry of Education to provide full funding for menstrual products for all school boards.

Thank you for your consideration of this vitally important request.

Sincerely yours,



Martha MacNeil  
Chair of the Board  
Upper Grand District School Board

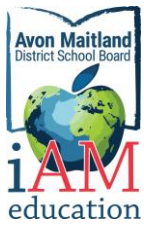
cc:

Premier Doug Ford  
Ted Arnott, MPP Wellington-Halton Hills  
Sylvia Jones, MPP Dufferin-Caledon  
Randy Pettapiece, MPP Perth-Wellington  
Mike Schreiner, MPP Guelph  
T.J Goertz, Senior Communications and Policy Officer, OPSBA  
All Public School Board Chairs  
Ontario Public School Boards Association  
UGDSB Board of Trustees  
Peter Sovran, Director of Education, UGDSB  
Stephen Mensah, Toronto Youth Cabinet  
Upper Grand Learning Foundation

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**Upper Grand District School Board**

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



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October 1, 2021

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

The Honourable Christine Elliott  
Minister of Health  
5<sup>th</sup> Floor, 777 Bay Street  
Toronto, ON M7A 2J3

Dr. Miriam Klassen  
Huron Perth Public Health – Perth Office  
653 West Gore Street  
Stratford, ON N5A 1L4

Dear Minister Lecce, Minister Elliott and Dr. Klassen:

RE: Vaccination Requirements for Extracurricular School Athletics

At the direction of the Board of Trustees of the Avon Maitland District School Board, at our September 28, 2021 meeting, we respectfully request that you reconsider your positions on vaccination for extracurricular sports participants in our schools. Our requests are:

1. Mandate vaccination for all organized extracurricular sports where masking and distancing protocols cannot be maintained; and/or
2. Provide antigen test-kits for all participants of these extracurricular sports.

Although extracurricular sports are considered part of the school experience, they are run, organized, and coached by volunteer teachers who have taken the responsibility on for this full school experience. Though every student should have the opportunity to participate in school extracurricular sports there are many reasons why a given student may not qualify to become a member of a team. We believe that if a student chooses to decline the vaccine, this should be one of the disqualifiers. We do recognize that the choice to not be vaccinated may originate from various reasons. In some cases, the solution might include barrier free access to mass immunization clinics; credible/validated sources of information to promote informed vaccine literacy; and ensuring vaccine hesitant students and caregivers had local and provincial, culturally sensitive opportunities to obtain information. These circumstances must be mitigated to allow every student their best opportunities.

If we allow unvaccinated athletes to participate, not only is there a heightened risk to the physical health of all the players and their families, it adds an unnecessary layer of uncertainty – mental health effects - to the whole process. Parents and students may not want to play sports with an unvaccinated and unmasked individual. Teachers/coaches may feel unsafe with coaching unvaccinated and unmasked players. For them, a layer of protection has been removed from the classroom setting. Activities involving close contact may be less available since coaching is provided by volunteers and those individuals could decide to withdraw their

services for their own safety. Furthermore, with a patchwork of policies around the province, regional and provincial tournaments will likely be impacted. Boards, Public Health Units and/or municipalities with varying vaccine mandates, may refuse to allow unvaccinated students from elsewhere into their buildings and those same boards may not allow their athletes to participate against unvaccinated teams.

The Ontario Human Rights Commission came out with a statement on September 22, 2021.  
[http://www.ohrc.on.ca/en/news\\_centre/ohrc-policy-statement-covid-19-vaccine-mandates-and-proof-vaccine-certificates](http://www.ohrc.on.ca/en/news_centre/ohrc-policy-statement-covid-19-vaccine-mandates-and-proof-vaccine-certificates)

While respecting the fact that all students should ideally have equal opportunity to participate in athletic activities, during these difficult times we must consider safety as our number one priority.

Thank you for your consideration.

