

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 Ardelt Avenue, Kitchener, Ontario, on **Monday, October 30, 2023, 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 - Parent Involvement Committee Meeting of May 16, 2023

Approve Minutes - Audit Committee Meeting of May 31, 2023

Approve Minutes - Special Education Advisory Committee Meeting of September 13, 2023

Receive Minutes - Board Meeting of September 27, 2023

Approve Minutes - Committee of the Whole Meeting of October 16, 2023

Receipt/Approval of Monthly Reports:

30 Staffing Information – Retirements and Resignations

G. Shantz

33 Staffing Information – Appointments

G. Shantz

36 Monthly Suspension Report, May, 2023

B. Lemon

38 Monthly Suspension Report, June, 2023

B. Lemon

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

H. Hughes

Delegations

Cristina Fernandes - Motion to Change Board Policy 1012 - Religious and Creed Accommodations

Blanca Siguenza - Virtual Library Policy Motion

Staff Follow Up

Reports

Inclement Weather Process

J. Fedosoff

Math Achievement Action Plan

S. Miller / C. Hill

40 Board Improvement and Equity Plan

S. Miller / D. Liebermann / j. chanicka

**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

Ad Hoc Bylaw Review Committee Update

Trustee M. Radlein

Board Communications

53 Durham District School Board to Minister of Education

55 Rainy River District School Board to Minister of Education & Minister of Children, Community and Social Services

57 Rainy River 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

October 30, 2023

**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 Leadership Council.

Staffing Statistics – Retirements
Current at October 30, 2023

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Valerie	Beddoe	Teacher, Westvale PS	June 28, 2024	27
Pamela	Fanjoy	Teacher, Elementary Remote	February 29, 2024	24

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Gail	Petrie	Teacher, Forest Heights CI	October 20, 2023	19
Margaret	Stirling	Guidance Teacher, Huron Heights SS	January 31, 2024	32
Barbara	Wilson	Teacher, Southwood SS	January 31, 2024	27

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Teresa	Domanski	Educational Assistant, Meadowlane PS	January 1, 2024	19
Brian	Driver	Manager, Human Resource Services	March 31, 2024	36
Mark	Kovrig	Manager, Facility Services	December 31, 2023	36
Debbie	McLennaghan	Secretary, Special Education	December 31, 2023	36
James	Neeb	Head Custodian, JF Carmichael PS	January 12, 2024	17
Melanie	Schoeneweiss	Library Clerk, New Dundee PS	December 22, 2023	6

Staffing Statistics – Resignations
Current at October 30, 2023

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Taryn	Atfield	Secretary, Blair Road PS	October 13, 2023
Gaby	Brindley	Educational Assistant, Queen Elizabeth PS	October 20, 2023
Janette	Carley	Educational Assistant, Rosemount PS	November 3, 2023
Mekhi	Droese	Educational Assistant, WT Townshend PS	November 10, 2023
Candice	Dunn	Educational Assistant, Avenue Road PS	October 31, 2023
Amber	Jones	Child Youth Worker, Special Education	October 13, 2023
Krista	Keim	Early Childhood Educator, Millen Woods PS	October 16, 2023
Josh	O'Connor	Manager, Human Resource Services	January 7, 2024
Ryan	Ritskes	Tradesperson, Maintenance	October 27, 2023
Tazin	Thun	Educational Assistant, Smithson PS	October 9, 2023
Stephanie	Vuong	Teacher, Galt CI	June 30, 2024



Report to Board of Trustees

October 30, 2023

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 Leadership Council.

Staffing Information – New Appointments

Current at October 30, 2023

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Samantha	Bedford	Hespeler PS	October 25, 2023
Sohyun	Kang	Doon PS	October 23, 2023
Kirstin	Martin	Clemens Mill PS	September 25, 2023
Allyson	McKee	St. Jacobs PS	October 12, 2023
Daniela	Mioc	Rockway PS	October 23, 2023
Craig	Nelson	Franklin PS	September 1, 2023
Renny	Talianchich	Elementary Remote	October 20, 2023

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Yunior	Barrios Batista	Custodian, Laurel Heights SS	October 18, 2023
Monica	Bejan	Library Clerk, Laurelwood PS	October 5, 2023
Dejan	Brankovic	Custodian, Laurel Heights SS	October 17, 2023
Holly	Campbell	Supervision Monitor, Elmira District SS	October 18, 2023
Martina	Cormier	Custodian, Williamsburg PS	October 12, 2023
Neha	Dahiya	Secretary, Kitchener CI	November 9, 2023
Kristy	Elinesky	Health & Safety Officer, Human Resource Services	October 9, 2023
Remo	Fucile	Custodian, Elmira District SS	October 25, 2023
Michael	Green	Custodian, Tait Street PS	September 27, 2023
Chelsey	Harris	Library Clerk, Stewart Avenue PS	October 23, 2023
Amelia	Ignat	Account Analyst, Finance	October 10, 2023
Aboo Thar	Kafi	Custodian, Conestoga PS	October 5, 2023
Alex	Kimpton	Support Specialist, ITS	October 10, 2023
Nicole	Litt	Accounting Manager, Finance	October 16, 2023
Terri	Lynch	Secretary, Chicopee Hills PS	October 24, 2023
Meera	Muraleedharan	Secretary, Alpine PS	September 26, 2023
Carolyn	Parr	Social Worker, Special Education	October 2, 2023

New Appointments: Administrative and Support Staff cont'd			
First	Last	Position / Location	Effective Date
Abena	Peprah	Social Worker, Special Education	October 2, 2023
Gail	Robinson	Custodian, Pioneer Park PS	October 10, 2023
Mark	Shannon	Custodian, Lackner Woods PS / Grand River CI	October 16, 2023
Davenna	Stephenson	Secretary, Laurel Heights SS	October 2, 2023
Brent	Wagner	Custodian, Keatsway PS	October 20, 2023
Jack	Wagner	Custodian, Southridge PS / Forest Heights CI	October 11, 2023

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

Human Resources & Equity Services



Report to Board of Trustees

October 30, 2023

Subject: Student Suspension/Expulsion Report May, 2023

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from May 2022 and May 2023, elementary suspensions have increased by 71 and secondary suspensions have increased by 169.

