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.

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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:
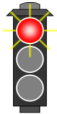
A red light indicates we are still in the planning phase and implementation is not yet underway.
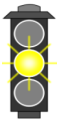
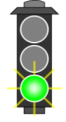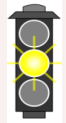A yellow light indicates that a plan is in place and that we are in the initial phases of implementation
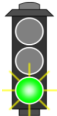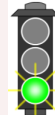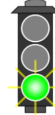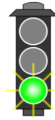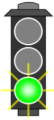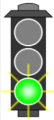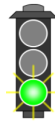
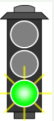A green light means implementation is on track

A blue check means implementation of a given strategy is complete

Safety and well-being of staff and students

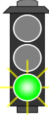| Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.1 Ensuring the safe operations of all WRDSB facilities and programs (i.e., before and after school care)	Schools and workplaces are safe and healthy places to learn and work.	Business Services, Human Resources, and Safe and Healthy Schools	● # of staff who participate in the training of COVID-19 Health, Safety and Wellness Handbook for Staff ● # of staff who participate in the training of COVID-19 Health and Safety Handbook for Students, Staff and School Communities ● # of updates to handbooks that reflect the number changes made by Public Health, Ministry of Health, Ministry of Labour and Ministry of Education as it relates to COVID-19	🚦	● % of staff, students and community who feel schools and workplaces are safe and healthy places	✔
1.2 Provide COVID-19 case and outbreak response	Schools and workplaces are safe and healthy places to learn and work. Clear and timely communication about cases or outbreaks.	Safe and Healthy Schools, Human Resource Services, Business Services, Communications, Research	● Process developed and documented that supports schools and departments to respond to positive COVID-19 cases and outbreaks ● Process in place that allows for timely communication from confirmation of positive case to reporting the case publicly ● Occurance of daily cleaning procedures and case/outbreak cleaning procedures (when necessary) ● Contingency Plan developed and communicated detailing roles and responsibilities of all employee groups in the event of a cohort dismissal, staff shortage, or school closure	🚦	● % of administrators who feel supported in their response to COVID-19 cases and outbreaks ● % staff, students and community who report a sense of safety and confidence in the response to a COVID-19 case and outbreaks ● % cases reported accurately to the board website and Ministry reporting system ● % schools not cleaned within a 48 hour period (i.e., in accordance with local and provincial standards)	✔
1.3 Provide capacity building to increase student and staff awareness of students who may be vulnerable to human trafficking and how to intervene and or/respond /seek help	Students and staff will have an increased capacity to recognize and respond to human trafficking.	Safe and Healthy Schools	● # of Mental Health professionals (Social Workers, Psychologists) who access the online course ● # educators who access the online course	🚦	● Feedback from Mental Health professionals and educators on learning ● Feedback from educators on integration of information into the curriculum and impact on students	🚦
1.4 Develop resources and build capacity for schools to use alternative approaches to student discipline through a restorative model	A reduction in the number of suspensions and expulsions. A reduction in the need for police to intervene in schools.	Safe and Healthy Schools, Special Education, Research, Indigenous, Equity and Human Rights, Research	● Review approaches to professional learning in restorative practices ● Select external service provider to develop restorative practices professional development sessions for administrators and Child and Youth Workers ● # of staff members who engage in professional development sessions	🚦	● Feedback from administrators and Child and Youth Workers on change in practices used in schools ● Feedback from Keeping Students in Schools session participants on learning and impact on practices ● # of suspensions and expulsions	🚦

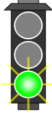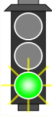| Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
1.5 Build staff capacity to provide opportunities for students to engage in equity-focused Social Emotional Learning (SEL)	SEL is integrated into regular classroom practices in all modes of learning.	Special Education, Teaching and Learning, Indigenous, Equity and Human Rights, Research	● # of educators and educational support staff who access online modules ● Feedback from educators and educational support staff accessing online modules ● Feedback from educators and administrators who are implementing SEL into their classrooms and schools with direct central staff support	🚦(green)	● Feedback from educators and educational support staff on changes in instructional practices and impact on students ● Feedback from students who have engaged in SEL ● % of schools participating	✔
1.6 Equipping staff with the skills and strategies to support their personal safety and well-being while also contributing to building a sense of community, belonging, gratitude, and recognition for themselves and others	Staff report feeling a sense of positive organizational culture. Staff report the work environment is one where they feel respected and recognized for their work. Staff feel connected to their work.	Human Resource Services, Research, Communications, Learning Support Services	● # of participants contributing to the 2020 Champions Campaign ● # of participants contributing to the 2021 Gratitude Campaign ● # of "Supporting Ourselves and Supporting One Another" newsletters launched ● Feedback from system leaders' on the Crisis Support Protocol for Staff ● # of System Leaders Meetings, Department Meetings, and Family of School Meetings that focus on fostering positive workplace cultures	🚦(yellow)	● Level of psychosocial factors through Guarding Minds at Work staff survey ● Feedback from staff through the Let's Connect surveys	🚦(green)

