

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held via video conference, on **Monday, February 28, 2022, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of November 10, 2021

Approve Minutes – Special Education Advisory Committee Meeting of January 12, 2022

Receive Minutes – Board Meeting of January 31, 2022

Approve Minutes – Committee of the Whole Meeting of February 14, 2022

Receipt/Approval of Monthly Reports:

25 Staffing Information – Retirements and Resignations

G. Shantz

28 Staffing Recommendations – Appointments

G. Shantz

30 Student Aggression Quarterly Report

G. Shantz

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

Delegations

Marie Snyder- COVID-19 Health and Safety in Schools

Staff Follow Up

Maple Syrup Education Program

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Strategic Planning Process Update

j. chanicka / L. Read

COVID-19 Update

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Student Trustees

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

Board Communications

- 49 Waterloo Region DSB to Minister of Education and Chief Medical Officer of Health
- 51 Waterloo Region District School Board to Minister of Education
- 53 Avon Maitland District School Board to Minister of Education - EQAO
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- 60 Halton District School Board to Minister of Education
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Other Business

Question Period (10 minutes)

Future Agenda Items (Notices of motion to be referred to Agenda Development Committee)

Adjournment



Report to Board of Trustees

February 28, 2022

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 February 28, 2022

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Rudi	Damjanovic	Teacher, Margaret Avenue PS	June 30, 2022	33
Edward	Griffith	SERT, Edna Staebler PS	March 31, 2022	31
Cristina	Klages	Teacher, Crestview PS	February 28, 2022	31
Lise	LeBlanc	Teacher, Remote Learning #2	April 8, 2022	22
Debbie	Miethig	Occasional Teacher, Various	February 11, 2022	17
Ingrid	Schubert	Teacher, Sir Adam Beck PS	January 31, 2022	33
James	Thibodeau	Teacher, Brigadoon PS	February 28, 2022	22

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Carol	Pinnock	Teacher, Kitchener CI	February 18, 2022	27

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Laurel	Cressman Plato	Library Clerk, New Dundee PS	March 31, 2022	21
Janet	Hale	Principal, Janet Metcalfe PS	March 31, 2022	31
Vlad	Kovac	Principal, Hillcrest PS	March 31, 2022	21
Karen	Logel	Assistant Officer Supervisor, Glenview Park SS	July 31, 2022	18
Lori	Peebles	Vice Principal, WT Townshend PS	June 30, 2022	31
Alexis	Samuel	Custodian, Country Hills PS	January 4, 2022	32
Richard	Saunders	Principal, Brigadoon PS	March 31, 2022	4
Harry	Thompson	Custodian, Galt CI	April 29, 2022	12
Shirley	Wells	Library Clerk, John Darling PS	March 17, 2022	20

Staffing Statistics – Resignations

Current at February 28, 2022

Permanent Staff Resignations			
First	Last	Position/Location	Effective Date
Pam	Drews	Elementary Teacher, Chicopee Hills PS	February 2, 2022
Alicia	Eagle	Educational Assistant, Jacob Hespeler SS	February 18, 2022
Klayton	Goncalves	Research Officer, Research Office	February 18, 2022
Kerrie	Hillis	Educational Assistant, William G Davis PS	March 18, 2022
Daniel	Hooker	Certified Tradesperson, Maintenance	February 21, 2022
Mikayla	Loehndorf	Educational Assistant, Jacob Hespeler SS	February 11, 2022
Dana	Lowe	Secretary, Southridge PS	March 11, 2022
Gillian	McPhee	Secretary, Driftwood Park/Jean Steckle PS	March 4, 2022
Kurtis	McSwain	Custodial Maintenance Helper, Galt CI	February 22, 2022
Mandy	Patrick	ABA Transition Leader, Special Education	February 18, 2022
Alexandra	Quintero Hernandez	Custodian, Forest Glen PS	January 31, 2022
Kim	Slaght	Educational Assistant, Coronation PS	February 7, 2022
Rebecca	Swartz	Early Childhood Educator, Southridge PS	March 1, 2022
Raquel	Watkis	Educational Assistant, Galt CI	March 4, 2022
Kelsey	Young	Early Childhood Educator, King Edward PS	January 31, 2022



Report to Board of Trustees

February 28, 2022

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 February 28, 2022.

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.

Appendix A

Staffing Information – New Appointments
Current at February 28, 2022

New Appointments: Elementary Teacher Staff			
First	Last	Location	Effective Date
Jessica	Crane	Remote Learning #2	February 22, 2022
Jenna	Cutting	JW Gerth PS	February 9, 2022
Guncha	Dhall	Jean Steckle PS	February 1, 2022
Paulina	Kurevija	Forest Hill PS	January 31, 2022
Marie	Lainson	Prueter PS	January 31, 2022
Amber	Passalidis	Rockway PS	February 22, 2022
Yasmin	Patel	Bridgeport PS	February 16, 2022
Bailey	Rudow	Mary Johnston PS	January 18, 2022
Danielle	Stampatori	Mary Johnston PS	February 14, 2022
Dawna	Talgorn	Empire PS	March 1, 2022
Laura	Tummon Simmons	Silverheights PS	February 14, 2022

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
William	Black	Stationary Engineer, Maintenance	February 22, 2022
Benjamin	Cheung	Support Specialist, ITS	February 15, 2022
Ryan	MacDonald	Custodian, Vista Hills PS	February 15, 2022
Heather	McLean	Custodian, Pioneer Park PS	February 22, 2022
Mike	Sipovac	Custodian, Hespeler PS	January 21, 2022
Maria	Skoufaris	Secretary, Eastwood CI	February 14, 2022

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

February 28, 2022

Subject: Reported Student Aggression Quarterly Data Q2 –2021-2022

Recommendation:

*This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (**November 16, 2021-January 31, 2022**).*

Status:

The COVID-19 pandemic has resulted in an unforeseen and unplanned disruption to the education system. As a result, there has been another migration to distance and remote learning as well as significant changes to how learning takes place in the classroom. These changes have resulted in a significant reduction to the student aggression numbers which was trending upwards prior to COVID-19. At this time, due to the highly ambiguous nature of this pandemic, it is difficult to forecast future student aggression levels.

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

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

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

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

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

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period November 16, 2021-January 31, 2022 compared to the data from the same period November 16, 2020-January 31, 2021 last school year:

- Total Elementary incidents have increased by 123 incidents from the same period last year.
- Total Secondary incidents have increased by 15 incidents from the same period last year.

