

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelet Avenue, Kitchener, Ontario, on **Monday, December 19, 2022, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of September 28, 2022

Approve Minutes - Parent Involvement Committee Meeting of November 8, 2022

Receive Minutes - Board Meeting of November 28, 2022

Approve Minutes - Committee of the Whole Meeting of December 12, 2022

Receive Minutes - Special Board Meeting of December 12, 2022

Receipt/Approval of Monthly Reports:

- | | | |
|----|--|-----------|
| 27 | Staffing Information – Retirements and Resignations | G. Shantz |
| 30 | Staffing Recommendations – Appointments | G. Shantz |
| 32 | Student Aggression Report - September 1, 2022 to November 15, 2022 | G. Shantz |

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

A. Russell

Delegations

Michael Teper - IHRA Definition of Antisemitism

Peter Eglin - IHRA Definition of Antisemitism

Angela King - Masking in Schools

Scott Hamilton - Masking in Schools

Cristina Fernandes - Masking in Schools

Staff Follow Up

Student Absenteeism

G. Shantz

Reports

38 2022-23 Board Improvement and Equity Plan

j. chanicka / S. Miller / D. Liebermann

**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 Reports

Parent Involvement Committee Update

Trustee M. Radlein

Student Trustee Update

Student Trustees V. Raina and K. Soror

Ontario Public School Boards' Association Board of Directors Update

Trustee S. Piatkowski

Board Communications

49 Algoma 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

December 19, 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, Associate Director, in consultation with Coordinating Council.

Staffing Statistics – Retirements
Current at December 19, 2022

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Tammy	Bishop	Teacher, Lincoln Heights PS	December 30, 2022	17
Jennifer	Bockus-Brown	SERT, Cedar Creek PS	January 8, 2023	24
Tracey	Hagen	Consultant, Special Education	February 10, 2023	32
Weldon	Johnston	Teacher, Suddaby PS	January 31, 2023	25
Karen	Lang	Teacher, Vista Hills PS	December 31, 2022	23
Dougall	Newport	Teacher, Conestogo PS	December 31, 2022	23
Julia	Sauder	Teacher, Smithson PS	January 13, 2023	23

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Mary Lynn	Foerster	Teacher, Glenview Park SS	November 30, 2022	34
John	Parsons	Teacher, Elmira District SS	October 18, 2022	33

Staffing Statistics – Retirements
Current at December 19, 2022

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Elizabeth	Evans-Whitley	Early Childhood Educator, Chicopee Hills PS	January 9, 2023	10
Michael	Manning	Custodian, Huron Heights SS	May 31, 2023	35
Carol	Marshall	Budget / Payroll Clerk, Finance / Human Resources	November 30, 2022	33

Staffing Statistics – Resignations
Current at November 28, 2022

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Joanna	Albers	Teacher, Sandowne PS	January 6, 2023
Viorica	Cebotari	Early Childhood Educator, Sheppard PS	January 8, 2023
Charina	Chopitea	Educational Assistant, Laurel Heights SS	January 12, 2023
Jennifer	Davis	Secretary, Baden PS	December 23, 2022
Jennifer	Hauser	Early Childhood Educator, Silverheights PS	December 5, 2022
Michelle	Hewitt	Educational Assistant, Pioneer Park PS	November 30, 2022
Stephanie	Hoyt	Educational Assistant, Vista Hills PS	December 2, 2022
Ana	Lagos Suazo	Custodian, Eastwood CI	January 9, 2023
Nadine	Linton	Teacher, Elizabeth Ziegler PS	December 23, 2022
Ryan	MacDonald	Custodian, Vista Hills PS	December 8, 2022
Angela	Mota	Educational Assistant, Southwood SS	December 8, 2022
Corrine	Psaila	Teacher, Ryerson PS	December 13, 2022
Ramona	Schveighardt	Early Childhood Educator, Sandowne PS	January 6, 2023
Mark	Smith	Itinerant Educational Assistant, Special Education	December 23, 2022
Tara	Wallace	Teacher, Elementary Remote Learning	November 25, 2022
Laura	Zettler	Educational Assistant, Special Education	December 9, 2022



Report to Board of Trustees

December 19, 2022

Subject: Staffing Information – Appointments

Recommendation

This report is provided for information of the Board.

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 been advised of the appointments.

Prepared by: Graham Shantz, Associate Director, in consultation with Coordinating Council.

