

**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 Ardelt Avenue, Kitchener, Ontario, on **Monday, October 28, 2024, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**Territorial Acknowledgement and O Canada**

**Approval of Agenda**

**Announcements/Celebrating Board Activities**

**Communications Good News Update**

H. Hughes

**Delegations**

**Consent Agenda\*\***

**Receipt/Approval of Minutes:**

Approve Minutes - Audit Committee Meeting of June 3, 2024

Approve Minutes - Special Education Advisory Committee Meeting of October 9, 2024

Receive Minutes - Board Meeting of September 23, 2024

Approve Minutes - Committee of the Whole Meeting of October 21, 2024

**Receipt/Approval of Monthly Reports:**

25 Staffing Information – Retirements and Resignations

S. Miller

27 Staffing Information – Appointments

S. Miller

**Declarations of Pecuniary Interest**

**Staff Follow Up**

**Reports**

30 Board Improvement and Equity Plan: 2023-24 Year End Report

B. Lemon / D. Lane

Board Improvement and Equity Plan: 2024-25 Math Achievement Action Plan

B. Chatha

Inclement Weather Annual Presentation

J. Fedosoff

**Board Reports**

**Board Communications**

63 Waterloo Region District School Board to Minister of Education

**Other Business**

\*\*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.

**Question Period** (10 minutes)

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

**Adjournment**



# Report to Board of Trustees

October 28, 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 October 28, 2024**

<b>Retirements: Elementary Teaching Staff</b>				
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Retirement Date</b>	<b>Years of Service</b>
Jill	Mathers	Teacher, Stanley Park PS	October 22, 2024	26

<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>
Bethany	Aplin	Supply Educational Assistant	December 31, 2024	17
Brenda	Burton	Custodial Department Head, Jacob Hespeler SS	October 31, 2024	31
Iris	Cloutier	Educational Assistant, Cameron Heights CI	January 31, 2025	26
Jacqueline	Hall	Child Youth Worker, Special Education	October 31, 2024	24
Richard	Hundt	Custodian, Elmira District SS	January 25, 2025	24
Kimberley	Hussey	Child Youth Worker, Cameron Heights CI	January 6, 2025	30
Lois	Miller	Library Clerk, Sheppard PS	October 31, 2024	23

**Staffing Statistics – Resignations**  
**Current at October 28, 2024**

<b>Permanent Staff Resignations</b>			
<b>First</b>	<b>Last</b>	<b>Position/Location</b>	<b>Resignation Date</b>
Amany	Bahgat	Teacher, Westheights PS	October 11, 2024
Kelly	Ellig	Early Childhood Educator, Grandview PS (NH)	October 4, 2024
Carissa	Kandha	Secretary, Grand River CI	November 4, 2024
Gail	Robinson	Custodian, Pioneer Park PS	October 11, 2024
Heather	Van Den Broek	Secretary, Laurelwood PS	September 30, 2024
Dipal	Vyas	Custodian, Abraham Erb PS	October 23, 2024



# Report to Board of Trustees

October 28, 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 October 28, 2024**

<b>New Appointments: Administrative and Support Staff</b>			
<b>First</b>	<b>Last</b>	<b>Position / Location</b>	<b>Effective Date</b>
Cecy	Calix	Custodian, Baden PS	September 13, 2024
Maria	Cano Restrepo	Secretary, Empire PS	September 30, 2024
Alexandra	Collins	Custodian, Oak Creek PS	September 23, 2024
Robert	Connolly	Budget Manager, Business Services	October 7, 2024
Milka	Djukanovic	Custodian, Laurel Heights SS	September 23, 2024
Susan	Edwards	Secretary, Brigadoon PS	September 18, 2024
Kerry	Garrett	Custodian, Wellesley PS	September 23, 2024
Dylan	Gribbon	Custodian, Westmount PS	September 23, 2024
Dragan	Ivic	Custodian, Queensmount PS / Forest Heights CI	September 23, 2024
Chyanne	Janes	Payroll Assistant, Human Resources	October 7, 2024
Manmeet	Kaur	Secretary, Eastwood CI	October 22, 2024
Lynn	Kennedy	Custodian, Lester B Pearson / Sandowne PS	November 1, 2024
Cristina	Lacuna	Secretary, Winston Churchill PS	October 4, 2024
Stephen	Lang	Custodian, Laurel Heights SS	November 1, 2024
Mark	Magnus	Custodian, Hespeler PS	November 1, 2024
Amir	Mrjish	Custodian, Southwood SS	September 23, 2024
Rebecca	Murphy	Secretary, Moffat Creek PS	October 9, 2024
Denise	Nash	Custodian, Forest Glen PS	September 23, 2024
Xavier	Nicholson	Custodian, Oak Creek PS	October 7, 2024
Jan	Schaff	Custodian, Bridgeport / Lincoln Heights PS	September 23, 2024

<b>New Appointments: Administrative and Support Staff Cont'd</b>			
<b>First</b>	<b>Last</b>	<b>Position / Location</b>	<b>Effective Date</b>
Sarah	Tonner	Secretary, Chalmers Street PS	September 23, 2024
Josue	Vallejo	Custodian, Waterloo Oxford District SS	October 15, 2024
De Nang	Vang	Custodian, Janet Metcalfe PS	September 23, 2024
Kevin	Westphal	Custodian, Waterloo Oxford District SS	September 23, 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

October 28, 2024

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

### Recommendation

This report is for information to the Board and provides Trustees with a year-end update on staff's implementation of the Board Improvement and Equity Plan for the 2023-2024 school year ending August 31, 2024 (see Annex A).

### Status

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

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

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

Within each area the desired results, key indicators and strategies were identified, along with examples of the actions being taken by staff to help "turn the curve" for the key indicators. The 2023-2024 Board Improvement and Equity Plan was created based on the expectations from the Ministry Of Education that were made available in the Fall 2022 and WRDSB's Multi-Year Strategic Plan.

All departments within the WRDSB collaborated to determine the key indicators and a corresponding set of strategies and actions (see Annex A). The impact of these strategies and actions on student learning, achievement, well-being, sense of belonging and connection was monitored and this report shares the data for each of the key indicators. For details about how each indicator was defined and calculated, please see Annex B.

Given that the WRDSB Strategic Plan was launched in 2022-2023, results in this year's Board Improvement and Equity Plan represent the second year of measurement compared to the baseline indicator data established in 2022-2023. The indicator data from the 2022-2023 Board Improvement and Equity Plan provides a foundation for setting goals and benchmarks for improvement in the coming years. The 2023-24 plan is also integrated with the requirements related to the monitoring of indicators from the Ministry of Education's mandated [Student Achievement Plan](#).

Research from the field of implementation science suggests that effective change in education will take three to five years of sustained focus and monitoring implementation and outcomes are critical elements of this process. The data collected for our 2023-2024 Board Improvement and Equity Plan provides us with valuable learning and evidence upon which to focus and refine the strategies and actions we use to support students, staff, families and community in the years to come.

Highlights of key achievements and outcomes included in the 2023-2024 Board Improvement Plan included:

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

## **Background**

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

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

## **Financial implications**

On June 19, 2023 the WRDSB Board of Trustees approved the 2023-2024 School Year Budget. The final financial results of the WRDSB's operations for the 2023-2024 school year will be presented to the Board of Trustees on November 11, 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 have a prominent and dynamic presence as part of WRDSB communication efforts.

The Board Improvement and Equity Plan will be posted on the Board website, shared

with elementary and secondary school administrators and all WRDSB staff, as well as posted on social media. Information about the Board Improvement and Equity Plan will also be shared with Waterloo Region Assembly of Public School Councils (WRAPSC) and the Parent Involvement Committee.