2021-22 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (*November 16, 2021-January 31, 2022*):

- Total Elementary aggression incidents: (***November 16, 2021-January 31, 2022***): **252 Incidents**
 - Hazard – 152 incidents
 - 60.32% of all elementary incidents
 - First Aid – 96 incidents
 - 38.10% of all elementary incidents
 - Health Care – 0 events
 - 0.00% of all elementary events
 - Lost Time – 4 events -
 - 1.59% of all elementary events
- Total Secondary aggression incidents from (***November 16, 2021-January 31, 2022***): **18 incidents**
 - Hazard – 6 incidents
 - 33.33% of all Secondary incidents
 - First Aid – 11 incidents
 - 61.11% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 1 incident
 - 5.56% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from ***November 16, 2021-January 31, 2022*** - **270 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 185
 - 68.52% of total incidents
 - Early Child Educator (ECE) – 26
 - 9.63% of total incidents
 - Elementary Teacher – 36
 - 13.33% of total incidents
 - Elementary Occasional Teacher – 12
 - 4.44% of total incidents
 - Administrators – 8

- 2.96% of total incidents
- Secondary School Teacher – 2
 - 0.74% of total incidents
- Supervision Monitor – 1
 - 0.37% of total incidents

Reported Student Aggression Incidents For Prior School Year (November 16, 2020 – January 31, 2021):

Reported Student Aggression Incidents for the Current School Year (*November 16, 2020-January 31, 2021*):

- Total Elementary aggression incidents: (*November 16, 2020-January 30, 2021*):
129 Incidents
 - Hazard – 80 incidents
 - 62.02% of all elementary incidents
 - First Aid – 47 incidents
 - 36.43% of all elementary incidents
 - Health Care – 1 event
 - 0.78% of all elementary events
 - Lost Time – 1 events -
 - 0.78% of all elementary events
- Total Secondary aggression incidents from (*November 16, 2020-January 31, 2021*): **3 incidents**
 - Hazard –3 incidents
 - 100% of all Secondary incidents
 - First Aid – 0 incidents
 - 0.00 % of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 0 incident
 - 0.00 % of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from *November 16, 2020-January 31, 2021* - **132 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 85
 - 64.39% of total incidents
 - Early Child Educator (ECE) – 18
 - 13.64% of total incidents
 - Elementary Teacher – 18
 - 13.64% of total incidents
 - Elementary Occasional Teacher – 8

- 6.06% of total incidents
- Administrators – 3
 - 2.27% of total incidents

Background:

As requested by the Board, student aggression data is to be provided on a quarterly basis.

Financial implications:

The financial impacts are covered within existing Board approved budget lines.

Communications:

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

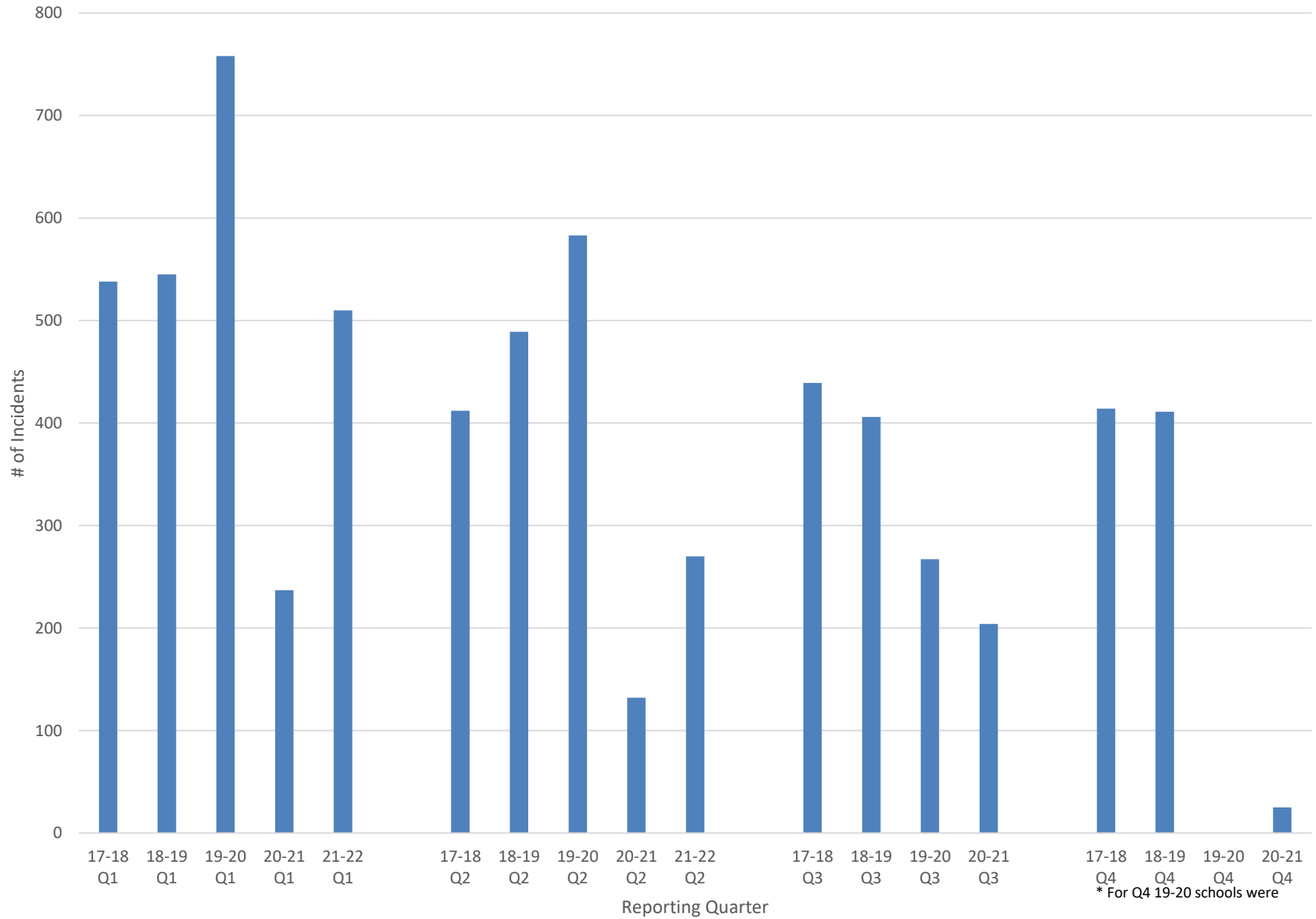
Appendices:

Appendix 'A' – Total Incidents: 2017-2022 Q2

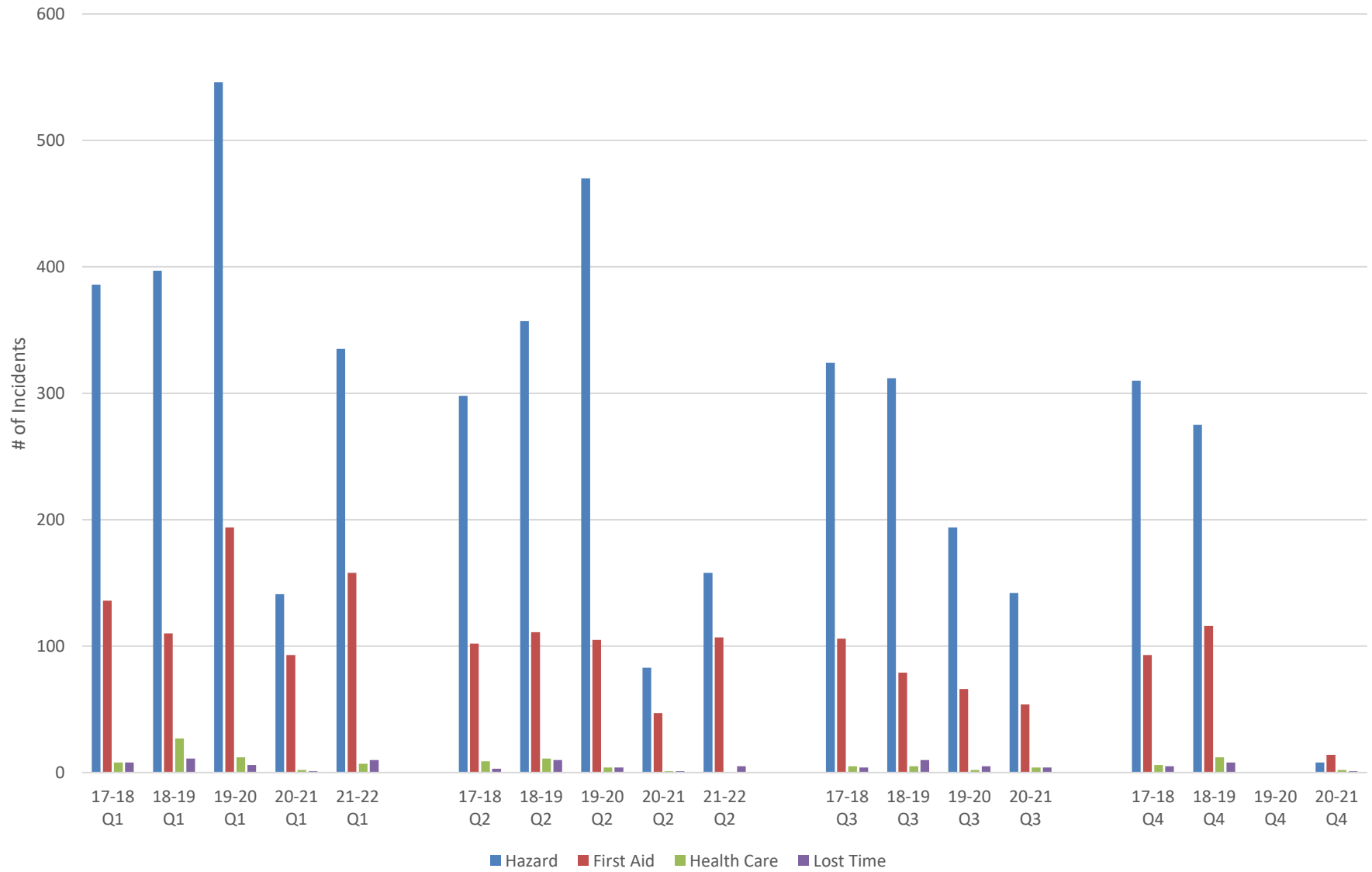
Appendix 'B' – Types of Incidents by Quarter: 2017-2022 Q2

Prepared by: Graham Shantz, Coordinating Superintendent, Human Resources & Equity Services;
 Justin Brown, Senior Manager, Human Resources Services;
 Shannon-Melissa Dunlop, Manager, Health, Safety & Security; and in consultation with Coordinating Council

Appendix 'A': Total Incidents 2017-2022 Q2 Grouped by Quarter



Appendix 'B': Types of Incidents by Quarter
2017 - > 2022 Q2 Grouped by Quarter





Report to Board

February 28, 2022

Subject: 2022-23 Capital Priorities Program Submission

Recommendation

This report is for the information of the Board.

Status

The 2020-2030 Long-Term Accommodation Plan (LTAP) identifies the Waterloo Region District School Board's (WRDSB) accommodation needs up to 2030. As specified in the LTAP, the WRDSB's most urgent needs include five projects:

- New elementary school, North Cambridge (Equestrian Way);
- Parkway Public School addition;
- Waterloo-Oxford District Secondary School addition;
- Ayr Public School addition; and
- New secondary school, Southwest Kitchener Secondary VII.

Recognizing the priorities and criteria of the Ministry of Education (Ministry)'s 2022-23 Capital Priorities Program, the WRDSB has submitted business cases for these five Capital Priorities projects. Further details about the projects are provided in Appendix A. This list also reflects the current assessment of needs based on enrolment, utilization trends, number of projects the WRDSB currently has underway and the status of these projects, development activity (including the ability to complete the project within the given timelines), and building conditions. For these priorities, business cases describing the current situation, the project rationale, scope, funding and estimated cost have been submitted to the Ministry of Education.

The Capital Priorities list was completed by the Capital Plan Working Group, examining planning, facilities, financial, program and accessibility issues. Business cases were submitted to the Ministry on February 25, 2022, in accordance with the Ministry of Education's established deadline.

Background

On February 4, 2022, the Ministry issued Memorandum [2022:B01 - Launch of 2022-23 Capital Priorities Program, including Child Care Capital Funding](#).

The Capital Priorities Program (CPP) provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and

- creating new licensed child care spaces in schools.

The Ministry will assess all proposed projects using qualitative and quantitative measures. For accommodation pressures, priority consideration will be given to projects where there is utilization greater than 100% (including capacity available in nearby schools). For projects addressing facility condition, priority will be given to projects with the highest expected Internal Rate of Return.

School board performance measures are also considered in the Ministry's evaluation of projects. Some of these measures include:

- demonstrated willingness to participate with coterminous school boards in joint-use school opportunities;
- ability to build to Ministry benchmark costs as evidenced by past projects;
- ability to deliver projects within target timeframes as evidenced by past projects;
- history of meeting the Ministry's capital accountability measures;
- accuracy of enrolment projections for previously approved projects; and
- number of projects the school board currently has underway.

The CPP also provides an opportunity to request child care capital funding if the Consolidated Municipal Service Manager (CMSM) supports the need. The Region of Waterloo, the CMSM for this area, has identified two projects where child care capital funding requests will be made in the business case submissions (see Appendix A).

The submission deadline for all capital funding requests was February 25, 2022. The 2022-23 CPP projects are expected to be completed and open no later than the 2026-27 school year.

The WRDSB's 2020-2030 Long-Term Accommodation Plan provides a summary of the WRDSB's accommodation needs (see Appendix B for LTAP identified project summary table and Appendix C for a map of project locations). Three Capital Priorities projects submitted in 2021 that were unfunded were resubmitted. Appendix B identifies all projects listed in the LTAP and provides the rationale for exclusion in 2022. The Accommodation Planning 2022-2023 report (scheduled for fall 2022) will provide greater detail on how staff are attempting to address these priorities in the short term.

Financial implications

The Capital Priorities Program serves as the primary source of funding for new capital projects that address school boards' pupil accommodation needs including enrolment pressures, replacing facilities in poor condition, supporting the consolidation of underutilized facilities, and creating new licensed child care spaces in schools.

The Capital Priorities business cases that were submitted to the Ministry identify student enrolment needs and estimate construction costs according to Ministry funding benchmarks.

