

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE OF MEETING**

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held via video conference, on **Monday, April 25, 2022, immediately following the Special Committee of the Whole meeting.**

**AGENDA**

**Call to Order**

**Approval of Agenda**

**Consent Agenda\*\***

**Receipt/Approval of Minutes:**

Approve Minutes - Special Education Advisory Committee Meeting of February 9, 2022

Approve Minutes - Special Education Advisory Committee Meeting of March 9, 2022

Receive Minutes – Board Meeting of March 28, 2022

Approve Minutes – Committee of the Whole Meeting of April 11, 2022

Approve Decisions – Special Committee of the Whole Meeting of April 25, 2022

**Receipt/Approval of Monthly Reports:**

25 Staffing Information – Retirements and Resignations

G. Shantz

29 Staffing Recommendations – Appointments

G. Shantz

**Declarations of Pecuniary Interest**

**Announcements/Celebrating Board Activities**

**Communications Good News Update**

**Delegations**

**Staff Follow Up**

Boardroom Upgrades

S. Reidel

Board Policy 3008 - Use of Board Resources During the Election Campaign

S. Reidel

Board Policy 3003 - Trustee Professional Development Expenses

M. Gerard

**Reports**

31 Tim Walker Memorial Awards

Trustee K. Meissner

COVID-19 Update

L. Read

35 Operational Plan - Implementation Update

j. chanicka / L. Read

**Board Reports**

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

**Board Communications**

- 48 District School Board Ontario North East to Minister of Education
- 49 Halton District School Board to Minister of Education
- 51 Hamilton-Wentworth District School Board to Minister of Education
- 53 York Region District School Board to Minister of Education
- 55 Avon Maitland District School Board to Minister of Education

**Other Business**

**Question Period** (10 minutes)

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

**Adjournment**



# Report to Board of Trustees

April 25, 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 April 25, 2022**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Mary-Catherine	Bardeggia-Irwin	Teacher, Empire PS	June 28, 2022	32
Katherine	Borovilos	SERT, Forest Glen PS	June 30, 2022	37
Pauline	Class-Atkins	Teacher, Hespeler PS	June 28, 2022	34
Lisa	Desroches	Teacher, Southridge PS	June 30, 2022	20
Lisa	Dunnette	Itinerant Teacher, Special Education	June 30, 2022	38
Norilynn	Epp	Teacher, Sir Adam Beck PS	June 30, 2022	23
Linda	Gerber	Teacher, Bridgeport PS	June 30, 2022	34
Kimberly	Graham	Teacher, Baden PS	June 30, 2022	32
Julie	Halter	Teacher, Elementary Remote #2	June 30, 2022	23
Christine	Holman	Teacher, Blair Road PS	June 28, 2022	32
Michelle	Kelley-Schroeder	Teacher, Laurelwood PS	May 31, 2022	32
Mary	Klassen	Teacher, Cedar Creek PS	June 30, 2022	25
Sandra	Laird	Teacher, WT Townshend PS	August 31, 2022	30
Lori	Loft	Teacher, William G Davis PS	June 30, 2022	32
Heather	Luft	Teacher, Westmount PS	June 30, 2022	30
Kimberley	Lussier	SERT, Doon PS	June 30, 2022	23
Kathryn	MacDougall	Teacher, Cedar Creek PS	June 30, 2022	21
Linda	McBain	Teacher, Winston Churchill PS	June 30, 2022	30
Laura	Meredith	Teacher, Millen Woods PS	June 30, 2022	31
Andrea	Podrebarac	Teacher, Centennial PS (W)	June 30, 2022	32
Peggy	Simon	Teacher, Woodland Park PS	June 30, 2022	32
Geoff	Somers	Teacher, Stewart Avenue PS	June 30, 2022	16
Joanne	Threndyle	Vice President, ETFO Waterloo	June 30, 2022	34
Fabienne	Tosi	Teacher, Groh PS	June 30, 2022	33

**Staffing Statistics – Retirements**  
**Current at April 25, 2022**

<b>Retirements: Secondary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Chris	Charman	Geography Department Head, Huron Heights SS	June 28, 2022	25
David	Gardner	Teacher, Elmira District SS	August 31, 2022	32
Michael	Lafond	Teacher, Cameron Heights CI	May 31, 2022	23
Kari	Lewis	Teacher, Grand River CI	June 30, 2022	24
Elaine	Neill	Teacher, Bluevale CI	June 28, 2022	24
Kari	Olsen	Teacher, Waterloo CI	June 30, 2022	29
Sandra	Warner	Teacher, Grand River CI	June 30, 2022	27

<b>Retirements: Administrative &amp; Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Karen	Atkin	Child Youth Worker, Doon PS	June 28, 2022	23
Adrian	Beke	Custodian, Coronation PS	May 27, 2022	37
Karin	Bileski	Principal, Elementary Remote #1	June 30, 2022	34
Brent	Briscoe	Custodian, Rockway PS	July 27, 2022	5
Irene	Bruce	Educational Assistant, Glencairn PS	April 29, 2022	25
Nora	Davis	Library Clerk, Abraham Erb PS	May 20, 2022	23
Dan	Enns	Principal, Laurelwood PS	June 30, 2022	32
Leslie	Heer	Educational Assistant, John Darling PS	June 30, 2022	25
Jamie	McCarl	Custodian, Southwood SS	August 31, 2022	32
Jann	Newton	Early Childhood Educator, Cedar Creek PS	June 30, 2022	11
Linda	Ritz	Educational Assistant, Lackner Woods PS	April 18, 2022	21
Yvonne	Schmiedendorf	Educational Assistant, Ryerson PS	August 31, 2022	22

<b>Retirements: Administrative &amp; Support Staff Cont'd</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Deborah	Sokolyk	Payroll Clerk, Human Resource Services	April 29, 2022	22
Randy	Thomas	Resource Scheduler, Maintenance	June 30, 2022	12
Brian	Weigel	Principal, King Edward PS	June 30, 2022	28

**Staffing Statistics – Resignations**  
**Current at April 25, 2022**

<b>Permanent Staff Resignations</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Effective Date</b>
Lindsay	Ahearn	Educational Assistant, Special Education	April 29, 2022
Bailey	Adam	Educational Assistant, Rosemount	April 18, 2022
Alicia	Blanchard	Elementary Teacher, JW Gerth PS	April 13, 2022
Suzanne	Carter	Application Programmer, ITS	April 1, 2022
Yen	Evers	Elementary Teacher, Abraham Erb PS	April 19, 2022
Ashley	Freeman	Early Childhood Educator, Lester B Pearson PS	August 31, 2022
Lynn	Glass	Elementary Teacher, Hespeler PS	June 28, 2022
Megan	Lowe	Elementary Teacher, Wellesley PS	June 27, 2022
Connie	Maier	Elementary Teacher, Stanley Park PS	April 29, 2022
Joanna	Medeiros	HR Assistant, Human Resource Services	April 29, 2022
Stephanie	Oliver Guppy	HR Officer, Human Resource Services	April 15, 2022
Sarah	Peterson	Elementary Teacher, Elgin Street PS	June 30, 2022
Kendra	Skinkle	Elementary Teacher, Woodland Park PS	May 6, 2022
Anne	Solie	Elementary Teacher, Meadowlane PS	April 26, 2022
Tiffani	Tran	HR Assistant, Human Resource Services	April 6, 2022
Krista	Tucker Petrick	Vice Principal, ACE	June 29, 2022
Jennifer	Wiens	Child & Youth Worker, Special Education	April 1, 2022



# Report to Board of Trustees

April 25, 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 April 25, 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.

