

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, June 24 2024, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements/Celebrating Board Activities

Musical Recording: Dry Your Tears, Afrika - Waterloo Collegiate Institute

Communications Good News Update

H. Hughes

Delegations

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of February 7, 2024

Approve Minutes - Special Education Advisory Committee Meeting of May 8, 2024

Receive Minutes - Board Meeting of May 27, 2024

Approve Minutes - Special Budget Meeting of June 5, 2024

Approve Minutes - Committee of the Whole Meeting of June 10, 2024

Receive Minutes - Special Budget Meeting of June 12, 2024

Receive Minutes - Special Board Meeting of June 12, 2024

Receipt/Approval of Monthly Reports:

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Staff Follow Up

Reports

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B. Lemon/C. Hill

Board Reports

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

Board Communications

- 67 Deputy Prime Minister and Minister of Finance to Waterloo Region District School Board
- 68 Waterloo Region District School Board to Minister of Municipal Affairs and Housing
- 74 Waterloo Region District School Board to Minister of Education - Menstrual Products
- 75 Waterloo Region District School Board to Minister of Education - Congratulations
- 76 Waterloo Region District School Board to Minister of Education - Air Quality
- 77 Waterloo Region District School Board to Minister of Education - Funding

Other Business

Year End Wrap Up Video

H. Hughes

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

June 24, 2024

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: Scott Miller, Associate Director, in consultation with Leadership Council.

Staffing Statistics – Retirements

Current at June 24, 2024

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Shirley Anne	Barth	Teacher, Linwood PS	July 31, 2024	19
Jill	Bever	Teacher, Silverheights PS	June 30, 2024	24
Jayne	Gerber	Teacher, NA MacEachern PS	June 30, 2024	30
Heather	Gillett-Haggett	Teacher, Avenue Road PS	August 31, 2024	26
Connie	Lepp	SERT, Riverside PS	June 30, 2024	25
Robert	Sysiuk	Teacher, Linwood PS	June 28, 2024	24
Sheli	Wallace-Stoltz	Teacher, Sir Adam Beck PS	June 30, 2024	41

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Judy	Bowyer	Teacher, Laurel Heights SS	June 30, 2024	19
David	Clipper	Phys Ed Department Head, Huron Heights SS	June 30, 2024	34
Ron	Fletcher	Tech. Department Head, Elmira District SS	June 30, 2024	26
Leanne	Graham	Teacher, Forest Heights CI	June 30, 2024	31
Kathleen	Gundy	Teacher, Waterloo Oxford District SS	June 28, 2024	31
Kari	Raymer	Student Success Teacher, Galt CI	June 30, 2024	26

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Heather	Angst	Educational Assistant, NA MacEachern PS	June 21, 2024	33
Douglas	Hammer	Head Custodian, Chicopee Hills PS	July 26, 2024	12
Simo	Isailovic	Custodian, Bluevale CI	September 3, 2024	30
Stephan	Ivancic	Custodian, Southwood SS	July 17, 2024	10
Don	Luce	Head Custodian, John Darling PS	July 25, 2024	30
Kristy	Ricker	Educational Assistant, Laurelwood PS	June 28, 2024	17
Christina	Webster	Principal, Sheppard PS	June 30, 2024	36

Staffing Statistics – Resignations

Current at June 24, 2024

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Paula	Carreiro	Custodian, Galt CI/Blair Road PS	May 31, 2024
Tracy	Daub	Guidance Secretary, Galt CI	July 3, 2024
Reiniele	De Sousa Alves	Ealy Childhood Educator, Suddaby PS	September 2, 2024
David	Ellis	Teacher, John Mahood PS	August 31, 2024
Kelsey	Futher	Educational Assistant, Winston Churchill PS	September 1, 2024
Laurie	Hintz	Educational Assistant, Rosemount	July 4, 2024
Lisa	McLellan	Payroll Supervisor, Human Resources	July 7, 2024
Fia	Mohammed	Secretary, Galt CI	June 7, 2024
Erin	Orr	Psych Services Consultant, Special Education	August 31, 2024
Melanie	Schmidt	Administrative Assistant, Superintendent's Office	June 23, 2024
Tammy	Singels	Early Childhood Educator, Riverside PS	June 30, 2024
Stephanie	Snyder	Educational Assistant, Queen Elizabeth PS	June 28, 2024
Eric	Stigter	Teacher, Glenview Park SS	May 31, 2024
Amy	Thomas	Buyer, Finance	June 24, 2024
Loa	Zilles	Consultant, Learning Services	August 5, 2024



Report to Board of Trustees

June 24, 2024

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: Scott Miller, Associate Director, in consultation with Leadership Council.

Staffing Information – New Appointments

Current at June 24, 2024

New Appointments: Secondary Teaching Staff			
First	Last	Position / Location	Effective Date
Junwoo	Ahn	Waterloo CI	September 1, 2024
Elli	Alexandrou	Glenview Park SS	September 1, 2024
Keira	Amato	Waterloo Oxford District SS	September 1, 2024
Matthew	Astill	Waterloo CI	September 1, 2024
Emily	Auty	Laurel Heights SS	September 1, 2024
Emmalynn	Bennett	Jacob Hespeler SS	September 1, 2024
Megan	Berlet	Laurel Heights SS	September 1, 2024
Mensur	Bilkan	Forest Heights CI	September 1, 2024
Johnathan	Brown	Laurel Heights SS	September 1, 2024
Julia	Bukala	Forest Heights CI	September 1, 2024
Maya	Chauhan	Waterloo CI	September 1, 2024
Paige	Cornish	Grand River CI	September 1, 2024
Martha	Crealock	Galt CI	September 1, 2024
Gianfranco	Dandrea	Kitchener CI	September 1, 2024
Debbie	Doyle	Grand River CI	September 1, 2024
Mahinur	Fidan	Laurel Heights SS	September 1, 2024
Eric	Fiedler	Elmira District SS	September 1, 2024
Brookelynn	Gerber	Waterloo CI	September 1, 2024
Ethan	Gill	Jacob Hespeler SS	September 1, 2024
Georgia	Gingrich	Laurel Heights SS	September 1, 2024
Mackensie	Gordon	Southwood SS	September 1, 2024
James	Hadden	Huron Heights SS	September 1, 2024
Muzammal	Iftikhar	Forest Heights CI	September 1, 2024
Ryan	Kahue	Waterloo CI	September 1, 2024
Liam	Kalfadelis Withers	Kitchener CI	September 1, 2024
Lucie	Kim	Forest Heights CI	September 1, 2024
Matt	Klis	Waterloo CI	September 1, 2024
Austin	LeMay	Bluevale CI	September 1, 2024
Josh	MacGregor	Eastwood CI	September 1, 2024
Jamie	MacNeil	Glenview Park SS	September 1, 2024
Sarah	McTavish	Huron Heights SS	September 1, 2024

New Appointments: Secondary Teaching Staff Cont'd			
First	Last	Position / Location	Effective Date
Dan	Miller	Laurel Heights SS	September 1, 2024
Mikaela	Moore	Laurel Heights SS	September 1, 2024
Kara	Nagel	Grand River CI	September 1, 2024
Sydney	Neilson	Waterloo Oxford District SS	September 1, 2024
Ryan	Orfao	Huron Heights SS	September 1, 2024
Sydney	Parker	Kitchener CI	September 1, 2024
Kennedy	Paule	Galt CI	September 1, 2024
Rinu	Philip	Cameron Heights CI	September 1, 2024
Rebecca	Postma	Waterloo Oxford District SS	September 1, 2024
Tony	Qushair	Cameron Heights CI	September 1, 2024
Sydney	Raspberry	Laurel Heights SS	September 1, 2024
Jessica	Roes	Laurel Heights SS	September 1, 2024
Mihaela	Savescu	Waterloo CI	September 1, 2024
Allyson	Smith	Huron Heights SS	September 1, 2024
Cameron	Smith	Glenview Park SS	September 1, 2024
Damon	Strong	Southwood SS	September 1, 2024
Alan	Surtees	Cameron Heights CI	September 1, 2024
Jade	Tanner	Forest Heights CI	September 1, 2024
James	Tipney	Cameron Heights CI	September 1, 2024
Thompson	Tran	Grand River CI	September 1, 2024
Nathan	Triantafillou	Glenview Park SS	September 1, 2024
Jennifer	Vlad	Grand River CI	September 1, 2024
Corrine	Wakely	Jacob Hespeler SS	September 1, 2024
Steven	Warner	Southwood SS	September 1, 2024
Patricia	Weber	Cameron Heights CI	September 1, 2024
Andrew	Wilson	Laurel Heights SS	September 1, 2024
Klaudia	Zimmerman	Eastwood CI	September 1, 2024