The WRDSB Annual Report, which will be shared in November 2024, will also utilize the Strategic Plan, Strategic Directions, Learner Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of WRDSB students, staff and schools.

**Prepared by:** Bill Lemon, Associate Director of Education,  
David Lane, Executive Manager of Research & Organizational Transformation,  
WRDSB Senior Team, in consultation with Leadership Council, and  
jeewan chanicka, Director of Education,

# Board Improvement and Equity Plan - 2023-2024 - Year End Report

The [Strategic Plan](#) is what guides WRDSB's directions and priorities as a learning organization. The Board Improvement and Equity Plan (BIEP; formerly the Operational Plan) is what supported the implementation and achievement of the WRDSB strategic directions in the 2023-2024 school year. The WRDSB BIEP is integrated with the requirements of the Ministry mandated [Student Achievement Plan \(SAP\)](#). Indicator data for the SAP (with the exception of EQAO results) are provided by the Ministry of Education and represent data from the 2021-22 school year. SAP indicators are marked with an asterisk (\*) and links to publicly available data for these indicators are included throughout the report.

The following shows the connection between the strategic directions placed alongside the areas of the BIEP we feel have the strongest connection to each of the 6 strategic directions.

Strategic Directions	BIEP Areas
 <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>

The 2023-2024 Board Improvement and Equity Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to help “turn the curve” for the identified key indicators. The following are the definitions of the different components of the Board Improvement and Equity Plan:

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

**Indicators** - Measures which help us to gauge our progress to achieving the desired Results.

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

**Actions** - Descriptions of the work that was completed to make the Strategies a reality in classrooms, schools, and the district.

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

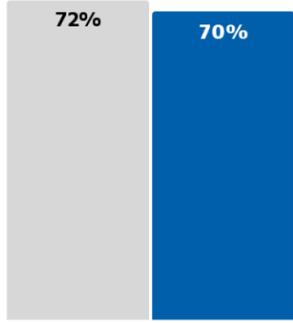
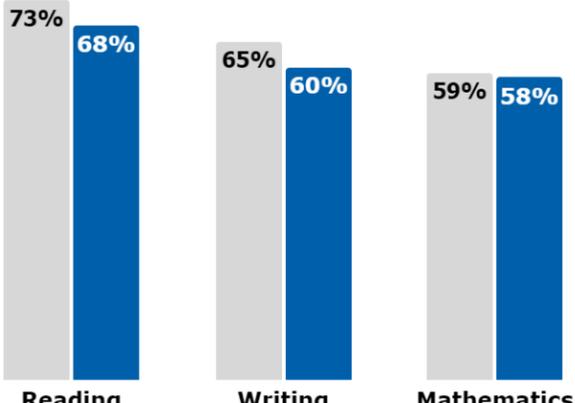
✓ Completed - Strategy and related actions were carried out in the 2023-2024 school year

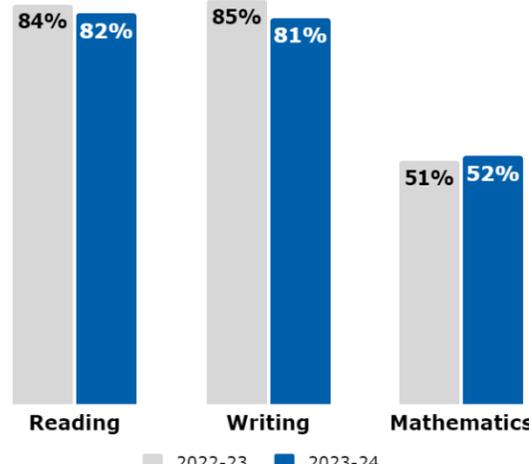
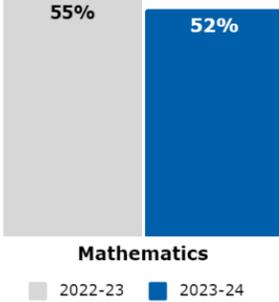
⏸ Paused - Strategy and related actions were paused in the 2023-2024 school year

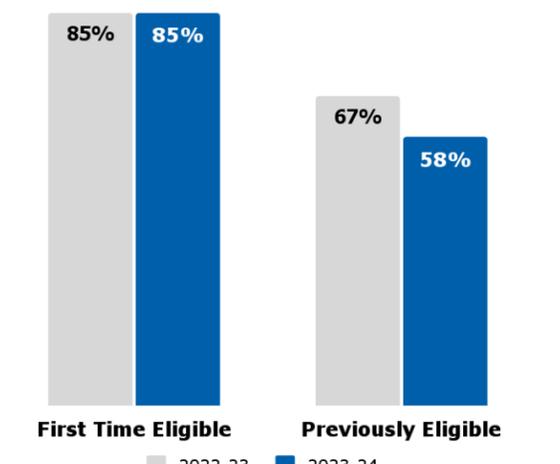


**ACHIEVEMENT**

**Result:** Every student will succeed academically

Indicators	Strategies & Status		Actions
<p><b>% of students who are reading at grade level by the end of Grade 2</b></p> <p><b>% of Students Who Met Provincial Standard in Grade 2 Language</b></p>  <p>■ 2022-23 (N=4568) ■ 2023-24 (N=4500)</p>	<p>Implement the Structured Literacy Multi-Year Plan</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>● Implemented educator training on using an early reading screener</li> <li>● Provided professional learning for administrators and staff with a focus on structured literacy</li> <li>● Placed Reading Resource Teachers in 37 elementary schools to support the development of early reading skills</li> <li>● Delivered professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower)</li> <li>● Shared the <a href="#">Structured Literacy Multi-Year Plan</a></li> </ul>
<p>Build administrator and educator capacity</p>	<p>✓</p>		
<p>Implement and monitor evidence-based reading practices in classrooms</p>	<p>✓</p>		
<p><b><u>% of students who meet or exceed the provincial standard on the Grade 3 EQAO Assessments of Reading, Writing, and Mathematics *</u></b></p> <p><b>% of Students Who Met Provincial Standard on the Grade 3 EQAO Assessments</b></p>  <p>■ 2022-23 ■ 2023-24</p> <p>2022-23: Reading (N=4134), Writing (N=4129), Mathematics (N=4137) 2023-24: Reading (N=4067), Writing (N=4074), Mathematics (N=4073)</p>	<p>Implement the Math Achievement Action Plan</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>● Placed mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education</li> <li>● Implemented professional learning for administrators and staff with a focus on mathematics and structured literacy</li> <li>● Provided support for the implementation of the revised Language curriculum</li> <li>● Supported educators to complete the math part 1 additional qualifications course</li> <li>● Shared the <a href="#">Math Achievement Action Plan</a></li> </ul>