Comparing year to date from May 2022 and May 2023, school expulsions are the same at 1 and board expulsions have increased by 8.

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

Data from 2021/2022 were collected during a school year where students were engaged in learning in three modes: in-person, adaptive hybrid and remote learning.

Suspensions

- Total elementary school suspensions in May 2022 - 173, year to date - 955
- Total elementary school suspensions in May 2023 - 207, year to date -1026
- Total secondary school suspensions in May 2022 - 161, year to date - 1294
- Total secondary school suspensions in May 2023 - 212, year to date -1463

Expulsions

- Total school expulsions in May 2022 - 0, Year to Date 1
- Total school expulsions in May 2023- 0, Year to Date 1
- Total board expulsions in May 2022 - 0, Year to Date 12
- Total board expulsions in May 2023 - 1, Year to Date 20

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in May 2022 - 14, Year to Date 51

- Total elementary/secondary violent incidents in May 2023 - 4, Year to Date 59

Background

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

Financial implications

There are no financial implications.

Communications

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

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being,
B. Cathcart, System Administrator, Learning Support Services, and in
consultation with Leadership Council



Report to Board of Trustees

October 30, 2023

Subject: Student Suspension/Expulsion Report June, 2023

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing year to date from June 2022 and June 2023, elementary suspensions have increased by 110 and secondary suspensions have increased by 145.

Comparing year to date from June 2022 and June 2023, school expulsions are the same at 1 and board expulsions have increased by 9.

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

Data from 2021/2022 were collected during a school year where students were engaged in learning in three modes: in-person, adaptive hybrid and remote learning.

Suspensions

- Total elementary school suspensions in June 2022 - 74, year to date - 1029
- Total elementary school suspensions in June 2023 - 113, year to date -1139
- Total secondary school suspensions in June 2022 - 138, year to date - 1432
- Total secondary school suspensions in June 2023 - 115, year to date -1577

Expulsions

- Total school expulsions in June 2022 - 0, Year to Date 1
- Total school expulsions in June 2023- 0, Year to Date 1
- Total board expulsions in June 2022 - 0, Year to Date 12
- Total board expulsions in June 2023 - 1, Year to Date 21

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in June 2022 - 12, Year to Date 63
- Total elementary/secondary violent incidents in June 2023 - 3, Year to Date 62

Background

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

Financial implications

There are no financial implications.

Communications

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

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being,
B. Cathcart, System Administrator, Learning Support Services, and in
consultation with Leadership Council



Report to Board of Trustees

October 30, 2023

Subject: Strategic Plan - Board Improvement and Equity Plan - Year End Report

Recommendation

This report is for information to the Board and provides Trustees with a year-end update on staff's implementation of the Board Improvement and Equity Plan for the 2022-2023 school year ending August 31, 2023 (see [Annex A](#)).

Status

The Waterloo Region District School Board's (WRDSB) [Strategic Plan](#) is what guides the board'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's Strategic Directions and highlights our work as a learning organization.

The 2022-2023 WRDSB Board Improvement and Equity Plan focussed on 4 areas:

1. Achievement
2. Sovereignty, Human Rights and Equity
3. Mental Health, Well-Being and Engagement
4. Pathways and Transitions

Within each area the desired results, key indicators and strategies were identified, along with examples of the actions being taken by staff to help "turn the curve" for the key indicators. The 2022-2023 Board Improvement and Equity Plan was created based on the expectations from the Ministry Of Education that were made available in the Fall 2022 and WRDSB's Multi-Year Strategic Plan.

All departments within the WRDSB collaborated to determine the key indicators and a corresponding set of strategies and actions (see [Annex A](#)). The impact of these strategies and actions on student learning, achievement, well-being, sense of belonging and connection was monitored and this report shares the data for each of the key indicators.

Given that 2022-2023 was the first year of implementation of the strategic plan, and given the many challenges encountered as a result of the COVID-19 pandemic, the indicator data for the 2022-2023 Board Improvement and Equity plan will be considered as baseline data. The indicator data for the 2022-2023 Board Improvement and Equity plan provides a foundation for setting goals and benchmarks for improvement in the coming years. Research from the field of implementation science 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. The data collected from the 2022-2023 school year serves as the starting point from which progress and changes will be measured over time.

Highlights of key achievements and outcomes for the 2022-2023 school year included:

- Reading in Grade 2
- EQAO Grade 6
- EQAO Grade 9 Math
- Achievement Grade 9 Destreamed Math
- Ontario Secondary School Literacy Test (OSSLT)
- Credit Accumulation - 16 credits by the end of Grade 10
- Graduation Rates

Background

During the 2021-2022 school year the WRDSB 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 of WRDSB Students. 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 WRDSB Board Improvement and Equity Plan (formally Operational Plan) aligns with the direction from the Ministry Of Education from fall 2022 and marks a new way that we are reporting our progress in achieving the Strategic Directions. During the school year staff presented updates to Trustees by sharing the actions that were taken and the impact these actions had on student achievement, well being, connection and belonging.

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 for the 2022-2023 school year will be presented to the Board of Trustees on November 13, 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 WRDSB communication efforts.

The WRDSB Annual Report, which will be shared in November 2023, will also utilize the Strategic Plan, Strategic Directions, Learner Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of WRDSB students, staff and schools.