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Nykeeta	Adhvaryu	Educational Assistant, Forest Hill PS	September 1, 2024
Morgan	Allendorf	Educational Assistant, Sunnyside PS	September 1, 2024
Richard	Antwi	In-School Technician, Southwood SS	May 21, 2024
Jadyn Melissa	Arsenault	Educational Assistant, Wilson Avenue PS	September 1, 2024
Snehamol	Baby	Educational Assistant, Grand River CI	September 1, 2024

New Appointments: Administrative and Support Staff Cont'd			
First	Last	Position / Location	Effective Date
Pam	Brule	Educational Assistant, Cedarbrae PS	September 1, 2024
Shawna Marie	Cabeldu	Educational Assistant, Huron Heights SS	September 1, 2024
Mary	Ceh	Educational Assistant, Courtland Avenue PS	September 1, 2024
Priyanshi	Chaudhari	Educational Assistant, Saginaw PS	September 1, 2024
Paige	Coture	Educational Assistant, Queen Elizabeth PS	September 1, 2024
Chantal	Cuomo	Educational Assistant, Country Hills PS	September 1, 2024
Genevieve	Deyer	Child Youth Worker, Rosemount	September 1, 2024
Denise	Donovan	Educational Assistant, Hillside PS	September 1, 2024
Brianna	Douglas	Educational Assistant, Hespeler PS	September 1, 2024
Caitlyn	Dutto	Educational Assistant, Clemens Mill PS	September 1, 2024
Aisha	Faarah	Educational Assistant, Oak Creek PS	September 1, 2024
Emily	Fisher	Educational Assistant, Groh PS	September 1, 2024
Chloe	Flint	Educational Assistant, Hespeler PS	September 1, 2024
Tara	Glachan	Educational Assistant, WT Townshend PS	September 1, 2024
Amanda	Hann	Educational Assistant, Hillcrest PS	September 1, 2024
Uthany	Her	Educational Assistant, Bluevale CI	September 1, 2024
Lee-Anne	Hoch	Child Youth Worker, Eastwood CI	September 1, 2024
Tia	Huggins	Educational Assistant, Avenue Road PS	September 1, 2024
Kristopher	Hutchings-Hahn	Educational Assistant, Queen Elizabeth PS	September 1, 2024
Christopher	Hyland	Child Youth Worker, Jacob Hespeler SS	September 1, 2024
Ardith	Inapan	Buyer, Finance	June 10, 2024
Mikael	Jensen	Child Youth Worker, Special Education	September 1, 2024
Kandice	Johnson	Educational Assistant, Rosemount	September 1, 2024

New Appointments: Administrative and Support Staff Cont'd			
First	Last	Position / Location	Effective Date
Puneet	Kamal	Educational Assistant, Saginaw PS	September 1, 2024
Suraiya	Khandakar	Educational Assistant, Centennial PS (W)	September 1, 2024
Hunter	Krantz	Educational Assistant, Kitchener CI	September 1, 2024
Laura	Krulicki	Educational Assistant, Elmira District SS	September 1, 2024
Madison	Lemieux	Educational Assistant, Courtland Avenue PS	September 1, 2024
Stephanie	Macneil	Educational Assistant, Lincoln Heights PS	September 1, 2024
Trevourlyn	Maragh	Educational Assistant, Elgin Street PS	September 1, 2024
Michelle	Martin	Educational Assistant, Sunnyside PS	September 1, 2024
Emma	McKey	Educational Assistant, Silverheights PS	September 1, 2024
Felisha	Nace	Educational Assistant, JF Carmichael PS	September 1, 2024
Jordan	Neale	GIS Analyst, Planning	June 17, 2024
Olasunkanmi	Ogunnubi	Educational Assistant, Waterloo CI	September 1, 2024
Ekta	Patel	Educational Assistant, Stewart Avenue PS	September 1, 2024
Shawna	Phillips	Educational Assistant, Forest Heights CI	September 1, 2024
Cara	Popham	Educational Assistant, Sandhills PS	September 1, 2024
Solomon	Prasanth	Educational Assistant, Jacob Hespeler SS	September 1, 2024
Thankam	Punnoose Venkadathu	Educational Assistant, Jacob Hespeler SS	September 1, 2024
Jessica	Rodgers	Educational Assistant, Laurel Heights SS	September 1, 2024
Vanessa	Santos Bustos	Educational Assistant, Rosemount	September 1, 2024
Sumitra	Sapkota Wagle	Educational Assistant, Hespeler PS	September 1, 2024
Benjamin	Sauder	Educational Assistant, St. Jacobs PS	September 1, 2024
Molly	Seib	Educational Assistant, Blair Road PS	September 1, 2024
Ashley	Shuh	Educational Assistant, Keatsway PS	September 1, 2024

New Appointments: Administrative and Support Staff Cont'd			
First	Last	Position / Location	Effective Date
Tamara	Smith	Educational Assistant, John Mahood PS	September 1, 2024
Amy	Solomon	Child Youth Worker, Driftwood Park PS/Breslau PS	September 1, 2024
Natalia	Sosa Cancela	Educational Assistant, Moffat Creek PS	September 1, 2024
Maryam	Tahir	Educational Assistant, Trillium PS	September 1, 2024
Yodahet	Tekle	Child Youth Worker, Queensmount PS	September 1, 2024
Marie	Uwayezu	Educational Assistant, Sandhills PS	September 1, 2024
Christopher	Wilson	Educational Assistant, Glenview Park SS	September 1, 2024
Erin	Winkelhage	Educational Assistant, Elizabeth Ziegler PS	September 1, 2024
Jennifer	Wismer	Educational Assistant, Keatsway PS	September 1, 2024
Hye-Kyeong	Yu	Educational Assistant, Jacob Hespeler SS	September 1, 2024

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

June 24, 2024

Subject: Reported Student Behaviour Quarterly Data Q3 –2023-2024

Recommendation:

*This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student Behaviour for the quarter (**February 1, 2024 - April 15, 2024**).*

Status:

- The Board continues to experience significant staffing challenges and continues to endeavour to staff schools given high issues of absenteeism within the system and is actively pursuing alternative approaches for emergency staffing. Unforeseen and unplanned disruption continues to impact the delivery of education for students within our system.
- 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;
 - 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 data as reported by WRDSB staff for the period February 1, 2024 - April 15, 2024 compared to the data from the same period February 1, 2023 - April 15, 2023 last school year:

- Total Elementary incidents have increased by 204 incidents from the same period last year.
- Total Secondary incidents have increased by 4 incidents from the same period last year.