Sincerely,



Robert Hunking  
Chair, Avon Maitland DSB

cc Randy Pettapiece, MPP Perth-Wellington  
Lisa Thompson, MPP Huron-Bruce  
Ontario Public School Boards Association (OPSBA)  
Ontario Federation of School Athletic Associations (OFSAA)





Mark Fisher, Director of Education and Secretary

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2021 October 1

The Honourable Stephen Lecce  
Minister of Education  
438 University Avenue, 5th Floor  
Toronto, Ontario M7A 2A5

Dear Minister Lecce:

This is a letter is to inform you of a motion approved by Trustees of the Thames Valley District School Board (TVDSB) at its 2021 September 28<sup>th</sup>, regular meeting of the board. The motion relates to the provision of funds for COVID-19 rapid antigen testing for student athletes:

"That the Board request the government provide the funds for testing student athletes who have a first dose of the vaccine and wish to participate in extracurricular sports."

It has been communicated to families that TVDSB secondary students who wish to participate in extracurricular sports must have received their first vaccination dose by 2021 September 17<sup>th</sup>, and be fully vaccinated no later than 2021 November 1<sup>st</sup>.

Students who have received one dose must undergo COVID-19 rapid testing twice a week, with results confirmed visually with school staff. Once a second dose is received, students can participate fully without the need for rapid testing.

Thames Valley recognizes the importance of extracurricular activities for the mental and physical well-being of students. Providing these opportunities while putting in place procedures to ensure the health and safety of students and staff is important. Confirming all participants are fully vaccinated or working towards full vaccination is a critical layer of protection.

We recognize that not all families can equally access COVID-19 rapid antigen tests – cost, and ability to purchase these tests may present a barrier to some students. By providing rapid antigen testing free of charge to all student athletes will ensure equity across our Board.

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**Thames Valley District School Board - Office of the Chairperson**

1250 Dundas Street, London, Ontario, N5W 5P2 Tel: 519-452-2000 Fax: 519-452-2396 website: [www.tvdsb.ca](http://www.tvdsb.ca)

*We build each student's tomorrow, every day.*

As such, the Board requests that the province fund the costs of the COVID-19 rapid antigen tests, as well as reimburse those students who have purchased rapid antigen tests since this protocol came into effect on 2021 September 17th. Full funding will help school boards and their public health partners protect the health and safety of students, staff and the community and help keep our schools open.

We appreciate the extraordinary costs brought on by the pandemic and we do not want funding to be an obstacle to equal access to student participation in extracurricular sports.

Sincerely,

A handwritten signature in cursive script that reads "L. Pizzolato".

Lori-Ann Pizzolato, Chair  
Thames Valley District School Board

cc Trustees  
M. Fisher, Director of Education



Mark Fisher, Director of Education and Secretary

---

2021 October 5

The Honourable Stephen Lecce  
Minister of Education  
438 University Avenue, 5th Floor  
Toronto, Ontario M7A 2A5

Dear Minister Lecce:

This is a letter is to inform you of a motion approved by Trustees of the Thames Valley District School Board (TVDSB) at its September 8th, 2021, regular meeting of the board. The motion relates to the provision of Health Canada approved respirators for daily Personal Protective Equipment (PPE) use:

“The Minister provide to all education staff Health Canada approved respirators for daily PPE use. That Education staff that obtain their own Health Canada approved respirators be permitted to wear these in the workplace, provided staff follow the application and removal guidelines stipulated by the Canadian Centre for Occupational Health and Safety (CCOHS). Staff will continue to be supplied with the Ministry approved PPE.”

Thames Valley is committed to the health and safety of staff, students and families. Working with our local public health units we continue to monitor the COVID-19 situation, including ongoing risks related to the incidence of variants of concern (VOCs), and adjust our health and safety procedures as necessary.

As stated in the Ministry’s COVID 19: Health, Safety and Operational Guidance for Schools 2021-22, there is not one specific measure that will prevent transmission from occurring in schools, but rather there are multiple elements that contribute to making schools healthier spaces and reduce the risk of infection to in-person attendees.

According to the World Health Organization, properly fitting respirators filter out at least 95% of particles in the air, including large and small particles, and provides the wearer with a more reliable level of protection as compared to medical face masks.