Staffing Information – New Appointments
Current at December 19, 2022

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Kara	Hall	Hespeler PS	November 21, 2022

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Randy	Gallagher	Custodian, Forest Heights CI	December 5, 2022
Lynn	Garden	Job Evaluation & Pay Equity Officer	January 9, 2023
Amber	Martz	Facilities Manager	November 28, 2022

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

Human Resources & Equity Services



Report to Board of Trustees

December 19, 2022

Subject: Reported Student Aggression Quarterly Data Q1 – 2022-2023

Recommendation:

*This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (**September 1, 2022-November 15, 2022**).*

Status:

The Board continues to experience significant staffing challenges due to the ongoing COVID-19 pandemic. The Board continues to endeavour to staff schools given high issues of absenteeism within the system and is actively pursuing alternative approaches for emergency staffing. Unforeseen and unplanned disruption continues to impact the delivery of education for students within our system. Due to the highly ambiguous nature of this pandemic, it is difficult to forecast future student aggression levels however we project levels to increase.

We continue to be proactive in utilizing our BMS team to support staff and administration in the following ways:

- Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
- Temporarily increasing support resources to respond to student aggression;
- Providing site specific BMS support (i.e. practice a containment, student specific interventions etc.);
- Supporting growing system needs in BMS by continuing to train new trainers;
- Assisting in facilitating the transition of students returning to in-school learning;
- Directly supporting transition planning to ensure staff feel supported and that we are setting both students and staff up for success;
- Proactively identifying schools and students that may require direct support from BMS;
- Analyzing and actively investigating special education paraprofessional resources to better support schools;
- Pending Administrator refresher training and support sessions in the new year;
- Providing on-going training for multiple employee groups within the Board.

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

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

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

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

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

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period of September 1, 2022 – November 15, 2022 compared to the data from the same period of September 1, 2022 – November 1, 2021 last school year:

- Total Elementary incidents have increased by 161 incidents from the same period last year.
- Total Secondary incidents have increased by 6 incidents from the same period last year.

2022-23 Reporting Information:

Reported Student Aggression Incidents for the Previous School Year (*September 1, 2022-November 15, 2022*):

- Total Elementary aggression incidents: (*September 1, 2022-November 15, 2022*): **630 Incidents**
 - Hazard – 436 incidents
 - 69.21% of all elementary incidents
 - First Aid – 172 incidents
 - 27.3% of all elementary incidents
 - Health Care – 7 events
 - 1.11% of all elementary events
 - Lost Time – 15 events -
 - 2.38% of all elementary events
- Total Secondary aggression incidents from (*September 1, 2022-November 15, 2022*): **47 incidents**
 - Hazard –19 incidents
 - 40.43% of all Secondary incidents
 - First Aid – 28 incidents
 - 59.57% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 0 incidents
 - 0.00% of all Secondary incidents

- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2022 -November 15, 2022 - 677 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 446
 - 65.88% of total incidents
 - Early Child Educator (ECE) – 73
 - 10.78% of total incidents
 - Elementary Teachers – 139
 - 20.53% of total incidents
 - Elementary Occasional Teachers – 11
 - 1.62% of total incidents
 - Secondary Teachers and Occasional Teachers – 4
 - 0.59% of total incidents
 - Administrators – 4
 - 0.59% of total incidents

2021-2022 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (*September 1, 2021 -November 15, 2021*):

- Total Elementary aggression incidents: (*September 1, 2021-November 15, 2021*): **469 Incidents**
 - Hazard – 313 incidents
 - 66.74% of all elementary incidents
 - First Aid – 141 incidents
 - 30.06% of all elementary incidents
 - Health Care – 6 events
 - 1.28% of all elementary events
 - Lost Time – 9 events -
 - 1.92% of all elementary events
- Total Secondary aggression incidents from (*September 1, 2021-November 15, 2021*):**41 incidents**
 - Hazard –22 incidents
 - 53.66% of all Secondary incidents
 - First Aid – 17 incidents
 - 41.46% of all Secondary incidents
 - Health Care – 1 incident
 - 2.44% of all Secondary incidents
 - Lost Time – 1 incident
 - 2.44% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2021 -November 15, 2021 - 510 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 339

- 66.47% of total incidents
- Early Child Educator (ECE) – 48
 - 9.41% of total incidents
- Elementary Teachers – 88
 - 17.25% of total incidents
- Elementary Occasional Teachers – 21
 - 4.12% of total incidents
- Non-Union – 1
 - 0.20% of total incidents
- Secondary Teacher - 6
 - 1.18% of total incidents
- Professional Student Services - 1
 - 0.20% of total incidents
- Administrators – 6
 - 1.18% of total incidents

Background:

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

Financial implications:

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

Communications:

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

Appendices:

Appendix 'A' – Total Incidents 2017-2022 Q1 Grouped by Quarter

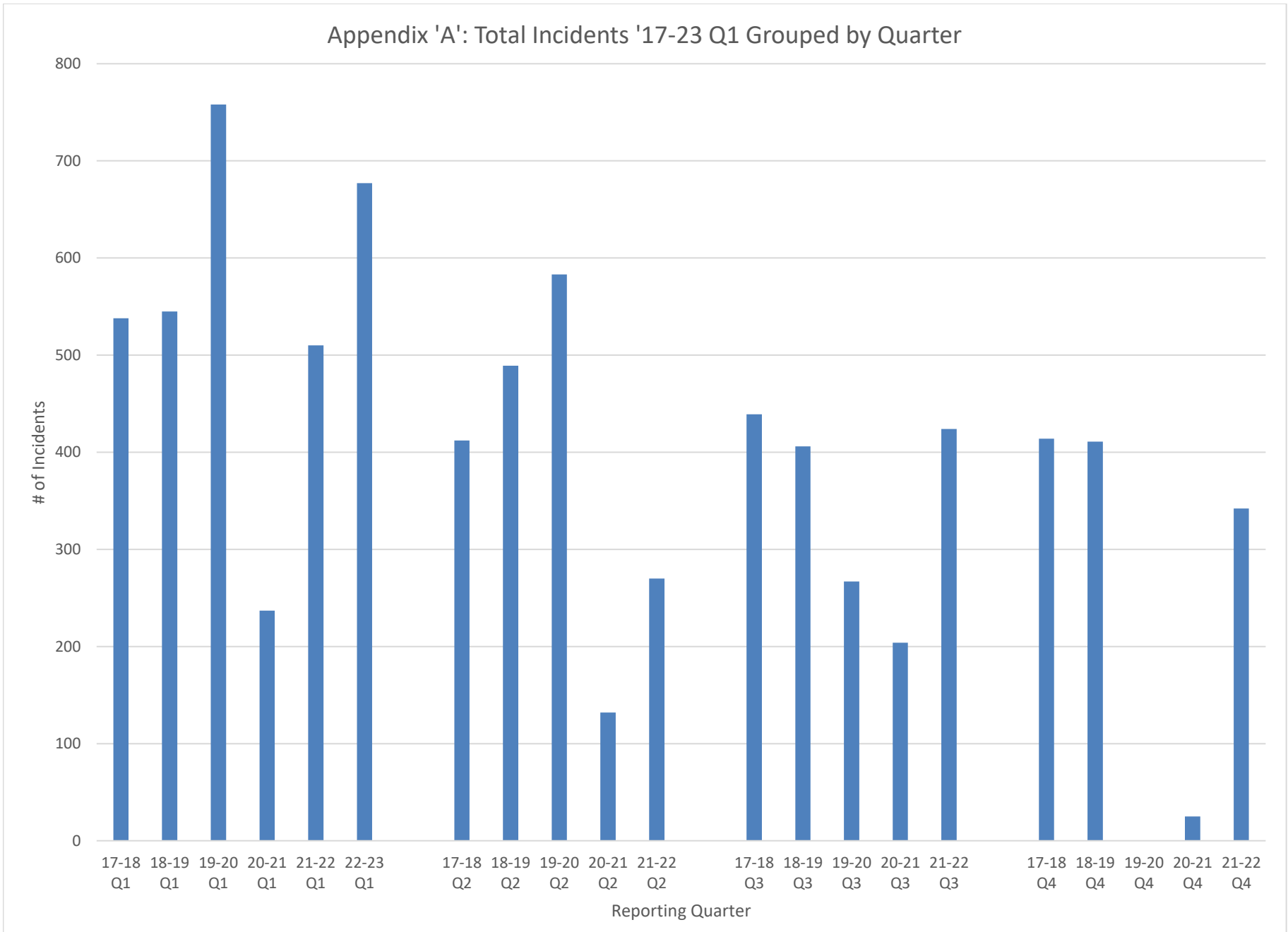
Appendix 'B' – Types of Incidents by Quarter '17-22 Q1 Grouped by Quarter

Prepared by:

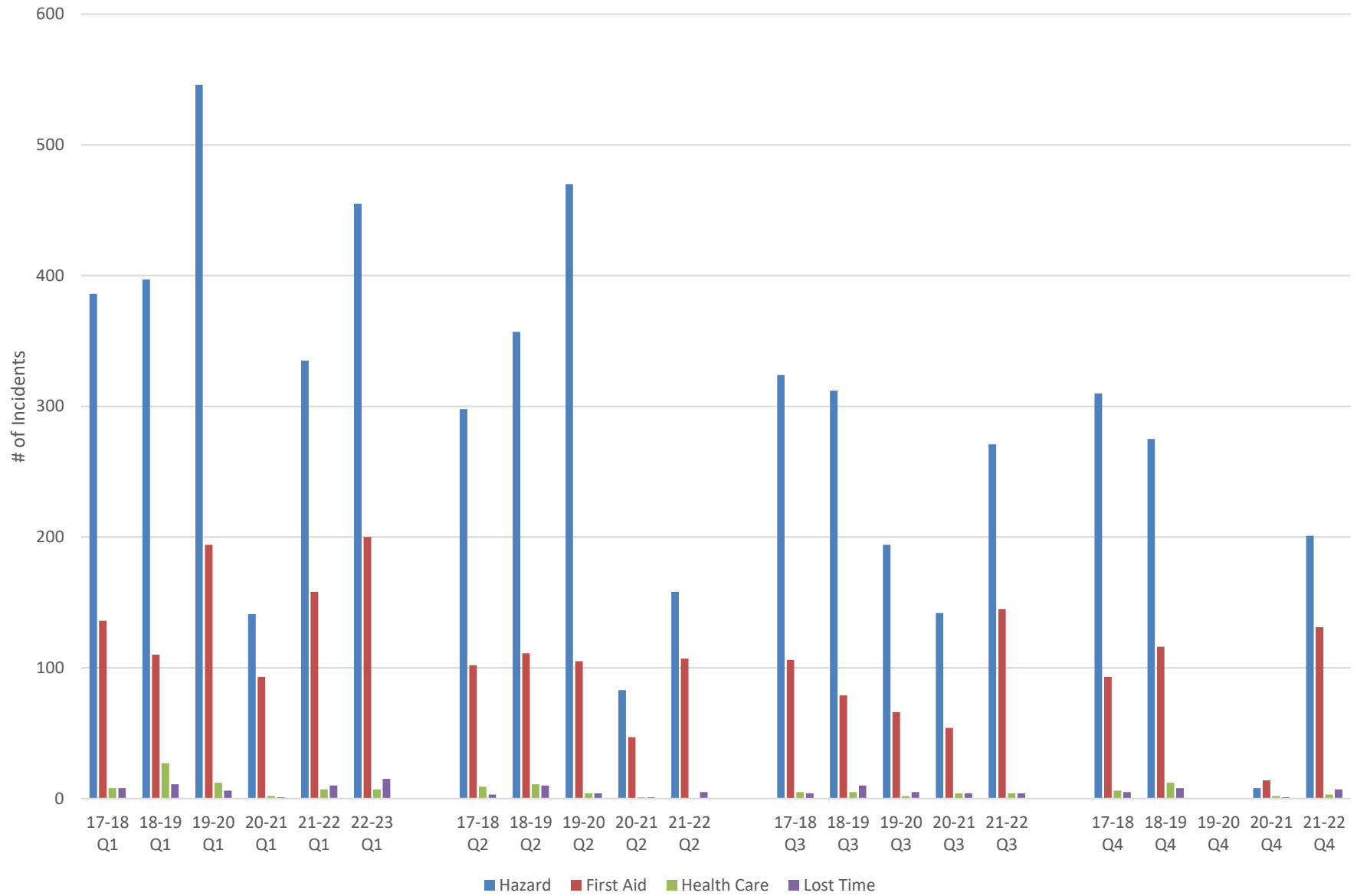
Graham Shantz, Associate Director,

Justin Brown, Senior Manager, Human Resources Services

Shannon-Melissa Dunlop, Manager, Health, Safety & Security and in consultation with Coordinating Council



Appendix 'B': Types of Incidents by Quarter
'17-22 Q1 Grouped by Quarter





Report to Board of Trustees

December 19, 2022

Subject: Strategic Plan - Board Improvement and Equity Plan

Recommendation:

This report is for information to the Board and provides Trustees with an update on staff’s work as it relates to the Waterloo Region District School Board’s [Strategic Plan](#). The [Strategic Directions](#), as outlined in the plan, are the pillars of this work and were used to develop this year’s Board Improvement and Equity Plan.

Status:

The [Strategic Plan](#) is what guides WRDSB’s directions and priorities as a learning organization. The Board Improvement and Equity Plan (formally the Operational Plan) is what supports the implementation and achievement of the WRDSB strategic directions and highlights our work as a learning organization.