Communications

All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communication opportunities for the provincial government, the school board, the CMSM, and/or community partners. Communication protocols are outlined in Memorandum 2022:B01.

All coterminous school boards are provided with the LTAP to identify opportunities to work on current and future joint-use school project submissions. Further, staff consulted with the Region of Waterloo as the CMSM regarding the projects listed and the joint submission of child care projects.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
John Veit, Controller, Facility Services
Nick Landry, Controller, Financial Services
Lauren Agar, Manager of Planning
Ron Dallan, Manager of Capital Projects
in consultation with Coordinating Council

2022-2023 Capital Priorities Program Projects for Submission

Project #1

PROJECT NAME	North Cambridge (Equestrian Way)
PROJECT CATEGORY	Accommodation Pressure
LOCATION	Equestrian Way at Dressage Trail, Cambridge N2E 0C1
SITE SIZE (ACRES)	7.02
PANEL	Elementary
PLANNED ON-THE-GROUND CAPACITY	Approx. 591 pupil places
PROJECT SCOPE	New JK-8 Elementary School and a 5 room Child Care Centre
SITE REQUIREMENTS	WRDSB Owned Site - No New Site Required
CHILD CARE	88 spaces (1x10 infants, 2 x 15 toddlers, 2 x 24 preschool)

Project #2

PROJECT NAME	Parkway Public School Addition
PROJECT CATEGORY	Accommodation Pressure
LOCATION	436 Preston Parkway, Cambridge N3H 5C7
SITE SIZE (ACRES)	6.69
PANEL	Elementary
PLANNED ON-THE-GROUND CAPACITY	Approx. 115 pupil places (Resulting OTG of 366 pupil places)
PROJECT SCOPE	5 Classroom Addition and Gymnasium Expansion and a 5 room Child Care centre
SITE REQUIREMENTS	WRDSB Owned Site - No New Site Required
CHILD CARE	88 spaces (1x10 infants, 2 x 15 toddlers, 2 x 24 preschool)

2022-2023 Capital Priorities Program Projects for Submission

Project #3

PROJECT NAME	Waterloo-Oxford District Secondary School Addition
PROJECT CATEGORY	Accommodation Pressure
LOCATION	1206 Snyder's Road West, New Hamburg N3A 3K8
SITE SIZE (ACRES)	28.19
PANEL	Secondary
PLANNED ON-THE-GROUND CAPACITY	Approx. 168 pupil places (resulting OTG of 1353 pupil places)
PROJECT SCOPE	8 Classroom Addition (Replacement of Temporary Accommodation)
SITE REQUIREMENTS	WRDSB Owned Site - No New Site Required
CHILD CARE	No child care was requested by the Region of Waterloo (Consolidated Municipal Service Manager)

Project #4

PROJECT NAME	Ayr Public School
PROJECT CATEGORY	Accommodation Pressure
LOCATION	105 Hall Street, Ayr N0B 1E0
SITE SIZE (ACRES)	7.00 acres
PANEL	Elementary
PLANNED ON-THE-GROUND CAPACITY	Approx. pupil places
PROJECT SCOPE	Classroom Addition (Replacement of Temporary Accommodation)
SITE REQUIREMENTS	WRDSB Owned Site - No New Site Required
CHILD CARE	No child care was requested by the Region of Waterloo (Consolidated Municipal Service Manager)

2022-2023 Capital Priorities Program Projects for Submission

Project #5

PROJECT NAME	Southwest Kitchener Secondary VII (KIT-S02-03)
PROJECT CATEGORY	Accommodation Pressure
LOCATION	TBD
SITE SIZE (ACRES)	TBD
PANEL	Secondary
PLANNED ON-THE-GROUND CAPACITY	Approx. 1224 pupil places
PROJECT SCOPE	New Secondary School (Grades 9-12)
SITE REQUIREMENTS	TBD
CHILD CARE	No child care was requested by the Region of Waterloo (Consolidated Municipal Service Manager)

Projects for Future Capital Priorities Program Submissions

There are a number of recommended capital projects and investment opportunities that did not meet the submission criteria for the 2022-23 Capital Priorities Program due to category or timing limitations.

2022-23 Capital Priorities Program - Categories

Projects eligible for funding consideration must meet one or more of the following category descriptions:

- Accommodation pressures;
 - Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.
- School consolidation and facility condition;
 - Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from the proposed solution as per the business case template.
- French-language accommodation (for French-language school boards).

2022-23 Capital Priorities Program - Ineligible Projects

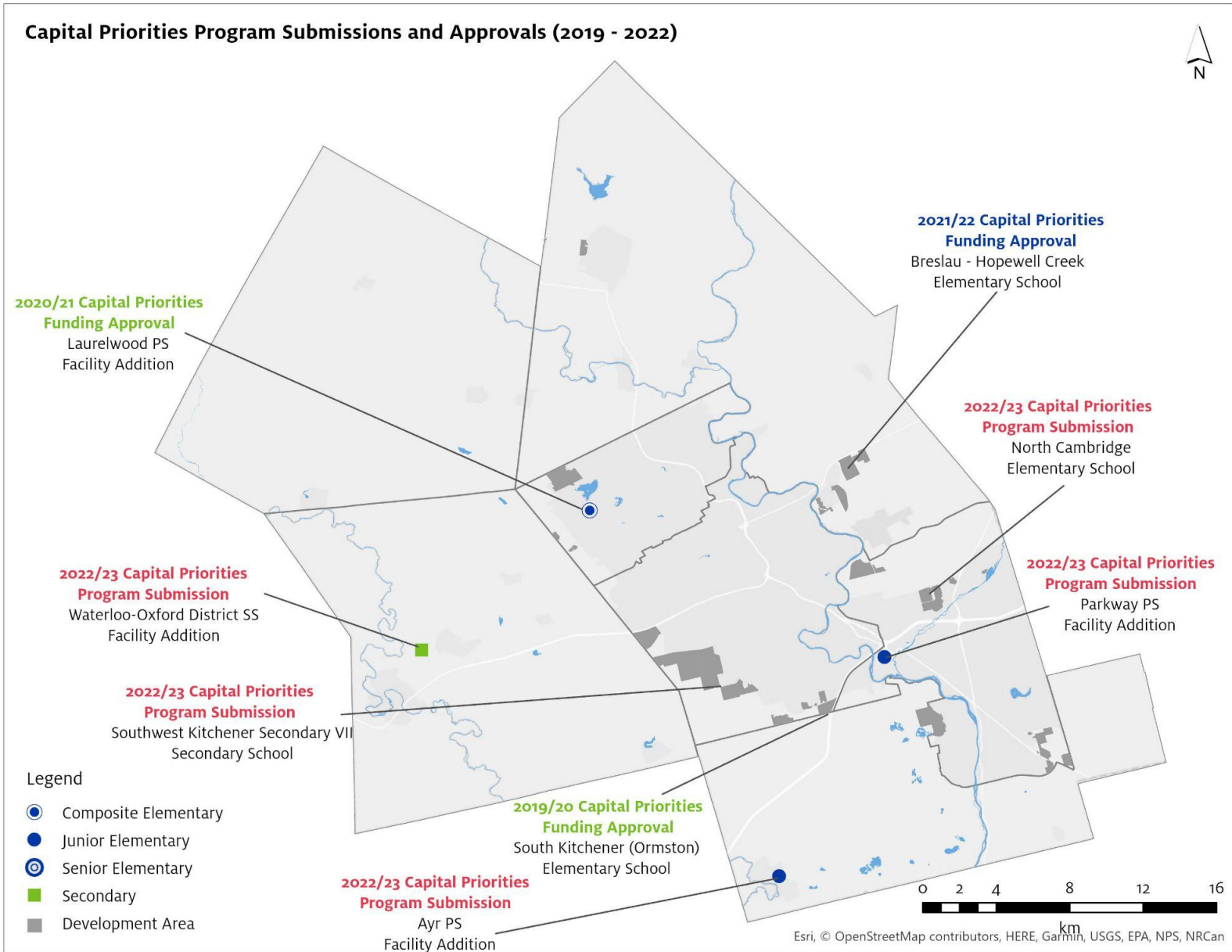
- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