Indicators	Strategies & Status	Actions												
<p><b><u>% of students who meet or exceed the provincial standard on the Grade 6 EQAO Assessments of Reading, Writing, and Mathematics</u></b> *</p> <p><b>% of Students Who Met Provincial Standard on the Grade 6 EQAO Assessments</b></p>  <table border="1"> <caption>% of Students Who Met Provincial Standard on the Grade 6 EQAO Assessments</caption> <thead> <tr> <th>Subject</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>84%</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>81%</td> </tr> <tr> <td>Mathematics</td> <td>51%</td> <td>52%</td> </tr> </tbody> </table> <p>2022-23: Reading (N=4126), Writing (N=4121), Mathematics (N=4121)                  2023-24: Reading (N=4161), Writing (N=4174), Mathematics (N=4163)</p>	Subject	2022-23	2023-24	Reading	84%	82%	Writing	85%	81%	Mathematics	51%	52%	<p>Build administrators and educator capacity in using high-yield instructional strategies</p>	<p>✓</p> <p><i>Actions associated with this indicator and strategy are included in the cell above (page 2).</i></p>
Subject	2022-23	2023-24												
Reading	84%	82%												
Writing	85%	81%												
Mathematics	51%	52%												
<p><b><u>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics</u></b> *</p> <p><b>% of Students Who Met Provincial Standard on the Grade 9 EQAO Assessments</b></p>  <table border="1"> <caption>% of Students Who Met Provincial Standard on the Grade 9 EQAO Assessments</caption> <thead> <tr> <th>Subject</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>55%</td> <td>52%</td> </tr> </tbody> </table> <p>2022-23: N=4170; 2023-24: N=4206</p>	Subject	2022-23	2023-24	Mathematics	55%	52%	<p>Implement the Math Achievement Action Plan</p>	<p>✓</p> <ul style="list-style-type: none"> <li>• Provided job-embedded support and professional learning with Itinerant Math Coaches in secondary schools</li> <li>• Placed Math and Literacy intervention specialists in schools to support Grades 7 to 10 classrooms</li> <li>• Shared educator and administrator resources on the WRDSB de-streaming website</li> </ul>						
Subject	2022-23	2023-24												
Mathematics	55%	52%												

Indicators	Strategies & Status		Actions									
<p><b><u>% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT) *</u></b></p> <p><b>% of Students Who Were Successful on the OSSLT</b></p>  <table border="1" data-bbox="310 463 870 927"> <caption>% of Students Who Were Successful on the OSSLT</caption> <thead> <tr> <th>Category</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>First Time Eligible</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>Previously Eligible</td> <td>67%</td> <td>58%</td> </tr> </tbody> </table> <p>2022-23: First Time Eligible (N=4257), Previously Eligible (N=810)                  2023-24: First Time Eligible (N=4309), Previously Eligible (N=1149)</p>	Category	2022-23	2023-24	First Time Eligible	85%	85%	Previously Eligible	67%	58%	<p>Build administrator and educator capacity in using high-yield instructional strategies</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>● Provided job-embedded support with itinerant teachers, focused effective instructional strategies and assessment practices in de-streamed classrooms</li> <li>● Delivered differentiated professional learning opportunities for staff (e.g., instructional support days, blended learning days)</li> <li>● Applied tiered intervention model to support student learning</li> </ul>
Category	2022-23	2023-24										
First Time Eligible	85%	85%										
Previously Eligible	67%	58%										

**Supporting student achievement in practice:** Teachers who completed professional learning reported feeling more comfortable teaching a structured approach to literacy. They benefited from having more time to learn about the resources. Teachers are feeling more competent with how to facilitate the diagnostic assessments. There has been an increase in the number of educators engaging in the implementation of evidence-based approaches to literacy. During implementation, 95% of students assessed in one of the WRDSB evidence-based reading intervention initiatives (Lexia) showed improvement in their reading skills.

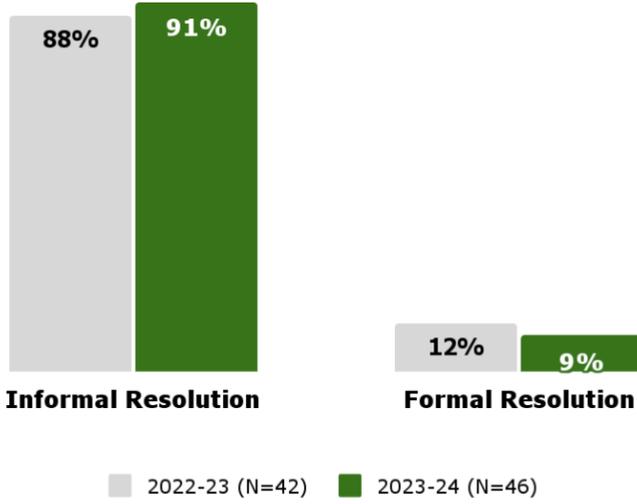
To support students' success in math, WRDSB placed Grades 7 & 8 math intervention specialists in targeted schools. Math intervention specialists worked to build administrator and educator capacity in high-yield instructional strategies and to build capacity in implementing a tiered learning approach to math programs.



## Sovereignty, Human Rights & Equity

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

Indicators	Strategies & Status		Actions																		
<p><b>% of students achieving the provincial standard in de-streamed courses</b></p> <p><b>% of Students Who Met Provincial Standard in Grade 9 De-Streamed Courses</b></p> <table border="1"> <caption>% of Students Who Met Provincial Standard in Grade 9 De-Streamed Courses</caption> <thead> <tr> <th>Subject</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>80%</td> <td>79%</td> </tr> <tr> <td>Math</td> <td>66%</td> <td>64%</td> </tr> <tr> <td>Science</td> <td>77%</td> <td>73%</td> </tr> <tr> <td>Geography</td> <td>78%</td> <td>76%</td> </tr> <tr> <td>French</td> <td>81%</td> <td>79%</td> </tr> </tbody> </table> <p>2022-23: English (N=3455), Math (N=3084), Science (N=3477), Geography (N=3782), French (N=2605)                  2023-24: English (N=4371), Math (N=4834), Science (N=4771), Geography (N=4985), French (N=3299)</p>	Subject	2022-23	2023-24	English	80%	79%	Math	66%	64%	Science	77%	73%	Geography	78%	76%	French	81%	79%	<p>Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>● Provided job-embedded support with itinerant teachers focused on effective instructional strategies and assessment practices in de-streamed classrooms</li> <li>● Provided subject-specific learning series for educators &amp; department heads</li> <li>● Implemented intervention strategies including Math Intervention Specialists, Empower and Lexia</li> <li>● Offered credit rescue and credit recovery interventions in secondary schools</li> </ul>
Subject	2022-23	2023-24																			
English	80%	79%																			
Math	66%	64%																			
Science	77%	73%																			
Geography	78%	76%																			
French	81%	79%																			
<p><b>% of students in Grades 4-12 who were suspended at least once *</b></p> <p><b>% of students in Grades 4-12 who were suspended at least once</b></p> <table border="1"> <caption>% of students in Grades 4-12 who were suspended at least once</caption> <thead> <tr> <th>Grade Level</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Grades 4-8 (N=22,836)</td> <td>2.9%</td> </tr> <tr> <td>Grades 9-12 (N=21,445)</td> <td>4.3%</td> </tr> </tbody> </table> <p>2021-22</p>	Grade Level	2021-22	Grades 4-8 (N=22,836)	2.9%	Grades 9-12 (N=21,445)	4.3%	<p>Build administrator and educator capacity in a progressive discipline approach</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>● Provided 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>● Implemented professional learning on Training Active Bystanders in intermediate schools.</li> <li>● Provided professional learning on Dismantling Anti-Black Racism</li> </ul>												
Grade Level	2021-22																				
Grades 4-8 (N=22,836)	2.9%																				
Grades 9-12 (N=21,445)	4.3%																				
	<p>Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging</p>																				