The 2022-2023 Board Improvement and Equity Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to help “turn the curve” for the identified key indicators. This year’s Board Improvement and Equity Plan aligns with the Ministry Of Education’s direction (see [Annex A](#)) and focuses on four areas:

- Achievement Every student will succeed academically.
- Sovereignty, Human Rights & Equity Every student and staff member has equitable opportunities in an environment free from discrimination.
- Mental health, Well-being and Engagement Every student and staff member will learn and work in environments that engage them and support their mental health and well-being.
- Pathways and Transitions Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Each of these four areas has strong connections to the [Strategic Directions](#) and are as follows:

STRATEGIC DIRECTIONS	BIEP AREAS
<p>Centring Students: All students’ voices are important</p>	<p>Achievement Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement Pathways and Transitions</p>

<p>Support for Student and Staff Well-being: Students and staff experience positive well-being as part of a caring and inclusive community</p>	<p>Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement</p>
<p>Equitable Opportunities and Outcomes: Create opportunities for everyone to succeed</p>	<p>Achievement Sovereignty, Human Rights & Equity Pathways and Transitions</p>
<p>Strengthen Connections Through Family and Community Engagement: Better relationships with families and community partner</p>	<p>Mental health, Well-being and Engagement Pathways and Transitions</p>
<p>Increase Student Learning Through Engagement Ensure student learning opportunities lead to a meaningful sense of satisfaction and accomplishment</p>	<p>Achievement Mental health, Well-being and Engagement Pathways and Transitions</p>
<p>Collaboration and Compassion for Transformation Working together to bring change</p>	<p>Achievement Mental health, Well-being and Engagement Pathways and Transitions</p>

Guided by the new Waterloo Region District School Board Strategic Plan staff have continued to support and focus on student achievement, while at the same time prioritizing the health, well-being and safety of students, staff and the broader community. Throughout the strategic planning process we continued to hear from the WRDSB community that human rights and equity, safety and well-being need to be at the forefront of our work and remain priorities for the 2022-2023 school year. We also know and acknowledge that students have experienced gaps in their learning as a result of the pandemic, and for some students these gaps already existed and have widened. This was taken into account as the Board Improvement and Equity Plan was created and an emphasis has been placed on assessing, identifying and providing intervention to ensure these gaps are addressed and closed.

In creating the Board Improvement and Equity Plan the WRDSB's Equity and Indigenous Action Plan has continued to be a foundational element of the work. In addition, our ability as an organization to be responsive to the many challenges that we face is dependent on all operational areas of the organization: Human Resources and Equity Services, Financial Services, Facilities, Planning, Information Technology and Communications and Corporate Services. In essence we cannot address our most vulnerable learners and their ability to be successful, without also addressing well-being and issues of human rights and equity while simultaneously providing adequate resources from all areas of the organization.

Research suggests that effective change in education will take three to five years of sustained focus and monitoring implementation and outcomes are critical elements of this process. With the support of the WRDSB Research Department, all departments collaborated to identify key indicators and a corresponding set of strategies and actions that will help to improve progress for the indicators (see Annex A). The impact of the strategies and actions on student learning, achievement, well-being, sense of belonging and connection will be monitored and the related outcomes will inform future decisions.

As a district we are extremely proud of the students we serve, their ability to adapt, their many successes and their continued commitment to learning and lending their voice to provide us with necessary insights to develop schools where they can feel a sense of belonging. We are deeply grateful for the energy and dedication of WRDSB administrators, educators, support staff, and central staff who continue to focus on and center each and every student, despite the many challenges they continue to face. We are also profoundly thankful for the support and engagement of WRDSB families and community partners, as well as being so appreciative of the Board of Trustees' for their leadership, active participation and confidence in staff.

Public education has never been more important, and our ability to be responsive to the changing needs of WRDSB students and their families is critical to the future learning, achievement and well-being of our students.

Background

During the 2021-2022 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 Vision, Mission, Strategic Directions and Learner Profiles. The strategic planning process, led by the Board of Trustees and supported by staff, prioritized student and community voice. Through a variety of engagement efforts, received over 10,000 artifacts, 5,000 of which came from students. It was the student, community and staff voice that became the foundation for the WRDSB [Strategic Plan](#) and on June 27, 2021 the plan was approved by the Board of Trustees.

The newly developed WRDSB Board Improvement and Equity Plan (formally Operational Plan) aligns with the direction from the Ministry Of Education and marks a new way that we will report our progress in achieving the Strategic Directions. Throughout the remainder of this school year staff, will be presenting regular updates to Trustees by sharing the actions they are taking and the impact these actions are having on student achievement, well being, connection and belonging. A final report will be presented to Trustees in fall 2023.

