

NOVEMBER 27, 2023

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, November 27, 2023, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Delegations

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of September 26, 2023

Approve Minutes - Special Education Advisory Committee Meeting of October 11, 2023

Receive Minutes - Board Meeting of October 30, 2023

Approve Minutes - Committee of the Whole Meeting of November 13, 2023

Receive Minutes - Inaugural Board Meeting of November 20, 2023

Receipt/Approval of Monthly Reports:

30	Staffing Information – Retirements and Resignations	G. Shantz
32	Staffing Information – Appointments	G. Shantz
34	Monthly Student Suspension/Expulsion Report, September, 2023	B. Lemon
36	Monthly Student Suspension/Expulsion Report, October, 2023	B. Lemon

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

H. Hughes

Staff Follow Up

Reports

38	2022-2023 Annual Suspension/Expulsion Report	B. Lemon
44	2022-2023 EQAO Assessment Results	S. Miller
	WRDSB Annual Report	E. Dougan-McKenzie / H. Hughes

Board Reports

54	Board Committee Membership	Chairperson J. Weston
57	OPSBA Director & Voting Delegate	Chairperson J. Weston
	Ad Hoc Bylaw Review Committee Update	Trustee M. Radlein

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

Board Communications

- 61 Thames Valley District School Board to Minister of Education - Ministry Timelines
- 63 Lambton Kent District School Board to Minister of Education
- 64 Thames Valley District School Board to Minister of Education - Mental Health Supports

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

November 27, 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 November 27, 2023

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Conny	McCarthy	Teacher, Waterloo Oxford DSS	January 31, 2024	31

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Thah	Chanthalyma	Head Custodian, Laurentian PS	November 30, 2023	32
Karen	Geddes	Head Secretary, Lackner Woods PS	December 31, 2023	17
Randy	O'Keefe	Custodian, Glenview Park SS	December 29, 2023	19

Staffing Statistics – Resignations

Current at November 27, 2023

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Rebecca	Bean	HR Assistant, Human Resource Services	November 28, 2023
Anthony	Beg	Custodian, WT Townshend PS	November 22, 2023
Kendra	Britt	Child Youth Worker, Queen Elizabeth PS	December 8, 2023
Rachel	Good	Elementary Teacher, Preston PS	November 13, 2023
Andrea	Kersey	Educational Assistant, Special Education	November 3, 2023
Carly	Moreau	Communications Disorder Assistant, Special Education	November 30, 2023
Kelly	Paris	Senior Facility Manager, Facility Services	December 15, 2023
Kenny	Robert	Custodial Department Head, Eastwood CI	December 1, 2023
Kristina	Seles	Library Clerk, Elgin Street PS	November 8, 2023
Amanda	Tannahill	Early Childhood Educator, Cedarbrae PS	October 27, 2023
Arhia	Thorpe	Child Youth Worker, Grand River CI	November 17, 2023



Report to Board of Trustees

November 27, 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 November 27, 2023

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Sameerah	Jeewa	Preston PS	December 4, 2023
Tonya	Shaw	Northlake Woods PS	November 13, 2023

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Khateyah	Abdul Razaq	Custodian, Franklin PS	November 8, 2023
Ben	Bell	Tradesperson, Maintenance	December 11, 2023
Paula	Carreiro	Custodian, Blair Road PS / Galt CI	November 6, 2023
Semone	Miles	Custodian, Galt CI	November 27, 2023
Stephanie	Oliver-Guppy	HR Manager, Human Resource Services	December 1, 2023
Shanta	Persaud- Maharaj	Wellness Officer, Human Resource Services	November 6, 2023
Keshia	Pringle	Library Clerk, Elgin Street PS	November 14, 2023
Dave	Wolff	Custodian, Laurentian PS	November 20, 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

November 27, 2023

Subject: Student Suspension/Expulsion Report September, 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 September 2022 and September 2023, elementary suspensions have decreased by 6 and secondary suspensions have decreased by 31.

Comparing year to date from September 2022 and September 2023, school expulsions have remained at 0 and board expulsions have increased by 1.

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

Suspensions

- Total elementary school suspensions in September 2022 - 62, year to date - 62
- Total elementary school suspensions in September 2023 - 56, year to date - 56
- Total secondary school suspensions in September 2022 - 156, year to date - 156
- Total secondary school suspensions in September 2023 - 125, year to date - 125

Expulsions

- Total school expulsions in September 2022 - 0, year to date 0
- Total school expulsions in September 2023 - 0, year to date 0
- Total board expulsions in September 2022 - 1, year to date 1
- Total board expulsions in September 2023 - 2, year to date 2

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 September 2022 - 7, year to date 7
- Total elementary/secondary violent incidents in September 2023 - 4, year to date 4

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meeting in October, November, January, March, and May of each year.

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,
Brenda Cathcart, System Administrator, Learning Support Services,
and in consultation with the Leadership Council.



Report to Board of Trustees

November 27, 2023

Subject: Student Suspension/Expulsion Report October, 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 October 2022 and October 2023, elementary suspensions have decreased by 14 and secondary suspensions have decreased by 32.

Comparing year to date from October 2022 and October 2023, school expulsions have decreased by 1 and board expulsions have increased by 6.

