

**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, 1<sup>st</sup> Floor, 51 Ardelet Avenue, Kitchener, Ontario, on **Monday, December 18, 2023, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**Territorial Acknowledgement and O Canada**

**Approval of Agenda**

**Delegations**

Cristina Fernandes - Response to Opposition to Motion: Letter Concerning Parental Rights  
Sandra Glaze - Motion: Letter Concerning Parental Rights  
Blanca Siguenza - Motion: Letter Concerning Parental Rights

**Consent Agenda\*\***

**Receipt/Approval of Minutes:**

Approve Minutes - Parent Involvement Committee Meeting of October 24, 2023  
Approve Minutes - Special Education Advisory Committee Meeting of November 8, 2023  
Receive Minutes - Board Meeting of November 27, 2023  
Approve Minutes - Committee of the Whole Meeting of December 11, 2023

**Receipt/Approval of Monthly Reports:**

28	Staffing Information – Retirements and Resignations	G. Shantz
30	Staffing Information – Appointments	G. Shantz
32	Student Behaviour Incidents Quarterly Report	G. Shantz

**Declarations of Pecuniary Interest**

**Announcements/Celebrating Board Activities**

**Communications Good News Update**

H. Hughes

**Staff Follow Up**

**Reports**

38	2023-2024 Board Improvement and Equity Plan	S. Miller
51	Community Report Card	E. Dougan-McKenzie

**Board Reports**

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**

55 Waterloo Region District School Board to Minister of Education

**Other Business**

**Question Period** (10 minutes)

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

**Adjournment**



# Report to Board of Trustees

December 18, 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 December 18, 2023**

<b>Retirements: Administrative &amp; Support Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Pat	Dale	Principal, Winston Churchill PS	December 31, 2023	32
Laura	Griffin	Principal, Groh PS	January 31, 2024	34
Bonny	MacVicar	Educational Assistant, Preston HS	June 21, 2024	31
Cindy	Martin	Educational Assistant, Franklin PS	January 8, 2024	19
Mark	Richber	Head Custodian, Westheights PS	December 31, 2023	32
Gary	Van Dommelen	Head Custodian, Grand View PS (C)	March 1, 2024	24
Jim	Woolley	System Administrator, Human Resources	January 31, 2024	41

**Staffing Statistics – Resignations**  
**Current at December 18, 2023**

<b>Permanent Staff Resignations</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Resignation Date</b>
Claudio	Bonsi	Secondary Teacher, Waterloo CI	December 12, 2023
Lisa	Cahill	Early Childhood Educator, Brigadoon PS	December 5, 2023
Crystal	Fallis	Elementary Teacher, Sheppard PS	December 22, 2023
Alyssa	Forbes	Educational Assistant, Oak Creek PS	December 22, 2023
Kate	Grima	Early Childhood Educator, Brigadoon PS	January 5, 2024
Nicole	Halk	Secretary, Empire PS	December 22, 2023
Aboo Thar	Kafi	Custodian, Conestogo PS	November 23, 2023
Marianne	Langstaff	Buyer, Financial Services	January 29, 2024
Marc	Laurent	Principal, Woodland Park PS	January 7, 2024
Elizabeth	Rorabeck	Itinerant Teacher, Special Education	December 22, 2023
Erin	Scott	Critical Events Response Administrator	January 5, 2024
Madison	Such	Early Childhood Educator, Mackenzie King PS	January 4, 2024
Heather	Weber	Elementary Teacher, Northlake Woods PS	January 8, 2024



# Report to Board of Trustees

December 13, 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 December 18, 2023**

<b>New Appointments: Elementary Teaching Staff</b>			
<b>First</b>	<b>Last</b>	<b>Location</b>	<b>Effective Date</b>
Olivia	Valtas	Glencairn PS	December 11, 2023

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>Position / Location</b>	<b>Effective Date</b>
Mykaela	Barker	HR Assistant, Human Resources	November 29, 2023
Daniel	Carrenza	Support Specialist, ITS	December 4, 2023
Diane	Costa	Custodian, Highland PS	December 12, 2023
Maria	Dyce	HR Manager, Human Resources	January 8, 2024
Admas	Mekuria	Accounting Analyst, Finance	December 4, 2023
Justin	Scheib	Accounting Officer, Finance	December 5, 2023
James	Watson	Tradesperson, Maintenance	December 11, 2023
Rowan	Weir	Tradesperson, Maintenance	December 4, 2023
Kimberlee	Williams	Custodian, New Dundee PS	November 28, 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

December 18, 2023

**Subject:      Reported Student Behaviour Incidents Quarterly  
Data  
Q1 – 2023-2024**

**Recommendation:**

*This report is provided for information purposes only.*

**Status:**

- Improvements have been seen regarding past staffing challenges. When an unforeseen and unplanned disruption does occur, it can have an impact on the delivery of education for students within our system. Successful strategies to minimize these disruptions will continue throughout the year to
- The Board has recently introduced new and innovative staffing initiatives to help support the needs of our highest needs students.
- Employee absenteeism and attrition can introduce new complexities with supporting complex students when new and/or different staff interact with them.
- We continue to be proactive in utilizing our BMS team to support staff and administration in the following ways:
  - Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
  - Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
  - Supporting growing system needs in BMS by continuing to train new trainers;
  - Assisting in facilitating the transition of students returning to in-school learning;
  - Directly supporting transition planning to ensure staff feel supported and that we are setting both students and staff up for success;
  - Proactively identifying schools and students that may require direct support from BMS;
  - Analyzing and actively investigating special education paraprofessional resources to better support schools;

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

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

more serious incidents.