Commitment to an organizational culture rooted in human rights and equity

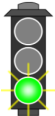| Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
2.1 Support system leaders and school staff to build their capacity to respond to system and school-based Human Rights and Equity (HRE) issues and establish appropriate Conditions for Learning	System leaders and school staff will: ● increase their knowledge of how to identify and respond to HRE issues at their schools or in their departments, ● develop a sense of agency on how to respond, and ● establish appropriate conditions in their schools and workplaces	Leadership Development, Indigenous, Equity and Human Rights, Human Resources Services	● # of staff who access the training on equity, inclusion and human rights ● # of staff who access the training on anti-oppression and anti-racism ● # of educators supported to ensure classroom instruction represents the diverse experiences of students	🚦 (green)	● Feedback from participants through surveys on changes in knowledge, skills and behaviours ● Feedback from staff through the Let's Connect surveys	🚦 (green)
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	● Black Brilliance Advisory Council mandate and governance model clearly established and collaboratively developed with members ● Indigenous Education Advisory Committee established, and mandate and governance model clearly and collaboratively developed with members ● Student Advisory Committee established, representative of vulnerable students, and mandate and governance model clearly and collaboratively developed with members ● Equity and Inclusion Advisory Group work plan established and collaboratively developed with members	🚦 (yellow)	● Feedback provided by committee members through the Committee Review Tool	🚦 (green)
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	● Student census questions finalized ● # of advisory structures consulted ● Student census launched ● # of actions items in the Workforce census report being implemented	🚦 (green)	● % of students who participated in the student census ● # of actions items in the Workforce census report completed	✔️
2.4 Develop and launch Human Rights Policy and Code-Based Human Rights Complaint Process Administrative Procedure	Human Rights Policy and Code-Based Human Rights Complaint Resolution Administrative Procedure will be: ● launched, ● approved by trustees, and ● published to the WRDSB website	Indigenous, Equity and Human Rights	● Job descriptions developed and staff hired responsible for supporting the Human Rights Complaints Process ● Human Rights Policy and Code-Based Human Rights Complaint Process and Administrative Procedure developed and communicated ● # of system leaders who participate in capacity building	🚦 (green)	● Policy and procedures in place and communicated to the system ● Feedback from participants through surveys on changes in knowledge	🚦 (green)
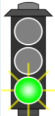
Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
2.5 Ensure the Board meets or exceeds the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board's multi-year plan	Board policies, procedures, and practices 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	● # of stakeholder groups consulted ● Process developed to continually measure our progress with the WRDSB Accessibility for Ontarians with Disability Act Plan implementation ● WRDSB Accessibility for Ontarians with Disability Act Plan presented to and approved by the WRDSB Board of Trustees	(green light)	● Final version of the WRDSB Accessibility for Ontarians with Disability Act Plan 2021 - 2025 approved and published in accessible formats.	✔
2.6 Procure and deploy resources in classrooms to ensure a safe, productive and equitable learning environment for staff and students.	Ensure all students have access to safe and equitable learning materials given the current pandemic and the health and safety direction and guidance from Region of Waterloo Public Health and the Ministry of Education.	Business Services, Teaching and Learning, Indigenous, Equity and Human Rights IT Services	● Development of criteria for a review of library resources ● Procurement of a third party consultant to perform a review of current library resources	(yellow light)	● Completion of library resource review ● Necessary classroom resources procured and distributed to students and classrooms	(green light)
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	● Opportunities identified to promote the teaching profession and Principal Qualification Programs (PQP) and remove barriers to entry for underrepresented communities. ● Outreach program developed to recruit under-represented groups in undergraduate programs ● New Teacher Induction Program (NTIP) incorporates human rights and equity content ● Recruitment and retention strategy developed focusing on Indigenous teacher education candidates	(yellow light)	● New hiring policy implemented ● More diverse WRDSB workforce representative of our broader community	(green light)
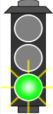
Ensuring continuity of quality learning for all students

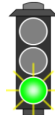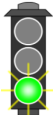| Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
3.1 Provide elementary and secondary distance learning programs	All students and staff are supported and engaged in each mode of learning.	Program Management, Leadership Development, Teaching and Learning	● # of distance learning programs created for elementary grades and secondary grades ● # of assessments of the needs of the distance learning program ● # of staff attending support sessions (e.g., distance learning on-boarding)	🚦	● Report Card Data: Marks, NAs, Is ● Attendance of students in the different distance learning programs by grade ● Attendance of staff in the difference distance learning programs ● Feedback from staff and students via the Let's Connect surveys	✔