2024 Reporting Information:

Reported Student Behaviour Incidents for the School Year (February 1, 2024 - April 15, 2024):

- Total Elementary Behaviour incidents: **(February 1, 2024 - April 15, 2024): 1037 Incidents**
 - Hazard – 786 incidents
 - 75.80% of all elementary incidents
 - First Aid – 236 incidents
 - 22.76% of all elementary incidents
 - Health Care – 6 events
 - 0.58% of all elementary events
 - Lost Time – 9 events -
 - 0.87% of all elementary events
- Total Secondary Behaviour incidents from **(February 1, 2024 - April 15, 2024): 30 incidents**
 - Hazard –19 incidents
 - 63.33% of all Secondary incidents
 - First Aid – 11 incidents
 - 36.67% 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 Behaviour incidents for hazards, first aid, health care, and lost time per employee group from **February 1, 2024 - April 15, 2024- 1067 Incidents**

- Educational Assistant (EA) / Child and Youth Worker (CYW) – 506
 - 47.42% of total incidents
- Education Support Staff (ESS) – 2
 - 0.19% of total incidents
- Early Child Educator (ECE) – 125
 - 11.72% of total incidents
- Elementary Teacher – 327
 - 30.65% of total incidents
- Elementary Occasional Teacher – 80
 - 7.50% of total incidents
- Secondary Teacher/Occasional Teacher – 5
 - 0.47% of total incidents
- Supervision Monitors – 5
 - 0.47% of total incidents
- Administrators/MGMT – 15
 - 1.41% of total incidents
- Other – 2
 - 0.19% of total incidents

Reported Student Behaviour Incidents for the Prior School Year:

(February 1, 2023 - April 15, 2023):

- Total Elementary Behaviour incidents: **(February 1, 2023 - April 15, 2023): 833 Incidents**
 - Hazard – 610 incidents
 - 73.23% of all elementary incidents
 - First Aid – 205 incidents
 - 24.61% of all elementary incidents
 - Health Care – 5 events
 - 0.60% of all elementary events
 - Lost Time – 13 events -
 - 1.56% of all elementary events
- Total Secondary Behaviour incidents from **(February 1, 2023 - April 15, 2023): 34 incidents**
 - Hazard – 19 incidents
 - 55.88% of all Secondary incidents
 - First Aid – 13 incidents
 - 38.24% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 2 incidents
 - 5.88% of all Secondary incidents

- Total Behaviour incidents for hazards, first aid, health care, and lost time per employee group from **February 1, 2023 - April 15, 2023 - 867 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 520
 - 59.98% of total incidents
 - Education Support Staff (ESS) – 1
 - 0.12% of total incidents
 - Early Child Educator (ECE) – 59
 - 6.81% of total incidents
 - Elementary Teacher – 221
 - 25.49% of total incidents
 - Elementary Occasional Teacher – 37
 - 4.27% of total incidents
 - Secondary Teacher/Occasional Teacher – 15
 - 1.73% of total incidents
 - Administrators – 13
 - 1.50% of total incidents

Background:

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

Financial implications:

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

Communications:

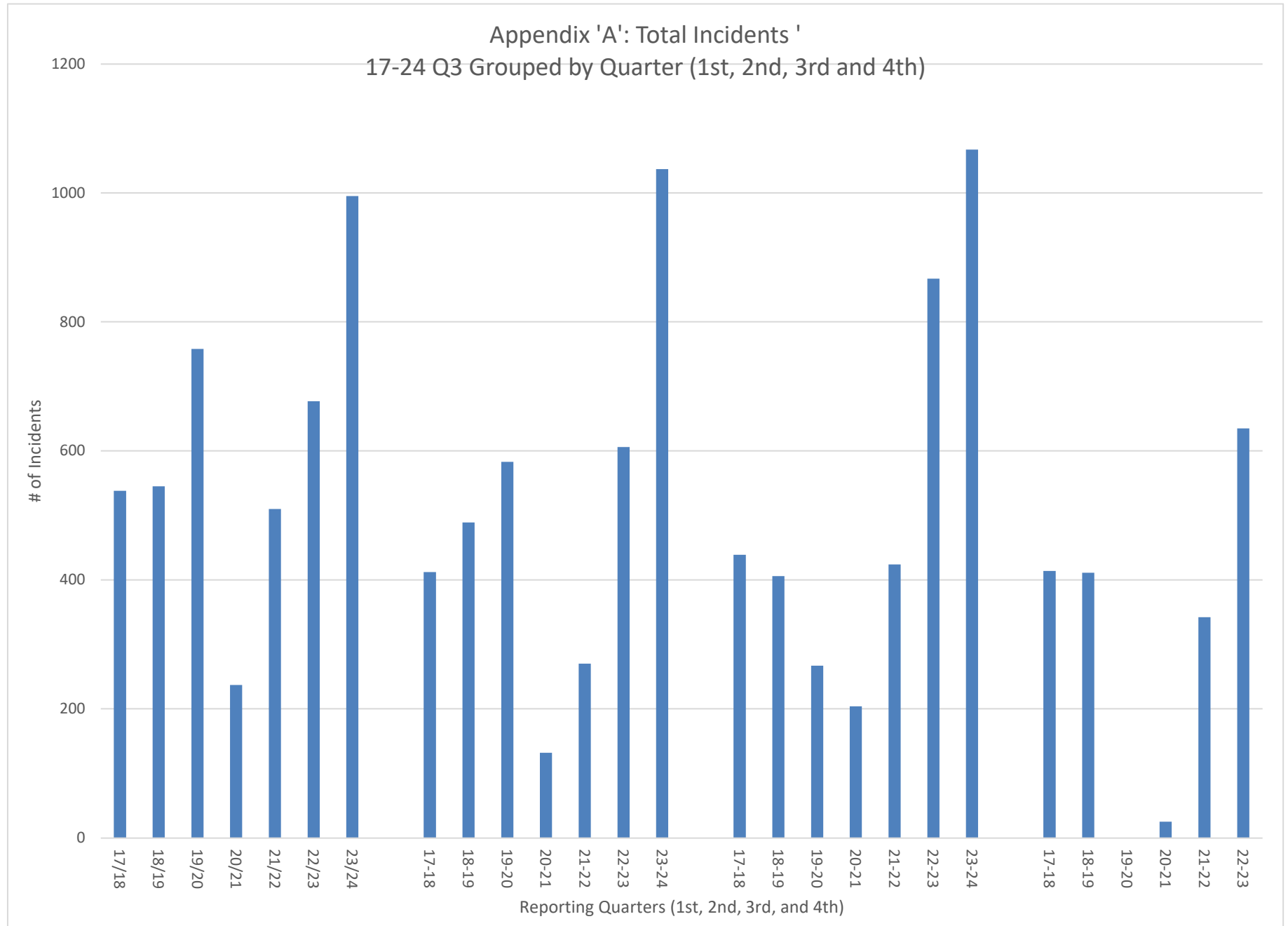
A report of all workplace incidences, including student Behaviour is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

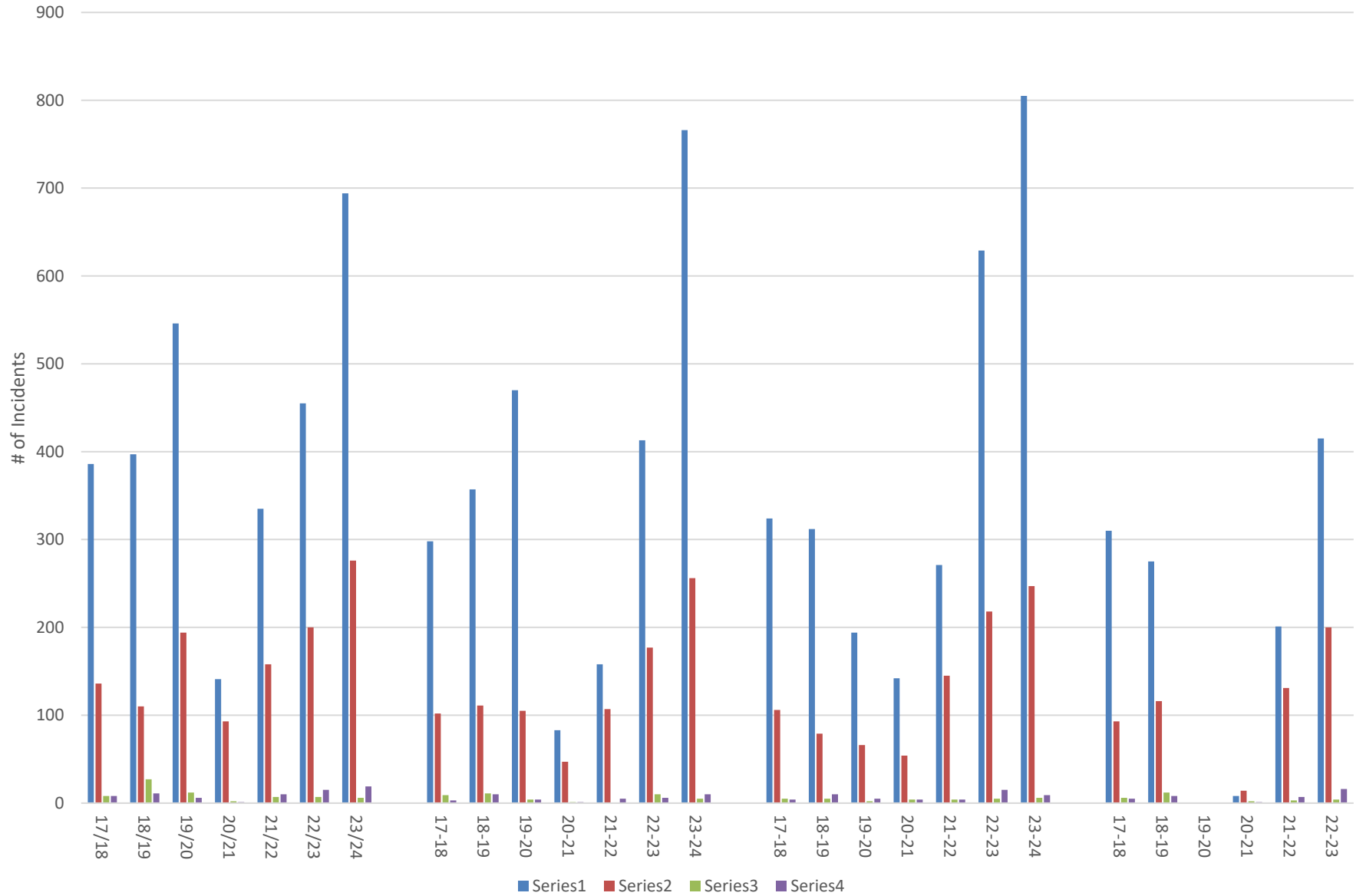
Appendix 'A' – Total Incidents: 17-24 Q3