Prepared by: Scott Miller, Associate Director of Education,
Dana Liebermann, Executive Manager of Research & Organizational
Transformation,
WRDSB Senior Team, in consultation with Leadership Council, and
jeewan chanicka, Director of Education,

Board Improvement and Equity Plan - 2022-2023 - Year End Report

The [Strategic Plan](#) is what guides WRDSB's directions and priorities as a learning organization. The Board Improvement and Equity Plan (BIEP; formally the Operational Plan) is what supported the implementation and achievement of the WRDSB strategic directions in the 2022-2023 school year. The following shows the connection between the strategic directions placed alongside the areas of the BIEP we feel have the strongest connection to each of the 6 strategic directions.

Strategic Directions



Centring Students:

All students' voices are important



Support for Student and Staff Well-being:

Students and staff experience positive well-being as part of a caring and inclusive community



Equitable Opportunities and Outcomes:

Create opportunities for everyone to succeed



Strengthen Connections Through Family and Community Engagement:

Better relationships with families and community partner



Increase Student Learning Through Engagement

Ensure student learning opportunities lead to a meaningful sense of satisfaction and accomplishment



Collaboration and Compassion for Transformation

Working together to bring change

BIEP Areas

Achievement

Sovereignty, Human Rights & Equity

Mental health, Well-being and Engagement

Pathways and Transitions

Sovereignty, Human Rights & Equity

Mental health, Well-being and Engagement

Achievement

Sovereignty, Human Rights & Equity

Pathways and Transitions

Mental health, Well-being and Engagement

Pathways and Transitions

Achievement

Mental health, Well-being and Engagement

Pathways and Transitions

Achievement

Mental health, Well-being and Engagement

Pathways and Transitions

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. The following are the definitions of the different components of the Board Improvement and Equity Plan:

Results - The outcomes we desire for every WRDSB student and staff member.

Indicators - Measures which help us to gauge our progress to achieving the desired result (e.g., ACHIEVEMENT - Every student will succeed academically)

Strategies - Approaches that are most likely to have a positive influence (an impact) on an indicator.

Actions - Descriptions of the work that is taking place to make the strategies a reality in classrooms, schools, and the district.

For this final report, we have included a status for each of the strategies listed:



Completed - Strategy and related actions were carried out in the 2022-2023 school year



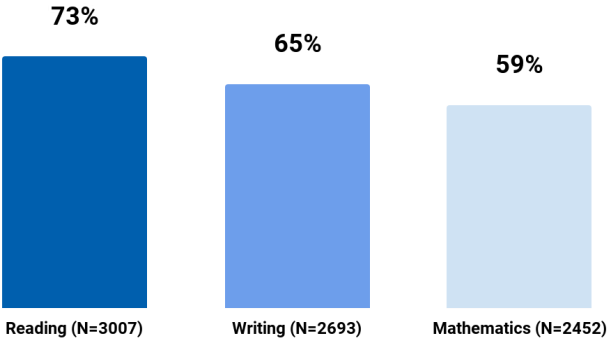
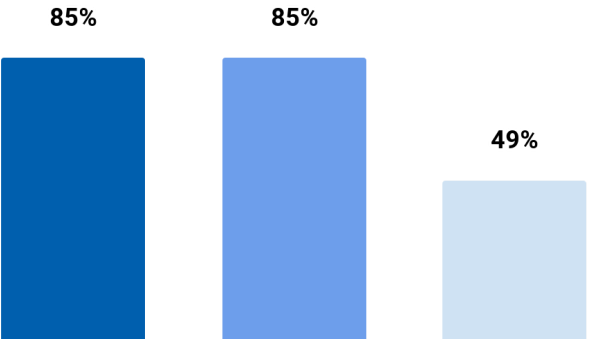