As such, providing education staff with Health Canada approved respirators for daily PPE use would increase staff and student safety and help keep our schools open to in-person learning. We are committed to training and supporting staff in the proper fit and use of respirators should they wish to wear them as part of their PPE.

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**Thames Valley District School Board - Office of the Chairperson**

1250 Dundas Street, London, Ontario, N5W 5P2 Tel: 519-452-2000 Fax: 519-452-2396 website: [www.tvdsb.ca](http://www.tvdsb.ca)

*We build each student’s tomorrow, every day.*

We appreciate the extraordinary costs brought on by the pandemic and would appreciate the Ministry adding respirators to the list of provided PPE equipment.

Sincerely,

A handwritten signature in cursive script that reads "L. Pizzolato".

Lori-Ann Pizzolato, Chair  
Thames Valley District School Board

cc Trustees  
M. Fisher, Director of Education



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | [rainbowschools.ca](http://rainbowschools.ca)

October 14, 2021

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

Sent via email to [Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)

Honourable Christine Elliott  
Minister of Health  
5<sup>th</sup> Floor, 777 Bay Street  
Toronto, ON M7A 2J3

Sent via email to [Christine.elliott@pc.ola.org](mailto:Christine.elliott@pc.ola.org)

Dear Minister Lecce and Minister Elliott:

At their regular meeting on September 28, 2021, Rainbow District School Board Trustees approved the following motion:

Motion: 21-R103, M.Stringer/D.Morrison

*That the Board write a letter asking the Minister of Education and the Minister of Health to consider amending the Immunization of School Pupils Act to include Covid-19 as a “designated disease”.*

*Carried*

While there is currently no approved vaccine for children under 12, we understand that a vaccine is imminent making this motion both timely and relevant. When COVID-19 cases rise in the community, they inevitably make their way into our schools. The variants of concern, which are more transmissible, increase the risk of infection.

Our students and staff have been living and learning with COVID-19 for more than a year and half, spanning three school years. The shift from in-person to remote learning, and the need to self-isolate when cohorts are dismissed by Public Health, has led to constant interruptions. For many students, especially our most vulnerable populations, these interruptions result in learning loss and a detrimental impact on mental health and well-being.

In approving this motion, Rainbow District School Board joins its voice with other school boards in the Province who are advocating that vaccination for COVID-19 be mandatory to attend school in Ontario. Medical Officers of Health have clearly stated that mandatory vaccination is another layer of protection to ensure the safety of staff, students, families and the communities that we serve. It will also go a long way in bringing the pandemic to a much-anticipated end.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Doreen Dewar".

Doreen Dewar  
Chair

cc: Jamie West, MPP Sudbury [JWest-QP@ndp.on.ca](mailto:JWest-QP@ndp.on.ca)  
France G elinas, MPP Nickel Belt [fgelinas-qp@ndp.on.ca](mailto:fgelinas-qp@ndp.on.ca)  
Michael Mantha, MPP Algoma-Manitoulin [mmantha-qp@ndp.on.ca](mailto:mmantha-qp@ndp.on.ca)  
Cathy Abraham, OPSBA president [President@opsba.org](mailto:President@opsba.org)  
School Board Chairs  
Rainbow DSB Trustees



408 Wembley Drive, Sudbury, Ontario P3E 1P2 | Tel: 705.674.3171 | Toll Free: 1.888.421.2661 | [rainbowschools.ca](http://rainbowschools.ca)

October 14, 2021

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

Sent via email to [Minister.edu@ontario.ca](mailto:Minister.edu@ontario.ca)

Dear Minister Lecce:

At their regular meeting on September 28, 2021, Rainbow District School Board Trustees approved the following motion:

Motion: 21-R104, J.Kosmerly/D.Morrison

*That the Special Education Advisory Committee recommends that Rainbow District School Board send a letter to the Minister of Education endorsing Bill 172, the Education Statute Law Amendment Act (Fetal Alcohol Spectrum Disorder).*

*Carried unanimously*

Members of the Rainbow District School Board Special Education Advisory Committee (SEAC) spoke passionately about the need to recognize Fetal Alcohol Spectrum Disorder (FASD) at the SEAC meeting on September 15, 2021.