Appendix 'B' – Types of Incidents by Quarter: 17-24 Q3

Prepared by: Scott Miller, 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 Q3 Grouped by Quarter (1st, 2nd, 3rd and 4th)





Report to Board

June 24, 2024

Subject: Board Improvement and Equity Plan Update: Math Achievement Action Plan (MAAP)

Recommendation

This report is provided for information.

Status

For 2023-2024, in terms of data, it has been a building year, creating mechanisms for quality metrics and a baseline that will allow us to track the progress of some new and creative moves in math education. Most of the information in this final report tracks the Key performance indicators (KPIs) focused on in inaugural surveys of educators, administrators, students and parents.

The following surveys were conducted and results included as Appendix A:

- Administrator of Priority Schools - Cycle 1 Survey Results
- Educators of Grades 3 & 6 in Priority Schools - Cycle 2 vs. Cycle 1 Survey Results
- Grades 3 & 6 Students in Priority Schools - Cycle 2 vs. Cycle 1 Survey Results
- Families/Caregivers of Grades 3 & 6 Students in Priority Schools

A summary of 2023-2024 MAAP KPI Monitoring has also been included.

Background

The Ministry of Education provides a structure for the MAAP including three (3) areas of action, and a goal setting exercise within each priority at the board, school and classroom level. KPIs are defined, tracked and reported upon three (3) times throughout the year.

Within these parameters we have utilized feedback from all levels, partners and stakeholders to determine the WRDSB foci with the greatest efficacy at changing the confidence, skill and opportunities for the math learners in the WRDSB.

Communications

The June 24, 2024, presentation satisfies a Ministry of Education MAAP requirement.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for Associate Director B. Lemon and Superintendent C. Hill in consultation with Leadership Council.

MATH ACHIEVEMENT ACTION PLAN



2023-2024

Math Achievement Action Plan (MAAP)

Survey Results: Cycle 1 and Cycle 2

PURPOSE

The MAAP survey series has fulfilled its purpose by providing the following.

1. **Gathering** valuable data from all key partners for a holistic understanding of the MAAP program: Administrators, Educators, Students, and Families/Caregivers.
2. **Monitoring** Key Performance Indicators (KPIs) to determine where efforts and resources are required for best possible results for students in math. Key findings are provided in the presentation, with additional below.
 - a. **Increases to continue:** Providing ready-to-go assessment tools to teachers (KPI 1.2) and math resources to students and families (opened ended responses), staff training in data literacy (KPI 3.1a) and math content knowledge through Professional Development, PD (survey scores are higher from those who attended Professional Development sessions) and continue to support small group instruction for students in math (KPI 3.3a)
 - b. **Decreases to address:** math confidence in grade 6 as compared to grade 3 (KPI 3.4), access to the WRDSB Virtual Learning Environment (KPI 2.3) and time for teacher training in math (open ended responses)
3. **Fulfilling** the Ministry of Education reporting expectations and going beyond for 2024-2025 math program planning.
4. **Providing context** and a baseline when reviewing report card grades in math of students in the MAAP program.

KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) are metrics that help keep a team on the same track and support the measurement of program effectiveness. KPIs were developed for each MAAP Ministry Priority Action and formatted into survey questions for tracking.

Additional questions were asked on each survey to guide math program planning for next year, above and beyond the KPI questions. The summary of KPI monitoring can be found on pages 13 - 14 of this document.



MATH ACHIEVEMENT ACTION PLAN



RESULTS INTERPRETATION

The two survey cycles are a snapshot in time of how respondents were feeling and achieving at the time of Cycle 1 and 2. Different math topics were being taught in the classroom at those times. It's important to note that Cycle 2 coincided with the potential stresses of EQAO administration. Positive responses carry particular potency when considering this situation. The Family/Caregiver survey was only offered once in Cycle 2 in sensitivity to survey fatigue.

Changes in responses may result from factors such as knowledge gained during MAAP Professional Development, Math Facilitator support and the experience of collective responsibility among other potential influences.

ANONYMOUS SURVEYS

No names or email addresses were gathered and responses were not forced. For this reason, some questions will not have full responses from all who participated in these surveys.

Due to factors such as changes in staffing, the respondents who participated in Cycle 1 and Cycle 2 are not identical. There is considerable overlap, with many completing both cycles, however because the survey was anonymous, this cannot be measured.

MATH ACHIEVEMENT ACTION PLAN



Survey Results

Administrators of Priority Schools

Cycle 1 Jan/Feb 2024	Cycle 2 May/June 2024
29 Total Administrator Responses 82% Attended MAAP Professional Development	31 Total Administrator Responses 90% Attended MAAP Professional Development

	Cycle 1	Cycle 2
I feel prepared to support educators in criterion-referenced, tiered interventions	%	%
Strongly Agree	15.4%	20%
Somewhat Agree	50.0%	63.3%
Neither Agree nor Disagree	26.9%	13.3%
Somewhat Disagree	7.7%	3.3%
Strongly Disagree	0%	0%

	Cycle 1	Cycle 2
I feel prepared to support educators with instructional strategies for students achieving below level 2 in accessing grade-level curriculum in mathematics	%	%
Strongly Agree	11.5%	23.3%
Somewhat Agree	61.5%	56.7%
Neither Agree nor Disagree	15.4%	13.3%
Somewhat Disagree	11.5%	6.7%
Strongly Disagree	0%	0%

KPI 1.1	Cycle 1	Cycle 2
In my school, there is alignment between curriculum content and educator assessment practices, in Grades 3 and 6	%	%
Strongly Agree	11.5%	23.3%
Somewhat Agree	65.4%	60%
Neither Agree nor Disagree	15.4%	16.7%
Somewhat Disagree	3.85%	0%
Strongly Disagree	3.85%	0%



MATH ACHIEVEMENT ACTION PLAN



KPI 1.1 (results of PD attendees only)	Cycle 1	Cycle 2
In my school, there is alignment between curriculum content and educator assessment practices, in Grades 3 and 6	%	%
Strongly Agree	13.6%	25%
Somewhat Agree	68.2%	60.7%
Neither Agree nor Disagree	13.6%	14.3%
Somewhat Disagree	4.6%	0%
Strongly Disagree	0%	0%