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

Suspensions

- Total elementary school suspensions in October 2022 - 146, year to date - 202
- Total elementary school suspensions in October 2023 - 132, year to date - 188
- Total secondary school suspensions in October 2022 - 186, year to date - 342
- Total secondary school suspensions in October 2023 - 178, year to date - 310

Expulsions

- Total school expulsions in October 2022 - 1, year to date 1
- Total school expulsions in October 2023 - 0, year to date 0
- Total board expulsions in October 2022 - 1, year to date 2
- Total board expulsions in October 2023 - 6, year to date 8

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 October 2022 - 8, year to date 15
- Total elementary/secondary violent incidents in October 2023 - 10, year to date 15

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meetings in October, November, January, March, and May of each year.

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,
Brenda Cathcart, System Administrator, Learning Support Services, and
in consultation with Leadership Council.



Report to Board

November 27, 2023

Subject: 2022-2023 Suspension/Expulsion Annual Report

Recommendation

This report is for the information of the Board.

Status

To provide the Waterloo Region District School Board with an annual report concerning suspension, expulsion and violent incident data for the 2022-23 school year.

This report supports the Strategic Directions of Centring Students: centre students and their voices in decisions about their education and support students who have been placed on the margins; Support for student well-being: provide them the supports they need; and to Strengthen connections: work with families to help students reach their potential and become compassionate global citizens; and Increasing student learning: providing students with creative learning environments through intentional opportunities; as the WRDSB continues to support students in alternative programs that support their success and well-being. Suspension and expulsion data is helpful in supporting schools to identify and adjust their approach to strategic directions and school improvement plans as needed.

Using the previous annual report as a model, staff worked to provide an in-depth analysis of suspension, expulsion and violent incident data.

In Appendix A:

Suspension/expulsion data is analysed by:

- Percentage of Students Suspended by Enrollment
- Number of Students Expelled
- Violent Incident Reports
- Suspension Analysis by Gender
- Suspension Analysis by Grade
- Analysis by Length of Suspension
- Suspension/Expulsion Analysis by Category
- Suspension Analysis by Location

Background

On May 26, 2008, the Board requested an analysis of annual suspension/expulsion/violent incident data, including statistics on violent incidents.

Financial implications

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
Brenda Cathcart, System Administrator, Learning Support Services
in consultation with Leadership Council

SUSPENSION/EXPULSION ANALYSIS

September 1, 2022 to June 30, 2023

Percentage of Students Suspended by Enrollment:

Category	Male	Female	Total
Enrollment	33791	31983	66065
# of suspensions	1984	706	2716
% of suspensions by enrollment	3.0%	1.0%	4.0%

**There is a discrepancy in the totals due to a small sample not identifying as male or female. To include these data could risk revealing the location / identity of the student.*

Number of Students Expelled:

Male	Female	Total
18	3	22

Number of Violent Incident Reports: 62**Suspension Analysis by Gender:**

- 73% of all suspensions were given to males.
- 26% of all suspensions were given to females

**Suspension data was collected for students using more inclusive categories; however, the numbers in these categories are not reportable to protect student privacy.*

Suspension Analysis by Grade:

Grade	Male	Female
JK/SK	0	0
1	0	0
2	0	0
3	0	0
4	43	3
5	74	13
6	107	31
7	218	145
8	385	113
9	319	121
10	350	133
11	283	91
12	205	56
Total	1984	706

Suspension Analysis by Length of Suspension:

- 2551 88.1% of all suspensions were three days in length or less
- 113 3.9% of all suspensions were long-term (six days or longer)

Length of Suspension	Number of Suspensions
1	1033
2	586
3	732
4	89
5	142
6	9
7	11
8	3
9	5
10	12
11	4
12	8
13	5
14	0
15	5
16	0
17	1
18	1

19	2
20	47
Total	2695

Suspension/Expulsion Analysis by Category:

Code	Category Description	Suspensions
S1	Uttering a threat to inflict serious bodily harm on another person	85
S2	Possessing alcohol or illegal drugs	0
S3	Being under the influence of alcohol or drugs	60
S4	Swearing at a teacher or at another person in a position of authority	61
S5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	39
S7	Bullying	153
S8	Medical/Immunization	0
S9	Possessing cannabis unless the pupil is a medical cannabis user	87
S10	Being under the influence of cannabis, unless the pupil is a medical cannabis user	37
S11	Possessing alcohol or illegal drugs (except cannabis)	48
Board	Code of Conduct Violation	1296
Board	Fighting/Violence	663
Board	Habitual Neglect of Duty	89
Board	Opposition to Authority	299
Board	Profanity/Swearing	183

S - Suspension

*** The number of suspensions for each reason code will appear higher, as one suspension may have had two or more reason codes and therefore counted multiple times. This chart should be used to review the reasons for a suspension, not a total number of suspensions.**

Code	Category Description	Suspensions Pending Expulsion
E1	Possessing a weapon, including possessing a firearm.	33
E2	Using a weapon to cause or to threaten bodily harm to another person.	2
E3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.	30
E4	Committing sexual assault.	7
E5	Trafficking in weapons or in illegal drugs.	2
E6	Committing robbery.	6
E7	Giving alcohol to a minor.	0
E8	Any activity listed under Suspensions that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language,	0

	colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.	
E9	Bullying, if the pupil has previously been suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.	6
E10	Any other activity that, under a policy of the board, is an activity for which a student may be considered for expulsion.	21

E - Expulsion

*** The number of suspensions pending expulsion for each reason code will appear higher, as one suspension may have had two or more reason codes and therefore counted multiple times. This chart should be used to review the reasons for a suspension pending expulsion, not a total number of suspensions.**

Suspension Analysis by Location:

Bleachers	N/A
Cafeteria/Lunch	54
Change Room	33
Classroom	451
Gymnasium	51
Hallway	444
Internet	49
Laboratory	1
Library	14
Not Available	3
Off Site	290
Office	82
Other	59
Parking Lot	51
Portable	6
School Bus	31
School Grounds	616
School Trip	3
Sports Events	1
Staircase	14
Swimming Pool	N/A
Washroom	365



Report to Board of Trustees

November 27, 2023

Subject: 2022-23 EQAO Assessment Results

Recommendation

This report is for the information of the Board.