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

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

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

### **Previous Year Quarterly Report Comparison:**

Quarterly student behaviour incident data as reported by WRDSB staff for the period September 1, 2023– November 15, 2023 compared to the data from the same period of September 1, 2022 – November 15, 2022 last school year:

- Total Elementary incidents have increased by 316 incidents from the same period last year.
- Total Secondary incidents have increased by 2 incidents from the same period last year.

### **2023-2024 Reporting Information:**

#### **Reported Student Behaviour Incidents for the Current School Year (September 1, 2023 – November 15, 2023):**

- Total Elementary incidents from **September 1, 2023 – November 15, 2023: 946 incidents**
  - Hazard – 661 incidents
    - 69.87% of all elementary incidents
  - First Aid – 264 incidents
    - 27.91% of all elementary incidents
  - Health Care – 6 events
    - 0.63% of all elementary events
  - Lost Time – 15 events -
    - 1.59% of all elementary events
- Total Secondary incidents from **September 1, 2023 – November 15, 2023: 49 incidents**
  - Hazard –33 incidents
    - 67.35% of all Secondary incidents
  - First Aid – 12 incidents
    - 24.49% of all Secondary incidents



- Health Care – 0 incidents
  - 0.00% of all Secondary incidents
- Lost Time – 4 incidents
  - 8.16% of all Secondary incidents
- Total incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2023 – November 15, 2023: 995 Incidents**
  - Educational Assistant (EA) / Child and Youth Worker (CYW) – 518
    - 52.06% of total incidents
  - Elementary Teacher – 300
    - 30.15% of total incidents
  - Designated Early Childhood Educator (DECE) – 91
    - 9.15% of total incidents
  - Elementary Occasional Teachers – 47
    - 4.72% of total incidents
  - Secondary Teachers & Occasional Teachers – 11
    - 1.11% of total incidents
  - Supervision Monitors – 4
    - 0.40% of total incidents
  - Custodians and Maintenance – 1
    - 0.10% of total incidents
  - Administrators – 18
    - 1.81% of total incidents

### **2022-2023 Reporting Information:**

#### **Reported Student Behaviour Incidents for the Current School Year (September 1, 2022 – November 15, 2022):**

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

- First Aid – 28 incidents
  - 59.57% of all Secondary incidents
- Health Care – 0 incidents
  - 0.00% of all Secondary incidents
- Lost Time – 0 incidents
  - 0.00% of all Secondary incidents
- Total incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2022 - November 15, 2022 - 677 Incidents**
  - Educational Assistant (EA) / Child and Youth Worker (CYW) – 446
    - 65.88% of total incidents
  - Designated Early Child Educator (DECE) – 73
    - 10.78% of total incidents
  - Elementary Teachers – 139
    - 20.53% of total incidents
  - Elementary Occasional Teachers – 11
    - 1.62% of total incidents
  - Secondary Teachers and Occasional Teachers – 4
    - 0.59% of total incidents
  - Administrators – 4
    - 0.59% of total incidents