KPI 3.1a	Cycle 1	Cycle 2
My recent growth in data literacy related to understanding mathematics achievement from a variety of sources (including EQAO, report cards, and locally-developed assessment tools/tasks) has been:	%	%
A Great Deal	0%	6.7%
A Lot	26.9%	33.3%
A Moderate Amount	46.2%	43.3%
Little	26.9%	16.7%
None	0%	0%

KPI 3.1b	Cycle 1	Cycle 2
My recent growth in the ability to use data to make informed decisions about mathematics achievement has been:	%	%
A Great Deal	0%	6.7%
A Lot	37.5%	33.3%
A Moderate Amount	41.7%	40%
Little	20.8%	20%
None	0%	0%

MATH ACHIEVEMENT ACTION PLAN



Survey Results

Educators of Grades 3 & 6 in Priority Schools

Cycle 1 Jan/Feb 2024	Cycle 2 May/June 2024
87 Total Educator Responses 31% Attended MAAP Professional Development	53 Total Educator Responses 66% Attended MAAP Professional Development

	Cycle 1	Cycle 2
Grade Level Taught	%	%
Grade 3 only	66%	62.7%
Grade 6 only	34%	33.3%
Grades 3 and 6	n/a	3.9%

	Cycle 1	Cycle 2
Received Support from Math Facilitator	%	%
Yes	76%	96%
No	24%	4%

KPI 1.2	Cycle 1	Cycle 2
I feel prepared in my ability to use ongoing assessment to determine the next steps for instruction along a developmental continuum (e.g., WRDSB Tracking Sheet)	%	%
Strongly Agree	20.3%	37.7%
Somewhat Agree	63.8%	58.5%
Neither Agree nor Disagree	8.7%	1.9%
Somewhat Disagree	4.3%	1.9%
Strongly Disagree	2.9%	0%

KPI 1.2 (results of PD attendees only)	Cycle 1	Cycle 2
I feel prepared in my ability to use ongoing assessment to determine the next steps for instruction along a developmental continuum (e.g., WRDSB Tracking Sheet)	%	%
Strongly Agree	19.0%	40.0%
Somewhat Agree	76.2%	57.1%
Neither Agree nor Disagree	0%	0%
Somewhat Disagree	0%	2.9%
Strongly Disagree	4.8%	0%



MATH ACHIEVEMENT ACTION PLAN



KPI 2.1	Cycle 1	Cycle 2
I feel that student achievement will improve as my personal math content knowledge improves.	%	%
Strongly Agree	47.8%	64.2%
Somewhat Agree	43.5%	26.4%
Neither Agree nor Disagree	1.45%	5.7%
Somewhat Disagree	1.45%	3.8%
Strongly Disagree	5.8%	0%

KPI 2.1 (results of PD attendees only)	Cycle 1	Cycle 2
I feel that student achievement will improve as my personal math content knowledge improves.	%	%
Strongly Agree	57.1%	68.6%
Somewhat Agree	38.1%	25.7%
Neither Agree nor Disagree	4.8%	2.9%
Somewhat Disagree	0%	2.9%
Strongly Disagree	0%	0%

KPI 2.2	Cycle 1	Cycle 2
I engage in collaborative meetings to deepen my knowledge of the math curriculum	%	%
More than twice per month	15.9%	19%
Twice per month	7.3%	10%
Once per month	24.6%	21%
Less than once per month	52.2%	50

KPI 3.2a	Cycle 1	Cycle 2
I feel that I understand my school's strategy to identify and monitor the achievement of students below Level 2 in mathematics	%	%
Strongly Agree	15.9%	39.6%
Somewhat Agree	44.9%	39.6%
Neither Agree nor Disagree	23.2%	13.2%
Somewhat Disagree	13.1%	5.7%
Strongly Disagree	2.9%	1.9%

KPI 3.2b	Cycle 1	Cycle 2
My level of confidence in feeling prepared to implement instructional strategies to support students below level 2 in accessing grade-level curriculum in mathematics is	%	%
Very Confident	5.8%	20.8%
Confident	56.5%	56.6%
Fair	30.4%	18.9%
Unconfident	7.3%	3.8%
Very Unconfident	0%	0%

MATH ACHIEVEMENT ACTION PLAN



KPI 3.3a	Cycle 1	Cycle 2
I am experiencing growth in my ability to provide targeted small group instruction, based on student data.	%	%
A Great Deal	0%	13.5%
A Lot	33.3%	48.1%
Somewhat	41.7%	32.7%
Little	16.7%	5.8%
None	8.3%	0

KPI 3.3b	Cycle 1	Cycle 2
I am experiencing growth in my ability to adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)	%	%
A Great Deal	0%	15.1%
A Lot	41.7%	50.9%
Somewhat	41.7%	30.2%
Little	8.3%	3.8%
None	8.3%	0%

**The two growth questions (KPI 3.3a and 3.3b) were not visible during the first week of survey collection for Cycle 1, which resulted in a lower number of responses.*

KPI 2.3 Cycle 2	To develop your math content knowledge for teaching, how often do you:				
	access the 2020 Ministry of Education Math Curriculum	reach out to experts such as the curriculum consultant and school math facilitator	apply learning from professional development days and staff meetings	attend WRDSB professional development opportunities	access content in the Ministry of Education Virtual Learning Environment (VLE) in D2L
Often + Very Often	88.6%	34%	66%	22.7%	7.6%

MATH ACHIEVEMENT ACTION PLAN



Survey Results

Grades 3 & 6 Students in Priority Schools

Cycle 1 Jan/Feb 2024	Cycle 2 May/June 2024
1261 Total Student Responses 60% Grade 3 40% Grade 6	972 Total Student Responses 63% Grade 3 37% Grade 6

An increase of 3% in the number of grade 3's represented from Cycle 1 to Cycle 2.
A decrease of 3% in the number of grade 6's represented from Cycle 1 to Cycle 2.

	Cycle 1		Cycle 2	
I try my hardest in math class	Grade 3 %	Grade 6 %	Grade 3 %	Grade 6 %
Yes, I agree	74.2%	73.8%	78.2%	65.7%
I am not sure	19.3%	22.7%	17.2%	29.6%
No, I do not agree	6.5%	3.5%	4.6%	4.7%

	Cycle 1		Cycle 2	
Math is one of my favourite subjects	Grade 3 %	Grade 6 %	Grade 3 %	Grade 6 %
Yes, I agree	56.5%	32.1%	51.1%	27.4%
I am not sure	28.4%	32.6%	32.1%	31.2%
No, I do not agree	15.1%	35.3%	16.8%	41.5%

KPI 3.4	Cycle 1		Cycle 2	
I am good at math	Grade 3 %	Grade 6 %	Grade 3 %	Grade 6 %
Yes, I agree	55.0%	41.8%	53.8%	35.4%
I am not sure	37.7%	44.4%	36.7%	48.5%
No, I do not agree	7.3%	13.8%	9.4%	16.1%

MATH ACHIEVEMENT ACTION PLAN



In math class, I learn best when:

Cycle1 - Grades 3 and 6 combined			Cycle 2 - Grades 3 and 6 combined		
Students selected their top choice from the following list.	# of Responses	Rank	Students selected their top choice from the following list.	# of Responses	Rank
I am practicing with a classmate	263	High	I am in a small group with a teacher	222	High
I am in a small group with a teacher	252		I am practicing with a classmate	192	
I am practicing alone	218	To	The teacher is teaching the whole class	182	To
The teacher is teaching the whole class	192	Low	I am not sure what helps me learn best	177	Low
I am not sure what helps me learn best	157		I am practicing alone	165	

"I am practicing alone" moved from being ranked 3rd to ranked last.

"I am in a small group with a teacher" moved from being ranked 2nd to ranked first.

"When the teacher is teaching the whole class" moved from being ranked 4th to being ranked 3rd.

How do you like to learn math?