Status

The purpose of this report is to share the Education Quality and Accountability Office (EQAO) results of the Primary and Junior Assessments of Reading, Writing, and Mathematics, Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test (OSSLT), completed during the 2022-2023 school year.

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 is what supports the implementation and achievement of the WRDSB's Strategic Directions and highlights our work as a learning organization. The board utilizes EQAO results as indicators for the [Board Improvement and Equity Plan](#) in the area of Achievement. Specifically, the indicators included in the Board Improvement and Equity Plan include:

- % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and math
- % of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics
- % of first time eligible, fully participating students who are successful on the OSSLT

EQAO publicly released provincial, board and school-level results on October 12, 2023.

The 2022–2023 school year marked the second year EQAO has been administered since the COVID-19 pandemic, as the administration of EQAO was paused for the prior two years. There were a number of changes to the EQAO assessments since the pause:

- The new elementary Grade 1 through 8 mathematics curriculum was introduced in 2020–2021 which the EQAO assessments now reflect.
- The Grade 9 de-streamed mathematics curriculum was introduced in 2021-2022, against which the assessment is now anchored.
- As part of the digitization and modernization of EQAO assessments, EQAO introduced for the Assessment of Reading, Writing and Mathematics, Primary Division, a new mode of delivery (online) and new assessment models (e.g.,

multi-stage computer adaptive), which differ from the prior paper-based assessments.

These changes necessitated that new baselines be established for EQAO assessment results, meaning that new starting points in trend lines were set in 2021–2022.

Results for all students:

The board level results for the 2022-23 Primary (Grade 3) EQAO Assessments showed increases across all areas when compared to results from 2021-2022. There was a 1% increase in Reading, a 2% increase in Writing and a 1% increase in Mathematics.

Junior (Grade 6) EQAO Assessments remained relatively stable compared to 2021-2022 with a 1% decrease in Reading, no change in Writing, and a 2% increase in Mathematics.

In 2022-23, 55% of students met or exceeded the provincial standard in the Grade 9 Mathematics assessment. This represents a 4% increase over last year.

The success rate for first-time eligible students who wrote OSSLT was 85%, which represents no change compared to 2021-22.

An overview of student enrolment and participation rates for the 2022-23 EQAO assessments can be found in Annex A. A summary representing the overall WRDSB results and a comparison to provincial results are in Annex B (Primary and Junior, Grade 9 and OSSLT).

Results for multilingual learners:

The 2022-23 EQAO results for students who identify as Multilingual learners showed an increase in all areas when compared to results from 2021-22. For Primary (Grade 3), there was a 13% increase in Reading, a 14% increase in Writing and a 17% increase in Mathematics.

Junior (Grade 6) EQAO Assessments also increased compared to 2021-2022, with a 20% increase in Reading, a 15% increase in Writing, and a 31% increase in Mathematics.

In 2022-23, 42% of students met or exceeded the provincial standard in the Grade 9 Mathematics assessment. This represents a 21% increase over last year.

The success rate for first-time eligible students who wrote OSSLT was 83%, which represents a 35% increase compared to 2021-22.

A summary representing the WRDSB results for MLL students and a comparison to provincial results are in Annex C (Primary and Junior, Grade 9 and OSSLT).

Results for students with Special Education needs:

The 2022-23 EQAO results for students who have special education needs showed an increase in most areas when compared to results from 2021-22. For Primary (Grade 3),

there was a 2% increase in Reading, a 1% decrease in Writing and a 2% increase in Mathematics.

Junior (Grade 6) EQAO Assessments, compared to 2021-2022, there was a 2% increase in Reading, a 1% decrease in Writing, and a 1% increase in Mathematics.

In 2022-23, 31% of students met or exceeded the provincial standard in the Grade 9 Mathematics assessment. This represents a 2% increase over last year.

The success rate for first-time eligible students who wrote OSSLT was 64%, which represents a 3% increase compared to 2021-22.

A summary representing the WRDSB results for students with special education needs and a comparison to provincial results are in Annex D (Primary and Junior, Grade 9 and OSSLT).

Next steps

Administrators and teaching staff are currently interpreting and analyzing school results and have been sharing these results with their school communities. Board staff have started to work with school staff to better understand the results and determine appropriate next steps to ensure each and every student can experience success, not just on provincial assessments, but in all areas of their learning.

As part of the ongoing Board Improvement and Equity Plan and School Improvement work, staff will be supporting schools to continue to address both mathematics and literacy achievement from Kindergarten to grade 12.