### **Background:**

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

### **Financial implications:**

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

### **Communications:**

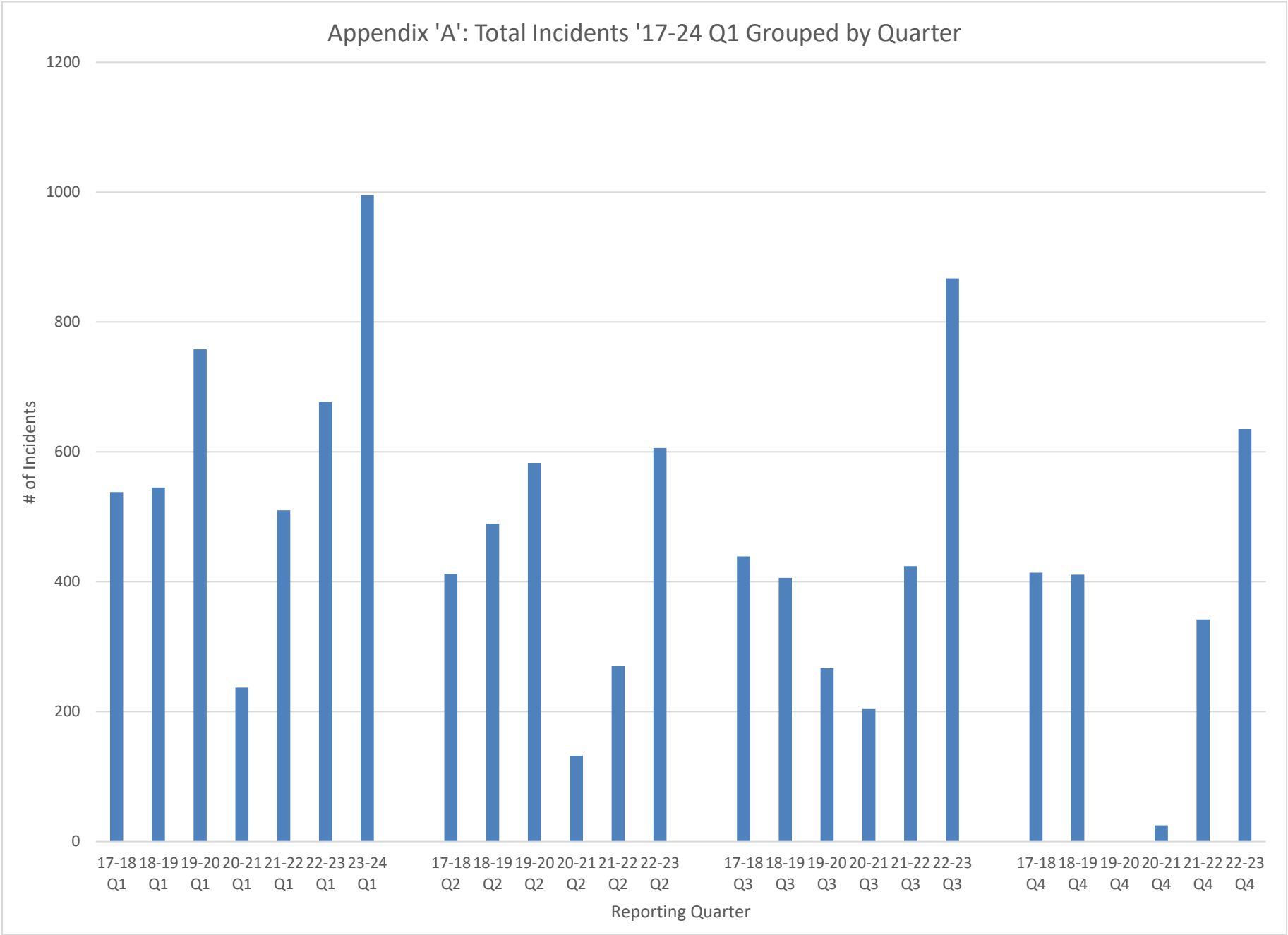
A report of all workplace incidences, including student behaviour incidents is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

### **Appendices:**

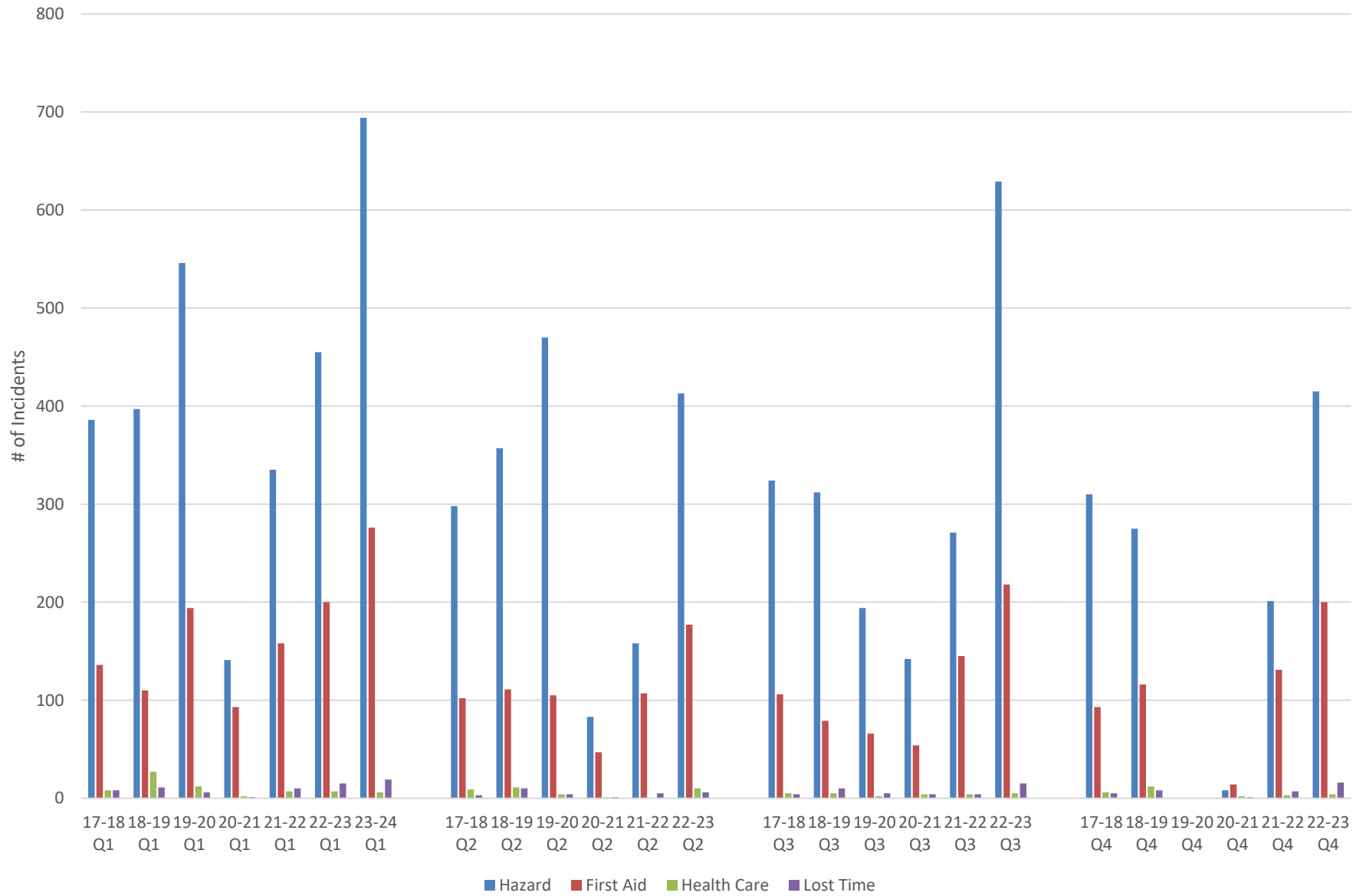
*Appendix 'A' – Total Incidents 2017-2024 Q1 Grouped by Quarter*