**Staffing Information – New Appointments**  
**Current at April 25, 2022**

<b>New Appointments: Elementary Teacher Staff</b>			
<b>First</b>	<b>Last</b>	<b>Location</b>	<b>Effective Date</b>
Kaylee	Kaufman	Remote Learning #2	April 4, 2022
Rachel	Millar	Floradale PS	April 11, 2022
Dinh	Nguyen	Smithson PS	April 1, 2022

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>Position / Location</b>	<b>Effective Date</b>
Erik	Hoekstra	Custodian, Westvale PS	April 12, 2022
Tanya	Lang	Secretary, Cameron Heights CI	March 29, 2022
Anna	Lukaszewicz	Secretary, ITS	April 25, 2022
Alison	McLaren	Custodian, Driftwood Park PS	April 13, 2022
Gilma	Navarro	Custodian, Sandowne PS	March 21, 2022
Crystal	Sanderson	Secretary, Jacob Hespeler SS	April 8, 2022
Jenny	Tavares	Custodian, Waterloo CI	March 21, 2022
Adam	Ward	Custodian, Laurelwood PS	April 11, 2022

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

*Human Resources & Equity Services*





# Board Report

April 25, 2022

## Subject: Recipients of the 2021-22 Tim Walker Memorial Award for Environmental Stewardship

### Recommendation

This report is provided for information.

### Status

The Evaluation Committee, comprised of Stephanie and Jim Walker (parents of the late Tim Walker), Trustee Meissner and Student Trustee Vishkin, reviewed applications submitted by the following twelve schools:

Elementary Schools	Project Title
Elgin Street PS	Vermicomposting
Elizabeth Ziegler PS	Native Species in Our Yard
Empire PS	FoodCycler Indoor Composting Program
Janet Metcalfe PS	Pollinator Garden Project
Meadowlane PS	Rejuvenation of School Garden
Moffat Creek PS	Bird Feeding and Nesting Area
Queensmount PS	Queensmount Garden
Trillium PS	Beautifying our School Plantars
Secondary Schools	Project Title
Glenview Park SS	Glenview Wellness Courtyard
Grand River CI	Creating an Outdoor Classroom
Jacob Hespeler SS	Microscale and Green Chemistry
Preston HS	Preston's Pollinator Garden Project

The following criteria were taken into consideration:

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



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3. Environmental benefits: shading, greening, waste reduction, recycling, organized action/school environmental club, etc.

The following recipients were selected:

<b>Tim Walker Memorial Award for Environmental Stewardship 2021-22 Recipients</b>	
<b>Elementary Schools</b>	<b>Project Title</b>
Elgin Street PS	Vermicomposting
Janet Metcalfe PS	Pollinator Garden Project
Moffat Creek PS	Bird Feeding and Nesting Area
<b>Secondary School</b>	<b>Project Title</b>
Glenview Park SS	Glenview Wellness Courtyard

## Background

In May 2006, the Board passed a motion to administer the Tim Walker Memorial Award for Environmental Stewardship annually to honour the life of secondary school teacher Tim Walker and his contribution to education and environmental initiatives. The annual award is \$2,000, which is to be equally distributed amongst four schools (i.e., \$500 per school). At a meeting on April 8, 2022, an evaluation committee reviewed the applications submitted for the 2021-22 Tim Walker Memorial Award for Environmental Stewardship.

## Financial implications

An amount of \$2,000 is funded annually by the Board of Trustees' budget. The 2021-22 school year is the fifteenth year of the Tim Walker Award for Environmental Stewardship with the initial award made in the 2006-07 school year.

## Communications

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

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



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2021-22 TIM WALKER MEMORIAL AWARD FOR ENVIRONMENTAL STEWARDSHIP  
PROJECT SYNOPSIS

## AWARD RECIPIENTS

### **Elgin Public School – Vermicomposting**

Staff and students' leftover organic waste, and carbon waste are utilized in vermicomposting. The goal is to show vermicomposting as a direct way to reduce waste while educating the students about the importance of composting for the environment and food production. This will empower students with a hands-on approach; using food scraps, as well as carbon waste from technology packaging, shredded paper, etc. and turning it into compost. It will teach students how to nurture and care for an environment of microorganisms, in a small contained bin and help them to gain an understanding regarding the role healthy soil contributes to the carbon cycle balance. This project will be expanded to all classrooms and potentially "starter kits" for families to try at home. The compost will be "harvested" at the end of the school year and distributed to all interested parties. It could also be offered to community garden projects and used on school grounds.

### **Janet Metcalfe Public School – Pollinator Garden Project**

Our school is in the beginning stages of creating a rewilded learning space that could be used to support ecological inquiry and community development practices through outdoor learning opportunities. The construction of the school caused a disruption in the natural environment of the area. By actively remediating a part of the site, students will develop their own connection and care for the environment, with reference to the UN Sustainable Development Goals. Students will witness how ecosystems change, how we can impact positive change in our environment, and how they can affect change on a local level to support a global goal. Having an outdoor learning space on our school property allows all students the opportunity to participate in outdoor education experiences on a more regular basis. By using native plant species specific to our region, students will discover more about the natural environment and which plants promote pollinator activity. This project will benefit our students by allowing more students to engage with nearby nature on a regular basis and foster connections between our students and their sense of place to improve environmental literacy.

### **Moffat Creek Public School – Bird Feeding and Nesting Area at Forest School**

Moffat Creek's Forest School's continued goal is to create a connection between young people and the natural world around them through outdoor learning and play. This involves both structured and unstructured time in the forested area behind our physical school. The Project Goal is to create an established Bird Feeding and Nesting Area for the birds that call



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the forest their home. By providing high quality feeders and nesting homes it is our goal to help the birds in this area survive as well as prosper.

Feeding birds help children understand science concepts as well as, learn how important it is to care for our environment and its creatures. Students will also begin to identify bird species native to the area. The students will be able to fill the bird feeders each time they visit Forest School and it is an enjoyable way to teach them about caring for Mother Nature and her inhabitants. Studies have shown that time in nature can have a positive impact on physical health, mental health and development. Kids that play in nature are happy, curious and focused.

## **Glenview Park Secondary School – Glenview Wellness Courtyard**

The school currently has an empty outdoor courtyard that is connected to the current indoor Wellness Room. The front entrance renovation will create a brand new entrance foyer area that will open into this unused courtyard. The renovation will also add a courtyard access door to our library creating two egresses and thus a now usable space for our Glenview community.

This space will have 4 main goals:

1. Covid has taught our staff and students the importance of taking care of our mental health and a safe outdoor space like this is a perfect addition to our very successful Wellness Room.
2. It will form a beautiful outdoor extension to our brand new entrance and foyer to greet anyone visiting our school.
3. It provides a protected outdoor space for classes or small group gatherings, functions and library activities.
4. This must be a student centred activity through all stages of the design, build and use. (including this proposal which was drafted by one of our IB students)

This project will benefit the mental health of students at Glenview by promoting mental health and wellness through access to a beautiful safe outdoor space. The project will also give students a voice in the school community as they will be given the opportunity to have input through all stages of the design and build.



# Report to Board of Trustees

April 25, 2022

## Subject: Operational Plan for 2021-2022 - Implementation Progress Update

### Recommendation

This report is for information to the Board and provides Trustees with a **progress update on staff's implementation** of the Operational Plan (see [Annex A](#)). Given the unprecedented nature of the past 25 months it has been necessary to ensure that the Operational Plan takes into account the current context and shifting landscape. WRDSB's [Strategic Plan](#) and [Strategic Priorities](#), remain the pillars of our work, and continue to drive our operational plan. Staff continue to respond to the realities and impact of COVID-19 and the resulting staffing shortage. For this reason, it should be noted that most professional development (excluding that which is legislatively required) has been cancelled since December 2021 and as such central staff have endeavoured to find alternative ways to deliver necessary professional learning. Despite these efforts, there is some work that has needed to be paused.

### Status

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 made more vulnerable as a result of COVID-19. Clarifying our operational priorities also serve to stabilize the system as we focus our energies on what matters most.

Guided by the WRDSB's three strategic priorities, students have continued to learn and staff have continued to support student achievement - all while maintaining a focus on the well-being, health and safety of students, staff and our broader community. Our stakeholders have consistently shared that safety, mental health, 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 supports to ensure that these gaps are addressed and closed.