The Centre for Addiction and Mental Health defines FASD as a lifelong disability that affects the brain and body of individuals who were exposed to alcohol in the womb. The impacts and effects of FASD vary from mild to severe and may include learning disabilities; impaired memory, reasoning and language comprehension and expression; impulsivity and poor judgement; inappropriate social behavior; and poor emotion regulation.

While there is no cure, research has shown that early and appropriate supports, such as special education and behavior programs, can have a positive impact. For this reason, Rainbow District School Board Trustees are united in their support of Bill 172, which, when combined with additional necessary resources, is intended to improve the educational outcomes and experiences of students with FASD.

Most importantly, it requires Teachers' Colleges and Early Childhood Education programs to include training on this disorder.

Children and adults with FASD require a safety net and supports in the health, education and social services sectors. This legislation will benefit students with FASD, leading to a greater quality of life and a greater quality of life for some results in a greater quality of life for all.

Sincerely,



Doreen Dewar  
Chair

cc: Minister's Advisory Council on Special Education  
Jamie West, MPP Sudbury [JWest-QP@ndp.on.ca](mailto:JWest-QP@ndp.on.ca)  
France G elinas, MPP Nickel Belt [fgelinas-qp@ndp.on.ca](mailto:fgelinas-qp@ndp.on.ca)  
Michael Mantha, MPP Algoma-Manitoulin [mmantha-qp@ndp.on.ca](mailto:mmantha-qp@ndp.on.ca)  
Cathy Abraham, OPSBA president [President@opsba.org](mailto:President@opsba.org)  
School Board Chairs  
Rainbow DSB Trustees  
Rainbow DSB Special Education Advisory Committee





October 8, 2021

Dr. Kieran Moore  
Chief Medical Officer of Health of Ontario  
Box 12, Toronto, ON M7A 1N3  
[Kieran.Moore@ontario.ca](mailto:Kieran.Moore@ontario.ca)

RE: Request to add COVID-19 as a “designated disease” to the Immunization of School Pupils Act

Dear Dr. Moore,

The Minister of Education has publicly indicated that, per your advice, he will not make vaccines mandatory for students. The Trustees of the Halton District School Board would like to bring to your attention a [letter we wrote to the Ministers of Education and Health](#) advocating for the addition of COVID-19 as a “designated disease” under the “Immunization of School Pupils Act” (ISPA). We believe that the addition of COVID-19 as a “designated disease” will provide a valuable tool to reduce vaccine hesitancy and ensure the safest possible school environments for students, staff, their families and their communities. This would align with the purpose of the ISPA which is to increase the protection of the health of children. It would also put the onus on the parents/guardians to complete the prescribed program of immunization.

The ISPA could also be used to combat parent/guardian vaccine hesitancy and increase student COVID-19 vaccination rates, which is increasingly important as Health Canada is poised to approve vaccination of 5-11 year old children. As you are aware, an exemption process is available in the ISPA that would provide a mandatory educational component to parents/guardians who are simply hesitant or choose not to vaccinate their children. This mandatory education component is currently absent with regard to COVID-19.

We are aware that other school boards, as well as the [Ontario Public School Boards' Association](#), have also requested the Minister of Education to add COVID-19 to the compulsory vaccination list.

Thank you for your dedication to Public Health in Ontario and thank you in advance for considering our request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andréa Grebenc', with a long horizontal line extending to the right.