*Appendix 'B' – Types of Incidents by Quarter '17-24 Q1 Grouped by Quarter*

Prepared by: Graham Shantz, Associate Director  
 Justin Brown, Senior Manager, Human Resources Services  
 Shannon-Melissa Dunlop, Manager, Health, Safety & Security  
 and in consultation with Leadership Council



Appendix 'B': Types of Incidents by Quarter  
'17-24 Q1 Grouped by Quarter





# Report to Board of Trustees

December 18, 2023

## Subject: Strategic Plan - Board Improvement and Equity Plan/Student Achievement Plan

### Recommendation:

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

### Status:

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

The 2023-2024 Board Improvement and Equity Plan/Student Achievement 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 areas. This year's Board Improvement and Equity Plan/Student Achievement Plan (see [Annex A](#)) aligns with Ontario's Better Schools and Students Outcome Act (Bill 98), continues work as outlined in the 2022-2023 Board Improvement and Equity Plan and focuses on four areas:

<u>Achievement</u>	Every student will succeed academically.
<u>Sovereignty, Human Rights &amp; Equity</u>	Every student and staff member has equitable opportunities in an environment free from discrimination.
<u>Mental health, Well-being and Engagement</u>	Every student has equitable opportunities to learn in an environment free from discrimination. Every staff member has equitable opportunities in an environment free from discrimination.
<u>Pathways and Transitions</u>	Every student will learn in an environment that engages them and supports their mental health and well-being. Every staff member will work in an environment that engages them and supports their mental health and well-being.

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

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

Guided by the new Waterloo Region District School Board Strategic Plan staff have continued to support and focus on student achievement, while at the same time prioritizing the health, well-being and safety of students, staff and the broader WRDSB Community.

In creating the Board Improvement and Equity Plan, the following was taken into account:

- The specific system-wide indicators under each priority area in the Ministry's Student Achievement Plan (SAP) in addition to the indicators from the 2022-2023 Board Improvement and Equity Plan

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

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

## **Background**

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

The Ontario government recently introduced a regulation under the Better Schools and Student Outcomes Act to establish a framework to achieve a consistent focus on improving student achievement across Ontario's publicly-funded education system.

The regulation outlines three priorities that school boards are required to address in multi-year education plans tailored to their local community:

1. Learning Outcomes:  
Ensuring students master literacy, math and other core academics that provide a foundation for further success

2. Preparing for the Future:  
Providing transferable life skills as well as development of interests and talents
3. Student Well-Being:  
Promoting safe, inclusive environments where all students feel supported to excel

School boards will engage with parents, students, staff and community organizations to develop plans responding to these priorities while meeting local needs. The ministry will provide data, tools and resources to assist in the process. To ensure accountability, school boards are required to report each year on outcomes and progress made within their plans to enhance student achievement.

The 2023-2024 WRDSB Board Improvement and Equity Plan/Student Achievement Plan (formally Operational Plan) aligns with the direction from the Ministry Of Education and Bill 98. Throughout the remainder of this school year staff will be presenting regular updates to Trustees by sharing the actions they are taking and the impact these actions are having on student achievement, well being, connection and belonging. A final report will be presented to Trustees in fall 2024.

### **Financial Implications**

On June 19, 2023 the WRDSB Board of Trustees approved the 2023-2024 School Year Budget. The final financial results of the WRDSB's operations in the 2023-2024 school year will be presented to the Board of Trustees in November, 2024 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/Student Achievement Plan have a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

The WRDSB Annual Report which will be shared in December 2024 will also utilize the Strategic Plan, Strategic Directions, Learning Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of the district and WRDSB Students, Staff and Schools.