It is with this in mind that WRDSB's Operational Plan for 2021-2022 ([see Annex A](#)) reflects the following priorities:

- Ensuring the continuity of quality learning for all students with an emphasis on literacy and numeracy skill development and student reengagement

- Ensuring the safety and well-being of staff and students
- Continuing our commitment to an organizational culture rooted in Indigenous sovereignty, equity and human rights that ensures identity and social location are not predictors of outcomes
- Ensuring continuity of effective operations of the school district

Our ability to deliver on these priorities is dependent on an organization that ensures the continuity of all of its operational elements including; human resources; financial resources and facilities; information technology resources and communications. All of these operational priorities work interdependently with the others. We cannot address the learning gaps students have experienced, 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.

We are deeply grateful for the energy and dedication of our administrators, educators, support staff, and central staff who continue to focus on the needs of each and every one of our students, despite the many challenges. 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.

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 finally, we are appreciative of Trustees' leadership, active engagement and confidence in staff as we have navigated this tumultuous time .

## **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. Work is underway and broader consultation with all stakeholders on a renewed vision, mission, learner profile and strategic directions is set to begin in February 2022.

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. September 2021 saw the return to in-person learning while simultaneously offering remote learning. 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.

## Financial implications

The Board of Trustees approved the [2021-22 operating budget](#) on June 16, 2021. Consistent with the approved budget for 2021-22, the WRDSB is expected to finish the year in a deficit position; this was confirmed through submission of our Revised Estimates to the Ministry of Education (Ministry) on December 15, 2021, which showed an in-year deficit forecast of \$11.6M. The [2021-22 Q2 Interim Financial Report](#), comparing the budget to the forecasted year-end position was provided to the Board of Trustees at the March 21, 2022, Committee of the Whole meeting.

## 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 Plan and Operational Priorities have a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

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

# Operational Plan - 2021-2022

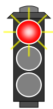
In March of 2020, the World Health Organization declared COVID-19 a global pandemic. What followed from this declaration included the closure of our schools, the launch of a fully distance learning program from March 2020 through to the current school year and major efforts to ensure the continuity of all operational aspects of the school district. Given the unprecedented nature of this time and uncertainty it has been necessary to revise our operational plan. 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.

WRDSB's Operational Plan for 2021-2022 reflects the following priorities and are detailed below:

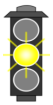
- Ensuring the continuity of quality learning for all students with an emphasis on literacy and numeracy skill development and student reengagement
- Ensuring the safety and well-being of staff and students
- Continuing our commitment to an organizational culture rooted in Indigenous sovereignty, equity and human rights that ensures identity and social location are not predictors of outcomes
- Ensuring continuity of effective operations of the school district

★ denotes a strategy that is connected to work described in the 2020-2021 Operational Plan.

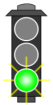
To help us communicate our progress in a transparent and simplified way we use an operational dashboard. The traffic lights in the dashboard are intended to give a sense of the progress we are making on implementing specific strategies:



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



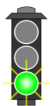
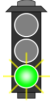
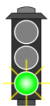
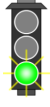
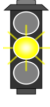
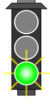
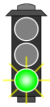
A green light means implementation is on track




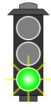
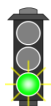
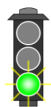


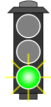
A blue check means implementation of a given strategy is complete



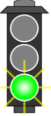
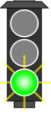
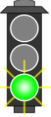

Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Facilities	1. Form an Exterior Design Standards Development (EDSD) committee with staff representation from across the WRDSB	Develop design standards for exterior school grounds	<ul style="list-style-type: none"> <li>EDSD committee formed</li> <li># of departments consulted (e.g., Indigenous Equity and Human Rights, Student Transportation Services, Multilingual Learners, Early Years, Special Education, Planning)</li> </ul>	<ul style="list-style-type: none"> <li>EDSD committee formed and included 26 members</li> <li>15 departments consulted including Indigenous Sovereignty, Equity and Human Rights, Student Transportation Services, Multilingual Learners, Early Years, Special Education, Planning</li> </ul>	
Facilities	2. Develop and finalize a standard inclusive washroom sign and install it in all schools	All gender neutral washrooms have standard signage that is inclusive and understandable by all students/staff	<ul style="list-style-type: none"> <li>Standard signage approved</li> <li>Inventory completed</li> </ul>	<ul style="list-style-type: none"> <li>Standard signage has been approved</li> <li>Inventory has been completed</li> </ul>	
Planning	3. Continual improvement of the Grade 1 French Immersion application process ★	Clearly communicate the process so that families can make informed decisions and all students are provided the opportunity to select their French program pathway	<ul style="list-style-type: none"> <li># of virtual translation sessions offered in January</li> <li># of translations provided/links to translated materials or resources</li> <li>Updated French programs brochure sent to the families of all Senior Kindergarten students</li> <li>AP 1000 is posted on the WRDSB website</li> </ul>	<ul style="list-style-type: none"> <li>Virtual translation sessions could not be offered due to COVID-19 restrictions and schools closures in January 2022</li> <li>16 <a href="#">translations</a> provided/linked</li> <li>Updated <a href="#">French programs brochure</a> sent to families of all Senior Kindergarten students in December 2021-January 2022</li> <li><a href="#">AP 1000</a> was updated in December 2021 and posted on the WRDSB <a href="#">website</a></li> </ul>	
Transportation	4. Support schools to engage in travel planning by promoting active and safe routes to schools across Waterloo Region	A higher proportion of students opting to use active transportation to and from schools	<ul style="list-style-type: none"> <li># schools completing BikeWalkRoll and Family Surveys</li> <li># active School Travel Planning schools and interventions</li> </ul>	<ul style="list-style-type: none"> <li>3 schools completed the BikeWalkRoll and Family Surveys</li> <li>22 active School Travel Planning schools and 345 interventions are in place</li> </ul>	
Finance	5. Expand access to child care spaces in schools and attract and retain Designated Early Childhood Educations (DECEs) ★	<p>Increase the number of licensed child care spaces in Before &amp; After School programs for children aged 0-4 years.</p> <p>A more sustainable and diverse workforce of DECEs</p>	<ul style="list-style-type: none"> <li>Establish partnership with Consolidated Municipal Service Manager (CMSM) at the Region of Waterloo</li> <li># of sites operators deemed non-viable where WRDSB Before &amp; After school programs can be offered</li> <li># of job fairs attended</li> </ul>	<ul style="list-style-type: none"> <li>Partnership has been established</li> <li>70 sites have been identified</li> <li>3 of job fairs have been attended</li> </ul>	

Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Communications	1. Create awareness of the Kindergarten student registration process and academic programs in secondary	Families utilizing the central registration system to register their child for Kindergarten  Creating awareness of specialized programs in secondary schools	<ul style="list-style-type: none"> <li>Traffic to program web pages along with requests for information</li> <li># of downloads/views of materials</li> <li>Click through rates</li> </ul>	<ul style="list-style-type: none"> <li>62,917 visits to the Kindergarten websites</li> <li>Campaigns for secondary specialized programs launching in May 2022</li> <li>To date: 3,185 pageviews and 700 videos views on WeAreWRDSB</li> </ul>	
Communications	2. Engage families and staff as part of the WRDSB community	Improved understanding of WRDSB values and work  Increased connections with community and families	<ul style="list-style-type: none"> <li># partnerships with community organization to help engage families and share information</li> <li># of communications shared with PIC/WRAPSC</li> <li># of engaged community members in strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>To date: 5 listening circles hosted</li> <li>20 communications shared with PIC/WRAPSC</li> <li>Over 5000 community members engaged in the strategic planning process</li> </ul>	
Human Rights Branch	3. Build understanding of the code-based complaints resolution process and stakeholder roles in complaints resolution (i.e., Human Rights Literacy)	Launch the code-based complaints administrative procedures  System leaders will have greater knowledge and awareness about the procedure, feel confident in addressing complaints, and will be able to follow the procedure/engage in the process when required	<ul style="list-style-type: none"> <li>Administrative procedures are approved</li> <li># of sessions offered</li> <li># participants in each session</li> </ul>	<ul style="list-style-type: none"> <li>Administrative procedures drafted and consultations occurring</li> <li>14 sessions have been offered</li> <li>320 participants across all sessions</li> </ul>	
Human Rights Branch	4. Increase educators' understanding of what discrimination is and build their capacity to respond to discrimination ★	Educators actively respond to discrimination impacting students using the DIRECT tool	<ul style="list-style-type: none"> <li># of staff who attend the training sessions</li> <li># of staff who request coaching</li> </ul>	<ul style="list-style-type: none"> <li>Due to the pause on Professional Development, this planned work could not move forward. Sessions were offered to other staff and 18 have participated.</li> <li>43 requests for coaching were received</li> </ul>	
Human Rights Branch	5. Support and build the capacity of service leaders to dismantle oppression and address discrimination ★	All staff see anti-oppression and anti-racism as central to their work	<ul style="list-style-type: none"> <li># of sessions offered</li> <li># of service leaders trained in the Policy Review Guide</li> <li># of policies/procedures reviewed and revised with service leaders</li> </ul>	<ul style="list-style-type: none"> <li>First session occurring in April 2022</li> <li>All members of Business Services Council have been trained</li> <li>7 policies have been reviewed</li> </ul>	
Research	6. Analysis, reporting and action planning of the student census ★	Student census results are shared in a public report for the broader community in a way that minimizes the potential for further harm to students who have been marginalized by the education system  Build system leaders' awareness of appropriate and responsible use of student census data	<ul style="list-style-type: none"> <li># of consultations conducted</li> <li>Draft report written</li> <li># of attendees at capacity building sessions</li> </ul>	<ul style="list-style-type: none"> <li>5 consultations conducted with a variety of community partners</li> <li>Draft report in progress</li> <li>Capacity building sessions to happen later in the year and Fall 2022</li> </ul>	
Research	7. Develop and implement a strategic planning process	Mission, vision, learner profiles and new strategic priorities have been developed and shared publicly	<ul style="list-style-type: none"> <li># of participants in the process</li> <li># of methods used to seek feedback</li> <li># of participants who engaged in interpreting findings of the Strategic Plan consultation process</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 10,000 responses received via different engagement methods</li> <li>5 different tools were used: 2 different digital pop-up tools, a survey, interviews and conversations with student roundtables</li> <li>Interpretation of findings scheduled for April - May 2022</li> </ul>	

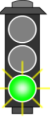
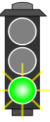
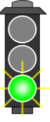

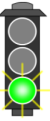
## HUMAN RESOURCE AND EQUITY SERVICES

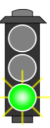




Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Labour Relations	1. Develop and implement processes for monitoring, and ensuring compliance with vaccination attestation and rapid testing ★	Compliance with directives from the Ministry of Education/Chief Medical Officer of Health	<ul style="list-style-type: none"> <li>Develop, communicate, and utilize a formal documented process for staff attestation of COVID-19 vaccination status</li> <li>Ensure staff are compliant with the Ministry of Education/Chief Medical Officer of Health directive</li> </ul>	<ul style="list-style-type: none"> <li>Developed, communicated, and utilized a formal documented process for staff attestation of COVID-19 vaccination status</li> <li>Ensured that staff were compliant with the directives received from the Ministry of Education and Chief Medical Officer of Health</li> </ul>	
Labour Relations	2. Develop a multi-year work plan for Human Resource & Equity Services and Indigenous Equity and Human Rights Department to review fair, equitable and transparent hiring processes ★	<p>Equitable hiring practices and enhancing the diversity of our workforce so that students see themselves reflected in those they are learning from</p> <p>Policy/Program Memorandum (PPM)165 implemented</p>	<ul style="list-style-type: none"> <li># of contacts established with Faculties of Education</li> <li>% of staff trained who attend recruitment events to ensure they are using appropriate and welcoming language that will engage and attract BIPOC candidates</li> <li>PPM 165 compliance - embed lived experiences into hiring practices, AP 5000</li> <li>Review of existing hiring questions initiative, to ensure lived experiences are reflected and equity outcomes are incorporated</li> </ul>	<ul style="list-style-type: none"> <li>Visits have been conducted with Faculties of Education</li> <li>Staff who attended recruitment events were trained</li> <li>Administrative Procedure (AP) 5000 - Employment (Fair, Equitable, and Inclusive Hiring) being reviewed</li> <li>Hiring questions have been reviewed and new questions are being implemented as part of the hiring process</li> </ul>	
Health, Safety & Security	3. Update the "WRDSB Joint Health and Safety Committee (JHSC) Multi-site Terms of Reference" agreement to ensure it meets current Ministry of Labour, Training and Skills Development requirements	Renewal of "WRDSB Joint Health and Safety Committee (JHSC) Multi-site Terms of Reference" for 5 more years	<ul style="list-style-type: none"> <li>Draft Terms of Reference presentation to JHSC meeting</li> <li>Participate in review process with Ministry of Labour, Training and Skills Development</li> </ul>	<ul style="list-style-type: none"> <li>Multi-site Terms of Reference WRDSB Joint Health and Safety Committee (JHSC) presented and approved by internal stakeholders</li> <li>Terms of reference presented to Ministry of Labour, Training and Skills Development and awaiting approval from Chief Prevention Officer</li> </ul>	
Health, Safety & Security	4. Develop an online training module for Workplace Inspection Training	An online training module is accessible to all new Workplace Inspection Team members and Administrators/Supervisors	<ul style="list-style-type: none"> <li>Content for online and in-person course developed</li> <li>Course set-up is completed on online platform</li> <li>Gather feedback on online course prior to launch</li> <li>Draft system communication with enrollment and training dates</li> </ul>	<ul style="list-style-type: none"> <li>Content for online and in-person course has been developed</li> <li>Course set-up is completed has been posted on online platform</li> <li>Gathering feedback on online course prior to launch</li> <li>Draft communications have been developed</li> </ul>	
Health, Safety & Security	5. Ongoing review and development of COVID-19 program management for WRDSB staff based on Ministry of Education guidelines and Public Health recommendations ★	Up-to-date program /directives for WRDSB staff and Administrators/Supervisors	<ul style="list-style-type: none"> <li># of times program has been updated</li> </ul>	<ul style="list-style-type: none"> <li>Over 1000 changes have been made and changes continue to be implemented based on ongoing recommendations from the Ministry of Education and Public Health</li> </ul>	
Employee Wellness	6. Mental Health support that follows the Guarding Minds at Work protocols ★	Provide support/ directives for WRDSB system leaders to support staff well-being	<ul style="list-style-type: none"> <li># of resources created or made available</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing support resources made available to staff to support their Mental Health and Well-Being</li> </ul>	
Employee Wellness	7. Develop an online training module for Resilience for all staff	Provided training to promote coping strategies so that staff are able to remain at work and thrive.	<ul style="list-style-type: none"> <li>Developed needs assessment and outline for training module</li> <li># of participants</li> </ul>	<ul style="list-style-type: none"> <li>Sourced available and relevant training modules</li> <li>Currently planning rollout of program</li> </ul>	

# INFORMATION AND TECHNOLOGY SERVICES




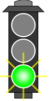
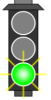
Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Information and Technology Services	1. Implement a safe and secure wireless network to provide ease of access to staff and students	Wireless network upgrades are completed using a phased approach to implementation with Phase 2 implementation completed by Aug 2022	<ul style="list-style-type: none"> <li>Modeling and testing of wireless infrastructure and confirmation of approval to proceed with deployment</li> <li>Procurement and delivery of units</li> <li>All identified schools have fully deployed upgrades</li> </ul>	<ul style="list-style-type: none"> <li>Modeling and testing completed and approval received to proceed with deployment in October 2021</li> <li>All units to be delivered by the end of May 2022</li> <li>Equipment has been deployed to four schools</li> </ul>	
Information and Technology Services	2. Implement a new asset management software to provide better lifecycle management and tracking of WRDSB technology assets	Asset management software/application is fully implemented	<ul style="list-style-type: none"> <li>Business requirement document completed</li> <li>Identification and procurement of asset management system</li> <li>Full migration of current assets</li> </ul>	<ul style="list-style-type: none"> <li>Business requirement document completed in September 2021</li> <li>System selected and statement of work signed in September 2021</li> <li>Full migration of assets is in progress</li> </ul>	
Information and Technology Services	3. Enhance security infrastructure and practices for staff to protect student data	Enhance security infrastructure to be implemented by August 2023	<ul style="list-style-type: none"> <li>Recommendation report completed</li> <li>Multi-factor Authentication configured and in place for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Recommendation report completed in March 2022</li> <li>Plan for Multi-factor Authentication process is being developed and will be put in place by August 2023</li> </ul>	
Information and Technology Services	4. Implement a new Student Information System (SIS) that will be robust, technologically advanced and provide overall improvements in processing and managing student data ★	The new Student Information System is implemented using a phased approach with partial rollout by Aug 2022	<ul style="list-style-type: none"> <li>Sign off on system testing and configuration</li> <li># of instructional and administrative staff trained on the new SIS</li> </ul>	<ul style="list-style-type: none"> <li>Sign off on system testing and configuration is in progress</li> <li>Training to occur before August 2022</li> </ul>	