Financial Implications

On June 15, 2022 the WRDSB Board of Trustees approved the 2022-2023 School Year Budget. The final financial results of the WRDSB's operations in the 2022-2023 school year will be presented to the Board of Trustees in November, 2023 as part of the presentation of the WRDSB's audited financial statements.

Communications

The Communication Department will continue its commitment to ensuring that the Strategic Plan and the Board Improvement and Equity Plan have a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

The Director's Annual Report which will be shared in January, 2023 will also utilize the Strategic Plan, Strategic Directions, Learning Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of the district and WRDSB Students, Staff and Schools.

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



BOARD IMPROVEMENT AND EQUITY PLAN 2022 - 2023

ACHIEVEMENT

Every student will succeed academically

Indicators	Strategies	Examples of Actions
<p>% of students who are reading at grade level by the end of Grade 2 *</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in structured literacy Implement and monitor evidence-based reading practices in classrooms 	<ul style="list-style-type: none"> Provide monthly administrator learning series on structured literacy Deliver professional learning for Educators, Itinerant Teachers and Educational Assistants on supporting multilingual learners Placement of Reading Resource Teachers in 38 elementary schools Provide Heggerty resource in all schools Pilot a early reading screening tool in 42 classes
<p>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and math *</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies Implement and monitor tutoring programs 	<ul style="list-style-type: none"> Provide administrator learning series with a focus on equitable math teaching and learning Provide job-embedded “wraparound” sessions in 26 elementary schools Provide job embedded support to Grade 7 and 8 teachers focused on math Coordinate delivery of tutoring programs by external partners for elementary students Provide educator learning series on First Nations, Métis, and Inuit Voices in elementary schools Provide support for educators to complete math part 1 additional qualifications course
<p>% of first time eligible fully participating students who are successful on the OSSLT *</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies 	<ul style="list-style-type: none"> Provide OSSLT practice resources available to educators Provide administrator learning series with a focus on destreaming
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics *</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies 	<ul style="list-style-type: none"> Provide job-embedded support and professional learning with Itinerant Math Coaches Share educator and administrator resources on the WRDSB de-streaming website Provide professional learning for educators with Peter Liljedahl on Building Thinking Classrooms to support achievement in math

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student and staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies	Examples of Actions
% of students achieving the provincial standard in de-streamed courses *	<ul style="list-style-type: none"> Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation 	<ul style="list-style-type: none"> Provide targeted credit rescue opportunities to students Provide job-embedded support and professional learning with Itinerant Coaches Provide subject specific learning series for educators Implement elementary intervention strategies including Math Intervention Specialists, Empower, Lexia and Dreambox
% of suspension and expulsions across grades 4-12 *	<ul style="list-style-type: none"> Build administrator and educator capacity in a progressive discipline approach Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging 	<ul style="list-style-type: none"> Provide elementary and secondary administrator learning series with a focus on Safe Schools Provide network and individual supports for administrators Provide job-embedded professional learning with safe schools consultants at specific schools who are participating in the Ministry of Education Keeping Students in School Pilot Project
# of human rights complaints	<ul style="list-style-type: none"> Build system leader and staff capacity to develop a just, inclusive and equitable working and learning environment 	<ul style="list-style-type: none"> Provide professional learning for staff with a focus on understanding and working within the protected groups under the Ontario Human Rights Code Launch Human Rights Procedures Provide professional learning for all staff about WRDSB's Human Rights policy and procedures
% human rights complaints resolved (informally and formally)	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process Build system leader and staff capacity in restorative practices 	<ul style="list-style-type: none"> Process in place to address and resolve human rights complaints Develop and implement policy and procedure to support the formal and informal resolution of complaints

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student and staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies	Examples of Actions
% of students receiving special education accommodations and/or modifications *	<ul style="list-style-type: none"> • Build administrator and educator capacity in understanding in the WRDSB Student Support Process • Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> • Provide professional learning for administrators and Special Education department staff on the Student Support Process • Develop criteria to ensure identified interventions are achieving their desired results
% of multilingual learner students who are receiving modifications *	<ul style="list-style-type: none"> • Build administrator and educator capacity in supporting the learning and achievement of multilingual learners • Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> • Provide administrator learning series specific to multilingual learners, understanding the Steps To English Proficiency process and assessment and evaluation • Create an educator resource guide • Provide interpretation and translation services • Deliver the Elementary Accelerated Basic English (ABLE) Program • Develop online course as a resource for educators