Some of these supports include:

Supports for literacy:

Learning Support Services staff have implemented a Structured Literacy approach to support the goal of all WRDSB students achieving proficiency and fluency in reading. The Structured Literacy Multi-Year Plan focuses on Tier 1 and Tier 2 instruction, incorporating insights from the new Grade 1-8 Language and Grade 9 English curricula.

The Multi-Year Plan not only supports student learning but also enhances the instructional knowledge and capacity of educators and administrators. Currently we are also providing informational sessions to community groups.

Ongoing professional development opportunities are offered for elementary and secondary educators, as well as Administrators. The focus is on evidence-based, systematic, and explicit instructional strategies, along with diagnostic assessments and resources to assist students in becoming proficient readers. Central training has been extended to over 500 staff, including Kindergarten to grade 2 educators, to implement Acadience (a universal screener). This serves as a crucial initial step for educators to identify students who may require more explicit and direct reading instruction.

Within Kindergarten to grade two classrooms, 37 Reading Resource Teachers (RRTs) are embedded to support the development of early reading skills, while Literacy Intervention Specialists support grade 7 and 8 classrooms. These specialists work to build staff capacity and provide small-group instruction, emphasizing explicit and systemic foundational reading skills. In high school, Literacy Demonstration Classes and Itinerant Coaches remain integrated into grade 9 classrooms. The emphasis is on designing language instruction and assessment using evidence-based and systematic approaches, fostering and valuing oral communication, providing exposure to diverse texts, and encouraging students to express themselves in ways that nurture their development as critical thinkers.

Supports in the area of mathematics:

Learning Support Services staff continue to support schools in embedding the Comprehensive Math Approach and the Math Achievement Action Plan across all Math classrooms. Among these supports are the capacity building of math teachers in every elementary school, as well as in priority schools as identified by EQAO results. Math Itinerant Coaches will continue to support staff in planning Math lessons and offering demonstration classes for Math teachers in Secondary Schools. Professional learning and direct classroom supports will be a focus for supporting students with special education and ELD needs in the area of math.

Multiple Math digital tools are being offered to schools across the region, including MathUp, Gizmos and Knowledgehook. These web-based resources support teachers, students and families with grade appropriate problems and differentiated supports for students. The programs also include professional learning opportunities for teachers. As well, Learning Support Services will be supporting curriculum to address gaps in math among new Canadians.

There will be an additional emphasis on collaboration between special education staff and program staff in schools in order to ensure the success of each and every student within the Math classroom.

Background

EQAO is an arm's-length agency of the Ministry of Education. The mandate of EQAO is to conduct large-scale assessments aligned with the Ontario Curriculum, to report findings in an objective way, and to recommend strategies at the provincial level that can lead to improved student achievement and well-being.

These assessments include Primary (Grade 3) and Junior (Grade 6) EQAO assessments of Reading, Writing, and Mathematics. Grade 9 students participate in a mathematics assessment. The Ontario Secondary School Literacy Test (OSSLT) is developed provincially by EQAO and is based on the reading and writing skills found across all subject areas up until the end of Grade 9. Successful completion of the OSSLT is one of the requirements to earn an Ontario Secondary School Diploma (OSSD).

The following summarizes the meaning of the levels used to describe student achievement on the Primary and Junior assessments:

- **Level 4:** The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
- **Level 3:** The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
- **Level 2:** The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
- **Level 1:** The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
- **Below Level 1/Below L1:** The student has not demonstrated sufficient achievement of curriculum expectations

The following summarizes the meaning of the levels used to describe student achievement on the Grade 9 assessment:

- **Level 4 (80–100%):** The student has demonstrated a very high to outstanding level of achievement. Achievement is above the provincial standard.
- **Level 3 (70–79%):** The student has demonstrated a high level of achievement. Achievement is at the provincial standard.
- **Level 2 (60–69%):** The student has demonstrated some of the required knowledge and skills. Achievement is below, but approaching, the provincial standard.
- **Level 1 (50–59%):** The student has demonstrated a passable level of achievement. Achievement is below the provincial standard.
- **Below Level 1/Below L1:** The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).

The Primary and Junior Assessments, Grade 9 Assessment of Mathematics, and the Grade 10 Ontario Secondary School Literacy Test results provide an opportunity for the Board to reflect on the implementation and outcomes of the Board Improvement and Equity Plan, the current instructional practices of our educators, and to collaboratively determine and implement system-wide action plans in an effort to improve achievement and well-being for all students in the Board.

Financial implications

All activities related to this initiative can be applied to the existing budgets of Learning Support Services.

Communication

The Waterloo Region District School Board remains committed to high expectations for student achievement and well-being, recognizing that both are necessary for success. We are pleased that our strategic efforts in 2022-23 resulted in improvements in grades 3, 6, and 9 achievement.