Indicators	Strategies & Status		Actions									
<p><b>% human rights complaints resolved informally and formally</b></p> <p><b>% of Human Rights Complaints Resolved Informally and Formally (Students &amp; Staff)</b></p>  <table border="1"> <caption>Data for % of Human Rights Complaints Resolved Informally and Formally</caption> <thead> <tr> <th>Resolution Type</th> <th>2022-23 (N=42)</th> <th>2023-24 (N=46)</th> </tr> </thead> <tbody> <tr> <td>Informal Resolution</td> <td>88%</td> <td>91%</td> </tr> <tr> <td>Formal Resolution</td> <td>12%</td> <td>9%</td> </tr> </tbody> </table>	Resolution Type	2022-23 (N=42)	2023-24 (N=46)	Informal Resolution	88%	91%	Formal Resolution	12%	9%	<p>Implement and monitor a Human Rights complaints process</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>Initiated process for developing a new case management system to track and manage complaints submitted to the Human Rights Branch</li> </ul>
Resolution Type	2022-23 (N=42)	2023-24 (N=46)										
Informal Resolution	88%	91%										
Formal Resolution	12%	9%										
<p><b>% of students receiving special education modifications</b></p> <p><b>DATA FORTHCOMING <sup>1</sup></b></p>	<p>Build administrator and educator capacity in understanding the WRDSB Student Support Process</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>Provided professional learning for administrators and Special Education teachers on the Student Support Process</li> <li>Refined the Student Support Process</li> <li>Delivered professional learning for educators on literacy interventions (i.e., Lexia, Empower)</li> <li>Offered weekly sessions for educators to consult with central staff about ways to support early learners</li> </ul>									
<p>Implement and monitor assessment, evaluation and evidence-based intervention practices</p>	<p>✓</p>											

<sup>1</sup> Data validation is required before this indicator data can be published. This data point will be updated when the data is reconciled.

Indicators	Strategies & Status	Actions																								
<p><b>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</b></p> <p><b>Identities of Candidates for Elementary Occasional Teacher Positions</b></p> <table border="1"> <caption>Identities of Candidates for Elementary Occasional Teacher Positions (2023-24)</caption> <thead> <tr> <th>Identity</th> <th>Qualified Applicants (N=371)</th> <th>Hired (N=195)</th> </tr> </thead> <tbody> <tr> <td>Indigenous/Racialized</td> <td>50%</td> <td>41%</td> </tr> <tr> <td>Disability</td> <td>4%</td> <td>5%</td> </tr> <tr> <td>2SLGBTQ+</td> <td>7%</td> <td>10%</td> </tr> </tbody> </table> <p><b>Identities of Candidates for Secondary Occasional Teacher Positions</b></p> <table border="1"> <caption>Identities of Candidates for Secondary Occasional Teacher Positions (2023-24)</caption> <thead> <tr> <th>Identity</th> <th>Qualified Applicants (N=283)</th> <th>Hired (N=179)</th> </tr> </thead> <tbody> <tr> <td>Indigenous/Racialized</td> <td>46%</td> <td>40%</td> </tr> <tr> <td>Disability</td> <td>4%</td> <td>3%</td> </tr> <tr> <td>2SLGBTQ+</td> <td>8%</td> <td>8%</td> </tr> </tbody> </table>	Identity	Qualified Applicants (N=371)	Hired (N=195)	Indigenous/Racialized	50%	41%	Disability	4%	5%	2SLGBTQ+	7%	10%	Identity	Qualified Applicants (N=283)	Hired (N=179)	Indigenous/Racialized	46%	40%	Disability	4%	3%	2SLGBTQ+	8%	8%	<p>Update and implement practices that support equitable application, hiring and promotion processes</p> <p style="text-align: center;">✓</p>	<ul style="list-style-type: none"> <li>• Updated questions and rubrics that are used as part of the hiring process</li> <li>• Hosted and attended job fairs</li> </ul>
Identity	Qualified Applicants (N=371)	Hired (N=195)																								
Indigenous/Racialized	50%	41%																								
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**Sovereignty, Human Rights & Equity in practice:** System Navigators supported more than 100 African, Caribbean and Black identifying students through the provision of safe and affirming drop-in spaces where diverse stories, experiences, cultures and ways of being are welcomed/supported. One-to-one support was provided for students experiencing identity harm and those experiencing academic anxiety as they approach post-secondary studies (supported by guidance, social work and Black-led community supports).

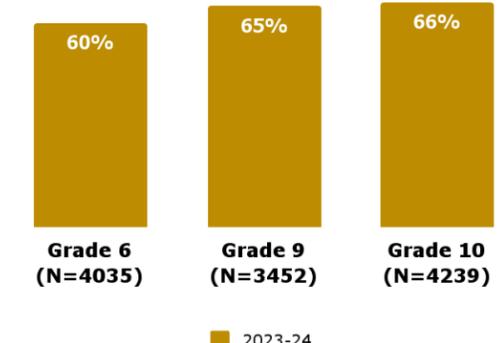
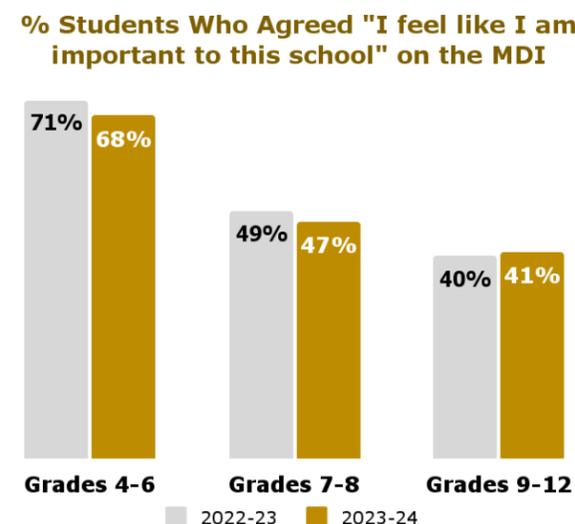
Professional development sessions were offered for special education resource teachers (SERTs) from all WRDSB schools. Sessions focused on Universal Design for Learning, Differentiated Instruction, Tiered Instruction, and the Student Support Process.

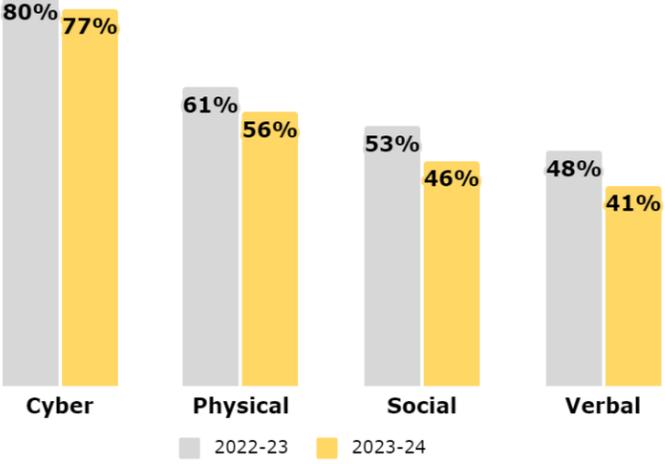
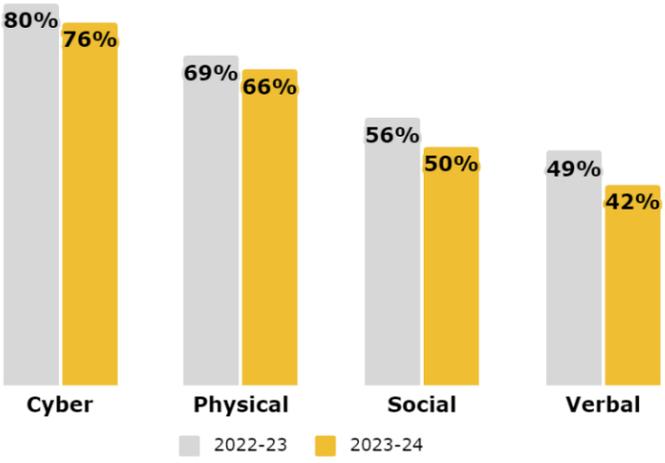
Administrator and teacher professional learning was implemented on the Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, including Land-based education; Community connections; Indigenous Pedagogies (developing practice); and Culturally Responsive, Relevant and Sustaining pedagogies. This included 9 school-based sessions and 6 central board sessions. 90% of teachers in these sessions expressed increased knowledge of Indigenous practices and pedagogies with a focus on teaching Indigenous Brilliance.