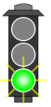
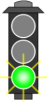
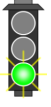
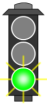
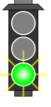
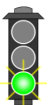
## LEARNING SUPPORT SERVICES

Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Elementary Program and Special Education and Mental Health	1. K-2 Early Reading Strategy: A system-wide approach to supporting oral language in Kindergarten to Grade 2 in support of early literacy skill development ★	<p>Educators in identified schools will have the instructional capacity to directly teach early literacy skills</p> <p>All Kindergarten students in identified schools will know their letters and sounds by the end of Senior Kindergarten</p>	<ul style="list-style-type: none"> <li>Communication Boards and Sound Boards have been developed</li> <li># of PD sessions provided in identified schools</li> <li>% of students in identified schools with diagnostic assessment data</li> <li>Educator survey to capture feedback about the implementation of lessons</li> </ul>	<ul style="list-style-type: none"> <li>Communication Boards and Sound Boards developed</li> <li>92 classrooms have received support</li> <li>1866 students in identified schools have diagnostic assessment data</li> <li>Over 90% of educators report engaging in lessons more than 3 days per week</li> </ul>	
Elementary Program	2. Ongoing Implementation of the 2020 mathematics curriculum: Support educators to ensure that culturally relevant, equitable mathematics instruction and assessment practices are in place and the implementation of <a href="#">High impact strategies</a> ★	<p>Increased educator understanding of mathematical concepts and capacity to implement differentiated instructional strategies to improve student achievement</p> <p>Increased educator confidence in implementing the 2020 mathematics curriculum</p> <p>Increased student achievement in mathematics</p>	<ul style="list-style-type: none"> <li># of educators accessing Mathematics Long Range Plans</li> <li># of educators accessing synchronous and asynchronous PD opportunities</li> <li>Educator survey to capture feedback about which strategies are being implemented and how often</li> </ul>	<ul style="list-style-type: none"> <li>1740 Kindergarten to Grade 8 educators in the last 28 days accessed the online Mathematics Long Range Plans</li> <li>Due to the pause on Professional Development, this planned work could not move forward. Educators are accessing support through asynchronous and synchronous opportunities.</li> <li>Due to the pause on Professional Development, this planned work could not move forward.</li> </ul>	
Secondary Program	3. Implementation of destreamed Grade 9 mathematics course: Collaborating, developing and creating systems with greater opportunity for all students	<p>Centering the learner in classroom planning so that students and their post-secondary program pathway are the starting point for course planning</p> <p>Students in MTH1W (Grade 9 Mathematics) express greater confidence and identity as a mathematician</p> <p>Use of classroom practices that are responsive of and accessible to all learners: Universal Design for Learning (UDL), differentiation, and Culturally Responsive and Relevant Pedagogy (CRRP)</p>	<ul style="list-style-type: none"> <li># of Mathematics educators supported by Math Itinerants</li> <li># of educators Math Itinerants are supporting</li> <li># of participants in PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>75 Mathematics teachers across all secondary schools are supported by the Math Itinerants</li> <li>~140 attendees since October at weekly Math Meet-up sessions for educators</li> <li>Over 1400 secondary educators have participated in professional development on destreaming</li> </ul>	
Secondary Program	4. Build educator capacity to encourage a more progressive, equitable and individualized approach to assessment and evaluation that centers the needs of the learner	<p>Looking at growth over time in skills instead of weighted assessment.</p> <p>Assessment that honors the multifaceted nature of intelligence and that informs students in their growth.</p>	<ul style="list-style-type: none"> <li>Materials developed to support educators</li> <li># of participants who attend PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>Materials have been developed to support educators</li> <li>Due to the pause on Professional Development, this planned work could not move forward.</li> </ul>	
Secondary Program	5. Developing essential literacy and numeracy for all Grade 9-12 students through a culturally relevant and responsive approach ★	<p>Increased teacher capacity in Culturally Responsive and Relevant Pedagogy (CRRP)</p> <p>Development of literacy supports to aid educators in more responsive program planning</p>	<ul style="list-style-type: none"> <li># of schools using materials</li> <li># of participants in PD sessions</li> </ul>	<ul style="list-style-type: none"> <li>All 16 secondary schools are using the materials</li> <li>70 educators supported through Professional Development</li> </ul>	

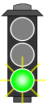
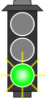
Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022 Stoplight
Secondary Program	6. Provide students in grades 7 to 12 with the information and supports they need to: <ul style="list-style-type: none"> <li>● identify their interests and strengths</li> <li>● explore opportunities for different possible pathways</li> <li>● set goals</li> <li>● develop a plan to make a successful transition to their initial postsecondary destination</li> </ul>	Each student makes a successful transition to their initial postsecondary destination.  Provide a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace	<ul style="list-style-type: none"> <li>● # of educators using myBlueprint in Individual Pathway Plan</li> </ul>	<ul style="list-style-type: none"> <li>● Educators in all secondary schools using myBlueprint in Individual Pathway Plan</li> </ul>	
Indigenous Sovereignty, Equity and Inclusion Branch	7. Designing Culturally Relevant and Responsive Pedagogy (CRRP) professional learning for schools so every educator understands the role they play in the development of a CRRP mindset in the system ★	A teaching staff who are comfortable, confident and competent in using Culturally Relevant and Responsive Pedagogy (CRRP) in their teaching practice	<ul style="list-style-type: none"> <li>● # of New Teacher Induction Program (NTIP) Teachers who participated in professional development with the Indigenous and Equity teams have completed training related to CRRP</li> <li>● # of participants that attended Disrupting and Dismantling Anti-Black Racism; Moving to Culturally Responsive and Relevant Pedagogy with Dr. Nicole West-Burn</li> <li>● Determine the # of staff teams who will be enrolled in the professional learning series as part of the Dismantling Anti-Black Racism Strategic Action Plan</li> <li>● Determine the # of staff teams who will be enrolled in the Indigenous Education professional learning series as part of the Indigenous Education Strategic Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the pause on Professional Development, this planned work could not move forward.</li> <li>● 125 participants attended Disrupting and Dismantling Anti-Black Racism; Moving to Culturally Responsive and Relevant Pedagogy with Dr. Nicole West-Burn</li> <li>● 16 staff teams will be enrolled in the professional learning series as part of the Dismantling Anti-Black Racism Strategic Action Plan</li> <li>● 16 staff teams will be enrolled in the professional learning series as part of the Indigenous Education Strategic Action Plan</li> </ul>	
Indigenous Sovereignty, Equity and Inclusion Branch	8. Finalize, approve and communicate a new Student Dress Policy	A Student Dress Policy that is more inclusive and devoid of bias.  Students are aware of the updated Policy.  Educators, administrators and families are aware of the new Policy.	<ul style="list-style-type: none"> <li>● Policy is approved by the Board of Trustees</li> <li>● # of Administrators trained in the updated Student Dress Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Policy will be approved by June 2022</li> <li>● Training for administrators scheduled to begin in September 2022</li> </ul>	
Indigenous Sovereignty, Equity and Inclusion Branch	9. Build staff capacity for embedding Indigenous perspectives, histories, current realities, and ways of knowing across the curricula while centring diverse Indigenous voices and contributions ★	Viewing and representing through a lens that reflects Indigenous diversity, excellence, beauty, brilliance, and ways of knowing and being	<ul style="list-style-type: none"> <li>● # of staff who participate in capacity building opportunities</li> <li>● # of staff who submit requests for support in Indigenous education, including requests for engagements with guest speakers and virtual field trips</li> <li>● # of times staff access the learning opportunities and resources shared, created, and curated by the Indigenous Learning Team</li> </ul>	<ul style="list-style-type: none"> <li>● 736 staff participated in capacity building opportunities</li> <li>● 258 staff submitted requests for support in Indigenous education, including requests for engagements with guest speakers and virtual field trips</li> <li>● 15202 is the number of times staff accessed the learning opportunities and resources shared, created, and curated by the Indigenous Learning Team</li> </ul>	
Multilingual Learners	10. Supporting Multilingual Learners (MLL) students and their families: Build educator capacity through the use of an English Language Learner (ELL) Module while facilitating community and family partnerships ★	Transform model of support to ensure a team approach  MLL Support Teachers and other staff are embedding translanguaging (i.e., MLL students are encouraged to use all of their linguistic abilities in their learning), co-planning and co-teaching as part of their professional	<ul style="list-style-type: none"> <li>● # of educators and administrators using the ELL Module</li> <li>● # PD sessions</li> <li>● # of new community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● ~4000 educators and administrators are using the ELL Module</li> <li>● 80 PD sessions have been provided</li> <li>● 6 schools partnering with Adventure for Change in support of MLL students and families</li> </ul>	



Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022 Stoplight
		practice Memorandums of Understanding (MOUs) with various community partners in place in support of students and families			
Multilingual Learners	11. Develop and implement an inclusive and equitable communication strategy to allow WRDSB materials to be accessible to all families, especially those families whose first language is other than English ★	Fully implemented inclusive and equitable communication strategy	<ul style="list-style-type: none"> <li>Published inclusive and equitable communication strategy on board website</li> <li># of documents/campaigns translated into different languages</li> </ul>	<ul style="list-style-type: none"> <li>Inclusive and equitable communication strategy to be published on the board website by October 2022</li> <li>10 campaigns translated into different languages</li> </ul>	
French Language Programs	12. Build French as a Second Language (FSL) educator capacity to support French language instruction for all students.	<p>A French Immersion program that is welcoming, inclusive, accessible and supportive of all students</p> <p>Increase the enrollment and retention of students who have been traditionally marginalized from the French Immersion Program (e.g., students who are MLLs and students who have Special Education needs)</p> <p>A robust and inclusive French Language program that meets the needs of all students</p>	<ul style="list-style-type: none"> <li># of sessions offered</li> <li># of PD attendees</li> <li>Resources created and made available publicly</li> <li># of attendees at multilingual information meetings</li> </ul>	<ul style="list-style-type: none"> <li>Due to the pause on Professional Development, this planned work could not move forward</li> </ul>	
Outdoor and Environmental Education	13. Infusing Indigenous land-based education in the Outdoor and Environmental Education Centre (OEEC) programs and at all school exterior grounds and build staff capacity to use them effectively	<p>Clearly identified learning points related to Indigenous land-based learning for each Outdoor and Environmental Education (OEE) program</p> <p>Resources for school staff to build their capacity to use Ecological Learning Spaces (ELs) effectively</p> <p>Exterior Grounds Design Standards enable Ecological Learning Spaces (ELs)</p>	<ul style="list-style-type: none"> <li>Program descriptions including Indigenous land-based teaching points</li> <li>Online resources for educators to use are created</li> <li>Creation of the Exterior Grounds Design Standards (EGDS) document</li> <li># requests for support in creating an ELS</li> </ul>	<ul style="list-style-type: none"> <li>Program descriptions including Indigenous land-based teaching points have been created</li> <li>Online resources for educators to use are created and posted</li> <li>Exterior Grounds Design Standards (EGDS) document created</li> <li>580 class requests for support in creating an Ecological Learning Space</li> </ul>	
International and Indigenous Languages Program	14. International and Indigenous Languages Program (IILP): Work with Indigenous community groups to instruct and support new Indigenous language classes ★	<p>The effective launch of an Indigenous language class</p> <p>Develop resources and provide PD to International and Indigenous Languages Program instructors</p> <p>Create a collaborative team culture amongst the IILP staff to share resources and best practices</p>	<ul style="list-style-type: none"> <li># of students registered</li> <li># of additional staff hired</li> <li># of PD sessions and attendance</li> <li># of resources created</li> </ul>	<ul style="list-style-type: none"> <li>42 students are registered</li> <li>5 additional staff hired</li> <li>Collaborative PD sessions are held weekly</li> <li>Expanding books and collections for all languages and increasing partnerships within the IILP and the communities we serve</li> </ul>	
Leadership Development	15. Embed and centre Indigenous Sovereignty, Human Rights and Equity work across all groups within the Board Leadership Development Strategy (New Teacher Induction Program, Position of Added Responsibility processes, professional development, and School Improvement Planning) to build capacity across the board	Develop the Indigenous Sovereignty, Human Rights and Equity capacity of school level educators (teachers, administrators, etc.) to influence practices that impact student outcomes	<ul style="list-style-type: none"> <li># of learning sessions with a focus on Human Rights, Indigenous Sovereignty and Equity</li> <li># of participants</li> </ul>	<ul style="list-style-type: none"> <li>All monthly Family of Schools meetings</li> <li>All administrators (Principals and Vice-Principals)</li> </ul>	

Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Leadership Development	16. Build system leaders' capacity focused on Indigenous Sovereignty, Human Rights, Equity and Inclusion including developing Indigenous sovereignty and equity as a leadership competencies ★	Further develop the Indigenous Sovereignty, Human Rights and Equity capacity of all system leaders (school level and service level leaders)	<ul style="list-style-type: none"> <li># of SLM meetings with a focus on Human Rights, Indigenous Sovereignty and Equity</li> <li># of participants</li> </ul>	<ul style="list-style-type: none"> <li>All monthly System Leaders' Meeting (4 to date)</li> <li>All Principals, Vice-Principals and Service Department leaders</li> </ul>	
Leadership Development	17. Provide dedicated time and space for Black, Indigenous, and Racialized leaders to share their learning, thinking, reflections, and experiences (e.g., affinity groups) ★	<p>Inspire the success of our marginalized students through supporting the success of Indigenous, Racialized Administrators Mentorship and Support (IRAMS) and Indigenous and Racialized Teachers (IRT) groups</p> <p>Members of IRAMS and IRT experience increased agency, efficacy, retention and success in the role.</p> <p>Black, Indigenous and Racialized staff report increased motivation and confidence to apply to leadership roles</p>	<ul style="list-style-type: none"> <li># of learning sessions offered</li> <li># of participants attending the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Meetings occur twice a month</li> <li>11 participants attending the sessions</li> </ul>	
Leadership Development	18. Develop and mobilize the school learning and improvement process to ensure all students, staff and leaders are focussed on learning and improvement efforts ★	Quality Implementation of School Improvement Strategies, including the Conditions for Learning in all schools	<ul style="list-style-type: none"> <li># of Family of Schools (FOS) meetings with a focus on school improvement planning</li> <li># of schools documenting school improvement plans</li> <li># of Lateral Learning Sessions</li> <li># of site visits with a focus on School Improvement</li> </ul>	<ul style="list-style-type: none"> <li>All monthly of Family of Schools (FOS) meetings focused on school improvement planning</li> <li>All schools are documenting school improvement plans</li> <li>5 Lateral Learning Sessions held to date</li> <li>100% of schools visited with a focus on School Improvement</li> </ul>	
Leadership Development	19. Through ongoing and formal mentorship and networking opportunities, newly appointed leaders will develop their capacity in understanding and implementing technical and operational expectations ★	Newly appointed leaders will be equipped with the knowledge, resources and skills they need to manage the operational expectations of their roles.	<ul style="list-style-type: none"> <li># of Administrator Mentorship Program (AMP) Meetings</li> <li># of participants at each session</li> <li>% of mentees with a mentor</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings have occurred</li> <li>More than 50 participants at sessions</li> <li>69 mentor-mentee pairs</li> </ul>	
Special Education and Mental Health	20. Develop a common system understanding of an asset/strength based approach to student support and universal accommodations ★	<p>Staff have the capacity to support student learning through identified student strengths</p> <p>A learning environment prioritizing accessibility by implementing identified universal accommodations</p>	<ul style="list-style-type: none"> <li>IEP Committee has been developed and includes representative from the IEHR Division</li> <li>IEP resources developed</li> <li># of PD sessions offered</li> <li>Criteria for universal accommodations developed and communicated to the system</li> </ul>	<ul style="list-style-type: none"> <li>IEP Committee developed and includes representative from the Indigenous Sovereignty, Equity and Inclusion Branch</li> <li>Draft IEP resources have been developed</li> <li>Monthly PD sessions offered to Elementary and Secondary SERTs</li> <li>Criteria for universal accommodations being developed</li> </ul>	
Special Education and Mental Health	21. Develop a system approach to supporting student well-being and mental health by utilizing collective expertise ★	<p>Socio-emotional Learning (SEL) practices implemented in all secondary schools</p> <p>Utilizing WRDSB Teachers, Psychological Consultants, Social Workers and Child and Youth Workers to support proactive mental health supports</p> <p>Increase and ease of access to community supports and information</p> <p>Increased family engagement</p>	<ul style="list-style-type: none"> <li># of PD sessions provided to wellness teams in secondary schools</li> <li>Mentally Healthy Classroom Resource (Brightspace Course/School Mental Health Ontario Resources) has been developed for staff</li> <li># of PD Sessions and staff/community attendance</li> </ul>	<ul style="list-style-type: none"> <li>Held conference in November 2021 for all secondary school wellness teams; ongoing meetings held with wellness educators</li> <li>Developed and launched the Mentally Healthy Classroom Resource (Brightspace Course/School Mental Health Ontario Resources)</li> <li>77 presentations to staff, students and parents/caregivers, 3775 attendees across all sessions</li> </ul>	