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

Cc: Hon. Stephen Lecce, Minister of Education

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](http://www.hdsb.ca)

Hon. Christine Elliot, Minister of Health

Hon. Ted Arnott, MPP

Stephen Crawford, MPP

Hon. Parm Gill, MPP

Hon. Jane McKenna, MPP

Effie Triantafilopoulos, MPP

Gary Carr, Halton Regional Chair

Dr. Hamidah Meghani, Halton Region Medical Officer of Health

Ontario Public School Boards' Association (OPSBA) President and Member Board Chairs

Council of Ontario Directors of Education (CODE)



October 12, 2021

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

Re: Decision Making Regarding the Return to Traditional Semester Model

Dear Minister Lecce,

Secondary Schools in the Halton District School Board (HDSB) are currently operating with a modified semester model to satisfy both the Ministry of Education and Public Health COVID-19 related Guidelines. This model has students taking four courses during the semester, however, they attend only two courses per day for a week and then attend the remaining two courses the next week. This alternates week by week. This model was chosen due to its flexibility to quickly pivot back to a traditional four-course per day model within a maximum of two weeks' notice. The modified semester model is not optimal for student achievement or student and staff well-being. For example, students with learning challenges who take a General Learning Strategies course are not as consistently supported in this model as they would in a traditional semester course. In addition, learning time is adjusted daily to allow for outdoor mask and refocusing breaks as students spend two and a half hours in each class. All students would benefit from the return to the traditional semester model as it would support their academic and social and emotional well-being.

During the summer, the Ministry indicated that the use of modified semester models would be temporary, as it focussed on controlling COVID in schools at the beginning of the school year with the assumption that it significantly reduces student contacts. The reality is that teenagers are currently congregating and mixing before and after school, at lunchtime, for co-curriculars, and evening activities; be it jobs or recreational activities. There is very little benefit to continuing with modified semester schedules when all of these other factors are at play, given that the other COVID prevention measures in place appear to be working well over an extended period of time.

Halton's COVID-19 vaccination rate as per the Region's website for 12-17 year-olds is exceptional. The rate for this age group is 93% with a single dose and 87% that are fully vaccinated. Additionally, Milton's rate for vaccination for this age group is 98% with a single dose and 91% fully vaccinated.

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](http://www.hdsb.ca)

The COVID-19 vaccine along with protocols and PPE set out in collaboration between our school board and local health authorities is working exceedingly well as demonstrated by the extremely low transmission rate seen in our secondary schools. Out of 19,390 students learning in-person in HDSB secondary school facilities over the past month, we have had COVID-19 transmission to only two students out of a total of nine student cases. Considering the increased transmission rate of the Delta variant, our defences against in-facility transmission are outstanding.

When Trustees asked HDSB staff if a vaccine uptake threshold or other criteria had been shared with the school boards to determine when the modified semester could be adjusted back to the traditional semester model, staff responded that no such information had come from the Ministry. This is disheartening as everyone is seeking positive news, especially related to the efforts to date.

As the recently announced rapid antigen testing program focuses on the local Public Health Unit as the decision-making authority, the Trustees of the Halton District School Board request that the decision-making around the return to the traditional secondary school semester model also reside with the local Public Health Units in collaboration with School Boards. They most clearly understand their local contexts with regard to vaccination rates, organizational adherence to IPAC protocols and COVID-19 outbreak data.

We look forward to hearing from you on this matter.

Sincerely,



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

Cc: Hon. Ted Arnott, MPP  
Stephen Crawford, MPP  
Hon. Parm Gill, MPP  
Hon. Jane McKenna, MPP  
Effie Triantafilopoulos, MPP  
Gary Carr, Halton Regional Chair  
Dr. Hamidah Meghani, Halton Region Medical Officer of Health  
Ontario Public School Boards' Association (OPSBA) President and Member Board Chairs  
Council of Ontario Directors of Education (CODE)

**Kenora - Head Office**

240 Veterans Drive, 4<sup>th</sup> Floor  
Kenora, Ontario P9N 3Y5  
Phone: (807) 468-5571  
Fax: (807) 468-3857  
Toll Free: 1-877-275-7771

**Dryden Office**

79 Casimir Ave  
Dryden, Ontario P8N 2H4  
Phone: (807) 223-5311  
Fax: (807) 223-8389  
Toll Free: 1-877-287-5430



Cecile Marcino  
Chair of the Board of Trustees  
[cecile.marcino@kpdsb.ca](mailto:cecile.marcino@kpdsb.ca)