3.2 Develop an infrastructure to support educator capacity building in the use of the board supported virtual learning environments - Brightspace or Google Classroom	A sustainable infrastructure will be in place for all teaching staff that provides technical and implementation support.	Teaching and Learning, IT Services	● # of educators who access to the professional learning supports and the resources to:
			   ● set up and effectively use VLEs in their classrooms
			   ● develop an engaging online program
			   ● provide the supports vulnerable students need to participate in the distance learning program or while cohort/school is dismissed
				🚦	● Feedback from participants through surveys on changes in knowledge and skills	✔

3.3 Ensure the system can respond to the need for staff reorganization due to shifts in enrollment between the different modes of learning	Correct staffing levels (numbers and qualifications) will be in place to be able to reorganize staff due to shifts in enrollment between the different modes of learning and ensures viable pathways for both in-person and distance learning students.	Human Resource Services, Learning Support Services, Research, IT Services	● 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	✔	● % of students who are in their chosen mode of learning ● % of additional positions required to offer the two modes of learning	✔

Supporting our most vulnerable students and closing their gaps in learning

Strategies	Intended Outcomes	Leads	Implementation measures	Apr 2021	Outcome measures	Oct 2021
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	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. Students will have their IEP accommodations and modifications implemented, monitored and assessed in all modes of learning. Where learning gaps are identified, a plan to close these gaps will be collaboratively developed by school/and special education staff.	Special Education Distance Learning Administrators	• Models and expectations for supporting students with special needs and ensuring IEP accommodations and modifications are implemented and monitored developed in consultation with various stakeholder groups. • Process created that assesses students who are experiencing gaps in their learning and implements appropriate intervention plans that are assessed and monitored.	✔	• Feedback from parents/guardians and students via the Let's Connect surveys • Feedback from staff through surveys on changes in knowledge, skills and practice	✔
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	Clear expectations for literacy teaching and learning will be in place. Struggling readers will be identified and their progress will be tracked.	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	• Students who struggle with reading and/or mathematics, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored • Students who struggle with reading, in Kindergarten to Grade 3 are identified and appropriate intervention plans are implemented, assessed and monitored • Strategies for teaching and learning (including SEL and HRE perspective) are developed, communicated, and related capacity building is completed with all necessary stakeholders	🟡 (yellow)	• Reading record data • K-3 mathematics report card data demonstrates progress • Feedback from staff through surveys on changes in practice • % of students meeting the predetermined literacy benchmarks	✔
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	• # secondary schools who implement process for identifying those Grade 9 and 10 students who are behind in credit accumulation • # of students receiving interventions	🟢 (green)	• # of students who have recovered credits	✔
4.4 Provide supports for ELL students and their families in all modes of learning	ELL students and families will receive the information they need ELL student will have access the necessary courses required to support them in their pathway to graduation	Teaching and Learning, Special Education, Indigenous, Equity and Human Rights	• Communication materials developed supporting ELL Families • # of ELL Distance Learners receiving supports • # of ELL students identified who are behind in grades 9-12 credit accumulation • # of ESL teachers participating in S4S Training	🟢 (green)	• # of ELL students who are receiving supports	🟢 (green)

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	• # of updates provided to Trustees • # of special project and in-year requests approved	🟢 (green)	• Comparison of actual spending versus budgeted spending completed • Quarterly Financial Reports completed	✔
5.2 Continue to provide safe, accessible, high-quality before and after school child care in our schools.	Deliver high-quality, inclusive, before and after school programs in every school to give each and every student the best possible start in life.	Business Services	• Observations on program quality and Ministry guidelines through site visits • # of site visits and documentation	✔	• Feedback on experience and satisfaction from parents/ guardians through the Let's Connect surveys • Level of access for students with special needs to before and after school programs in their school, to safely participate in activities	✔
5.3 Establish a Central Registration System to support ongoing student registrations	Provide a registration process that meets Health and Safety, Privacy and Ministry registration requirements	Business Services	• Review required documents for students who began attending during closure (March 2020 - June 2020) and for 2020-21 registrations • Centrally review registrations for 2021-22 school year	✔	• Feedback from new WRDSB families on online registration experience • Registrations are audit compliant and meet privacy guidelines • Safe and consistent registration process	✔
5.4 Implementation of new Student Information System (SIS) and Enterprise Resource Planning (ERP) systems (i.e., Human Resources Information System & Financial Information System)	Full implementation of new Student Information System by Fall 2021 and Enterprise Resource Planning System during the 2021/2022 school year.	Information and Technology Services, Human Resources, Business Services	• Project charter and governance structure is in place • Completion of needs assessments • Completion of system testing and configuration • # of staff who accessed the training	🟡 (yellow)	• Transition to new student information system is complete • Demonstrated functionality within the various systems • Successfully complete test runs for all functional elements of the systems • Feedback on experience and satisfaction from staff through a survey	🟡🟢 (yellow/green)
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	• Redevelopment of the corporate and school websites in order to achieve compliance with the Web Content Accessibility Guidelines (WCAG) 2.0.WRDSB web properties • Planned internal redevelopment of the site will prioritise accessibility • Website property governance structure in place	🟢 (green)	• Feedback from stakeholders through surveys on format and content accessibility • Completion and launch of fully accessible public site by August 2022	🟢 (green)
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	• # of tentative agreements in palace	🟡 (yellow)	• # of local collective agreements ratified by all union groups	✔