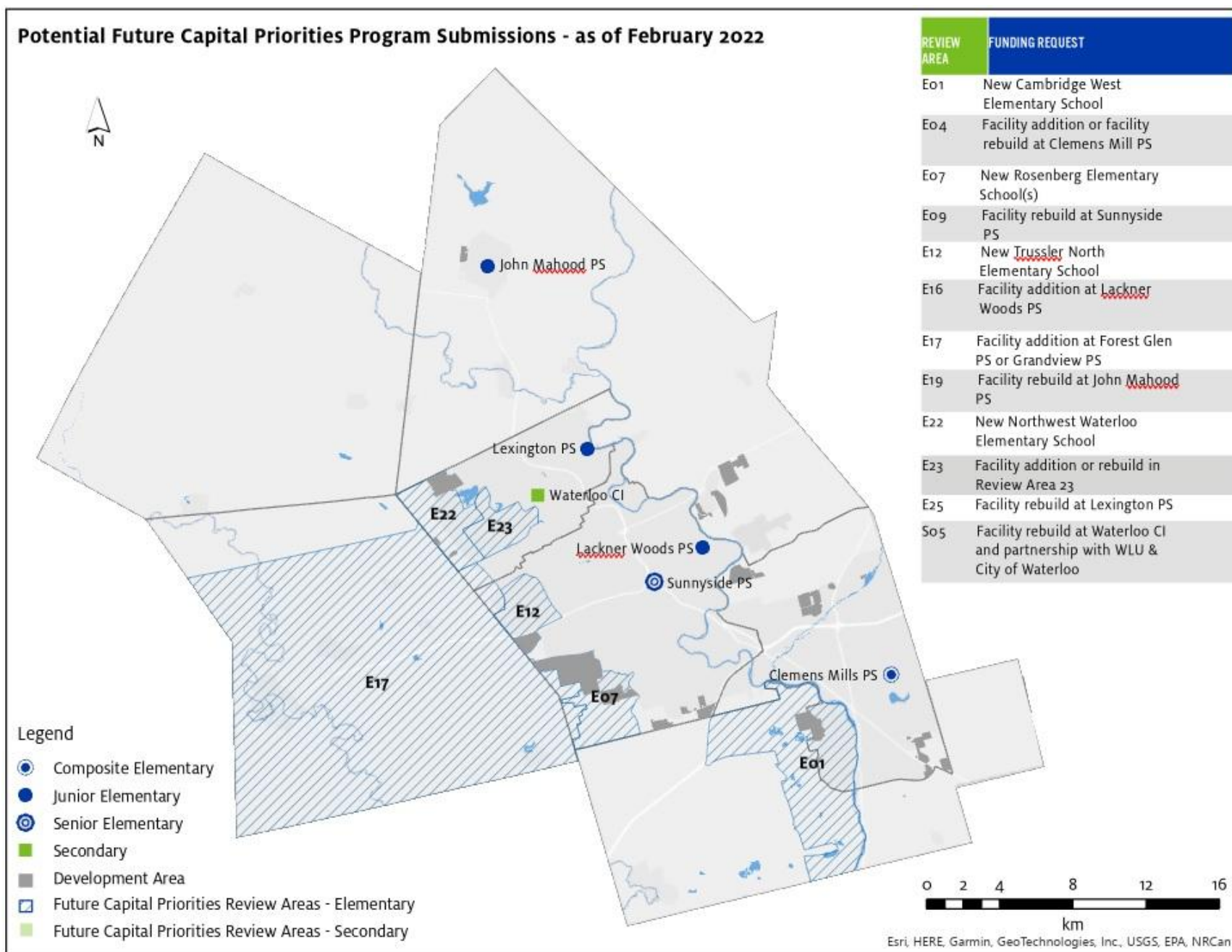
2022-23 Capital Priorities Program - Timing

Projects are expected to be completed and opened no later than the 2026-27 school year.

Potential Future Capital Priorities Program Submissions (from the 2020-2030 Long-Term Accommodation Plan)

LTAP REVIEW AREA	FUNDING REQUEST	2022-23 CONSIDERATIONS	SUBMITTED IN 2021-22?
E01	New Cambridge West (Bismark Dr) Elementary School	Premature due to lack of site servicing and timing requirements	No
E04	Facility addition or facility rebuild at Clemens Mill PS	Does not meet criteria; ineligible project for 2022-23	No
E07	New Rosenberg Elementary School(s)	Premature due to lack of site servicing and timing requirements	No
E09	Facility rebuild at Sunnyside PS	Does not meet criteria; ineligible project for 2022-23	No
E12	New Trussler North (Benninger Dr) Elementary School	Premature due to lack of site acquisition and timing requirements; boundary study recommended prior to submission	No
E16	Facility addition at Lackner Woods PS	Premature due to timing; boundary study recommended prior to submission	No
E17	Facility addition at Forest Glen PS or Grandview PS (NH)	Premature due timing; boundary study recommended prior to submission	No
E19	Facility addition at John Mahood PS	Premature due to timing	No
E22	New Northwest Waterloo (Beaver Creek Meadows) Elementary School	Premature due to lack of site servicing and timing requirements	No
E23	Facility addition or rebuild at select Review Area E23 school	Premature due timing; boundary study recommended prior to submission	No
E25	Facility rebuild at Lexington PS	Does not meet criteria; ineligible project for 2022-23	No
S05	Facility rebuild at Waterloo CI and partnership with WLU & City of Waterloo	Does not meet criteria; ineligible project for 2022-23	No







Report to Board

February 28, 2022

Subject: Aviation Project Update

Recommendation

This report is provided for information.

Status

A consultant was hired to lead the research and met regularly with school board staff in updating the findings.