September 16, 2021

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

The Honourable Christine Elliott  
Ministry of Health  
8<sup>th</sup> Floor, 438 University Ave.  
Toronto, ON M5G 2K8

Dear Minister Lecce and Minister Elliot:

The Trustees of the Keewatin-Patricia District School Board unanimously adopted the following motion at the most recent regular meeting of the Board of Trustees on September 14, 2021:

**MOVED that Trustees give authority to the Chair of the Board to ask that the Immunization of School Pupils Act be amended to include COVID-19 as a “designated disease”.**

Currently, there is no mandate for eligible students to be vaccinated against COVID-19. The addition of COVID-19 as a “designated disease” within the Immunization of School Pupils Act will serve important purposes:

- First, it may inspire an increased uptake of the vaccine which will provide protection for those who are too young or medically unable to be vaccinated in school communities. This will result in a safer learning environment for students, staff, and their families.
- Second, the Act provides a mechanism for exemptions that includes parental education on vaccination. This element is missing right now in consideration of COVID-19 vaccination for students.

We are adding our voices to the Ontario Public School Board Association, People for Education, and a number of boards who have made this same request.

**WWW.KPDSB.ON.CA**

**The Keewatin-Patricia District School Board puts students first by creating a culture of learning.**



On behalf of the Trustees of the Keewatin-Patricia District School Board, I would like to thank you in advance for your consideration of this request to further improve the safety of the learning environments in our district and across Ontario.

Sincerely,

Keewatin-Patricia District School Board

Cecile Marcino  
Chair of the Board of Trustees

C Hon. Greg Rickford, MPP  
Dr. Kit Young-Hoon, NWHU Medical Officer of Health  
Ontario Public School Boards' Association (OPSBA) President and Member Board Chairs  
Council of Ontario Directors of Education (CODE)



*Office of the Chair of the Board*

29 September 2021

The Honourable Christine Elliott  
Minister of Health  
777 Bay Street, 5<sup>th</sup> Floor  
Toronto, Ontario  
M7A 2J3

The Honourable Stephen Lecce  
Minister of Education  
438 University Ave, 5th Floor  
Toronto, Ontario  
M7A 1N3

Dear Ministers Elliott and Lecce:

At its meeting on 28 September 2021, the Ottawa Carleton District School Board unanimously approved the following recommendation:

*THAT the Chair write a public letter to the Ministers of Education and Health to advocate for an evaluation by provincial health authorities and experts as to the wisdom of adding the COVID-19 vaccination to the list of compulsory vaccinations for all eligible students.*

As government ministers, you have access not only to the expertise of provincial and local public health authorities but also to the expertise of the Ontario COVID-19 Science Advisory Table to integrate and assess the best Canadian and global evidence on the safety and efficacy of available COVID-19 vaccines.

All of us are aware of the effectiveness of mandatory vaccination programs against diseases such as smallpox, measles, and polio. For the past 18 months, the impact of COVID-19 has affected the safety and wellbeing of Ontario students and their families as well as their access to education, to devastating effect. If a mandatory vaccination program for students would be a safe and effective way to curtail the spread and severity of COVID-19 infections, please have the approved COVID-19 vaccines evaluated with a view to adding COVID-19 to the current list of compulsory vaccinations.

Sincerely,

Lynn Scott  
Chair, Ottawa-Carleton District School Board

cc: Cathy Abraham, President, OPSBA  
W.R. (Rusty) Hick, Executive Director, OPSBA  
T.J. Goertz, Senior Communications and Policy Officer, OPSBA  
Trustees, Ottawa-Carleton District School Board  
Senior Staff, Ottawa-Carleton District School Board  
Corporate Records



**Waterloo Region District School Board**

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

October 7, 2021

Karen Redman, Regional Chair, Region of Waterloo  
Regional Council, Region of Waterloo  
Region of Waterloo  
150 Frederick Street  
Kitchener, ON, N2G 4J3

Dear Chair Redman and Regional Council,

In June 2021, the Waterloo Region District School Board (WRDSB) Board of Trustees voted to end the School Resource Office (SRO) Program, effective immediately, due to the disproportionately negative impact of the SRO Program on Black, Indigenous, and racialized students.