Paused - Strategy and related actions were paused in the 2022-2023 school year



ACHIEVEMENT

Every student will succeed academically

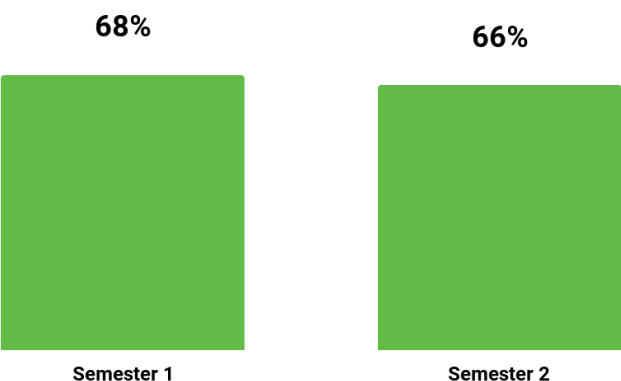


Indicators	Strategies & Status		Actions																								
<p style="text-align: center;">76%</p> <p style="text-align: center;">of Grade 2 students achieved a final grade of B- or higher (70%) in reading on their final report card</p>	<p>Build administrator and educator capacity in structured literacy</p>		<ul style="list-style-type: none"> ● Provided monthly administrator learning series that focused on structured literacy. ● Delivered professional learning for Educators, Itinerant Teachers and Educational Assistants on supporting multilingual learners. ● Reading Resource Teachers placed in 38 elementary schools. ● Provided a copy of the Heggerty and UFLI resources in all Kindergarten through Grade 2 classrooms. ● Piloted an early reading screener, Acadience, tool with 1000 students (Kindergarten - Grade 2). 																								
	<p>Implement and monitor evidence-based reading practices in classroom</p>																										
<p>22-23 Grade 3 EQAO: % of WRDSB Students Who Met or Exceeded Provincial Standard</p>  <table border="1" style="margin-top: 10px;"> <caption>22-23 Grade 3 EQAO Results</caption> <thead> <tr> <th>Subject</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>3007</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>2693</td> </tr> <tr> <td>Mathematics</td> <td>59%</td> <td>2452</td> </tr> </tbody> </table> <p>22-23 Grade 6 EQAO: % of WRDSB Students Who Met or Exceeded Provincial Standard</p>  <table border="1" style="margin-top: 10px;"> <caption>22-23 Grade 6 EQAO Results</caption> <thead> <tr> <th>Subject</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85%</td> <td>3486</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>3517</td> </tr> <tr> <td>Mathematics</td> <td>49%</td> <td>2119</td> </tr> </tbody> </table>	Subject	Percentage	Sample Size (N)	Reading	73%	3007	Writing	65%	2693	Mathematics	59%	2452	Subject	Percentage	Sample Size (N)	Reading	85%	3486	Writing	85%	3517	Mathematics	49%	2119	<p>Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies •</p>		<ul style="list-style-type: none"> ● Provided administrator learning series with a focus on equitable mathematics teaching and learning. ● Provide job-embedded “wraparound” sessions in 26 elementary schools. ● Provided job embedded support to Grade 7 and 8 teachers and students focused on mathematics. ● Coordinated the delivery of tutoring programs by external partners for students in Grades 1-8. ● Provided support for educators to complete mathematics part 1 additional qualifications course.
Subject	Percentage	Sample Size (N)																									
Reading	73%	3007																									
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Reading	85%	3486																									
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	<p>Implement and monitor tutoring programs</p>																										

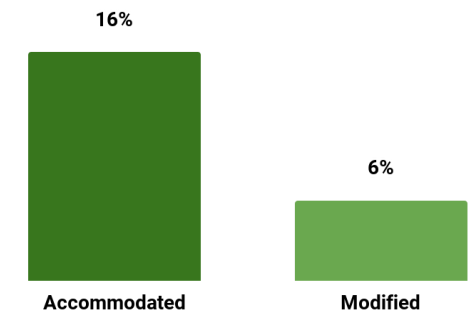
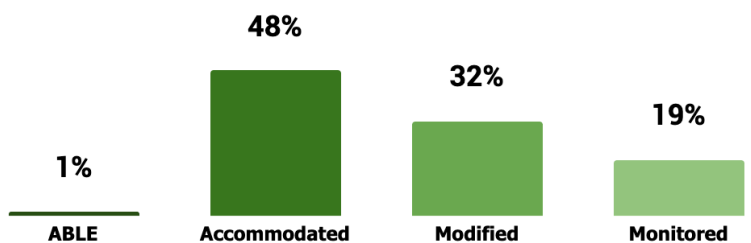
Indicators	Strategies & Status		Actions
<p style="text-align: center;">55%</p> <p style="text-align: center;">of students met or exceed provincial standard on the <u>2022-2023 Grade 9 EQAO</u></p>	<p>Build administrator and educator capacity in utilizing EQAO results, destreaming, and high-yield instructional strategies</p>		<ul style="list-style-type: none"> ● Provided job-embedded support and professional learning with access to itinerant math coaches in all secondary schools. ● Shared educator and administrator resources on the WRDSB de-streaming internal website. ● Provided professional learning for educators with Peter Liljedahl on Building Thinking Classrooms to support achievement in mathematics.
<p style="text-align: center;">85%</p> <p style="text-align: center;">of first time eligible fully participating students were successful on the <u>2022-2023 Ontario Secondary School Literacy Test (OSSLT)</u></p>	<p>Build administrator and educator capacity in utilizing EQAO results, destreaming, and high-yield instructional strategies</p>		<ul style="list-style-type: none"> ● Provided OSSLT practice resources to all grade 10 educators. ● Provided administrator learning series with a focus on destreaming in Grade 9 and 10 courses.



Sovereignty, Human Rights & Equity

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

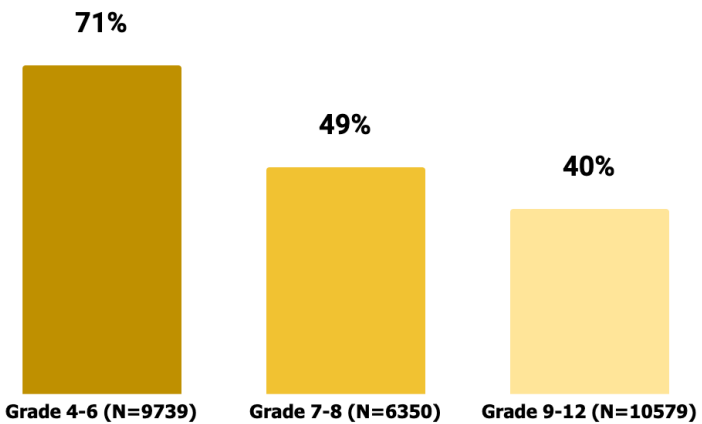
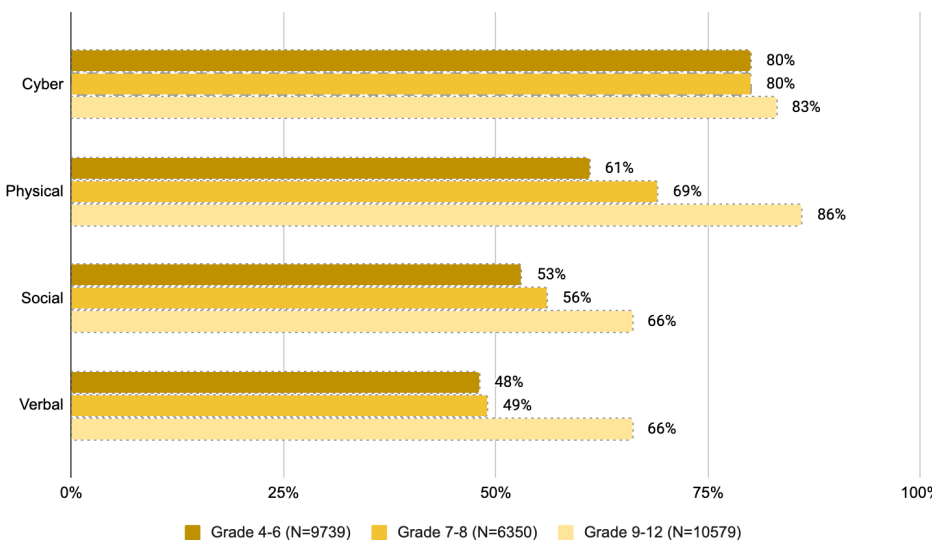
Indicators	Strategies & Status		Actions						
<p>% of WRDSB students achieving a final Grade of 70% or higher in Grade 9 De-streamed Math (MTH1W)</p>  <table border="1"> <caption>Grade 9 De-streamed Math Performance</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Semester 1</td> <td>68%</td> </tr> <tr> <td>Semester 2</td> <td>66%</td> </tr> </tbody> </table>	Semester	Percentage	Semester 1	68%	Semester 2	66%	<p>Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation</p>		<ul style="list-style-type: none"> ● Provided targeted credit rescue opportunities to students and supported educators with resources to support credit rescue ● Provide job-embedded support and professional learning with Itinerant Coaches in all secondary schools. ● Provided subject specific learning series for educators. ● Implemented elementary intervention strategies including Mathematics Intervention Specialists, Lexia, Gizmos, Desmos and Knowledgehook.
Semester	Percentage								
Semester 1	68%								
Semester 2	66%								
<p>4% of students in Grades 4-12 were suspended</p>	<p>Build administrator and educator capacity in a progressive discipline approach</p>		<ul style="list-style-type: none"> ● Provided elementary and secondary administrator learning series with a focus on Safe Schools. ● Provided network and individual support for administrators. ● Provided 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. 						