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





**BOARD IMPROVEMENT AND EQUITY PLAN  
& STUDENT ACHIEVEMENT PLAN  
2023-2024**

# ACHIEVEMENT

Every student will succeed academically

Indicators	Strategies	Examples of Actions
<p>% of students who are reading at grade level by the end of Grade 2</p>	<ul style="list-style-type: none"> <li>• Build administrator and educator capacity in structured literacy</li> <li>• Implement and monitor evidence-based reading practices in classrooms</li> <li>• Implement the Literacy Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provide educator training on using an early reading screener</li> <li>• Provide professional learning for administrators and staff with a focus on structured literacy</li> <li>• Place Reading Resource Teachers in 37 elementary schools to support the development of early reading skills</li> <li>• Deliver professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower)</li> <li>• Share the Literacy Action Plan on the WRDSB website</li> </ul>
<p>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and mathematics*</p>	<ul style="list-style-type: none"> <li>• Implement the Math Action Plan</li> <li>• Build administrator and educator capacity in using high-yield instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Place mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education</li> <li>• Provide professional learning for administrators and staff with a focus on mathematics and structured literacy</li> <li>• Provide support for the implementation of the revised Language curriculum</li> <li>• Provide support for educators to complete the math part 1 additional qualifications course</li> <li>• Share the Math Action Plan on the WRDSB website</li> </ul>
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*</p>	<ul style="list-style-type: none"> <li>• Implement the Math Action Plan</li> <li>• Build administrator and educator capacity in using high-yield instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide job-embedded support and professional learning with Itinerant Math Coaches in secondary schools</li> <li>• Place Math and Literacy intervention specialists in schools to support Grades 7 to 10 classrooms</li> <li>• Share educator and administrator resources on the WRDSB de-streaming website</li> </ul>
<p>% of first time eligible, fully participating students who are successful on the OSSLT*</p>	<ul style="list-style-type: none"> <li>• Build staff capacity in using high-yield instructional strategies</li> <li>• Implement the Literacy Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Provide job-embedded support with itinerant teachers, focused effective instructional strategies and assessment practices in de-streamed classrooms</li> <li>• Create differentiated professional learning opportunities for staff (e.g., instructional support days, blended learning days)</li> <li>• Use tiered intervention model to support student learning</li> </ul>

# PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
% of students finishing Grade 10 with 16 credits*	<ul style="list-style-type: none"> <li>Implement high-yield strategies focused on credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>Provide Grade 6 to 7 and Grade 8 to 9 transition support to students</li> <li>Provide opportunities for Grade 8 students to earn “reach ahead” credits</li> <li>Offer credit rescue and credit recovery interventions in secondary schools</li> <li>Place Graduation Coach to support Black students</li> <li>Use tiered intervention model to support student learning</li> <li>Place Math and Literacy intervention specialists in secondary schools to support credit accumulation</li> </ul>
% of students participating in at least one job skills program*	<ul style="list-style-type: none"> <li>Implement and expand programs to support students on different pathways</li> </ul>	<ul style="list-style-type: none"> <li>Offer Dual Credit (College/University) programs</li> <li>Offer School Within a College (SWAC) program with Conestoga College</li> <li>Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> <li>Offer summer school Cooperative Education opportunities</li> </ul>
% of students enrolled in at least one Grade 12 math, or Grade 11 or Grade 12 science course*	<ul style="list-style-type: none"> <li>Implement supports for students to engage in different pathways</li> </ul>	<ul style="list-style-type: none"> <li>Provide single streaming of core courses in Grade 10 to ensure all pathway options remain open to students when they enter grades 11 and 12.</li> <li>Continue implementation of tiered intervention model to support student learning</li> </ul>
% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)*	<ul style="list-style-type: none"> <li>Implement supports for students to successfully transition to the next steps in their learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Provide Grade 6 to 7 and Grade 8 to 9 transition support to students</li> <li>Continue partnership with the Smart Waterloo Region Innovation Lab to engage students in innovative learning opportunities</li> <li>Launch a transition survey for students in Grades 7-11</li> <li>Launch exit survey for graduating students</li> </ul>

## PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
<p>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*</p>	<ul style="list-style-type: none"> <li>Implement programs to support students to meet the requirements to earn an OSSD</li> </ul>	<ul style="list-style-type: none"> <li>Engage in credit accumulation monitoring</li> <li>Offer credit rescue and credit recovery interventions in secondary schools</li> <li>Offer “build a credit” program to students</li> <li>Offer e-learning opportunities to earn credits</li> <li>Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> <li>Create online dashboards for monitoring of student achievement</li> </ul>
<p>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</p>	<ul style="list-style-type: none"> <li>Build staff capacity to support students on alternative pathways</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning for educators with a focus on the student support process</li> <li>Provide professional learning for alternative program (ACE) educators</li> </ul>
<p>% of students accessing an educational experience after secondary school (apprenticeship, college, or university)</p>	<ul style="list-style-type: none"> <li>Implement programs to support students on different pathways</li> </ul>	<ul style="list-style-type: none"> <li>Launch Exit survey for graduating students</li> <li>Offer Dual Credit (College/University) programs</li> <li>Offer School Within a College (SWAC) program with Conestoga College</li> <li>Expand offerings available through Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> </ul>

## SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student has equitable opportunities in an environment free from discrimination

Indicators	Strategies	Examples of Actions
<p>% of students achieving the provincial standard in de-streamed courses</p>	<ul style="list-style-type: none"> <li>Build administrator and educator capacity in the delivery of de-streamed/single streamed curriculum, assessment and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Offer credit rescue and credit recovery interventions in secondary schools</li> <li>Provide job-embedded support with itinerant teachers focused effective instructional strategies and assessment practices in de-streamed classrooms</li> <li>Provide subject-specific learning series for educators</li> <li>Implement intervention strategies including Math Intervention Specialists, Empower and Lexia</li> </ul>
<p>% of grade 4-12 students suspended or expelled from school*</p>	<ul style="list-style-type: none"> <li>Build administrator and educator capacity in a progressive discipline approach</li> <li>Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Provide an elementary and secondary administrator learning series with a focus on Safe Schools, including the use of mitigating factors as articulated in the Education Act and relevant regulations</li> <li>Provide professional learning on Training Active Bystanders to intermediate schools.</li> <li>Provide professional learning on Dismantling Anti-Black Racism</li> </ul>
<p>% human rights complaints resolved informally and formally</p>	<ul style="list-style-type: none"> <li>Implement and monitor a Human Rights complaints process</li> </ul>	<ul style="list-style-type: none"> <li>Create a new case management system to track and manage complaints submitted to the Human Rights Branch.</li> </ul>
<p>% of students receiving special education modifications</p>	<ul style="list-style-type: none"> <li>Build administrator and educator capacity in understanding in the WRDSB Student Support Process</li> <li>Implement and monitor assessment, evaluation and evidence-based intervention practices</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning for administrators and Special Education teachers on the Student Support Process</li> <li>Refine the Student Support Process</li> <li>Provide professional learning for educators on literacy interventions (i.e., Lexia, Empower)</li> <li>Provide weekly sessions for educators to consult with central staff about ways to support early learners</li> </ul>

# SOVEREIGNTY, HUMAN RIGHTS & EQUITY

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

Indicators	Strategies	Examples of Actions
<p>% human rights complaints resolved informally and formally</p>	<ul style="list-style-type: none"> <li>• Implement and monitor a Human Rights complaints process</li> </ul>	<ul style="list-style-type: none"> <li>• Create a new case management system to track and manage complaints submitted to the Human Rights Branch.</li> </ul>
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p>	<ul style="list-style-type: none"> <li>• Update and implement practices that support equitable application, hiring and promotion processes</li> </ul>	<ul style="list-style-type: none"> <li>• Update questions that are used as part of the hiring process</li> <li>• Develop changes in hiring practices for under-represented groups under the Human Rights Code</li> <li>• Host and attend job fairs</li> <li>• Update Policy 5000</li> <li>• Update the Positions of Added Responsibility (PAR) process for hiring Vice-principals and Principals</li> </ul>



## MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

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

Indicators	Strategies	Examples of Actions
<p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</p>	<ul style="list-style-type: none"> <li>• Build staff capacity in supporting students' attendance at school</li> </ul>	<ul style="list-style-type: none"> <li>• Offer training to Social Workers/ Attendance Counsellors from the Ontario Association of Attendance Counsellors.</li> <li>• Continue to monitor and support students' attendance by Social Workers/ Attendance Counsellors.</li> <li>• Revamp the Attendance Counselling procedure.</li> </ul>
<p>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health*</p>	<ul style="list-style-type: none"> <li>• Build student knowledge and understanding of mental wellness</li> <li>• Build educator capacity to support student mental health literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish student wellness teams at each secondary school.</li> <li>• Plan and host the annual student wellness conference.</li> <li>• Provide on-going support to school wellness teams, including building capacity to learn about mental health.</li> <li>• Offer professional learning sessions related to resources from School Mental Health Ontario (SMHO).</li> <li>• Provide learning opportunities for staff to develop mental health literacy led by school mental health clinicians</li> </ul>
<p>% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey</p>	<ul style="list-style-type: none"> <li>• Build student knowledge and understanding of mental wellness.</li> <li>• Build staff capacity to support student mental health literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support for students through Social Workers/ Attendance Counsellors</li> <li>• Provide job-embedded learning for educators on mentally healthy classrooms</li> <li>• Deliver in-class presentations in support of student mental health and well-being</li> <li>• Provide mental health literacy professional learning sessions for grade 7 and 8 educators</li> <li>• Provide professional learning sessions for educators related to vaping and cannabis and the connection to mental wellness</li> <li>• Deliver class and school presentations on vaping and cannabis and the connection to mental wellness</li> <li>• Create a social emotional learning (SEL) team to review current and emerging practices</li> <li>• Provide administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism</li> <li>• Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams)</li> <li>• Host student conferences (e.g., Black Brilliance)</li> </ul>