Prepared by: jeewan chanicka, Director of Education
 Scott Miller, Associate Director

Dana Liebermann, Senior Manager of Research & Transformational Practice
Student Achievement and Well-Being Team in consultation with
Coordinating Council

Annex A: 2022-21 and 2022-23 EQAO Participation Rates

Overview of WRDSB Student Participation Rates for the 2022-2023 and 2021-22 EQAO Assessments

	2021-22		2022-23	
	Participation Rate	WRDSB Students Participating	Participation Rate	WRDSB Students Participating
Grade 3 (Primary)	90%	3,862	95%	4,144
Grade 6 (Junior)	89%	4,033	94%	4,133
Grade 9	93%	1,938	87%	4,206
OSSLT First-Time Eligible	87%	3,989	90%	4,309

Annex B:

2022-23 EQAO Overall Results - WRDSB and Provincial

Primary & Junior EQAO Results

% of students meeting provincial standard (Levels 3 and 4)

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Primary Reading	72%	73%	+1%	73%	73%	=
Primary Writing	63%	65%	+2%	65%	65%	=
Primary Mathematics	58%	59%	+1%	59%	60%	-1%
Junior Reading	85%	84%	-1%	84%	84%	=
Junior Writing	85%	85%	=	85%	84%	+1%
Junior Mathematics	49%	51%	+2%	51%	50%	+1%

Grade 9 EQAO & OSSLT Results

% of students meeting provincial standard (Levels 3 and 4)/successful

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Grade 9 Mathematics	51%	55%	+4%	55%	54%	+1%
OSSLT First-Time Eligible	85%	85%	=	85%	85%	=

Annex C:

2022-23 WRDSB EQAO Results - Multilingual Learners

Primary & Junior EQAO Results

% of MLL students meeting provincial standard (Levels 3 and 4)

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Primary Reading	53%	66%	+13%	66%	65%	+1%
Primary Writing	45%	59%	+14%	59%	59%	=
Primary Mathematics	33%	50%	+17%	50%	55%	-5%
Junior Reading	62%	82%	+20%	82%	77%	+5%
Junior Writing	69%	84%	+15%	84%	79%	+5%
Junior Mathematics	21%	52%	+31%	52%	45%	+7%

Grade 9 EQAO & OSSLT Results

% of MLL students meeting provincial standard (Levels 3 and 4)/successful

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Grade 9 Mathematics	21%	42%	+21%	42%	34%	+8%
OSSLT First-Time Eligible	48%	83%	+15%	83%	67%	+16%

Annex D:**2022-23 WRDSB EQAO Results - Students with Special Education Needs****Primary & Junior EQAO Results****% of students with Spec. Ed. needs meeting provincial standard (Levels 3 and 4)**

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Primary Reading	47%	49%	+2%	49%	47%	+2%
Primary Writing	37%	36%	-1%	36%	38%	-2%
Primary Mathematics	25%	27%	+2%	27%	29%	-2%
Junior Reading	64%	66%	+2%	66%	61%	+4%
Junior Writing	65%	64%	-1%	64%	60%	+4%
Junior Mathematics	26%	27%	+1%	27%	23%	+4%

Grade 9 EQAO & OSSLT Results**% of students with Spec. Ed. needs meeting provincial standard (Levels 3 and 4)/successful**

	WRDSB			2022-23		
	2021-22	2022-23	+/-	WRDSB	Province	+/-
Grade 9 Mathematics	29%	31%	+2%	31%	27%	+4%
OSSLT First-Time Eligible	61%	64%	+3%	64%	62%	+2%



Report to Board

November 27, 2023

Subject: 2023/2024 Board Committee Membership

Recommendation

That the Waterloo Region District School Board approves the 2023/2024 Board Committee Membership as outlined in Appendix A titled "2023/2024 - Board Committee Membership Structure" dated November 27, 2023.

Status

On November 23, 2023, the Chairperson, Vice-Chair and Past Chair, along with the Manager of Corporate Services, met to review the responses to the Trustee Committee Preference Survey and provide the recommendations as attached (Appendix A). Most trustees have been selected for the committee they indicated as their first choice with the exception of where two Trustees selected the same position as their first choice.

Background

On November 16, 2023, trustees received a link to the Trustee Committee Preference 2024 Survey and were asked to submit their committee preferences to the Manager of Corporate Services by November 22, 2023. The survey requested trustees rank their committee choices in order of preference.

Financial Implications

There are no financial implications.

Communications

The new committee membership structure will be posted on the website and communicated to staff responsible for these committees through the Office of the Chairperson.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Chairperson J. Weston

2023/2024 - BOARD COMMITTEE MEMBERSHIP STRUCTURE

<p>Special Education Advisory Committee</p> <p><i>Appointed for 4 Years 2 Trustees & 2 Alternates Meets Monthly 2nd Wednesday</i></p> <ul style="list-style-type: none"> ● S. Estoesta ● J. Meissner ● C. Johnson (Alt) 	<p>Agenda Development Committee</p> <p><i>Appointed Annually Chairperson, Vice-Chair, Past Chair & 2 Trustees Meets Monthly- 1st Monday</i></p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● M. Radlein (Vice-Chair) ● S. Piatkowski (Past Chair) ● M. Waseem (Dec-Apr) ● K. Woodcock (May-Nov) ● PLUS: One trustee rotating alphabetically 	<p>Discipline Committee</p> <p><i>Appointed Annually Chairperson & Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● B. Cody (T) ● C. Johnson (M) ● S. Piatkowski (M&T) ● M. Radlein (T) ● M. Ramsay (M&T) ● C. Watson (M) ● J. Weston (M&T) ● K. Woodcock (M)
<p>Board Audit Committee</p> <p><i>Appointed for 4 Years 3 Trustees Meets 3 times per year</i></p> <ul style="list-style-type: none"> ● S. Piatkowski ● M. Waseem ● K. Woodcock 	<p>Parent Involvement Committee</p> <p><i>Appointed Annually 1 Trustee & 1 Alternate Meets as required</i></p> <ul style="list-style-type: none"> ● M. Radlein ● S. Estoesta (Alternate) 	<p>Student Program Review and SAL</p> <p><i>Appointed Annually At least 4 Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● C. Johnson ● M. Radlein ● J. Weston ● K. Woodcock
<p>Past Directors' Bursary</p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● M. Radlein (Vice-Chair) ● S. Piatkowski (Past Chair) 	<p>Equity and Inclusion Advisory Group</p> <p><i>Appointed Annually 2 Trustees Meets as required</i></p> <ul style="list-style-type: none"> ● C. Johnson ● M. Waseem 	<p>School Year Calendar Committee</p> <p><i>Appointed Annually 1 Trustee Meets as required</i></p> <ul style="list-style-type: none"> ● B. Cody