Cycle1 - Grades 3 and 6 combined			Cycle 2 - Grades 3 and 6 combined		
Students could select more than one from this list.	# of Responses	Rank	Students could select more than one from this list.	# of Responses	Rank
Practicing on a whiteboard or on paper	699	High	Practicing on a whiteboard or on paper	609	High
With puzzles and games	502		With puzzles and games	415	
With manipulatives like tiles and counters	318	To	Explaining my thinking out loud	316	To
Explaining my thinking out loud	304	Low	With models like number lines and tables	288	Low
With models like number lines and tables	301		With manipulatives like tiles and counters	280	

"Explaining my thinking out loud" moved from being ranked 4rd to ranked 3rd.

"With models like number lines and tables moved from being ranked last to ranked 4th.

"With manipulatives like tiles and counters" moved from being ranked 3rd to ranked last

MATH ACHIEVEMENT ACTION PLAN



Survey Results

Families/Caregivers of Grades 3 & 6 Students in Priority Schools

78 Families/Caregivers responded to the MAAP Survey during Cycle 2. 17 of the 27 WRDSB schools identified as priority schools for MAAP are represented in this survey. Other than “What school does your child attend?” and “What grade is your child in?” responses were not forced and could be skipped.

What grade is your child in?	%
Grade 3	65%
Grade 6	35%

Is math one of your child's favourite subjects?	%
Yes	60%
No	31%
Not Sure	9%

How does your child learn best in math? Select top 2	# of Responses	Rank
In a small group with a teacher	29	High
When the teacher is teaching the whole class	22	
With puzzles and games	17	
Practicing alone	13	
Explaining their thinking out loud	13	To
Practicing with a classmate	12	
With models like number lines and tables	9	
With manipulatives like tiles and counters	7	Low
I am not sure what helps me learn best	4	
Other not listed		

This year, how has your child's math confidence changed?	%
Increased	43%
Stayed the Same	48%
Decreased	9%

MATH ACHIEVEMENT ACTION PLAN



What are your child's strengths in math? Select top 2	# of Responses	Rank
Doing math calculations in their head	37	High
Noticing and naming patterns	22	
Problem solving	19	
Making connections between concepts	17	
Thinking creatively about numbers and patterns	11	
Persevering through challenging problems	10	To
Describing how they thought about a problem	7	
Communicating their thinking clearly	6	Low
Reflecting on the reasonableness of their answers	3	
Other	3	

Which math topics does your child most struggle with? Select top 2	# of Responses	Rank
Multiplication and Division	22	High
Doing math calculations in their head	19	
Measurement concepts such as area and perimeter	19	
Fractions	18	
My child doesn't struggle with math topics	17	
Everyday Math (e.g., money, baking, grocery shopping)	11	To
Addition and subtraction	6	
Other	6	Low
Naming or writing large numbers	3	
Interpreting or extending patterns	2	

I feel confident helping my child with math at home	%
Strongly Agree	42.1%
Somewhat Agree	34.2%
Neither Agree nor Disagree	11.8%
Somewhat Disagree	3.9%
Strongly Disagree	7.9%

I am good at math	%
Strongly Agree	44.7%
Somewhat Agree	30.3%
Neither Agree nor Disagree	13.2%
Somewhat Disagree	6.6%
Strongly Disagree	5.3%

MATH ACHIEVEMENT ACTION PLAN



Success in math is important for my child's future	%
Strongly Agree	77.6%
Somewhat Agree	15.8%
Neither Agree nor Disagree	3.9%
Somewhat Disagree	0%
Strongly Disagree	2.6%

Which of these actions do you use most to support math learning at home? Select all that apply.	%
Encourage my child to stay positive	58%
Ask them to teach me what they are learning	56%
Encourage my child to try different strategies when they get stuck	55%
Use everyday math (e.g., baking, shopping, money, crafts)	51%
Have fun with games and/or puzzles	48%
Seek help outside of home and school (e.g., Mathify, online tools, tutor, family friend)	26%
Ask my child's teacher	17%

If I have questions about my child's math learning, I know who to contact	%
Yes	82%
No	18%

MATH ACHIEVEMENT ACTION PLAN



Summary

Monitoring of Key Performance Indicators

		Cycle 1 Results	Cycle 2 Results	Change
Ministry Priority Action #1	KPI 1.1: % of participating administrators who engaged in professional learning <i>Agree or Strongly Agree</i> to alignment between curriculum content and educator assessment practices, in Grades 3 and 6.	76.9% PD attendees only 81.8%	83.3% PD attendees only 85.7%	↑
	KPI 1.2: % of participating educators who engaged in professional learning <i>Agree or Strongly Agree</i> to feeling better prepared in their ability to connect ongoing assessment with math skills developmental continuum. (e.g., WRDSB Tracking Sheet)	84.1% PD attendees only 95.2%	96.2% PD attendees only 97.1%	↑
Ministry Priority Action # 2 Math Content Knowledge for Teaching	KPI 2.1: % of participating educators <i>Agree or Strongly Agree</i> that student achievement will improve as their personal math content knowledge improves.	91.3% PD attendees only 95.2%	90.6% PD attendees only 94.3%	↓ Increase observed in Strongly Agree
	KPI 2.2: % of participating educators are engaging in self-identified collaborative meetings to deepen knowledge of mathematics, curriculum twice per month or more (e.g., <i>team teaching, collaborative analysis of student work, school and/or board networks, class visits</i>)	twice/month or more 23.2% once/month or more 47.8%	twice/month or more 29% once/month or more 50%	↑
	KPI 2.3: % of participating educators who access resources (e.g., <i>2020 Math Curriculum website</i>), experts (e.g., <i>curriculum consultant, school math facilitator</i>), and professional learning (e.g., Prolearn PD) <i>Often or Very Often</i> , to continuously develop content knowledge for teaching mathematics.	Curriculum website 79.7% Reach out to experts 14.5% Apply PD learning 60.3% Attend PD opportunities 17.7% Access VLE in D2L 8.9% Average 36.2%	Curriculum website 88.6% Reach out to experts 34% Apply PD learning 66% Attend PD opportunities 22.7% Access VLE in D2L 7.6% Average 43.8%	↓ ↑

MATH ACHIEVEMENT ACTION PLAN



Ministry Priority Action # 3 Knowing Students	KPI 3.1a: % of participating administrators who are experiencing <i>Growth (A Moderate Amount, A Lot or A Great Deal)</i> in data literacy to understand mathematics achievement from a variety of sources, including EQAO, report cards, and locally-developed assessment tools/tasks.	73.1%	83.3%	↑
	KPI 3.1b: % of participating administrators experiencing <i>Growth (A Moderate Amount, A Lot or A Great Deal)</i> in data driven decision making for mathematics.	79.2%	80%	↑
	KPI 3.2a: % of participating educators who <i>Agree or Strongly Agree</i> that they understand their school's strategy to identify and monitor achievement of students achieving below Level 2 in mathematics.	60.8%	79.2%	↑
	KPI 3.2b: % of participating educators who report <i>Confidence (Confident or Very Confident)</i> implementing instructional strategies to support students achieving below level 2 in accessing grade-level curriculum.	Confident, Very Confident 62.3% Fair, Confident or Very Confident 92.7%	Confident, Very Confident 77.4% Fair, Confident or Very Confident 96.3%	↑
	KPI 3.3a: % of participating educators report <i>Growth (Somewhat, A Lot or A Great Deal)</i> in their ability to provide targeted small group instruction, based on student data.	75%	94.3%	↑
	KPI 3.3b: % of participating educators report <i>Growth (Somewhat, A Lot or A Great Deal)</i> in their ability to adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys).	83.4%	96.2%	↑
	KPI 3.4: % of participating students who report "Yes I agree" to the statement: "I am good at math."	Grades 3 and 6: 48.4% Grade 3: 55.0% Grade 6: 41.8%	Grades 3 and 6: 44.6% Grade 3: 53.8% Grade 6: 35.4%	↓

FIN File 028349 - Reply to your correspondence of May 22, 2024

1 message

Chrystia Freeland <Chrystia.Freeland@fin.gc.ca>
To: "stephanie_reidel@wrdsb.ca" <stephanie_reidel@wrdsb.ca>

Mon, May 27, 2024 at 4:24 PM

Dear Joanne Weston:

Thank you for your correspondence of May 22, 2024, written on behalf of the Waterloo Region District School Board (WRDSB), regarding Budget 2024. I appreciate receiving your suggestions and hearing your concerns.