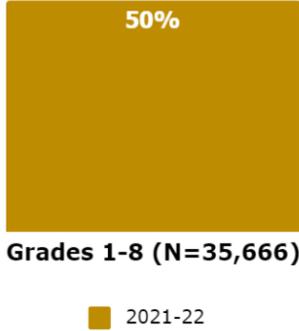
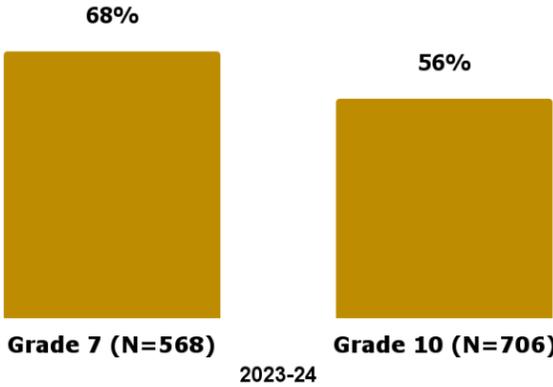
## Mental Health, Well-Being & Engagement

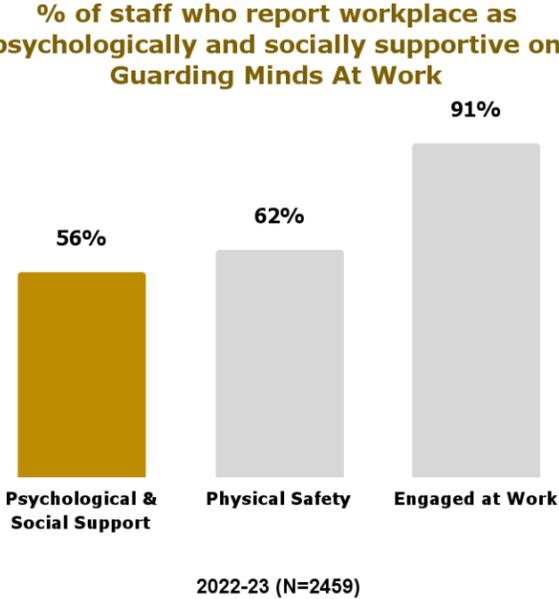
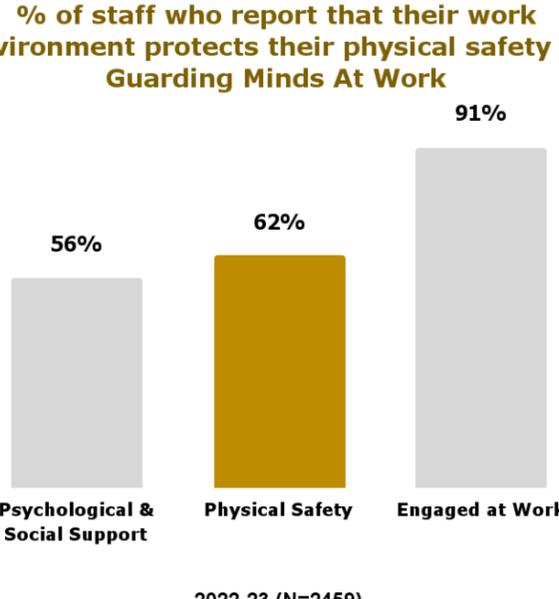
**Result:** Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status		Actions												
<p><b>% 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 *</b></p> <p><b>% of Students Who Report Being Aware of Mental Health Supports and Services</b></p>  <table border="1"> <caption>Grade 6, 9, and 10 Awareness of Mental Health Supports (2023-24)</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>60%</td> <td>4035</td> </tr> <tr> <td>Grade 9</td> <td>65%</td> <td>3452</td> </tr> <tr> <td>Grade 10</td> <td>66%</td> <td>4239</td> </tr> </tbody> </table> <p>■ 2023-24</p>	Grade	Percentage	Sample Size (N)	Grade 6	60%	4035	Grade 9	65%	3452	Grade 10	66%	4239	<p>Build student knowledge and understanding of mental wellness</p>		<ul style="list-style-type: none"> <li>Established student wellness teams at secondary schools.</li> <li>Hosted the annual student wellness conference.</li> <li>Provided ongoing support to school wellness teams, including building capacity to learn about mental health.</li> <li>Offered professional learning sessions related to resources from School Mental Health Ontario (SMHO).</li> <li>Provided learning opportunities for staff to develop mental health literacy led by school mental health clinicians</li> </ul>
Grade	Percentage	Sample Size (N)													
Grade 6	60%	4035													
Grade 9	65%	3452													
Grade 10	66%	4239													
<p>Build educator capacity to support student mental health literacy</p>															
<p><b>% 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</b></p> <p><b>% Students Who Agreed "I feel like I am important to this school" on the MDI</b></p>  <table border="1"> <caption>MDI Agreement by Grade Group (2022-23 vs 2023-24)</caption> <thead> <tr> <th>Grade Group</th> <th>2022-23 (%)</th> <th>2023-24 (%)</th> </tr> </thead> <tbody> <tr> <td>Grades 4-6</td> <td>71%</td> <td>68%</td> </tr> <tr> <td>Grades 7-8</td> <td>49%</td> <td>47%</td> </tr> <tr> <td>Grades 9-12</td> <td>40%</td> <td>41%</td> </tr> </tbody> </table> <p>■ 2022-23 ■ 2023-24</p> <p>2022-23: Grades 4-6 (N=9739), Grades 7-8 (N=6350), Grades 9-12 (N=10579)  2023-24: Grades 4-6 (N=11035), Grades 7-8 (N=6432), Grades 9-12 (N=10684)</p>	Grade Group	2022-23 (%)	2023-24 (%)	Grades 4-6	71%	68%	Grades 7-8	49%	47%	Grades 9-12	40%	41%	<p>Build student knowledge and understanding of mental wellness.</p>		<ul style="list-style-type: none"> <li>Supported students through Social Workers/Attendance Counsellors</li> <li>Provided job-embedded learning for educators on mentally healthy classrooms</li> <li>Delivered in-class presentations in support of student mental health and well-being</li> <li>Provided mental health literacy professional learning sessions for grade 7 and 8 educators</li> </ul> <p><i>Actions for this indicator are continued on the following 2 pages.</i></p>
Grade Group	2022-23 (%)	2023-24 (%)													
Grades 4-6	71%	68%													
Grades 7-8	49%	47%													
Grades 9-12	40%	41%													
<p>Build staff capacity to support student mental health literacy.</p>															