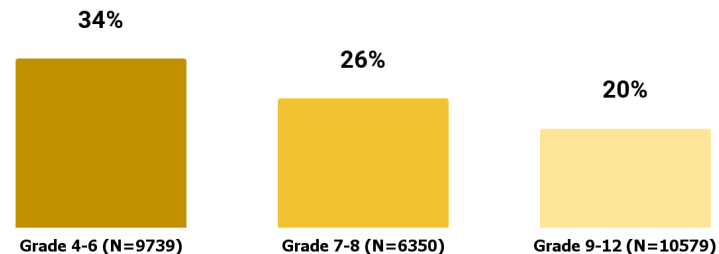


Indicators	Strategies & Status		Actions								
<p style="text-align: center;">42</p> <p style="text-align: center;">Human rights complaints submitted</p>	Build system leader and staff capacity to develop a just, inclusive and equitable working and learning environment	✓	<ul style="list-style-type: none"> • Provided professional learning for staff with a focus on understanding and working within the protected groups under the Ontario Human Rights Code. • Launched Human Rights Procedures. • Provided professional learning for all staff about WRDSB's Human Rights policy and procedures. 								
<p style="text-align: center;">88%</p> <p style="text-align: center;">Human rights complaints resolved <u>informally</u> through alternative resolution processes without investigation</p> <p style="text-align: center;">12%</p> <p style="text-align: center;">Human rights complaints resolved <u>formally</u> through a full investigation process</p>	Implement and monitor a Human Rights complaints process	✓	<ul style="list-style-type: none"> • Process put in place to address and resolve human rights complaints. • Developed and implemented policy and procedure to support the formal and informal resolution of complaints. 								
	Build system leader and staff capacity in restorative practices	✓									
<p style="text-align: center;">% of students receiving special education accommodations and/or modifications</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Accommodated</td> <td>16%</td> </tr> <tr> <td>Modified</td> <td>6%</td> </tr> </table>	Accommodated	16%	Modified	6%	Build administrator and educator capacity in understanding in the WRDSB Student Support Process	✓	<ul style="list-style-type: none"> • Provided professional learning for administrators and Special Education department staff on the Student Support Process. • Developed criteria to ensure identified interventions are achieving their desired results. 				
Accommodated	16%										
Modified	6%										
	Implement and monitor assessment, evaluation and evidence-based intervention practices	✓									
<p style="text-align: center;">% of multilingual learners (MLL) students receiving accommodations or modifications</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ABLE</td> <td>1%</td> </tr> <tr> <td>Accommodated</td> <td>48%</td> </tr> <tr> <td>Modified</td> <td>32%</td> </tr> <tr> <td>Monitored</td> <td>19%</td> </tr> </table>	ABLE	1%	Accommodated	48%	Modified	32%	Monitored	19%	Build administrator and educator capacity in supporting the learning and achievement of multilingual learners	✓	<ul style="list-style-type: none"> • Provided administrator learning series specific to multilingual learners, understanding the Steps To English Proficiency process and assessment and evaluation. • Created an educator resource guide. • Provided interpretation and translation serviced. • Deliver the Elementary Accelerated Basic English (ABLE) Program. • Developed an online course as a resource for educators.
ABLE	1%										
Accommodated	48%										
Modified	32%										
Monitored	19%										
	Implement and monitor assessment, evaluation and evidence-based intervention practices	✓									