Budget 2024 is the Government of Canada's plan to build more homes, faster, help make life cost less, and grow the economy in a way that helps with fairness for every generation. To learn more about how our Government will do this, please visit the budget website at <https://budget.canada.ca/2024/home-accueil-en.html>.

Thank you again for writing on behalf of the WRDSB.

Sincerely,

The Honourable Chrystia Freeland, P.C., M.P.
Deputy Prime Minister and Minister of Finance



Waterloo Region District School Board

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Kitchener ON, N2C 2R5
T: 519 570-0003
w: wrdsb.ca

May 8, 2024

PlanningConsultation@ontario.ca

and

The Honourable Paul Calandra
Minister of Municipal Affairs and Housing
minister.mah@ontario.ca

and

The Honourable Stephen Lecce
Minister of Education
minister.edu@ontario.ca

via email

RE: Feedback on Bill 185 (the Proposed Cutting Red Tape to Build More Homes Act, 2024) and Related Changes to the *Planning Act*, *Development Charges Act*, *Municipal Act* (ERO 019-8370) and associated Supporting Regulations together with and Review of Proposed Policies for a New Provincial Planning Instrument (ERO 019-8462)

Dear Ministers Calandra and Lecce,

On behalf of the Waterloo Region District School Board (WRDSB), we are writing to provide feedback on the various Environmental Registry of Ontario postings regarding changes to various land use planning instruments.

The WRDSB educates over 65,000 students within the Region of Waterloo and has successfully undertaken over 6 major capital projects (new schools, additions) in the past 5 years. As of year-end 2022, the population estimate for Waterloo Region was 647,540. The Province's Growth Plan projects that Waterloo Region's population will reach 923,000 by 2051.

The WRDSB supports the province's efforts to respond to the current housing crisis by streamlining land use planning approvals. With the current focus on delivering more homes faster for Ontarians, school construction must be expedited to keep pace with our communities' growth.

In fall 2023, a new framework for school board capital priorities submissions guided the school board's requests for capital funding for new schools and additions. The focus on "shovel-ready" applications is a testament to the need to speed up school construction

projects. However, in our Region, some of the most significant delays we face during the construction process are in the same land use planning approvals the Province proposes to streamline under Bill 185, although school boards are not yet included in the proposed exemption.

The table below lists some of our recent major capital projects, highlighting the impact of the site plan approval process on the timely delivery of the project.

School	Site Plan Submission	Site Plan Approval	Construction Complete
South Kitchener (670 Thomas Slee)	October 2022	Pending	August 31, 2025 (Tentative- may be at risk due to site plan delays)
Southeast Cambridge (605 Wesley Blvd)	February 2023	Pending	August 2026 (Tentative)
East Breslau (95 Loxleigh Lane)	December 2023	Pending	August 2026 (Tentative)
Lackner Woods PS Child Care Addition	February 2019	June 2019	January 2023
Saginaw PS Child Care Addition	March 2019	September 2021	December 2022
Oak Creek PS	October 2019	May 2020	August 2022
Janet Metcalfe PS	December 2016	May 2017	August 2018
Groh PS	August 2014	October 2015	August 2016

The Ontario Association of School Business Officials (OASBO) has been advocating on behalf of school boards for changes to Ontario's land use planning regime to secure the priority of school sites as part of complete communities and simplify approvals to construct schools. Many changes proposed by the various amendments to the *Planning Act* and the new Provincial Planning Statement advance those objectives. A complete list of comments and suggestions concerning various matters the Province is considering is attached as Appendix A.

Notably, the WRDSB is interested in the proposal to consider exempting community service facilities, such as schools, from *Planning Act* requirements. Unlike most other community service facilities or provincially funded infrastructure, the school siting and construction processes already have significant provincial oversight.

- Education Development Charge Background Studies, which confirm the need for school sites for eligible school boards, are reviewed and approved by the Ministry of Education.
- New construction funding requests are reviewed and approved by the Ministry of Education.
- The Ministry of Education must approve school board requests to acquire or dispose of land. These reviews are undertaken in consultation with the Ministry of Municipal Affairs and Housing.
- The Ministry of Education reviews school design and funding before funds are allocated for tendering the construction of new capital projects.

These provincial-level reviews and approvals are in addition to the often extensive local planning processes that school boards engage in with municipal partners, from the secondary/district plan process through draft plans of subdivision and site plan approvals.

School boards will continue to be engaged in those secondary/district plans and draft plans of subdivision and collaborate with planning authorities as directed by section 6.2 of the draft Provincial Planning Statement. However, there is also an opportunity to deliver shovel-ready school sites more efficiently and support Provincial objectives to expedite school construction by allowing the development of public service facilities (schools) as-of-right in more land use designations and zone while at the same time exempting school boards from site plan control (Section 41 of the *Planning Act*).

We are asking for the province to support the timely delivery of school sites by exempting school boards from *Planning Act* approvals by establishing the following:

- That publicly funded schools be permitted in any residential land use designation, and in non-residential designations outside of Employment Areas that are located in Designated Growth Areas and Settlement Areas as defined by the Provincial Planning Statement;
- That publicly funded schools be permitted, as of right, in any zone allowing residential, commercial, or mixed-use development in Designated Growth Areas and Settlement Areas as defined by the Provincial Planning Statement; and
- That school boards be exempt from section 41 of the *Planning Act*, as generally conceived by proposed new section 62.0.3 of the *Planning Act* or a regulation made under section 70.2 and that this be enacted through statute as proposed for post-secondary institutions rather than regulation.
- That all temporary accommodations (portables) should also be exempt from *Planning Act* approvals. Currently, site plan exemptions for portables only apply to schools in existence on January 1, 2007. Site plan approvals, amendments and other approvals can create a challenge for the timely delivery of temporary accommodation necessary to respond to fluctuating enrolment. Matters pertaining to siting, etc., are otherwise within the purview of the Ontario Building Code.

We thank you for considering these requests and continuing to recognize that efforts to deliver more housing in Ontario by streamlining planning approvals also require supporting school boards' collective ability to advance the construction of new schools, additions, and temporary accommodations more quickly.

Should you have any further questions or require additional information, please contact Lauren Agar, Senior Manager of Planning (lauren_agar@wrdsb.ca).

Sincerely,



Joanne Weston
Chairperson



jeewan chanicka
Director of Education



APPENDIX A

Bill 185 (the Proposed Cutting Red Tape to Build More Homes Act, 2024) and Related Changes to the *Planning Act*, *Development Charges Act*, *Municipal Act* (ERO 019-8370)

Pre-Consultation

Bill 185 would eliminate pre-application consultation requirements with municipalities. Applicants are increasingly challenging school boards when requesting school sites within new developments. Without the ability to provide comments before submitting a complete application, boards expect to receive significant resistance to school block requests from developers because detailed plans and supporting studies would have already been completed by the time comments are received.

It will become increasingly difficult to secure sites in areas where the predominant form of development is multi-storey residential. Despite the goodwill of some municipal jurisdictions to include school boards in the site plan review process, school boards are not statutory circulation agencies for applications under Section 41 of the *Planning Act*. Further, no legislative authority would authorize a requirement for a school site to be provided via site plan approval. We respectfully request that the same rights enshrined in legislation under Section 51(24), ensuring the adequacy of school sites, be extended to Section 41.

MZO Framework

The defined framework for requesting MZOs should include the ability for school boards to react to plans and address school accommodations as a matter of provincial interest.

Regional Planning Authority

Halton, Peel and York will no longer have planning responsibilities as of July 1, 2024. The dates for Simcoe, Durham, Niagara and Waterloo have not been set. Regional-level planning creates continuity throughout the corresponding jurisdictions of school boards. Without coordinated planning that addresses cross-boundary municipal matters, data collection, and information sharing, there are concerns that accommodation planning will become increasingly challenging. There are also concerns that municipal services such as water, sewage, roads, and transit may not be efficiently coordinated, which could lead to delays in developing land required for new schools.