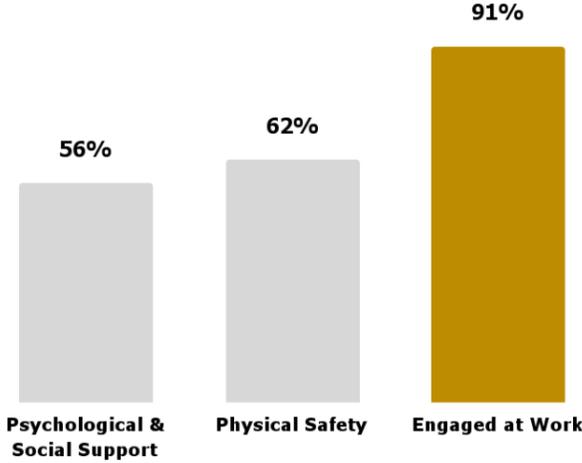
Indicators	Strategies & Status		Actions																														
<p><b>% of Students in Grades 4-6 Who Report They Have Never Been Bullied During the School Year</b></p>  <table border="1"> <caption>% of Students in Grades 4-6 Who Report They Have Never Been Bullied During the School Year</caption> <thead> <tr> <th>Category</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Cyber</td> <td>80%</td> <td>77%</td> </tr> <tr> <td>Physical</td> <td>61%</td> <td>56%</td> </tr> <tr> <td>Social</td> <td>53%</td> <td>46%</td> </tr> <tr> <td>Verbal</td> <td>48%</td> <td>41%</td> </tr> </tbody> </table> <p>2022-23: Grades 4-6 (N=9739), 2023-24: Grades 4-6 (N=11035)</p> <p><b>% of Students in Grades 7-8 Who Report They Have Never Been Bullied During the School Year</b></p>  <table border="1"> <caption>% of Students in Grades 7-8 Who Report They Have Never Been Bullied During the School Year</caption> <thead> <tr> <th>Category</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Cyber</td> <td>80%</td> <td>76%</td> </tr> <tr> <td>Physical</td> <td>69%</td> <td>66%</td> </tr> <tr> <td>Social</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>Verbal</td> <td>49%</td> <td>42%</td> </tr> </tbody> </table> <p>2022-23: Grades 7-8 (N=6350), 2023-24: Grades 7-8 (N=6432)</p>	Category	2022-23	2023-24	Cyber	80%	77%	Physical	61%	56%	Social	53%	46%	Verbal	48%	41%	Category	2022-23	2023-24	Cyber	80%	76%	Physical	69%	66%	Social	56%	50%	Verbal	49%	42%	<p><i>Strategies related to this indicator are reported above (page 8)</i></p>		<p><i>These actions are a continuation of actions related to the indicator ‘% of students in Grades 4-12 who feel their school is a safe, inclusive environment.’</i></p> <ul style="list-style-type: none"> <li>● Implemented professional learning sessions for educators related to vaping and cannabis and the connection to mental wellness</li> <li>● Delivered class and school presentations on vaping and cannabis and the connection to mental wellness</li> <li>● Created a social emotional learning (SEL) team to review current and emerging practices</li> <li>● Provided administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism</li> </ul> <p><i>Actions for this indicator are continued in the following page.</i></p>
Category	2022-23	2023-24																															
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Category	2022-23	2023-24																
Cyber	83%	81%																
Physical	86%	86%																
Social	66%	63%																
Verbal	66%	63%																
<p><b>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</b></p> <p><b>% Students Who Report High Well-Being (Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) on the MDI</b></p> <table border="1"> <caption>% Students Who Report High Well-Being (Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) on the MDI</caption> <thead> <tr> <th>Grade Group</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Grades 4-6</td> <td>34%</td> <td>36%</td> </tr> <tr> <td>Grades 7-8</td> <td>26%</td> <td>31%</td> </tr> <tr> <td>Grades 9-12</td> <td>20%</td> <td>23%</td> </tr> </tbody> </table>	Grade Group	2022-23	2023-24	Grades 4-6	34%	36%	Grades 7-8	26%	31%	Grades 9-12	20%	23%	<p>Build student and family knowledge and understanding of mental wellness and well-being</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>Coordinated community engagement tables that include grassroots community organizations to participate in wraparound supports for students</li> <li>Delivered in-class presentations on social-emotional learning and mental health strategies</li> <li>Hosted lunch and learn sessions for families</li> <li>Implemented professional learning for educators with a focus on student mental health and well-being</li> <li>Established student wellness teams at each secondary school.</li> <li>Hosted the annual student wellness conference (April 16, 2024)</li> </ul>			
Grade Group	2022-23	2023-24																
Grades 4-6	34%	36%																
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	<p>Build staff capacity to support and enhance student well-being</p>	<p>✓</p>																

Indicators	Strategies & Status		Actions
<p><b><u>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent</u> *</b></p> <p><b>% of Students in Grades 1-8 Whose Individual Attendance Rate is Equal to or Greater than 90 Percent</b></p>  <p>Grades 1-8 (N=35,666)</p> <p>2021-22</p>	<p>Build staff capacity in supporting students' attendance at school</p>		<ul style="list-style-type: none"> <li>• Offered training to Social Workers/Attendance Counsellors from the Ontario Association of Attendance Counsellors</li> <li>• Continued to monitor and support students' attendance by Social Workers/Attendance Counsellors</li> <li>• Revamped the Attendance Counselling procedure</li> </ul>
<p><b>% of students who feel engaged at their school as reported through a student survey</b></p> <p><b>% Students Who Report They "Often" or "Always" Feel Engaged In School on the Student Engagement Survey</b></p>  <p>Grade 7 (N=568)      Grade 10 (N=706)</p> <p>2023-24</p>	<p>Implement and monitor strategies high-yield strategies to engage students</p>		<ul style="list-style-type: none"> <li>• Supported implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams)</li> <li>• Provided outdoor education opportunities Land-Based Learning (WONAA) for students</li> <li>• Hosted student conferences (e.g., Black Brilliance)</li> </ul>

Indicators	Strategies & Status		Actions								
<p><b>% of staff who report workplace as psychologically and socially supportive of their mental health and well-being <sup>2</sup></b></p> <p><b>% of staff who report workplace as psychologically and socially supportive on Guarding Minds At Work</b></p>  <table border="1"> <caption>2022-23 (N=2459)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Psychological &amp; Social Support</td> <td>56%</td> </tr> <tr> <td>Physical Safety</td> <td>62%</td> </tr> <tr> <td>Engaged at Work</td> <td>91%</td> </tr> </tbody> </table>	Category	Percentage	Psychological & Social Support	56%	Physical Safety	62%	Engaged at Work	91%	<p>Build system leader capacity to support them in creating a psychologically and socially supportive workplace</p>		<ul style="list-style-type: none"> <li>● Implemented Employee and Family Assistance Program</li> <li>● Provided system leaders and managers with professional learning on reinforcement</li> <li>● Offered network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series)</li> <li>● Delivered professional learning for system leaders on disability management and accommodation</li> </ul>
Category	Percentage										
Psychological & Social Support	56%										
Physical Safety	62%										
Engaged at Work	91%										
<p><b>% of staff who report that their work environment protects their physical safety <sup>2</sup></b></p> <p><b>% of staff who report that their work environment protects their physical safety on Guarding Minds At Work</b></p>  <table border="1"> <caption>2022-23 (N=2459)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Psychological &amp; Social Support</td> <td>56%</td> </tr> <tr> <td>Physical Safety</td> <td>62%</td> </tr> <tr> <td>Engaged at Work</td> <td>91%</td> </tr> </tbody> </table>	Category	Percentage	Psychological & Social Support	56%	Physical Safety	62%	Engaged at Work	91%	<p>Build system leader capacity to support them in ensuring the protection of physical safety within the workplace</p>		<ul style="list-style-type: none"> <li>● Implemented training for system leaders and new members of workplace inspection teams</li> <li>● Provided personal protection equipment, consultations, education and support to staff</li> <li>● Supported an effective Internal Responsibility System with support from joint union-management Health and Safety Committee</li> <li>● Provided ongoing Behaviour Management System (BMS) training for staff</li> </ul>
Category	Percentage										
Psychological & Social Support	56%										
Physical Safety	62%										
Engaged at Work	91%										

<sup>2</sup> The Guarding Minds at Work survey was paused during the 2023/24 school year to allow for the completion of the WRDSB Workforce Census. The WRDSB plans to publicly release Workforce Census results later in the 2024/25 school year.