Mental Health, Well-Being & 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 & Status		Actions																				
<p>Middle Years Development Instrument: % of students who responded "agree a little" or "agree a lot" to the statement "I feel like I am important to this school"</p>  <table border="1"> <caption>Data for 'I feel like I am important to this school'</caption> <thead> <tr> <th>Grade Level</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grade 4-6</td> <td>71%</td> <td>9739</td> </tr> <tr> <td>Grade 7-8</td> <td>49%</td> <td>6350</td> </tr> <tr> <td>Grade 9-12</td> <td>40%</td> <td>10579</td> </tr> </tbody> </table>	Grade Level	Percentage	Sample Size (N)	Grade 4-6	71%	9739	Grade 7-8	49%	6350	Grade 9-12	40%	10579	<p>Build administrator, educator and staff capacity in sovereignty affirming and equity competencies.</p> <p style="text-align: center;">✓</p>										
Grade Level	Percentage	Sample Size (N)																					
Grade 4-6	71%	9739																					
Grade 7-8	49%	6350																					
Grade 9-12	40%	10579																					
<p>Middle Years Development Instrument: % of students who responded "never this school year" to the question "How often have you been bullied by other students in the following ways?"</p>  <table border="1"> <caption>Data for 'How often have you been bullied by other students in the following ways?'</caption> <thead> <tr> <th>Category</th> <th>Grade 4-6 (%)</th> <th>Grade 7-8 (%)</th> <th>Grade 9-12 (%)</th> </tr> </thead> <tbody> <tr> <td>Cyber</td> <td>80%</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>Physical</td> <td>61%</td> <td>69%</td> <td>86%</td> </tr> <tr> <td>Social</td> <td>53%</td> <td>56%</td> <td>66%</td> </tr> <tr> <td>Verbal</td> <td>48%</td> <td>49%</td> <td>66%</td> </tr> </tbody> </table>	Category	Grade 4-6 (%)	Grade 7-8 (%)	Grade 9-12 (%)	Cyber	80%	80%	83%	Physical	61%	69%	86%	Social	53%	56%	66%	Verbal	48%	49%	66%	<p>Monitor implementation of the competencies from learning to embedded practice</p> <p style="text-align: center;">✓</p>		<ul style="list-style-type: none"> • Provided job-embedded learning for administrators with a focus on sovereignty affirming and equity competencies. • Provided administrator and educator learning series on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism. • Provided educator learning series on First Nations, Métis, and Inuit Voices in secondary schools. • Filled staff positions (i.e., System Navigators, Social Workers with an Indigenous Focus). • Supported implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams). • Hosted student conferences (e.g., Black Brilliance). • Developed and launched a system campaign to address mental health.
Category	Grade 4-6 (%)	Grade 7-8 (%)	Grade 9-12 (%)																				
Cyber	80%	80%	83%																				
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Social	53%	56%	66%																				
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Indicators	Strategies & Status		Actions
<p style="text-align: center;">Middle Years Development Instrument: % of students with high well-being (Optimism, Happiness, Self-Esteem, Absence of Sadness and General</p>  <p>Note: The Middle Years Development Instrument (MDI) Well-being Index consists of measures relating to children’s physical health and social and emotional development that are of importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health. On the MDI, a “high well-being” categorization represents students who reported positive responses on at least 4 of the 5 measures and no low range scores.</p>	<p>Build administrator and educator capacity to support and enhance student well-being</p>		<ul style="list-style-type: none"> • Developed community engagement tables that include grass root community organizations to participate in wraparound support for students. • Delivered in class presentations on social-emotional learning and mental health strategies. • Hosted “lunch and learns” for parents, caregivers and families. • Provided professional learning for all administrators and educators with a focus on trauma informed practices
<p style="text-align: center;">56%</p> <p>of staff who completed the the Guarding Minds at Work survey (N=2459) agreed with statements related to the workplace being psychologically and socially supportive.</p>	<p>Build system leader capacity to support them in creating a psychologically and socially supportive workplace</p>		


Indicators	Strategies & Status		Actions
<p>62%</p> <p>of staff who completed the the Guarding Minds at Work survey (N=2459) agreed with statements related to factors in the workplace protecting their physical safety.</p>	Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace		<ul style="list-style-type: none"> • Provided training for system leaders and new members of workplace inspection teams. • Developed and provided one-to-one professional learning sessions for system leaders on reporting tools. • Provided personal protection equipment, consultations, education and support to staff.
<p>70%</p> <p>of secondary school students who completed a pilot student engagement survey (N=68) indicated they are <u>'always' or 'often' engaged in school.</u></p>	Implement and monitor strategies high-yield strategies to engage students		<ul style="list-style-type: none"> • Supported implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams). • Filled staff positions (i.e., Indigenous Social Worker, Wellbeing and Equity officers.). • Developed and communicated smudging guidelines in WRDSB. • Provided outdoor education opportunities for students. • Hosted student conferences (e.g., Black Brilliance).
	Support and ensure WRDSB learning environments are culturally relevant and responsive		
<p>91%</p> <p>of staff who completed the the Guarding Minds at Work survey (N=2459) agreed with statements related to <u>feeling engaged at work.</u></p>	Build system leader and staff capacity in supporting their well-being at work		<ul style="list-style-type: none"> • Provided Road to Resiliency training for all staff. • Provided learning series for staff with a focus on well-being as a leader. • Conducted comprehensive learning needs assessment for service leaders. • Developed resources for the Leadership Development website. • Engaged staff through Aspiring Leaders program, OnBoarding of Administrators program, Administrators Mentoring Program.
	Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey		
<p>77%</p> <p>of secondary school students who completed a pilot student engagement survey (N=68) agreed that their <u>family/caregiver takes an interest in their learning.</u></p> <p>Note: With the launch of the family and community engagement plan, in 23-24 we will gather data on the % of families who feel engaged in their child's learning.</p>	Develop and implement a family and community engagement plan		<ul style="list-style-type: none"> • Developed a better understanding of what family engagement means to the WRDSB community. • Identified gaps in service to students and families through the work of System Navigators and community partners.