On behalf of the Board of Trustees for the WRDSB, I am writing to request funds previously used to deliver the SRO Program within the WRDSB be reallocated to community-based services for children and youth. Our staff look forward to working together to provide these services in consultation with our Indigenous, Black and racialized students and communities.

The WRDSB and the larger community are tasked with ensuring our students' well-being, safety and ability to thrive. Reallocating the SRO funding to community based services for youth, will support the students in our community with programs staffed by professionals that have expertise in helping youth in a positive, inclusive environment where they feel comfortable and welcome.

This is an important opportunity to support students and ensure safe and caring school communities. We ask for the Regional Council's serious consideration of this request as we all work together to positively support students in our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Joanne Weston".

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

CC: Ontario Public School Boards' Association, Ontario Public School Boards





# *Rainy River*

## DISTRICT SCHOOL BOARD

October 15, 2021

The Honorable Stephen Lecce, Minister of Education  
14th floor, 315 Front Street West  
Toronto, ON M7A 0B8

Via email: [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Dear Minister Lecce:

On behalf of the Special Education Advisory Committee (SEAC) for the Rainy River District School Board (RRDSB), recently received a letter from the Halton Catholic District School Board (HCDSB) SEAC, regarding its support of Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD.

An FASD diagnosis impacts children's ability to thrive in school due to the combination of deficits associated with the diagnosis and their often limited capacity to understand expectations and demands. For this reason, staff need to be taught about the early signs and symptoms of FASD and how to provide appropriate accommodations in the classroom, and the school boards need to develop policies and guidelines with respect to FASD for the academic environment.

Like the HCDSB, the RRDSB asks that you acknowledge our support for Bill 172 as it will help our students and educators experience success in their classrooms and improve their overall wellbeing.

We appreciate your time and consideration.

Sincerely,

Becky Andrusco, Chair  
Rainy River District School Board SEAC

c. Ontario District School Board SEACs  
Heather Campbell, Director of Education RRDSB

### EDUCATION CENTRE

522 Second St. E.  
Fort Frances, ON  
P9A 1N4  
Phone: 807 274 9855  
Fax: 807 274 5078  
Toll Free: 1 800 214 1753

### WEB SITE:

[www.rrdsb.com](http://www.rrdsb.com)

### DIRECTOR

Heather Campbell



# Rainy River

## DISTRICT SCHOOL BOARD

October 15, 2021

### EDUCATION CENTRE

522 Second St. E.  
Fort Frances, ON  
P9A 1N4  
Phone: 807 274 9855  
Fax: 807 274 5078  
Toll Free: 1 800 214 1753

The Honorable Stephen Lecce, Minister of Education  
14th floor, 315 Front Street West  
Toronto, ON M7A 0B8

Via email: [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Dear Minister Lecce:

On behalf of the Special Education Advisory Committee (SEAC) for the Rainy River District School Board (RRDSB), I am writing to express our support of the concerns brought forward by the Durham District School Board (DDSB) SEAC, and the letter of support from the Algoma District School Board (ADSB) in regard to On-Line Learning Supports and Universal Design for Learning in provincial on-line learning resources, and the platforms used to access these resources.

### WEB SITE:

[www.rrdsb.com](http://www.rrdsb.com)

The RRDS SEAC shares the concern that all on-line and/or e-learning courses must be consistently maintained with enabled links and resources that meet accessibility standards (e.g. closed captioning). With the current focus on ensuring that remote or virtual learning is readily available, it is essential that course materials be created and maintained in a manner that allows all students to learn and demonstrate their learning. We agree with the statements put forward by the DDSB SEAC, namely, that a focus on creating accessible resources for online content is critical for the ongoing learning of students with special education needs.

### DIRECTOR

Heather Campbell

We appreciate your time and consideration.

Sincerely,

Becky Andrusco, Chair  
Rainy River District School Board SEAC

c. Ontario District School Board SEACs  
Heather Campbell, Director of Education RRDSB