Indicators	Strategies & Status		Actions
<p><b>% of staff who feel engaged at work <sup>3</sup></b></p> <p><b>% of staff who report feeling engaged at work on Guarding Minds At Work</b></p>  <p>2022-23 (N=2459)</p>	<p>Build system leader and staff capacity in supporting their well-being at work</p>		<ul style="list-style-type: none"> <li>● Provided Road to Resiliency training for all staff</li> <li>● Offered professional learning for service leaders to build capacity on foundational leadership competencies</li> <li>● Develop resources for the Leadership Development website</li> <li>● Engaged staff through Aspiring Leaders program, On-Boarding of Administrators program, Administrators Mentoring Program</li> </ul>
<p>Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey</p>			

**Mental Health, Well-Being & Engagement in practice:** Active wellness teams from WRDSB secondary schools attended the Student Wellness Conference to learn about ideas to take back and implement at their own schools. Activities at each school varied and ranged from wellness bulletin boards and resource sharing to wellness fairs prior to exams.

The WRDSB continues to engage with community partners to support mental health and well-being in schools. For example, over 4000 Grade 7 and 8 students were reached through the “Sources of Strength” session coordinated with the Waterloo Region Suicide Prevention Council.

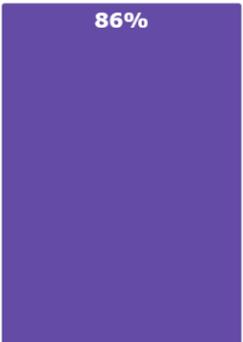
Professional sessions that support a Psychologically Safe Workplace were delivered to system leaders at the System Leaders Conference. Over 80% of the system leaders (e.g., principals, managers, and superintendents) in attendance (57 in total) indicated that they would incorporate a new strategy to support a Psychologically Safe Workplace with their teams.

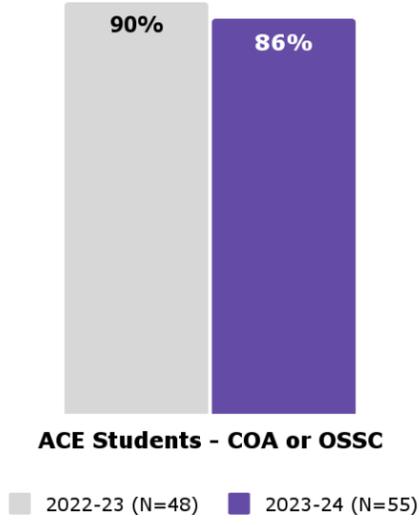
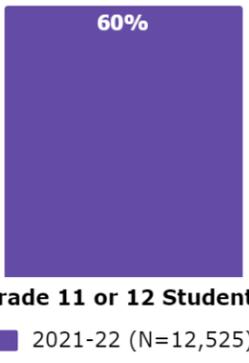
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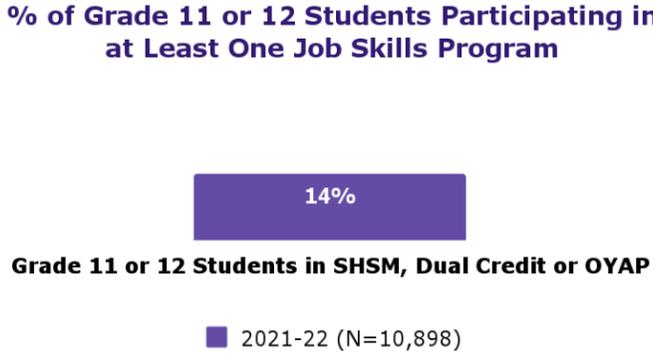
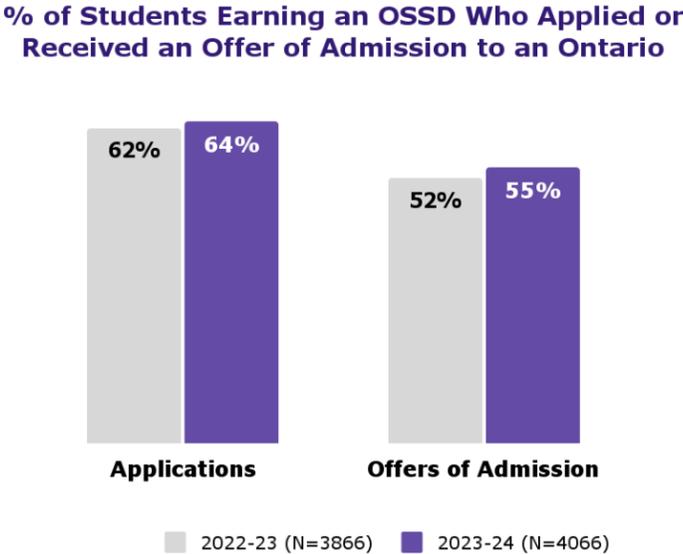


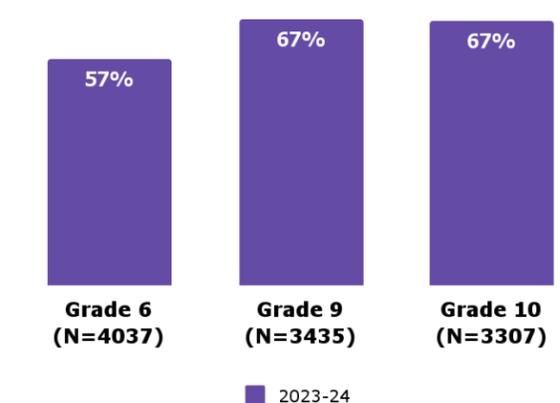
## Pathways & Transitions

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

Indicators	Strategies & Status		Actions
<p><b><u>% of students who earn 16 or more credits by the end of Grade 10</u></b> *</p> <p><b>% of Students Who Earn 16+ Credits by the End of Grade 10</b></p>  <p>■ 2021-22 (N=4489)</p>	<p>Implement high-yield strategies focused on credit accumulation</p>		<ul style="list-style-type: none"> <li>● Provided Grade 6 to 7 and Grade 8 to 9 transition support to students</li> <li>● Provided opportunities for Grade 8 students to earn “Reach Ahead” credits</li> <li>● Offered credit rescue and credit recovery interventions in secondary schools</li> <li>● Placed Graduation Coach to support Black students</li> </ul>
<p><b><u>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9</u></b> *</p> <p><b>% of Students in a Grade 9 Cohort Graduating with an OSSD within Five Years</b></p>  <p>■ 2021-22 (N=4581)</p>	<p>Implement programs to support students to earn credits towards their diploma</p>		<ul style="list-style-type: none"> <li>● Engaged in credit accumulation monitoring</li> <li>● Offered credit rescue and credit recovery interventions in secondary schools</li> <li>● Offered “Build A Credit” program to student</li> <li>● Offered e-learning opportunities to earn credits</li> <li>● Expanded offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> </ul>

Indicators	Strategies & Status		Actions									
<p><b>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</b></p> <p><b>% of ACE Students Awarded a COA or OSSC</b></p>  <table border="1"> <caption>ACE Students - COA or OSSC</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>90%</td> <td>48</td> </tr> <tr> <td>2023-24</td> <td>86%</td> <td>55</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (N)	2022-23	90%	48	2023-24	86%	55	<p>Build staff capacity to support students on alternative pathways</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>Delivered professional learning for Alternative Continuum of Education (ACE) educators</li> </ul>
Year	Percentage	Sample Size (N)										
2022-23	90%	48										
2023-24	86%	55										
<p><b><u>% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course</u>*</b></p> <p><b>% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or 12 Science Course</b></p>  <table border="1"> <caption>Grade 11 or 12 Students</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>60%</td> <td>12,525</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (N)	2021-22	60%	12,525	<p>Implement supports for students to engage in different pathways</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>Provided 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>Continued implementation of tiered intervention model to support student learning</li> </ul>			
Year	Percentage	Sample Size (N)										
2021-22	60%	12,525										