Pathways & Transitions

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

Indicators	Strategies & Status		Actions
<p style="text-align: center;">80%</p> <p style="text-align: center;">of secondary school students finished Grade 10 with 16 credits</p>	<p>Implement high-yield strategies focused on credit accumulation</p>		<ul style="list-style-type: none"> Placed Student Success Teachers at all secondary schools Offered Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools. Offered credit rescue and credit recovery programs. Provided Grade 8 to 9 transition support to students. Created intentional Grade 9 timetables. Provided opportunity for students to earn “reach ahead” credits and high skills activities.
<p style="text-align: center;">% of students who graduated in 4 or 5 years (2017-2018 Grade 9 Cohort)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>77.9%</p>  <p>4 year rate</p> </div> <div style="text-align: center;"> <p>85.2%</p>  <p>5 year rate</p> </div> </div>	<p>Implement programs to support students to earn credits towards their diploma</p>		<ul style="list-style-type: none"> Engaged in credit accumulation monitoring. Offered Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools. Offered credit rescue and credit recovery programs. Offered “build a credit” program to students. Offered e-learning opportunities to earn credits. Offered programs such as Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education. Ensured social workers and child and youth workers present in schools.
<p style="text-align: center;">35</p> <p style="text-align: center;">students received an Ontario Secondary School Certificate (14 credits) or Certificate of Accomplishment</p> <p style="text-align: center;">60</p> <p style="text-align: center;">students were recognized for graduating from the Alternative Continuum of Education (ACE) Program</p>	<p>Build administrator and staff capacity to support students on alternative pathways</p>		<ul style="list-style-type: none"> Provide professional learning for administrators with a focus on the student support process. Offered the Inclusive Community Access and Navigation (iCan) Program.

Indicators	Strategies & Status		Actions
<p style="text-align: center;">42%</p> <p style="text-align: center;">of secondary students submitted at least one application for full-time, first-year, fall-entry, undergraduate university study in Ontario.</p> <p>Note: We are awaiting data from the Ontario College Application Service for the % of students who applied to a college program.</p>	<p>Implement programs to support students on different pathways</p>		<ul style="list-style-type: none"> ● Offered Dual Credit (College/University) programs. ● Offered School Within a College (SWAC) program with Conestoga College. ● Offered programs such as Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education.



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

The Honourable Stephen Lecce
Minister of Education
5th Floor, 438 University Ave.
Toronto, ON M5G 2K8
Sent via email to: minister.edu@ontario.ca

September 26, 2023

Re: Urgent Funding Request for the West Whitby Area and Concerns over Capital Priority Approval Process

Dear Minister Lecce,

I am writing on behalf of the Durham District School Board (DDSB)'s Board of Trustees following a motion moved at our Board Meeting on Monday, September 18, 2023 to urgently request capital funding to support construction of new elementary schools in West Whitby and to express our concern about the Ministry of Education process for approving funding for new schools. This process has not addressed student needs in the Durham District School Board during a four-year period that has seen student enrollment grow from 70,000 students to 79,000 students.

We are aware that the Ministry is currently in the process of receiving capital priorities submissions from school boards across the province. DDSB staff are in the process of making their submission and our Board of Trustees would like to highlight our unanimous support for new schools in West Whitby. I am also aware of the engagement of MPP Lorne Coe on this topic due to the number of parental concerns received by his office and our Whitby trustees about the growth pressures in West Whitby. We will be extremely concerned if West Whitby is not included in the next round of approved capital project announcements.

West Whitby is an area of Durham Region that is experiencing tremendous growth. Once the entire community is developed, we anticipate that five elementary schools and one secondary school will be needed to serve a population of 26,000. Existing Whitby schools adjacent to this area are facing pressure with over 900 West Whitby students and growing, holding at eight schools, until new facilities can be built.

The approval of a new elementary school in West Whitby will help alleviate enrollment pressures at these schools and ensure that we do not fall even further behind in making sure that new schools can keep up with the pace of development in this community.

We have included new elementary schools in the West Whitby area as part of the last two Capital Priorities submissions to the Ministry but did not receive approval. Given the rapid pace of residential development and population growth in the West Whitby area of Durham Region, it is becoming



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ddsb.ca

extremely challenging for the DDSB to utilize existing Whitby schools, which have their own growth, as holding schools to accommodate new students while we wait for approval and funding to construct a school in West Whitby.

While we appreciate the challenge the Ministry has in selecting new schools to be approved, new development plans continue to be approved by the Town of Whitby and existing schools in the area continue to experience capacity pressures. I also want to highlight that this letter does not take away from the other enrollment pressures the DDSB is facing and may submit through the capital priorities process. It is our hope that the Ministry prioritizes the DDSB in this round of submissions given the growth our Board is facing through new development and strong Mayor powers that will likely result in more homes being built faster in Durham Region. It is critical that Ministry processes align with this new challenge as the province seeks to address the affordability challenges that many of our shared constituents are facing.

In addition, I want to reiterate that the Board has previously expressed concerns that due to the length of time it currently takes from the initial Ministry approval and subsequent rounds of Ministry approval that have led to delays in getting some DDSB schools built. We are aware of some recent changes in that process and would like to highlight that this issue could reach unmanageable levels and urgent Ministry action is required. Should you have any concerns about this, I know our staff would be pleased to meet with Ministry staff to discuss this matter further in the spirit of working together to ensure that new schools come online as soon as possible.

We urge your Ministry to provide much needed funding and an expedited approval for a new elementary school in West Whitby and for other DDSB capital priorities.

We look forward to your response and support for this growing community as soon as possible.