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)

MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies	Examples of Actions
<p>% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey *</p>	<ul style="list-style-type: none"> • Build administrator, educator and staff capacity in sovereignty affirming and equity competencies • Monitoring implementation of the competencies from learning to embedded practice 	<ul style="list-style-type: none"> • Provide job-embedded learning for administrators with a focus on sovereignty affirming and equity competencies • Provide administrator and educator learning series on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism • Fill staff positions (i.e., System Navigators, Social Workers with an Indigenous Focus) • Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) • Host student conferences (e.g., Black Brilliance) • Develop and launch system campaign to address mental health
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity to support and enhance student well-being • Develop and implement a student voice and agency plan 	<ul style="list-style-type: none"> • Develop community engagement tables that include grass root community organizations to participate in wraparound supports for students • Deliver in class presentations on social-emotional learning and mental health strategies • Host parent lunch and learns • Provide professional learning for all administrators and educators with a focus on trauma informed practices
<p>% of staff who report the workplace as psychologically and socially supportive through the Guarding Minds at Work survey *</p>	<ul style="list-style-type: none"> • Build system leader staff capacity to support them to system leaders in creating a psychologically and socially supportive workplace 	<ul style="list-style-type: none"> • Provide system leader professional learning on the sovereignty affirming and equity competencies • Launch the National Standard for Psychological Health & Safety awareness campaign • Provide system leaders with professional learning on disability management and accommodation • Provide administrator professional learning on trauma informed leadership • Provide network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series)

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies	Examples of Actions
<p>% of staff who report that their work environment protects their physical safety through the Guarding Minds at Work survey*</p>	<ul style="list-style-type: none"> Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace 	<ul style="list-style-type: none"> Provide training for system leaders and new members of workplace inspection teams Develop and provide one-to-one professional learning sessions for system leaders on reporting tools Provide personal protection equipment, consultations, education and support to staff
<p>% of students who feel engaged at their school as reported through a student survey *</p>	<ul style="list-style-type: none"> Implement and monitor strategies high-yield strategies to engage students Support and ensure WRDSB learning environments are culturally relevant and responsive 	<ul style="list-style-type: none"> Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) Fill staff positions (i.e., Indigenous Social Worker, Well-being and Equity officers.) Develop and communicate smudging guidelines in WRDSB Provide outdoor education opportunities for students Host student conferences (e.g., Black Brilliance)
<p>% of staff who feel engaged at work as reported through the Guarding Minds at Work survey *</p>	<ul style="list-style-type: none"> Build system leader and staff capacity in supporting their well-being at work Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey 	<ul style="list-style-type: none"> Provide Road to Resiliency training for all staff Provide learning series for staff with a focus on well-being as a leader Conduct comprehensive learning needs assessment for service leaders Develop resources for the Leadership Development website Engage staff through Aspiring Leaders program , On-Boarding of Administrators program, Administrators Mentoring Program
<p>% of families who feel engaged in their child(ren)'s learning</p>	<ul style="list-style-type: none"> Develop and implement a family and community engagement plan 	<ul style="list-style-type: none"> Develop a better understanding of what family engagement means to the WRDSB community Identify gaps in service to students and families through the work of System Navigators and community partners

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)



PATHWAYS AND TRANSITIONS

Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies	Examples of Actions
% of students finishing Grade 10 with 16 credits *	<ul style="list-style-type: none"> Implement high-yield strategies focused on credit accumulation 	<ul style="list-style-type: none"> Placement of Student Success Teachers at all secondary schools Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools Offer credit rescue and credit recovery programs Provide Grade 8 to 9 transition support to students Create intentional Grade 9 timetables Provide opportunity for students to earn “reach ahead” credits and high skills activities
% of students graduating with an Ontario Secondary School Diploma within four or five years of starting Grade 9 *	<ul style="list-style-type: none"> Implement programs to support students to earn credits towards their diploma 	<ul style="list-style-type: none"> Engage in credit accumulation monitoring Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools Offer credit rescue and credit recovery programs Offer “build a credit” program to students Offer e-learning opportunities to earn credits Offer programs such as Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education Presence of social workers and child and youth workers in schools
% of students on an alternative pathway who receive an Ontario Secondary School Certificate or Certificate of Accomplishment *	<ul style="list-style-type: none"> Build administrator and staff capacity to support students on alternative pathways 	<ul style="list-style-type: none"> Provide professional learning for administrators with a focus on the student support process Offer the Inclusive Community Access and Navigation (iCan) Program
% of students entering university, college or apprenticeship training after high school *	<ul style="list-style-type: none"> Implement programs to support students on different pathways 	<ul style="list-style-type: none"> Offer Dual Credit (College/University) programs Offer School Within a College (SWAC) program with Conestoga College Offer programs such as Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)