Process:

The consultant undertook a program needs and sustainability assessment. This process included:

- meeting with school districts currently offering aviation programs,
- determining projected equipment/technology and maintenance costs and needs,
- establishing a relationship with Region of Waterloo International Airport to get a sense of local labour market needs and interest in and support for such a program,
- Analyzing the Ontario K-12 curriculum to determine best-fit with respect to an aviation program and related student learning expectations, and
- Holding a meeting for interested school board staff

Conclusions:

The consultant recommended that the aviation program target students in grade 6 given the Grade 6 curriculum identifies aviation as an area of focus for students. This approach also ensures widespread reach to all elementary students early in their education and as a way to promote and highlight the aviation industry as a possible pathway to a variety of job and career options.

As such, a plan was developed and implemented in the fall of 2019 where schools could sign up for class trips to the Region of Waterloo International airport. Busing was provided and the focus of the field trip was to expose students to the many aspects of the aviation sector.

In addition, two flight simulators were purchased to support in-classroom learning for interested Grade 6 classes across the district.

Experiential Learning at Waterloo-Wellington International Airport:

Students who attended class trips to the Region of Waterloo International airport got a classroom lesson from a flight instructor on the four forces of flight. Students also had opportunities to sit in a small airplane to touch the controls and hear about the thrill of flight and flying. The flight instructor identified the parts of the plane and how they related to the four forces of flight studied in the classroom. During the second half of the experience at the airport, students worked with Air Cadet instructors who provided students with access to flight simulators to experience flying a plane. The instructors (retired Air Canada captains) engaged students on the simulators and also taught about drones, rules for flying drones, and each student was able to fly a drone.

Unfortunately, field trips were canceled in the fall of 2019 followed by the Covid-19 pandemic which prevented field trips from resuming.

Next Steps:

Moving forward, plans are being developed for opportunities in the fall of 2022 for field trips to resume to the Region of Waterloo International airport. In addition, a plan is being developed to deploy the two flight simulators to interested elementary school grade 6 classes.

Background

In February 2018 a one year pilot project to pursue opportunities for students in aviation was proposed. The purpose of the pilot project during school year 2018-2019 was to research and gather information and interest for entry points within the K - 12 curriculum to provide students opportunities to pursue learning about the aviation sector.

Financial implication

Resources were set aside through the budget process in spring 2018 in the amount of \$337,000 to support the pilot project and to provide funds if needed for a program.

Surplus budget was returned to the board's accumulated surplus, and the program will be sustained through the experiential learning budget.

Communications

No further communications are planned at this time.

Prepared by: Ron DeBoer, Superintendent of Student Achievement and Well-Being in consultation with Coordinating Council.


Waterloo Region District School Board

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 Kitchener, ON N2C 2R5
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 F: 519-742-1364
 wrdsb.ca

February 2, 2022

The Honourable Stephen Lecce, Minister of Education
 Dr. Kieran Moore, Chief Medical Officer of Health
 Dr. Hsiu-Li Wang, Commissioner & Medical Officer of Health

Dear Dr. Moore, Dr. Wang and Minister Lecce,

At its January 17, 2022, Committee of the Whole Meeting of the Waterloo Region District School Board (WRDSB), the Board of Trustees approved the following motion:

That the WRDSB Trustees request that the Chair write letters to the CMOH (Chief Medical Officer of Health), the local MOH (Medical Officer of Health) and the MOE (Minister of Education) requesting the following:

- 1) Student and staff access to PCR testing in cases of high risk exposure and suspected COVID-19;**
- 2) Support and implementation of a “Test to Return” strategy following COVID-19 illness and exposure, supported by an adequate rapid antigen test supply;**
- 3) Continued funding and adequate supplies of rapid antigen tests for all students and staff;**
- 4) Funding for ventilation upgrades, beyond portable HEPA units and continued CVRIS funding to ensure a long-term commitment to student and staff health;**
- 5) Full reimbursement of all school board pandemic-related costs, above and beyond COVID-19 related funding already provided by the Ministry of Education.**

As we continue to navigate the pandemic, we ask for your full support of these measures that prioritize the health, safety and well-being of our students, staff and families both now and into the future.

Sincerely,

A handwritten signature in black ink that reads 'Scott Piatkowski'.

Scott Piatkowski
 Chairperson of the Board of Trustees

**Waterloo Region District School Board**

51 Ardelt Avenue
Kitchener, ON N2C 2R5
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wrdsb.ca

Waterloo Region District School Board

CC:

Ontario Public School Boards' Association

Ontario Public School Boards

MPP Amy Fee

MPP Catherine Fife

MPP Michael Harris

MPP Belinda Karahalios

MPP Laura Mae Lindo



February 2, 2022

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

Dear Minister Lecce,

At its meeting on January 17, 2022, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to urge the Ministry of Education (Ministry) to pause the EQAO testing for this school year.

Many students are experiencing increased anxiety, depression and/or mental health concerns due to the impact of the pandemic and the methods of delivery in education over the last two years. These mental health issues are felt deeply by our WRDSB families, all of whom are coping with the stresses of the pandemic as best they can.

The administration of the EQAO tests in 2022 is a responsibility for teachers and administrators at a time when education staff are already burdened with adjusting to the impact of the pandemic on their mental and physical health as well as tailoring their professional teaching and administrative methods to address learning loss and being responsive to shifts in modes of learning.

It is known that the pandemic has disproportionately affected marginalized students and families. As noted by research, “since EQAO testing was introduced in Ontario schools, the achievement gap has not been drastically reduced and instead has intensified for certain identities particularly impacting Indigenous, racialized, English Language Learners, recent immigrants, and students from lower socio-economic backgrounds” (Eizadirad, 2020, p. 27). Additionally, EQAO testing pre-pandemic created misconceptions about the ‘quality’ of schools and had contributed to a cycle where “schools often located in higher socio-economic communities maintain a valued status being labelled as offering ‘high quality’ education” (Eizadirad, 2020, p. 27). Any data collected in 2022 through EQAO, will be skewed due to the disproportionate impacts of the pandemic.

Several teachers and principals in research note that, “Kids feel a lot of stress about [EQAO tests]. Even though they’re not going to be punished for it, they feel a lot of stress and anxiety about writing it” (Hargreaves, 2020, p. 413). Standardized testing has been found to “perpetuate *ill-being*”, and can “undermine innovation and curriculum personalization” (Hargreaves, 2020, p. 415).

At this time, schools continue to evaluate students using a variety of methods and report this information through communications with families, ongoing assessment and formal report cards. These represent sufficient forms of data to understand learners and their needs.

While EQAO is only done in specific grades, it can also impact staff across the school and board by, for example, occupying EA support at a time when we are facing critical shortages, adding work to



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Administration and Administrative Assistants and adding to the workload of mental health support staff such as CYWs, Guidance Counsellors and Social Workers.

The Ministry of Education has supported boards in adopting a trauma informed approach with the understanding that this supports student achievement and well-being. Holding EQAO for Elementary students right now is not trauma informed and adds a layer of stress on top of what many students, families and staff have to address with the multiple waves of Covid. A pause on EQAO testing will support student and staff well-being, provide a sense of relief and provide some burden reduction during these unstable times.

Minister Lecce, we ask for your consideration of this request, as it will provide an additional level of safety, protect the health and safety of students, staff and their families in the WRDSB and throughout Ontario. This will provide an additional layer of support to staff and students and meet the province's goal of ensuring students are being supported with in-person learning through a very challenging time.