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



## MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

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

Indicators	Strategies	Examples of Actions
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p>	<ul style="list-style-type: none"> <li>• Build student and family knowledge and understanding of mental wellness and well-being</li> <li>• Build staff capacity to support and enhance student well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Develop community engagement tables that include grass root community organizations to participate in wraparound supports for students</li> <li>• Deliver in-class presentations on social-emotional learning and mental health strategies</li> <li>• Host lunch and learn sessions for families</li> <li>• Provide professional learning for educators with a focus on student mental health and well-being</li> <li>• Establish student wellness teams at each secondary school.</li> <li>• Plan and host the annual student wellness conference.</li> </ul>
<p>% of students who feel engaged at their school as reported through a student survey</p>	<ul style="list-style-type: none"> <li>• Implement and monitor strategies high-yield strategies to engage students</li> </ul>	<ul style="list-style-type: none"> <li>• Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams)</li> <li>• Provide outdoor education opportunities for students</li> <li>• Host student conferences (e.g., Black Brilliance)</li> </ul>



## MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

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

Indicators	Strategies	Examples of Actions
<p>% of staff who report the workplace as psychologically and socially supportive through the Guarding Minds at Work survey</p>	<ul style="list-style-type: none"> <li>Build system leader capacity to support them in creating a psychologically and socially supportive workplace</li> </ul>	<ul style="list-style-type: none"> <li>Offer an Employee and Family Assistance Program.</li> <li>Provide system leaders and managers with professional learning on reinforcement.</li> <li>Hire Health Promotion Specialist to support dedicated Wellness initiatives.</li> <li>Implement emergency contingency hiring to attempt to reduce fail to fill situations.</li> <li>Provide network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series)</li> </ul>
<p>% of staff who report that their work environment protects their physical safety through the Guarding Minds at Work survey</p>	<ul style="list-style-type: none"> <li>Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Provide training for system leaders and new members of workplace inspection teams</li> <li>Provide personal protection equipment, consultations, education and support to staff</li> <li>Support an effective Internal Responsibility System with support from joint union-management Health and Safety Committee</li> <li>Create new signage at school entries outlining behavior expectations</li> <li>Provide (ongoing) Behaviour Management System (BMS) training for staff</li> </ul>
<p>% of staff who feel engaged at work as reported through the Guarding Minds at Work survey</p>	<ul style="list-style-type: none"> <li>Build system leader and staff capacity in supporting well-being at work</li> <li>Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey</li> </ul>	<ul style="list-style-type: none"> <li>Provide Road to Resiliency training for all staff</li> <li>Provide professional learning for service leaders to build capacity on foundational leadership competencies</li> <li>Develop resources for the Leadership Development website</li> <li>Engage staff through Aspiring Leaders program, On-Boarding of Administrators program, Administrators Mentoring Program</li> </ul>



# Report to Board

December 18, 2023

## **Subject: Community Report Card**

### **Recommendation**

*This report is provided for information.*

### **Status**

Waterloo Region District School Board staff have completed the first annual Community Report Card. This offers a snapshot on the progress made on strategic directions. The report card provides families and the wider community an update on the WRDSB's transformation of the education system. This year will be the baseline to track future progress and achievement.

The Community Report Card will be published and shared as a two-page document that highlights progress on the six strategic directions. It will include a short overview of the work done to amend and develop relevant procedures, practices and structures. The focus is on the work towards the long-term goals of the multi-year strategic plan. An example is ensuring equitable opportunities and outcomes by working with partners to eliminate economic barriers to access to transit for secondary students.

### **Background**

In November 2022, when the current multi-year strategic plan was released, the WRDSB committed to improve our partnerships with families and communities across the Region. To improve transparency and trust WRDSB committed to keeping families and the general public informed about progress towards reaching the goals set out in the WRDSB's strategic plan. The commitment was to release an annual Community Report Card in December 2023 and each year afterwards.

### **Financial implications**

There are no known financial implications at this time.

### **Communications**

Ensuring families and community members can access the Community Report Card is a priority so an outreach plan has been developed. This will ensure that families whose

mother language is not English can access translations or obtain an overview through a partnering cultural or religious organization. Following presentation to the Board of Trustees, the Community Report Card will be posted to the WRDSB website and social media channels, and it will be distributed to parents and community partners.

Prepared by: Euis Dougan-McKenzie, Executive Officer, Corporate Services,  
in consultation with Leadership Council

# Waterloo Region District School Board 2023 Community Report Card

Last year we committed to providing the community with an assessment of the WRDSB's work. The Community Report Card will be shared publicly every year.



## Increase student learning through engagement

- 77.9% students graduated in four years and 85.2% graduated in five years
- Increases in Student Achievement rates as shared through EQAO data
- Participation in trades programs for alternative pathways, 1,140 students in 2022-23 and 1,849 students in 2023-24
- This year launched Understanding Contemporary First Nations, Métis, and Inuit Voices as the compulsory Grade 11 English credit for all students



## Centring students

- Launched Student Agency and Voice plan
- To support student-led initiatives, WRDSB developed a procedure to provide resources that support student-led initiatives
- Engaged students through student events and messages



## Equitable opportunities and outcomes

- 1:1 device access. All students provided Chromebooks to use from Grade 6 through Grade 12. There is also a virtual desktop so technical software can be used outside of school
- More than 10% of WRDSB sites have had accessibility upgrades such as installation of barrier-free washrooms and elevators
- WRDSB is one of Southwestern Ontario's largest licensed childcare providers, with 4,156 children and more than 69 directly operated sites