Algoma District School Board

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CHAIR
 Jennifer Sarlo

DIRECTOR OF EDUCATION
 Lucia Reece

November 25, 2022

Hon. Stephen Lecce
 Minister of Education
 5th Floor
 438 University Ave.,
 Toronto, ON M5G 2K8

Re: Capital Projects / Blind River Joint Use Project

Dear Minister Lecce,

On behalf of the Board of Trustees, I am writing to request your immediate attention to the backlog of capital projects in the province, and most specifically, the Algoma District School Board's joint use project in Blind River, Ontario.

Since 2012, the Algoma District School Board (ADSB) has responsibly, and successfully, been implementing its 20-year capital plan, which is nearing its fulfillment. In fact, ADSB piloted three new capital builds in one year (not to mention many other capital priorities), delivering projects on time and on budget, thanks to our consistent Senior Administration and Plant teams.

We know you are aware of our awaiting project in Blind River, as our senior leaders and our Vice-Chair and First Nation trustee, Elaine Johnston (current Chair of OPSBA's Indigenous Trustees' Council and Council representative on the OPSBA Board of Directors), with whom you have previously discussed this project, have been pressing for final approval of this project. As a quick overview:

- This project was submitted in 2017 and approved in March of 2018;
- It is a joint use project with our co-terminus French Public Board, Conseil Scolaire Publique du Grand Nord de l'Ontario;
- We have, for several years, been working with a number of different capital analysts and providing information, as requested. As anticipated, the cost of building in the north exceeds costs in southern Ontario, however, we have even committed \$3,000,000 of our own funds towards this project and Conseil Scolaire Publique du Grand Nord de l'Ontario is contributing \$500,000;
- We have tolerated delays, we understand the complexities that COVID-19 added, and we have been patient with staff turnover in the Capital Branch who have required resubmissions; yet, according to our analysts, this project is in the Minister's office, awaiting final approval, and has been there since July 2022.

Minister, the children of Ontario deserve more efficient timelines for capital projects. Specifically with this project in Blind River, we are combining two old schools (to avoid spending any further capital dollars on old buildings), adding a partnership with a coterminous Board, and introducing a much-needed daycare and Early On centre into the facility, all while strengthening our space for partnerships with our First Nations in the Blind River area. The community of Blind River simply wants to have a school in their community that is similar to any other new school in the province of Ontario. If the cost to build a school in Blind River is more than the cost to build the same school in Southern Ontario, this cannot be the reason to deprive this community of its new school. These are stark realities that Northern Ontario faces. Minimally, allowing us to get approval to proceed to tender would mean costs of the market could be brought forward, enabling a comparison to the independent cost consultant's (Altus) report.

We have heard that an efficiency review was undertaken in the Capital Branch, but, respectfully, we see no advancement of efficiencies. Please consider an in-depth review of the approval process. Please help us understand ... why have our students in Blind River (including a large First Nation population) and the Francophone students, had to endure **almost five years of waiting** for their new school construction to begin? When questioned by the community or the media about the status of this project, we have little we can say, and we direct them to the Ministry as this wait time is unacceptable and inequitable. I have heard you, on calls with Board Chairs, state that there are Boards who have been sitting on capital dollars and not building or not able to enact projects ... we are NOT one of those Boards and are deeply disappointed that our delay has been caused by Ministry inaction and/or lack of communication.

We are extremely proud of our schools and the modernization projects we have undertaken. Our 20-year capital plan would have been completed, ahead of schedule, had the moratorium on capital projects not been imposed. We have other projects waiting to advance and are excited that, for the first time in ten years, we are experiencing substantial enrolment growth. Please hear us, and other Boards, that the moratorium is hurting our ability to provide students the best possible learning environments and move to lift the moratorium as soon as possible.

Healthy, modern and efficient learning spaces matter, more than ever post-pandemic, and Ontario's students deserve efficient and timely attention to capital projects, whether that is a renovation, a new build, an addition or an upgrade. If you, Minister Lecce, share this vision for Ontario's students, please move our Blind River project ahead and take swift action to end the moratorium.

Sincerely,



Jennifer Sarlo
Chair

cc: Trustees, Algoma District School Board
Lucia Reece, Director of Education
School Board Chairs, Ontario Public Schools