Sincerely,

A handwritten signature in black ink, reading 'Scott Piatkowski'.

Scott Piatkowski
 Chairperson of the Board of Trustees
 Waterloo Region District School Board

CC:
 Ontario Public School Boards' Association
 Chairs, Ontario Public School Boards
 MPP Amy Fee
 MPP Catherine Fife
 MPP Michael Harris
 MPP Belinda Karahalios
 MPP Laura Mae Lindo

February 8, 2022

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

Dear Minister Lecce:

At their Regular Board meeting on January 25, 2022, the Avon Maitland District School Board of Trustees voted to request that the Ministry of Education and the provincial testing body, EQAO, halt the administration of the tests for Grades 3, 6, 9 and the Grade 10 literacy tests for the 2021/2022 school year.

Within the Avon Maitland District School Board, we face a number of challenges and objections to administering these tests to our students in the midst of the current pandemic and the next few months of uncertain transitioning to a more stable schooling model. Our concerns are:

1. The board is advocating on behalf of students as these test formats are new and are now written online instead of the traditional paper and pencil test with which students are familiar.
2. We know that EQAO currently has a significant review underway to address the concerns of equity deserving groups across the province. The task force is made up of a diverse group of experts who it is hoped will suggest ways the implicit colonial biases of all of the EQAO tests can be rectified. How is it prudent to administer these tests to equity deserving students, or any students, prior to the full report of this committee of experts?
3. Students in grades 3, 6 and 9 have missed a significant amount of school over the past two years. We believe their in person learning with teachers is the number one priority this year. The EQAO tests will take away from meaningful curricular coverage at a time when this is least warranted.
4. During the current pandemic our students who have taken the grade 9 math course in Semester 1 will be at a significant disadvantage compared to their peers who will take the course in Semester 2, as their learning is not connected to current course work with respect to Semester 2 testing.
5. The curriculum for the MAT1W was released very late in June 2021 by the Ministry of Education, in spite of promises of a release late in 2020. This late curricular release, as well as the on-going interruption of professional development from the Ministry of Education as well as in our school board has meant that many teachers were unable to participate in rigorous professional development connected to this course in a timely and sustainable manner. This places students at a significant disadvantage in their learning as a result of poor planning on the part of the MOE. Why should students carry the burden of poor EQAO Grade 9 Math test scores as a result of poor prioritization of adults?

6. Students, more than anyone in the school system provincially, have borne the brunt of stressors caused by school closures, on-line learning, and on-going restrictions. We cannot see any advantage to insisting that students write these tests, knowing that the results will be reflective of uncertain and ever changing schooling in this pandemic.
7. We also know that there has been undue stress on children during this pandemic and that regardless of how these tests are presented, there are still unintended consequences. As you know the media use these scores to rate schools, report to realtors, and parents use the data to compare their children, at this time of recovery from a two year disruption.
8. We would expect a return to these tests in the 2022/2023 school year, as long as the consultations of the Expert Panel are released.

Thank you for considering our request.

Yours truly,



Al Sygrove,
Chair, Avon Maitland District School Board

cc Ontario School Boards
OPSBA
Maureen Matchett, President, OSSTF District 8
Kent Cleland, President, Avon Maitland Teachers' Local, ETFO



February 10, 2022

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

RE: Feedback on PPM 81

Dear Minister Lecce,

The Ministry of Education has asked for feedback from interested parties on its proposed changes to PPM 81 (Provision of health support services in school settings). The Special Education Advisory Committee (SEAC) of the Halton District School Board (HDSB) reviewed this document and, at its committee meeting on February 8th, 2022, carried the following motion:

"That the HDSB SEAC Chair write a letter to the Minister of Education expressing the committees' unanimous opposition to the changes to PPM 81 in its current form."

HDSB SEAC does not feel that the Ministry has provided adequate time for authentic engagement with all relevant stakeholders to provide meaningful feedback on the changes to PPM 81. As this PPM covers vital day-to-day and life-saving services to students, it deserves a fulsome discussion and analysis of the impacts that these changes will have on affected students, families, educators, support staff, and the school community as a whole. This has not been possible within the three-week timeline that we have been given to provide feedback on this PPM. We are extremely concerned that the short time frame will allow PPM 81 to be pushed through to implementation without a full understanding of the implications and will negatively impact the lives of all affected individuals going forward.

As a SEAC, mandated to represent the needs of all students with exceptionalities, and in this case of some of our most medically fragile students, we are highly concerned about the apparent downloading of medical services to educational staff. We believe that this is inappropriate, both ethically for medical professionals to be allowed to delegate their tasks to non-medical staff, and morally for the system to require Educational Assistants to undertake

services which are not in their job descriptions, they have not been medically trained for and which may impact the life of a student. We foresee huge difficulties in reaching an agreement for these changes to PPM81 with our union partners, which could lead to wider implications for an already stretched educational system.

Another major concern that the HDSB SEAC has about these changes is the inequity in service that will be seen in our classrooms going forward. Students with certain exceptionalities will be able to use funding allocated for home services to provide support in the classroom. This will not be the case for students with other exceptionalities who do not receive funding, unless their families are willing to pay for it privately. This is directly in opposition to the aims of HDSB and the Ministry of Education in promoting equitable access to support for all students.

The HDSB SEAC is also extremely concerned about the funding that must be provided to accompany such an extensive change in PPM81. If Educational Assistants will be pulled from the classrooms to provide medical care for students, and administrators will be required to oversee private care providers in a school setting and ensure compliance with all regulations, additional staff will be required to undertake their existing tasks. As a SEAC required to provide informed input on the HDSB special education budget in a few months, we are concerned that, by that time, we will have no information on the presence or lack of funding related to changes to PPM81 and the impact that this will have on special education services throughout our board. This makes it extremely difficult to perform our fiduciary duties in reviewing the budget.

In unanimously approving this motion, the HDSB Special Education Advisory Committee (SEAC) would urge the Ministry of Education to reconsider the implementation of the proposed changes to PPM 81, until there is meaningful and authentic engagement with relevant stakeholders to

address these concerns. This cannot be undertaken without an extension to the deadline for feedback. Without this opportunity to provide proper feedback, the HDSB SEAC unanimously opposes these changes.

Sincerely,

A handwritten signature in blue ink that reads "Alison Brindle". The signature is written in a cursive, flowing style.

Alison Brindle, Chair - Halton District School Board Special Education Advisory Committee

Cc: Margo Shuttleworth, Chair - Halton District School Board

February 17, 2022

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

Dear Minister Lecce:

At the December 7, 2021 Board meeting, the Avon Maitland District School Board (AMDSB) Trustees passed the following motion *"RESOLVED THAT the Avon Maitland District School Board direct the Chair to write a letter to the Ministry of Education in support of the Hamilton-Wentworth District School Board's request for predictable long-term funding for the "Enhanced Student Access to Free Menstrual Products in Ontario Schools" initiative."* The November 19, 2021 letter from Hamilton-Wentworth District School Board is attached for your reference.