Lead	Priority Area Description (Strategy)	Intended Outcomes	How well did you do it? (Implementation Measures)	Highlights of Implementation Data	Apr 2022
					Stoplight
Safe and Healthy Schools	22. Develop a process that supports schools and departments as they respond to positive COVID-19 cases and outbreaks ★	Schools and workplaces are safe and healthy places to learn and work  Clear and timely communication about cases or outbreaks	<ul style="list-style-type: none"> <li># materials produced</li> <li># of staff members trained</li> <li>Process in place that allows for timely communication of reporting cases publicly</li> </ul>	<ul style="list-style-type: none"> <li>Student &amp; Staff Guides produced and frequently revised based on updated guidance</li> <li>All staff members trained</li> <li>Process put in place that allows for timely communication of reporting cases publicly</li> </ul>	
Safe and Healthy Schools	23. 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	<ul style="list-style-type: none"> <li>Participating schools identified</li> <li># of school staff at participating schools who engage in professional learning specific to equity and human rights to support restorative practices</li> <li>Description of supports being provided</li> </ul>	<ul style="list-style-type: none"> <li>Three participating schools identified by Ministry of Education</li> <li>Due to the pause on Professional Development, this planned work could not move forward.</li> <li>Description of supports being provided:                             <ul style="list-style-type: none"> <li>where possible, central staff have engaged staff at participating schools with concepts of restorative schools</li> <li>Administrative teams at participating schools have engaged with the central staff to share learning from Keeping Students in School - Cohort 1</li> </ul> </li> </ul>	



# District School Board Ontario North East

48

## Schumacher Board Office

### Street Address

153 Croatia Avenue, Schumacher, ON P0N 1G0

### Mailing Address

P.O. Box 1020, Timmins, ON P4N 7H7  
705-360-1151

## New Liskeard Board Office

198022 River Road

New Liskeard, ON P0J 1P0

705-647-7394

April 6, 2022

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

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

Dear Minister Lecce,

At the April 5, 2022, meeting of the Board, District School Board Ontario North East Trustees unanimously passed motion 8232-22 (herewith) authorizing the crafting of a letter to you, Minister Lecce and circulate to all OPSBA members in support to consider a graduated funding to reflect costs of maintenance, heating/cooling of buildings, snow removal and staff travel due to climatic differentials existing in the province of Ontario.

### 8232-22 WIWCHAR / HENDERSON

Whereas significant *climatic differentials* exist in the Province of Ontario and the related costs for the maintenance, heating / cooling of buildings through to snow removal and staff travel:

**THAT** the Board submit a letter to the Minister and circulate to all members of OPSBA for their support to consider a graduated funding of such related *costs* and their *fluctuations* as seen in a variety of economies.

**CARRIED**

On behalf of District School Board Ontario North East (DSB1) Trustees I respectfully appeal to the Ministry of Education to review funding formulas and implement graduated funding to reflect the variability of cost to school Boards throughout the Province of Ontario due to climatic differentials.

Sincerely,

Bob Brush  
Chair of the Board



April 11, 2022

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

Dear Minister Lecce,

The COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. The Halton District School Board (HDSB) has used all the tools available to ensure our students continued to learn during this difficult time. The disruptions have impacted student learning, well-being and engagement, all necessitating a heightened need for everyone in the system to think creatively and adjust our priorities to ensure that no student is left behind.

While we appreciate the resources provided by the Ministry, including additional COVID supports, we want to make you aware of the deep challenges that still exist. [Results](#) from a recent budget-related survey to HDSB stakeholders indicated that people expect the HDSB to do more to bridge the learning gaps. HDSB continues to be one of the lowest funded school boards in the province on a per student basis, and at the same time the needs are growing exponentially. Trustees are approaching this budget cycle with great trepidation. Although HDSB staff have been able to find creative ways to support our students, difficult decisions are being made and some of these decisions, due to lack of resources and funding, are creating future gaps in service and support to students, staff and school communities.

At the Board meeting held April 6, 2022, the following motion was adopted unanimously:

**Whereas literacy and numeracy are foundational to the academic success of students throughout their schooling and adult lives and;**  
**Whereas HDSB staff have identified alarming gaps in literacy and numeracy due to two years of disrupted learning due to the pandemic and;**  
**Whereas Learning Resource Teachers provide targeted support for individual students with lagging or missing literacy and numeracy skills;**  
**Be it resolved that the Chair write a letter to the Minister of Education requesting an increase in funding for the 2022-2023 school year for the purpose of hiring additional Learning Resource Teachers to provide targeted support directly to students to close the unprecedented learning gaps in early literacy and numeracy that have widened through two years of disrupted learning during the pandemic.**

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

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

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

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

The government has taken great strides in supporting students with the launch of the Tutor Support Program, the early release of the Grants for Students Needs (GSN) which allowed boards to plan out their road map for the upcoming year, and the development of a Learning Recovery Action Plan. These are great first steps, however, more needs to be done. The funding and timing of this program is limited to the current year which will not provide adequate time to fully address the identified academic needs. In addition, tutoring partners are not required to be certified teachers and may not always have the expertise in addressing student needs. In order for these programs to have the impact intended, there must be additional funding to match the needs these programs are meant to address.

The trustees of the HDSB implore you to listen to education experts who are noting the significant learning gaps in student achievement and mental health challenges that have emerged over the continuously interrupted and disrupted education environment during the pandemic. These early literacy and numeracy gaps could have significant long-term effects in achievement and would be best addressed by qualified Learning Resource Teachers who are part of the education system. To this end, we are requesting an increase in funding for the 2022-2023 school year for the purpose of hiring additional Learning Resource Teachers to provide targeted support directly to students to close the unprecedented learning gaps in early literacy and numeracy that have widened through two years of disrupted learning during the pandemic.

As always we look forward to your response.