<p>Student Trustee & Student Senate Mentor</p> <p><i>Appointed Annually 2 Trustee Meets as required</i></p> <p>Current Mentors:</p> <ul style="list-style-type: none"> ● C. Johnson ● M. Radlein <p>Mentors for next Student Trustee Term:</p> <ul style="list-style-type: none"> ● C. Johnson ● J. Weston 	<p>Policy Working Group</p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● S. Estoesta ● M. Waseem ● K. Woodcock ● PLUS: One trustee rotating alphabetically 	<p>Waterloo Education Foundation Inc.</p> <p><i>Appointed Annually Chairperson and Vice-Chairperson Meets as required</i></p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● M. Radlein (Vice-Chair)
<p>Parents Reaching Out Grant Evaluation</p> <ul style="list-style-type: none"> ● J. Meissner 	<p>Mental Health and Addiction Strategy</p> <ul style="list-style-type: none"> ● S. Estoesta 	<p>Tim Walker Memorial Award</p> <ul style="list-style-type: none"> ● J. Meissner
<p>Director Performance Appraisal (In Camera)</p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● M. Radlein (Vice-Chair) ● S. Piatkowski (Past Chair) 	<p>Trustee Self Evaluation Tool</p> <ul style="list-style-type: none"> ● S. Estoesta ● S. Piatkowski ● M. Waseem 	<p>Committee Selection</p> <ul style="list-style-type: none"> ● J. Weston (Chair) ● M. Radlein (Vice-Chair) ● S. Piatkowski (Past Chair)
<p>Internet Content Filtering Working Committee</p> <ul style="list-style-type: none"> ● C. Watson 	<p>Ad Hoc Committee on Air Quality</p> <ul style="list-style-type: none"> ● J. Meissner ● C. Watson 	<p>Ad Hoc Bylaw Review Committee</p> <ul style="list-style-type: none"> ● C. Johnson ● J. Meissner ● M. Radlein ● C. Watson ● K. Woodcock



Report to Board

November 27, 2023

Subject: OPSBA 2024 Director and Voting Delegate

Recommendation

That the Waterloo Region District School Board of Trustees confirm or appoint the 2024 Ontario Public School Boards' Association (OPSBA) Director and Alternate Director; and

Confirm or appoint the Voting and Alternate Voting Delegate for the 2024 Ontario Public School Boards' Association (OPSBA) Annual General Meeting.

Status

To confirm or appoint trustees to positions within the Ontario Public School Boards' Association (OPSBA).

Appointment of OPSBA Director/Alternate Director (December 2023 to November 2024)

The constitution and bylaws of the Ontario Public School Boards' Association entitle certain member boards to appoint a trustee representative to the Association's Board of Directors. The Waterloo Region District School Board meets the criteria to be eligible to appoint one Director, as well as one Alternate Director who would act only in the absence of the Director.

Voting Delegate/Voting Alternate – 2024 Annual General Meeting

For the Annual General Meeting, this Board must appoint one member to serve as the Voting Delegate and a second member to act as an Alternate in the absence of the Voting Delegate in preparation for the Association's Annual General Meeting (AGM) being held from July 2-5, 2024 in Toronto, Ontario.

Background

The voting process can be found as Appendix A.

The Board's 2023 trustee appointments to OPSBA were:

- | | |
|-----------------------------|---------------|
| • Director | S. Piatkowski |
| • Alternate Director | C. Johnson |
| • Voting Delegate | C. Johnson |
| • Alternate Voting Delegate | S. Piatkowski |

Note: Should trustees be willing to continue serving in their current roles with the Association, there is nothing within OPSBA's procedures that would prevent re-appointment and the nomination/voting process will be consistent with that followed at the Board's Inaugural Meeting.

Financial implications

No financial implications.

Communications

Confirmations and/or appointments will be communicated by the Manager of Corporate Services to OPSBA following Board approval.

Prepared by: Stephanie Reidel, Manager of Corporate Services on behalf of
Chairperson, J. Weston

Appendix A

**CLARIFICATION OF VOTING PROCESS FOR ELECTION OF OPSBA POSITIONS
FOR 2024**

The information below is provided for clarification of the voting process, if required, for the election of the Director, Alternate Director, Voting Delegate and Alternate Voting Delegate positions at the Board Meeting on Monday, November 27, 2023. Trustees will be using the same process outlined in the Bylaws for Election of the Chair and Vice-Chair.