## Strengthen connections through family and community engagement

- Launched community roundtables for various identities including, but not limited to, ethnic and religious communities
- Developed and launched a Community Engagement Charter
- Hosted a Listening Forum series and shared the feedback with families and the public



## Collaboration and compassion for transformation

- Partnership with the Region of Waterloo, City of Kitchener and Student Transportation to find equitable transportation options for high school students
- Partnership with SMART Waterloo, which has launched pilots that have directly impacted 10 schools and more than 500 children and youth
- Partner with the City of Kitchener for Grade 7 students to come up with solutions to address housing crisis



## Support for student and staff well-being

- Provision of social-psychological counseling and support for staff affected by traumatic events
- First Student Wellness Conference hosting more than 100 secondary students
- 21 community partnerships to support student mental health and well-being



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# Waterloo Region District School Board

## 2023 Community Report Card Summary

The Waterloo Region District School Board's (WRDSB) core work is to help students become skilled, caring and compassionate global citizens so when they graduate, they will have the skills to succeed on their chosen pathway. To do this, WRDSB is transforming public education. The change includes collaborative relationships, a spirit of innovation, and a clear purpose to support student achievement. This Community Report Card shares some of the work we have done to support this goal.

In the [WRDSB Strategic Plan](#), we committed to an Annual Report Card. This report covers work we did over the past year to accomplish our vision and meet our strategic directions. This is the first WRDSB Community Report Card.

During the 2022-23 school year, WRDSB made changes to how we deliver education. The reason for the change was to support academic achievement and positive well-being. The WRDSB is also improving how we connect with families and communities. This includes how we communicate, remain accountable and be transparent. We are also partnering more with local governments and organizations.

### Sharing our Progress

The WRDSB Strategic Plan outlines specific directions. These directions are designed to make WRDSB a global leader in public education. WRDSB's culture of human rights helps us ensure we meet the needs of ALL the students we serve.

In the first year of implementation of the Strategic Plan, we have seen:

- Improved 2022-23 EQAO assessment and Ontario Secondary School Literacy Test (OSSLT) results, including for multilingual learners.
- School administrators and staff develop stronger skill sets to meet individual students' learning needs.
- A Kindergarten to Grade 12 approach to supporting literacy and mathematics.
- Students in Grades 6-12 with access to technology and learning devices.
- Support for students and families, including resources and System Navigators for students who are newcomers, racialized and neurodivergent.
- Multiple opportunities for students to explore potential future pathways.

### A Shared Commitment to Student Success and Well-being

We know this is work we cannot do alone and have committed to increased transparency to all those we serve. Families and caregivers are essential to supporting students' academic success and well-being. WRDSB works with families and community partners to support student achievement.

Some of the ways we work together:

- A Charter for Engagement that outlines how we will work to improve student, family and community voice throughout our work as a district.
- The launch of multiple community roundtables with representatives from various communities and identities across the region of various identities
- Hosted multiple Listening Forums to get feedback. The contributions from families and community members has led to changes in practices (report to be released shortly).
- WRDSB formed government and community tables. These focus on resources and support for students and families that impact student achievement and well-being.
- WRDSB works with municipal and community partners to create opportunities for students to develop solutions to real-life issues through their learning. Students have worked on issues that directly impact their communities. Solutions have addressed housing, food security and nutrition.

### The Path Ahead

This first Community Report Card offers a snapshot of WRDSB's work. There are many ways we are moving forward in our plans to transform the education system. We are committed to being accountable and transparent. So we will continue to share our progress in this annual Community Report Card.



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**Waterloo Region District School Board**

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December 18, 2023

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

Dear Minister Lecce,

At its meeting on October 30, 2023, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write to you to express support for the Toronto Youth Cabinet's recommendations to improve children and youth mental health across Ontario as recently was supported by the Rainy River District School Board through a letter dated October 24, 2023.

The Toronto Youth Cabinet's recommendations support the WRDSB's Strategic Direction to have students and staff experience positive well-being as part of a caring and inclusive community. The WRDSB has committed to supporting students and staff with their mental, physical, emotional and spiritual health by providing them with the resources they need to support themselves, their peers and the community.

The WRDSB supports the Toronto Youth Cabinet's recommendations:

1. Mandatory Mental Health Literacy in the Curriculum.
2. Mental Health Days for students.
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.
4. Collection and reporting of data on mental health supports and services in schools.
5. School-based culturally appropriate mental health screening for all grades.

Minister Lecce, we respectfully request the Ministry of Education consider these recommendations to address child and youth mental health concerns for the WRDSB and other Ontario public school boards.

Sincerely,

A handwritten signature in black ink, appearing to read "Joanne Weston".

Joanne Weston  
 Chairperson of the Board of Trustees  
 Waterloo Region District School Board

cc: WRDSB Trustees and Student Trustees  
 Ontario Public School Boards' Association Member Board Chairs  
 Regional Chair, Region of Waterloo  
 Local Members of Provincial Parliament