Sincerely,



Donna Edwards
Chair, Board of Trustees
Durham District School Board

Cc: Premier of Ontario
Lorne Coe, MPP for Whitby
Patrice Barnes, MPP for Ajax
Laurie Scott, MPP for Haliburton-Kawartha Lakes-Brock
Hon. Todd McCarthy, MPP for Durham
Jennifer French, MPP for Oshawa
Hon. Peter Bethlenfalvy, MPP for Pickering-Uxbridge
Trustees, Durham District School Board
Ontario Public School Boards Association



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ddsb.ca



Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

October 24, 2023

EDUCATION CENTRE

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

The Honorable Stephen Lecce, Minister of Education
13th floor, Mowat Block 900 Bay Street
Toronto, ON M7A 1L2

The Honourable Michael Parsa
Minister of Children, Community and Social Services
7th Floor, 438 University Ave
Toronto, ON M5G 2K8

WEB SITE:

www.rrdsb.com

Dear Minister Lecce and Minister Parsa,

RE: Toronto Youth Cabinet's recommendations to address rising food insecurity facing Ontario's children and youth

I am writing to you on behalf of the Rainy River District School Board of Trustees to lend our support to the Toronto Youth Cabinet's "Joint Statement on Addressing the Rising Food Insecurity Facing Children and Youth in Ontario."

In Northwestern Ontario, we have seen a significant rise in the cost of food. Like many school boards across the province, we are seeing a corresponding increase in families accessing food banks and students taking advantage of Nutrition On Weekends programming.

The cost of providing a healthy breakfast or lunch to a student in need is, therefore, rising and placing our existing nutrition programming in jeopardy. We know that students must have their basic needs met (i.e., hunger), in order to be ready to learn.

That is why we are writing to request that the Ontario government invest further in nutrition programming for all students. On October 5, 2023, the government announced funding of \$5 million to support school breakfast and lunch programs across the province. The additional funding is appreciated; however, it is not sufficient to ensure not only universal access to healthy food during the school day, but also the necessary infrastructure for schools to operate these important programs. Dedicated and fully trained staff are required for nutrition programming, so that it not one of the many tasks that educators and administrators do daily to ensure student success.

DIRECTOR

Heather Campbell

The Rainy River District School Board knows that continued investments in student nutrition programming will ensure reduced student absenteeism, greater student engagement, and ultimately, success for all students. I thank you in advance for considering this request and look forward to your responses.

Sincerely,

PP


Jeff Lehman, Chair,
Rainy River District School Board

- c. The Board of Trustees
 - Heather Campbell, Director of Education
 - The Rainy River District School Board Student Senate
 - The Toronto Youth Cabinet
 - Kate Manson-Smith, Deputy Minister of Education
 - Denise Allyson Cole, Deputy Minister, Ministry of Children, Community & Social Services & Office of Women's Social & Economic Opportunity
 - Ontario Public School Boards' Association and member boards



Rainy River

DISTRICT SCHOOL BOARD

File Code: DIR GOV

October 24, 2023

EDUCATION CENTRE

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

The Honorable Stephen Lecce, Minister of Education
13th floor, Mowat Block 900 Bay Street
Toronto, ON M7A 1L2

Sent via email to Minister.edu@ontario.ca

RE: Toronto Youth Cabinet's recommendations to improve children and youth mental health across Ontario

Dear Minister Lecce,

I am writing to you on behalf of the Rainy River District School Board of Trustees to share our continued concern for our students' well-being, specifically their mental health. We were recently contacted by the Toronto Youth Cabinet, who shared their letter of April 24, 2023, where they outlined to you a series of recommendations to improve children and youth mental health across Ontario.

We know that our students and their families were impacted by the pandemic and as such, our schools have seen an increased need for children and youth mental health resources and support. The recommendations outlined by the Toronto Youth Cabinet, and endorsed by many provincial organizations, are important next steps to build on the existing investments provided by the provincial government.

1. Mandatory Mental Health Literacy in the Curriculum

The Rainy River District School Board appreciates the recent introduction of mandatory mental health literacy modules within Grade 7 and 8 classrooms across the province. The modules developed by School Mental Health Ontario are excellent and a first step in ensuring that all students receive the necessary education around mental health and well-being. We echo the Toronto Youth Cabinet in requesting that further modules be developed from Kindergarten to Grade 12, within the Health and Physical Education curriculum, accompanied by professional development and resources for all educators delivering these lessons.

2. Mental Health Days for students.

The addition of "mental health" as one of the excused absences within the annual Enrolment Register will help to destigmatize mental illness and potentially provide a mechanism for mental health professionals in school boards to reach out to provide supports for struggling students.

WEB SITE:

www.rrdsb.com

DIRECTOR

Heather Campbell

3. Additional mental health clinicians, and student support staff, such as mental health professionals, school psychologists, child & youth workers, social workers, nurses, guidance counsellors, and mental health crisis intervention workers.

We concur with the Toronto Youth Cabinet's recommendation to increase access to culturally appropriate mental health support, as well as to bolster community resources. This includes increased access to youth addiction centers across the province, so that families can seek support for their children without incurring significant travel and possible loss of income.

4. Collection and reporting of data on mental health supports and services in schools.

We recognize that the government has access to data on student mental health but recommend that this data include both school and community-based mental health needs and available resources, with the data being disaggregated and made available so that school boards, mental health providers, and other community organizations can monitor needs and work together to address any gaps in service delivery.

5. School-based culturally appropriate mental health screening for all grades.

With respect to the Toronto Youth Cabinet's call for culturally appropriate social-emotional screening, we believe that such screening, if considered, be tailored to be developmentally appropriate and be administered only by mental health professionals who have the expertise to use the screening data to develop further programs and supports for our students.

On behalf of the Rainy River Board of Trustees, I want to extend our appreciation for the government's continued support for student mental health. The Toronto Youth Cabinet's recommendations outline a compelling next step for the province to support student mental health, now and into the future.

Sincerely,

PP


Jeff Lehman, Chair
 Rainy River District School Board

- c. The Board of Trustees
 Heather Campbell, Director of Education
 The Rainy River District School Board Student Senate
 Kate Manson-Smith, Deputy Minister
 The Toronto Youth Cabinet
 Ontario Public School Boards' Association and member boards