						50
5.7 Implementation of the Education Development Charges (EDC) By-Law.	New EDC By-Law approved by the Board of Trustees and implemented.	Business Services - Planning	● # of stakeholders consulted ● Draft EDC By-Laws presented to the Board of Trustees	🚦	● 2021 - 2025 EDC By-Law posted approved and implemented	✔
5.8 Provide a central Grade 1 French Immersion application/registration process	Provide a central process that minimizes the workload of school-based staff	Business Services, Information and Technology Services	● Applications are centrally reviewed for the 2021-22 school year ● # updates provided to Trustees	🚦	● Consistent approach to all applications employed ● Successfully complete the lottery and inform families of placements in the program ● Feedback on experience and satisfaction from staff through a survey	✔

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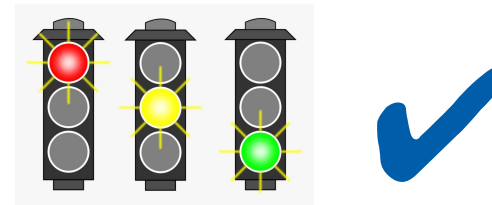
- **Outcome measures** - is anyone better off?

WATERLOO REGION
DISTRICT SCHOOL BOARD

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

WATERLOO REGION DISTRICT SCHOOL BOARD

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

WATERLOO REGION DISTRICT SCHOOL BOARD

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)

WATERLOO REGION DISTRICT SCHOOL BOARD

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

WATERLOO REGION DISTRICT SCHOOL BOARD

Ensuring continuity of quality learning for all students
Highlights of outcome measures

Elementary Programs

Programs	% report card marks above provincial standard (B- or above, across all classes)		Pass Rate	
	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%

WATERLOO REGION DISTRICT SCHOOL BOARD

Ensuring continuity of quality learning for all students
Highlights of outcome measures

Secondary Programs

Grade	% report card marks above provincial standard (B- or above, across all courses)		Pass rate	
	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%

WATERLOO REGION DISTRICT SCHOOL BOARD

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

WATERLOO REGION DISTRICT SCHOOL BOARD

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

WATERLOO REGION DISTRICT SCHOOL BOARD

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
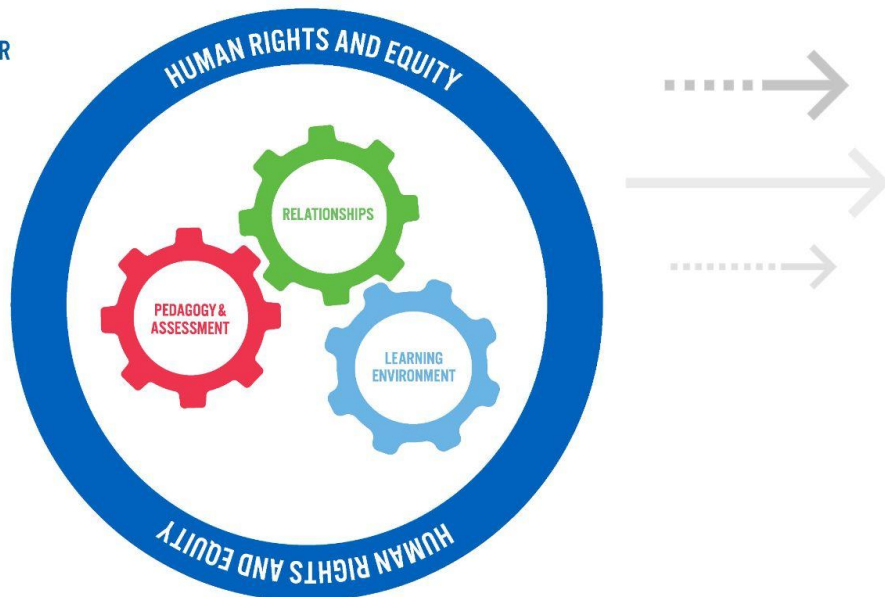
☑ 21-25 EDC By-Law posted and implemented

WATERLOO REGION DISTRICT SCHOOL BOARD