The Board's bylaws state:

6. Election of Chair and Vice-Chair

- 6.1. The Chair and Vice-Chair for the ensuing year, shall be elected at the first meeting in December each year (*Education Act*, section 208).
- 6.2. The Director shall preside over the election of the Chair.
- 6.3. With the Director presiding, or if absent, the Director's designate, the Board shall proceed to elect a Chair for the ensuing year.
- 6.4. The Director, or if absent, the designate, shall name two scrutineers appointed for the election of Chair and Vice-Chair.
- 6.5. Election Process
 - 6.5.1. The Director or designate shall call for verbal nominations for the office of Chair. No seconder is required.
 - 6.5.2. After a suitable length of time, and after a motion to close nominations has been supported by a majority vote, the Director or designate shall declare nominations closed.
 - 6.5.3. After all nominees have been identified, in random order they will be asked to declare whether they accept the nomination.
 - 6.5.4. An individual who is absent may be considered a candidate if the individual has previously indicated in writing to the Director a desire to stand for election if nominated.
 - 6.5.5. The nominees shall be offered the opportunity to speak to their nomination in random order for a maximum of two minutes each.
 - 6.5.6. A vote by secret ballot shall then be conducted with each Trustee present able to cast one vote.
 - 6.5.7. The Trustee receiving a majority of the votes cast shall be declared elected, but the count shall not be declared.

- 6.5.8. Should no Trustee receive a majority of the votes cast, the Director or designate, shall announce the names of the Trustees remaining on the ballot with the name of the Trustee receiving the fewest number of votes being dropped from the list of candidates.
- 6.5.9. should there be a tie vote between candidates with the least number of votes, there will be a vote including only the candidates with the tie votes to eliminate the candidate with the fewest votes. In the event there is a tie vote after the candidate with the least number has been withdrawn, the Director or designate will call for the drawing of lots. The candidate whose name is drawn will be declared the Chair of the Board for the ensuing year.
- 6.5.10. A Trustee may voluntarily withdraw their name between votes.
- 6.5.11. By motion, the ballots shall be destroyed.

Instructions for a Secret Ballot:

The Board, by majority vote, appoints two staff members to act as scrutineers and such appointments have traditionally been from senior administration.

One of the scrutineers distributes a slip of paper to each trustee following the closing of nominations for the position. Once the ballots are completed, trustees fold the slip of paper in half and the second scrutineer will present the ballot box to each trustee in which he/she will deposit the ballot.

The scrutineers will withdraw from the Boardroom to the Trustees Lounge to count the ballots. The name of the successful candidate will be written on a piece of paper and handed to the Chairperson. The Chairperson will then announce the name of the successful candidate.

However, if a successful candidate is not determined through the first vote, the ballot process must be repeated in accordance with Bylaw Articles 6.5.8 and 6.5.9. If the drawing of lots is required, one scrutineer will be selected to do so.

The same process will be repeated for the remaining positions.

Please contact Stephanie Reidel, Manager of Corporate Services, if you have any questions regarding the election process.

**Chair of the Board:**

Lori-Ann Pizzolato

Trustees:

Carol Antone
 Dave Cripps
 Leeanne Hopkins
 Marianne Larsen
 Beth Mai
 Sherri Moore
 Arlene Morell
 Leroy Osbourne
 Lori-Ann Pizzolato
 Sheri Polhill
 Meagan Ruddock
 Christian Sachs
 Bruce Smith

Student Trustees:

Jana Anan
 Frederick Nicholas
 Savrup Saran

Director of Education:

Mark Fisher

Education Centre

1250 Dundas Street
 London, Ontario
 N5W 5P2

519-452-2000 Ext:
 20219

www.tvdsb.ca

November 7, 2023

Hon. Stephen Lecce
 Minister of Education
 5th Flr, 438 University Ave.
 Toronto, ON M5G 2K8
 Via email: minister.edu@ontario.ca

Dear Minister Lecce,

At the September 26, 2023, Board Meeting, Thames Valley District School Board Trustees passed the following motion:

THAT the Chair write a letter to the Minister of Education to make the Minister and his office aware of the challenges to respond to directives by school boards, the system, and educators based on the timing and communication of decisions and timelines for implementation, particularly as it pertains to capital planning submissions for 2023-2024, the release of Grants for Student Needs, and curriculum updates and implementation timelines.

With regards to the Capital Priorities Program, the Board appreciates the Ministry's updates to the process with the goal of expediting the approval and construction of much-needed schools and school renovations.

With the additional upfront information that the Ministry is requesting of Facility Services and Capital Planning staff, who are also managing conflicting priorities such as but not limited to ongoing attendance area reviews, a building condition assessment program, year end reporting, additional ad-hoc Ministry reporting submissions and ongoing construction projects, Trustees kindly request that staff be given as much time as possible in the next round to complete the submission process.

Trustees have noted similar challenges with regards to Grants for Student needs. The Board appreciates the complexity of the Grants for Student Needs (GSN) funding announcements and recognizes the reasons for delays during the pandemic. We would like to request that the timing of the announcement return to pre-pandemic timing of late March, or earlier, to allow Boards to plan appropriately for the upcoming budget year.

With staffing related deadlines in early spring, a GSN release that is later than March becomes extremely problematic and reduces the flexibility to adapt to any funding changes. Internal school staffing processes are disrupted when new GSN funding is released after March. Schools experience challenges filling newly vacant positions with experienced, qualified teachers, as they will have missed the established hiring rounds and must adhere to collective agreement hiring timelines. Late GSN releases can lead to extended hiring into the summer months when we would hope to have already finalized our schools' staffing for September.