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

# HWDSB

April 12, 2022

Hon. Stephen Lecce, Minister of Education  
315 Front Street, 14th Floor  
Toronto, ON M7A 0B8

## Re: Request to Reinstate Universal Masking for Students and Staff Indoors at School

Dear Minister Lecce,

Hamilton-Wentworth District School Board (HWDSB) requests that you take immediate action and work with the Chief Medical Officer of Health to reinstate temporary mandatory indoor masking in schools to address the significant challenges faced by public schools in this province as we enter a resurgence of the pandemic.

HWDSB has demonstrated leadership by advocating for the health and safety of our students and staff throughout the pandemic. While we have seen progress made in terms of vaccinations and treatments, we recognize the pandemic is not over.

Among many experts in the health community, Public Health Ontario has [published](#) their recommendation for masks in schools: *“Optimizing layers of prevention in K-12 schools, including temporary re-implementation of masking requirements indoors and improved air quality can reduce the risk of in-school transmission and related disruption for students, families and educational settings.”*

Further, Hamilton Public Health Services recommends indoor masking, especially where it is difficult to distance, or there are vulnerable individuals, which applies to schools.

There are two critical issues faced by public schools right now that we draw to your attention:

### Staff Shortages

- At HWDSB, we remain committed to keeping our schools open and supporting our students and staff through multiple health and safety measures; however, we are already experiencing unprecedented levels of staff absences that are significantly impacting our school operations.
- HWDSB continues to engage in staffing practices that support schools remaining open. This includes a system review of unfilled jobs, redeployment of school and central staff, and utilizing uncertified emergency casual teachers. Human Resource Services staff continue to recruit and hire for occasional positions to maintain healthy pools of staff to call upon for daily positions. This situation is not sustainable and we are seeing increases in unfilled positions that impact our schools and the quality of programming and supports for our students.

Dawn Danko

Chair of the Board of Trustees

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

[ddanko@hwdsb.on.ca](mailto:ddanko@hwdsb.on.ca)

289.775.0269

# HWDSB

- Without an intervention of increased public health measures like mandatory indoor masking, we will continue to see this trend increase and negatively impact the quality of education in our schools because of staffing shortages.
- While we have yet to close a school, we fear that this may become an unfortunate outcome as we have already seen at other boards in the province. This is an urgent public health situation that needs immediate attention.

## Student Absences

- In the absence of a provincial or local health unit program that tracks COVID-19 cases in our schools, we offer families the option to self-report COVID-19 cases based on rapid or PCR test results.
- We have seen increased self-reporting of COVID-19 cases by families since the beginning of April, and expect this trend to continue based on expected COVID-19 projections shared by the Chief Medical Officer of Health. Student absences result in disruptions for student learning, school-based supports and for families.

We have asked a lot of our students and education workers over the course of this pandemic, resulting in significant challenges for everyone in the system. Our students have missed out on key milestone experiences that we cannot recapture. Dr. Moore, Ontario's Chief Medical Officer of Health reported that a resurgence will not peak until the end of May. We must protect our school year and our ability to support normal activities by doing everything we can to promote health and safety measures that reduce the transmission of COVID-19 in schools. Reinstating temporary mandatory indoor masking in schools is a simple additional layer of protection that Public Health Ontario states "can reduce risk of in-school transmission and related disruptions." We have a duty of care and ask that you take this step for the sake of our students and staff.

We are grateful to the staff and students in HWDSB who continue to wear their masks in schools. Without a mandate, however, we are seeing reduced use of masks, leading to great risks for students, staff, and their families, especially those who are immunocompromised.

Minister, please demonstrate leadership and prevent the spread of COVID-19 by reinstating temporary indoor masking requirements for schools until we see COVID-19 cases decline.

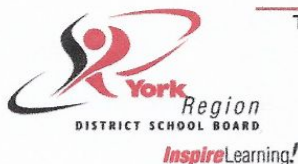
Sincerely,



Dawn Danko

Chair, Hamilton-Wentworth District School Board





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**THE EDUCATION CENTRE - AURORA**

60 Wellington Street West, Aurora, Ontario L4G 3H2

**Tel:** 905.722.3201 905.895.7216 905.727.3141 416.969.8131

**Fax:** 905.727.1931

**Website:** [www.yrdsb.ca](http://www.yrdsb.ca)

April 12, 2022

The Honourable Stephen Lecce  
Minister of Education  
Ministry of Education  
5th Floor, 438 University Avenue  
Toronto, Ontario M7A 2A5  
[minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)

Dear Minister Lecce:

On behalf of the Board of Trustees, as the spokesperson on April 5, 2022, the Board of Trustees of the York Region District School Board (YRDSB) approved a motion to write to you and the Chair of the Education Quality and Accountability Office (EQAO) requesting that all the EQAO Spring 2022 assessments be cancelled for the 2021-2022 school year.

Our Board's research and emerging research in Ontario notes the increased stress on students and families. In addition, the pandemic has intensified the pre-existing disparities and systemic barriers within school systems and the broader social context ([Ciuffetelli & Conversano, 2021](#); [OECD, 2021](#)). Unfortunately, the board is seeing these impacts firsthand, and are only being amplified by the mandated EQAO and related international assessments that EQAO is responsible for coordinating on behalf of Ontario.

The Administration of EQAO assessments is a monumental task in the best circumstances. It is logistically complex and complicated, involving a coordinated, resource and time-intensive solution at the system and school levels. This year the onboarding of a new online assessment platform has created additional strain on our students and staff. This stress has been exacerbated by the new platform being fraught with well-documented challenges. Furthermore, as we continue to be in a pandemic, these challenges are significantly amplified, as are the negative impacts. Finally, with the recent resurgence of COVID, we expect even further negative impacts that will again impact the mental health and well-being of students and staff.

Notwithstanding the negative impacts involved with the administration of the assessment in our current context, there are practical realities that require employing significant system and school resources. We are experiencing unprecedented staff absences due to illness, coupled with pronounced unfilled vacancies. Staff require robust training to run the assessment in the new format and when absent on an assessment day, the assessment will likely need to be rescheduled and possibly cancelled. In addition, technology necessary

to complete the assessment has been allocated for that day and may not be available again without disadvantage to other students. Without the expected staff member present, and given limited finite available technology to run the test, successful, valid, unbiased and representative outcomes are at risk.

We are committed to our common goal of building confidence in public education, reducing inequities in outcomes for our students, and providing equitable access to opportunities for all students in the province.

Your prompt attention to this matter would be greatly appreciated so that we may support our staff in responding to the needs of our students.

On behalf of the York Region District School Board of Trustees



Allan Tam  
Chair of the York Region District School Board

Cc. YRDSB Trustees and Student Trustees  
Ontario Public School Boards' Association,  
All York Region Members of Provincial Parliament  
Ontario Public School Board Chairs



April 14, 2022

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

Dear Minister Lecce:

As you are aware, COVID-19 continues to circulate in our communities and we have seen a recent increase in cases among staff and students all across the province. I understand that this is not unexpected and the transition from pandemic to endemic naturally brings this increase in cases.

I am writing to you today to express concern on behalf of the Avon Maitland District School Board Trustees for the increased student and staff absences that our system is experiencing. Since returning from the holiday break, we have been relying heavily on system level staff (learning coaches, curriculum leaders, etc.) to help alleviate the vacancies that staff are leaving due to COVID-19 illness or requirements to isolate. Now that many mandates have been lifted, masks in particular, we are seeing a drastic increase in absences and we are concerned that our current strategy is not sustainable due to the fact that despite having “all hands on deck” we have significant numbers of unfilled jobs each day.

Teachers and other staff are not getting their prep times or breaks and they too are “burning out.” We are utilizing every emergency situation strategy, such as teacher’s college students, and other un-qualified individuals to fill these gaps. If cases continue to rise and our absences increase further, we believe that we will have no other option but to close classrooms and schools.

We encourage the government to clearly review the reality of the situation in our school districts and reconsider public health mandates required to allow for schools to remain open.

Thank you for your time and consideration.

Yours truly,



Allan Sygrove  
Chair of the Board  
Avon Maitland District School Board

cc Huron Perth Public Health  
AMDSB Union and Federation Presidents  
OPSBA  
Lisa Thompson, MPP Huron-Bruce  
Randy Pettapiece, MPP Perth-Wellington