Lapsing of Subdivision Approval

Bill 185 stipulates that subdivision and site plan approvals issued on or before March 27, 1995, would lapse on the 3rd anniversary of Bill 185 coming into effect. On a go-forward basis, approvals would lapse after three years. Where a school site has been identified in an approved plan or a future plan, and the approval lapses, this could significantly impact comprehensive planning and the timing of the delivery of the schools. It is recommended



that where public service infrastructure, such as school sites, is provided by a draft plan scheduled to lapse, alternative measures are put in place to ensure that the sites are available.

Provincial Planning Statement

On April 10, 2024, the province released an updated draft of the proposed Provincial Planning Statement (PPS). This release comes one year after the original draft of the PPS was issued for public comment. If the draft PPS is adopted by the province, it will replace A Place to Grow: Growth Plan for the Greater Golden Horseshoe and the Provincial Policy Statement, 2020.

The proposed PPS includes a focus on creating complete communities by planning authorities. The WRDSB supports this as the notion of complete communities has been a tenant of planning policy for over 10 years. Reflecting this concept in the PPS may assist school boards with securing school sites, which contribute to the “completeness” of a community.

The PPS is proposed to include a new policy to support the development of underutilized commercial and institutional sites for residential use. Comprehensive planning of these conversion lands is necessary to ensure that school boards can effectively plan to accommodate future students from these areas, which are often disconnected from existing communities or were otherwise never contemplated for residential development with the potential to yield students.

A new policy in the PPS would direct the establishment of phasing policies to ensure orderly development that aligns with the provision of infrastructure and public service facilities. The new policy direction is supportive of school board needs. By providing planned phasing tied to infrastructure and public service facilities, the new policy direction will help ensure sufficient capacity in existing or planned schools before the approval of new development.

Unlike the 2023 draft of the PPS, the current draft does not permit multi-lot residential severances from agricultural properties. Directing residential development to settlement areas designates growth to locations most likely to have public service facilities, such as schools.

The draft PPS includes provision for public services facilities as permitted uses on “lands for employment outside of employment areas” to support the achievement of complete communities. Recognizing the need for flexibility in the location of future schools is an important change supporting siting schools near areas of intensification and other areas of a community that may not be exclusively residential. It is further recommended that additional flexibility be provided to school boards for siting new schools in employment areas, which may be appropriate in certain circumstances.



Waterloo Region District School Board

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June 11, 2024

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

Dear Minister Smith,

At its meeting on April 24, 2024, the Board of Trustees for the Waterloo Region District School Board (WRDSB), agreed to write a letter of support regarding letters from Thames Valley District School Board dated April 5, 2024, and Ottawa-Carleton District School Board dated April 4, 2024 regarding menstrual products in schools.

Since 2019, the WRDSB has addressed period poverty in every school in our system, beginning with providing free period products in every school and alternative education site. In June 2021, our Board of Trustees sent a letter to the Minister of Education, echoing the Toronto Youth Cabinet's call for "the Province of Ontario and all 72 school boards to provide free and accessible menstrual products in all publicly funded Ontario elementary and secondary schools."

The Waterloo Region District School Board (WRDSB) was pleased with the announcement in October 2021 that the Ontario Government would distribute six million free menstrual products per year to school boards.

As stated in the letter from Ottawa-Carleton District School Board, "Ensuring that menstrual products are procured, distributed and accessible for all Ontario schools on an ongoing basis will support equitable treatment of students and their engagement in learning. Securing a continuing partnership with Shoppers Drug Mart (or another provider) or allocating supplemental funding will also reduce any potential burden on the strained budgets of Ontario school boards."

With the Government of Ontario's menstrual product initiative set to expire, the WRDSB asks that you continue funding, supplying, and distributing menstrual products for the well-being of WRDSB and students throughout Ontario.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Weston', with a stylized flourish at the end.

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
 Local Members of Provincial Parliament



June 21, 2024

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

Dear Minister Smith,

On behalf of the Waterloo Region District School Board of Trustees, I would like to congratulate you on your appointment as Minister of Education.

I am especially pleased with the appointment of someone with decades of government experience including as the Minister of Children, Community and Social Services. I also believe the knowledge you have gained as someone with an educator in their own family will be invaluable to your work.

I look forward to working together to continue to build a strong and robust public education system for all students in the Waterloo Region and the Province of Ontario over the years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Weston', with a stylized flourish at the end.

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

cc: WRDSB Trustees



June 21, 2024

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

Dear Minister Smith,

The Board of Trustees for the Waterloo Region District School Board (WRDSB), requests updates to air quality standards and guidance for public school buildings to support schools in creating the safest possible learning environments, as well as dedicated capital and operating funding envelopes for reducing the spread of illness.

Schools, as congregate settings, can continue to play a positive and proactive role in reducing the spread of respiratory viruses. Updating air quality standards and guidance for public school buildings would support schools in creating the safest possible learning environments.

Dedicated capital and operating funding envelopes for reducing the spread of illness would allow the WRDSB to build from previous provincial investments to support ventilation improvements to build long-term improvements to air quality in all the Board's schools. It would also support continued public health promotion activities in and around schools, in partnership with the Region of Waterloo Public Health and Emergency Services.

Minister Smith, we respectfully request the Ministry of Education consider these recommendations to address air quality standards for the WRDSB and other Ontario public school boards.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Weston', is written over a horizontal line.

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
Minister of Health
Minister of Municipal Affairs
Ontario Chief Medical Advisor
Chair of the Public Health Board
Local Members of Provincial Parliament



June 21, 2024

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

Dear Minister Smith,

At its meeting on June 12, 2024, the Board of Trustees for the Waterloo Region District School Board (WRDSB), approved our 2024-2025 school year budget. At the same meeting, the Board of Trustees agreed to write a letter requesting your consideration in a number of funding shortfalls affecting the WRDSB and other public school boards in Ontario.

Minister Smith, we are advocating for you to address the funding gaps below so we can continue fully supporting the students we serve.

A number of our concerns are also reflected in the Council of Ontario Directors of Education (CODE) [Statement](#) on the Funding Gap in the 2024-25 Core Education Funding from May 2024. Specific funding concerns for the Waterloo Region District School reflected in CODE's statement include:

- Short-term supply costs for teacher absences are costing boards almost 2.5 times the amount of funding provided by the province. In 2024-25, it is estimated that WRDSB will receive approximately \$11.18M in funding to cover short-term supply staff expenses (Teachers and DECEs) and projects to spend \$26.07M, resulting in a significant shortfall.
- Statutory benefits such as Canada Pension Plan (CPP) and Employment Insurance (EI), mandated by the federal government have escalated without corresponding increases by provincial government grants to school boards. This gap for WRDSB is more than \$1.26M.
- Inflationary costs over a range of budget lines have not kept pace with per pupil funding grants, with an estimated gap of \$776 per student provincially.

In addition to the funding gaps mentioned above from CODE's statement there are a number of other funding gaps impacting the WRDSB:

- The elimination of funding to Support De-Streaming and Transition to High School has resulted in the elimination of almost 28 positions from our classrooms; these positions included Math/Literacy intervention teachers, de-streaming itinerant teachers and Math/Literacy consultants.
- The cost in staff time involved in implementing the province's Bill 124 remedy is significant, requiring staff to complete this work within the appropriate time frame while continuing to complete their already full workload.
- In 2023-2024, the Ministry provided the WRDSB with \$447,770 for Safe and Clean Schools Supplement; this funding was utilized to cover existing staff and supplies. In 2024-25, this funding was eliminated as "normal operations in school boards have resumed."



Waterloo Region District School Board

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The WRDSB has been actively deliberating about the choices to mitigate the implications of budget cuts to classrooms. Without addressing the sizable gaps in funding that currently exist, the impact on students will be significant and far reaching. The WRDSB would like to continue to engage in discussions with the Ministry of Education in hopes of addressing these significant funding issues in the near future.

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
 Local Members of Provincial Parliament