An earlier GSN release would mean minimized disruption at the beginning of the school year and allow for additional time where needed to find qualified teachers in challenging areas such as French Technological studies.

Finally, we wish to echo the sentiments of other school boards, which are having challenges implementing curriculum updates within the given timelines.

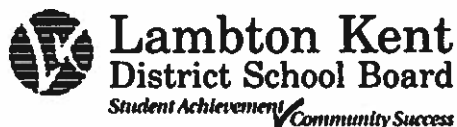
We appreciate your consideration of this matter and any steps that can be taken to alleviate pressures on staff as they work diligently to support our students.

Sincerely,

A handwritten signature in cursive script that reads "L. Pizzolato".

Lori-Ann Pizzolato
Chair of the Board
Thames Valley District School Board

cc: Mark Fisher, Director Fisher
Trustees
Student Trustees



Nov 14, 2023

The Honourable Stephen Lecce, Minister of Education
5th Floor, 438 University Avenue
Toronto, ON M5G 2K8

RE: Recruitment and Retention of staff serving in the capacity of Educational Resource Worker

Dear Minister Lecce,

At its September 21, 2023, meeting, the Lambton Kent District School Board's (LKDSB) Special Education Advisory Committee (SEAC) considered a letter from the Dufferin-Peel Catholic District School Board regarding the recruitment and retention of staff serving in the capacity of Educational Resource Worker.

The need for more qualified candidates for education positions has become increasingly challenging in recent years. This decline is attributed to various factors, including the pool of qualified candidates for educational assistant and support staff positions, which has significantly diminished, making filling vacant positions with experienced and skilled professionals challenging. Daily staff shortages impact the quality of education offered to our students.

Many post-secondary institutions are no longer offering courses to support these careers and, in turn, producing fewer graduates in education and related support services. The lack of successful graduates exacerbates the shortage as fewer new professionals enter the workforce to replace those who retire or leave the field. The number of students requiring additional support in our schools is on the rise, and we rely heavily on the support and expertise of education workers such as educational assistants, who require a dedicated and well-trained support team to help them succeed academically and personally. This is a pressing issue that extends beyond the education system and affects our broader community partners as well.

Addressing the shortage of educational workers is crucial for our students' future and our community's strength. The Lambton Kent District School Board's Special Education Advisory respectfully requests that the Ministry of Education collaborate closely with the Ministry of Labour, Training, and Skills to develop a comprehensive strategy to recruit and retain qualified education professionals. We look forward to you acting on this critical matter.

Sincerely,

Chris King, Chair
LKDSB Special Education Advisory Committee



Chair of the Board:
Lori-Ann Pizzolato

Trustees:

Carol Antone
Dave Cripps
Leeanne Hopkins
Marianne Larsen
Beth Mai
Sherri Moore
Arlene Morell
Leroy Osbourne
Lori-Ann Pizzolato
Sheri Polhill
Meagan Ruddock
Christian Sachs
Bruce Smith

Student Trustees:

Jana Anan
Frederick Nicholas
Savrup Saran

**Director of
Education:**

Mark Fisher

Education Centre
1250 Dundas Street
London, Ontario
N5W 5P2

519-452-2000 Ext:
20219

www.tvdsb.ca

November 22, 2023

Hon. Stephen Lecce
Minister of Education
5th Flr, 438 University Ave.
Toronto, ON M5G 2K8
Via email: minister.edu@ontario.ca

Dear Minister Lecce,

I'm writing today on behalf of my fellow Trustees at Thames Valley District School Board (TVDSB).

As representatives of the community, we wish to express our deep concern regarding the pressure on TVDSB to address student mental health challenges, while resources for community organizations have simultaneously decreased.

We appreciate that the Ministry of Education has identified mental health literacy as a key priority for students.

This priority aligns with what TVDSB heard from students as part of the district-wide School Climate Survey in 2022-23, which reflected over 28,000 student voices. Survey responses highlighted a need to strengthen healthy relationships between and among students, improve students' abilities to identify and manage emotions as well as cope with stress, and address the topics of vaping, alcohol, and drug-use.

Using the survey results, Ministry curriculum and more, TVDSB continues to commit significant resources to supporting mental health among students and families. Over and above implementing the mental health literacy curriculum, we continue to increase supports in elementary and secondary schools, provide learning opportunities for students, staff, and families in a variety of formats, and partner with community organizations such as Western University, local health units, co-terminus boards and numerous service providers to deliver innovative, topical programs.

A theme that continues to arise out of these initiatives and partnerships is the need for more resources spread out across the community.

The Board of Trustees has been informed that school staff are often first-responders or the first points of contact for child and youth mental health concerns. They care deeply about students and work hard to support them. Unfortunately, many students require ongoing support above and beyond what their school can provide. As community resource case loads rise and delays occur, students continue to struggle in school.

TVDSB's Board of Trustees hopes this letter will spark a greater conversation about how all levels of government can work together to better balance and fund community-based mental health support services, so that all the organizations, including school boards, can work together for the benefit of children, youth and families.

Sincerely,

A handwritten signature in black ink that reads "L. Pizzolato". The signature is written in a cursive, flowing style.

Lori-Ann Pizzolato
Chair of the Board
Thames Valley District School Board

cc: Mark Fisher, Director Fisher
Trustees
Student Trustees