The Avon Maitland District School Board kindly requests continued funding for our Menstrual Equity Program in all of our elementary and secondary schools. The AMDSB Menstrual Equity Program began in the 2020/2021 school year following consultation with students and staff. The project was initially funded internally, and we intend to continue this in what we believe has been and will continue to be an impactful project for our entire community and an important step in our strategic motto: I AM Engaged, I AM Prepared, I AM Well.

We very much appreciated the donation of dispensers and products provided by the Ministry's partnership with Shoppers Drug Mart; however, the dispenser donation was only enough for one dispenser at each of our Secondary Schools. The consultation conducted by our staff informed us that students in much younger grades also require menstrual products. Thus, the AMDSB Menstrual Equity Project included dispenser units at ALL AMDSB schools, something we would like to expand to more locations within schools. The donation of products was very much appreciated and is in use across our district. However, the need continues.

The main objective of our request for continued funding is to ensure that female students do not have to endure "shame" when they have to go to the office for hygiene products. As noted above, we have installed fixtures in both Secondary and Elementary schools and continue to restock supplies daily. We would like to see continued progress in our initiative and we will specifically be looking at our Equity, Diversity and Inclusivity Action Plan's Call to Action: Identify and eliminate all forms of systemic oppression and racism as our key success indicators.

With your continued funding, we will be able to:

- Expand the installation of clear plastic dispensers in more locations throughout each school, including Junior and Intermediate Elementary washrooms as well as all Secondary and Gender Free washrooms.
- Continue ordering and stocking modern product options as per the usual care of the washrooms
- Ensure that household income has no correlation to equitable access to feminine hygiene products

We are activists and advocates, working on becoming better allies. We believe all members of the AMDSB community are responsible for identifying and dismantling systemic racism and oppression. As AMDSB Trustees, we are committed to addressing equity, diversity, and inclusivity in all areas of the board and look to further this by seeking funds that will allow our staff to continue this vital work.

Yours truly,

Al Sygrove
Chair, Avon Maitland District School Board

cc Ontario School Boards
OPSBA



February 22, 2022

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

Dear Minister Lecce,

The Ministry of Education has asked for feedback from interested parties on its proposed changes to PPM 81 (Provision of health support services in school settings). At the Board meeting held February 17, 2022, the following motion was passed unanimously:

Be it resolved that the Chair write a letter to the Minister of Education about PPM 81 (provision of health support services in school settings) noting support for the letters written by SEAC and HDSB staff and expressing concern regarding the short timeline for stakeholder engagement and the short timelines and challenges regarding implementation..”

Broad changes, such as those proposed in the consultation documents for PPM 81, require thorough, authentic engagement, and consideration of staffing, long-term financial, and operational risks on those who will be expected to implement these changes, centred on the well-being of all students.

The Ministry is not providing adequate time for authentic engagement or meaningful feedback. These changes will impact students, families, educators, support staff, and the school community as a whole. We are extremely concerned about the severe and negative implications that will accompany these changes, if the PPM is implemented as proposed and on the timelines proposed. The implementation timeline of September 2022 for these sweeping and fundamental service changes is extremely short. As this PPM covers vital day-to-day and life-saving services to students, it deserves a deeper discussion and analysis.

The SEAC Committee at the Halton District School Board has provided an outline of some of the key concerns that we share as a board. These include:

- the downloading of medical services to educational staff.
- the inequity in service that will be seen in our classrooms going forward. Students with certain exceptionalities will be able to use funding allocated for home services to provide support in the classroom, however students with other exceptionalities who do not receive funding will need to consider paying for it privately.

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www.hdsb.ca

- lack of additional funding to accompany such extensive changes. If Educational Assistants will be pulled from the classrooms to provide medical care for students, and administrators required to oversee private care providers in school settings, and ensure compliance with all regulations, additional staff will be required to undertake existing tasks.

We fully support and reinforce the messages that both HDSB staff and SEAC have shared and strongly urge the Ministry of Education:

- To plan for additional, meaningful and authentic engagement with relevant, education system stakeholders.
- To reconsider the implementation timelines of the proposed changes to PPM 81. Getting this correct for all students, families and staff is more important than an arbitrary timeline.
- To recognize that any increases to existing staff workloads must be considered within the context of existing labour agreements, and that the required funding, training and staffing be provided in advance of such changes.

On October 29, 2021, a [memo](#) citing the key objectives of the review identified strengthening evidence-based practices, improving access to health and rehabilitation services in schools; and clarifying roles and responsibilities to address gaps in services. It is important when considering these objectives that change be undertaken in partnership with those who will be implementing this PPM, so that we do our best work to support students who require these vital services and all students.

In closing, we request that the Minister consider the context in which these changes will occur. School staff and students have been profoundly impacted over two years of consistent change and stress due to the pandemic.

Thank you for considering the requests of the HDSB Staff, SEAC and Board of Trustees.

Sincerely,



Margo Shuttleworth
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
Ontario School Board Chairs (English Public, English Catholic, French Public, French Catholic)
Cathy Abraham, President, Ontario Public School Boards' Association
Alison Brindle, HDSB SEAC Chair



Bluewater District School Board

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

February 23, 2022

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

Dear Minister Lecce:

Bluewater District School Board is in the process of building two new schools and has just completed Georgian Bay Community School this past September. While the board and community are grateful for the ministry's financial assistance in these projects, there is a problem with the approval of new school project requests when it comes to the sizing of the school. It is unfortunate that portable classrooms are already required to accommodate the growth in enrolment soon after a new school is opened. This is being experienced in Bluewater District School Board due to schools being built without the capacity to accommodate the entire school population.

The Board of Trustees for Bluewater District School Board request that population estimates, and projected enrolment data be considered in the funding formula for school size when building new schools.

Bluewater District School Board currently serves approximately 17,400 students across Bruce and Grey counties. Each county is benefitting from significant growth as more families choose to live and grow in our district. The board is profoundly grateful that the province has consistently recognized the necessity and the quality of our new school proposals.

However, under the financial formula for capital projects, a new school will frequently be funded based on enrolment and community demographic data from years before the school is built. Future growth is not considered, which is unfortunate as a new school in a community often draws families into the area.

This necessitates the use of portable classrooms to manage the overflow of students soon after a new school opens. The board must explain to students and families that, despite our expertise and best intentions, some students do not get full use of the new building. This experience can be discouraging for everyone.

To support Bluewater District School Board's mission to provide a quality education for every student in a safe, accepting, and caring environment, the Board of Trustees strongly recommends that population estimates and professionally projected enrolment data be considered in the funding formula for school size when building new schools.

Sincerely,

Jane Thomson
Chair

Jan Johnstone
Vice-Chair

cc: The Honourable Bill Walker, MPP, Bruce-Grey-Owen Sound
The Honourable Lisa Thompson, MPP, Huron-Bruce
Ministry of Education, Capital Policy Branch
Ontario Public School Boards' Association (OPSBA) President
Council of Senior Business Officials (COSBO)
Municipal Partners
Chairs of Ontario English Public School Boards