Indicators	Strategies & Status	Actions
<p><b><u>% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP) *</u></b></p> <p><b>% of Grade 11 or 12 Students Participating in at Least One Job Skills Program</b></p>  <p>Grade 11 or 12 Students in SHSM, Dual Credit or OYAP</p> <p>■ 2021-22 (N=10,898)</p>	<p>Implement and expand programs to support students on different pathways</p>	<p>✓</p> <ul style="list-style-type: none"> <li>● Dual Credit (College) programs offered</li> <li>● Offered School Within a College (SWAC) program with Conestoga College</li> <li>● Expanded offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> <li>● Offered summer school Cooperative Education opportunities</li> </ul>
<p><b>% of students accessing an educational experience after secondary school (i.e., apprenticeship, college, or university)</b></p> <p><b>% of Students Earning an OSSD Who Applied or Received an Offer of Admission to an Ontario</b></p>  <p>Applications: 62% (2022-23), 64% (2023-24)</p> <p>Offers of Admission: 52% (2022-23), 55% (2023-24)</p> <p>■ 2022-23 (N=3866) ■ 2023-24 (N=4066)</p>	<p>Implement programs to support students on different pathways</p>	<p>✓</p> <ul style="list-style-type: none"> <li>● Launched exit survey for graduating students</li> <li>● Dual Credit (College) programs offered</li> <li>● Offer School Within a College (SWAC) program with Conestoga College</li> <li>● Expanded offerings available through Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education</li> </ul>

Indicators	Strategies & Status		Actions												
<p><b><u>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc) *</u></b></p> <p><b>% of Students Who Feel Prepared for the Next Steps in Their Learning Experience</b></p>  <table border="1"> <caption>% of Students Who Feel Prepared for the Next Steps in Their Learning Experience (2023-24)</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>57%</td> <td>4037</td> </tr> <tr> <td>Grade 9</td> <td>67%</td> <td>3435</td> </tr> <tr> <td>Grade 10</td> <td>67%</td> <td>3307</td> </tr> </tbody> </table> <p>■ 2023-24</p>	Grade	Percentage	Sample Size (N)	Grade 6	57%	4037	Grade 9	67%	3435	Grade 10	67%	3307	<p>Implement supports for students to successfully transition to the next steps in their learning experience</p>		<p>✓</p> <ul style="list-style-type: none"> <li>● Provided Grade 6 to 7 and Grade 8 to 9 transition support to students</li> <li>● Continued partnership with the Smart Waterloo Region Innovation Lab (SWRIL) to engage students in innovative learning opportunities</li> <li>● Launched a transition survey for students in Grades 7-11</li> <li>● Launched exit survey for graduating students</li> </ul>
Grade	Percentage	Sample Size (N)													
Grade 6	57%	4037													
Grade 9	67%	3435													
Grade 10	67%	3307													

**Pathways & Transitions in practice:** Our “Reach Ahead” program saw an increase in enrollment in 2024, as 130 students began Grade 9 with 1 credit completed towards their OSSD. Nearly 3000 students completed an eLearning course in Summer School. This provided them with more flexibility in their 2024-25 timetables.

In coordination with Conestoga College, the WRDSB offered dual credit opportunities in 15 different programs in Semester 1 and 21 different programs in Semester 2. Students in these programs came from across 16 WRDSB high schools, as well as the Alternative Education program and the Education and Community Partnership Program.

## Board Improvement and Equity Plan - Indicator Specifications



### ACHIEVEMENT

**Result:** Every student will succeed academically

Indicator	Definition/Calculation
<p>% of students who are reading at grade level by the end of Grade 2</p>	<p>Students who achieve a B- or higher in Language on their final Grade 2 report card are counted as reading at grade level by the end of Grade 2.</p> <p>Achieving a B- or higher in Language aligns with a student having achieved the provincial standard. When students achieve the provincial standard in a subject, it means that they have demonstrated the knowledge and skills that will prepare them for work in subsequent grades (<a href="#">Growing Success</a>, p. 152).</p> <p>To calculate this indicator, the number of students who achieved a B- or higher in Language on their final Grade 2 report card is divided by the number of students who have a final grade in Language on their final Grade 2 report card.</p>
<p>% of students who meet or exceed the provincial standard on the Grade 3 &amp; 6 EQAO Assessments of Reading, Writing, and Mathematics*</p>	<p>Students are counted as having met or exceeded the provincial standard on the Grade 3 and 6 EQAO Assessments of Reading, Writing, and Mathematics if they achieve a level 3 or level 4.</p> <p>To calculate these indicators, the number of students who achieve a level 3 or level 4 on the EQAO assessment component (i.e., reading, writing, or mathematics) is divided by the number of students who fully participate in the assessment.</p> <p>Note: Fully participating excludes students who are exempted from or absent during the assessments.</p>
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*</p>	<p>Grade 9 students are counted as having met or exceeded the provincial standard on the Grade 9 Assessment of Mathematics if they achieve a level 3 or level 4.</p> <p>To calculate this indicator, the number of students who achieve a level 3 or level 4 is divided by the number of students who fully participate in the assessment.</p> <p>Note: Fully participating excludes students who are</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	exempted from or absent during the assessments.
<p>% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT)*</p>	<p>Students are counted as having been successful on the OSSLT if they meet the expected standard as defined by EQAO.</p> <p>To calculate this indicator, the number of first-time eligible, fully participating students who are successful on the OSSLT is divided by the number of students who fully participate in the OSSLT</p> <p>Note: Fully participating excludes students who are deferred or absent from the assessment.</p>

\* Student Achievement Plan (SAP) Indicator. SAP indicator definitions and methods of calculation have been dictated by Ontario Ministry of Education

## Board Improvement and Equity Plan - Indicator Specifications



### Sovereignty, Human Rights & Equity

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

Indicator	Definition/Calculation
<p>% of students achieving the provincial standard in de-streamed courses</p>	<p>Students who achieve 70% or higher in Grade 9 de-streamed courses (i.e., ENL1W, MTH1W, SNC1W, CGC1D and FSF1D) are counted as having achieved the provincial standard in de-streamed courses.</p> <p>Achieving a 70% or higher in a subject aligns with a student having achieved the provincial standard. When students achieve the provincial standard in a subject, it means that they have demonstrated the knowledge and skills that will prepare them for work in subsequent grades (<a href="#">Growing Success</a>, p. 152).</p> <p>To calculate this indicator, the number of students who achieve 70% or higher in each de-streamed Grade 9 course (i.e., ENL1W, MTH1W, SNC1W, CGC1D and FSF1D) is divided by the total number of students who receive a final grade in the Grade 9 de-streamed course.</p>
<p>% of students in Grades 4-12 who were suspended at least once*</p>	<p>Students in Grade 4 to 12 who receive one or more suspensions are counted as having been suspended at least once. This indicator is reported separately for students in Grades 4-8 and students in Grades 9-12.</p> <p>To calculate this indicator, the number of students who receive one or more suspensions in Grades 4-8 and Grades 9-12 is divided by the total number of students enrolled in Grades 4-8 and Grades 9-12, respectively.</p>
<p>% human rights complaints resolved informally and formally (students &amp; staff)</p>	<p>Human rights complaints submitted by staff or by/on behalf of students that are resolved through alternative resolution processes without an investigation are counted as having been resolved informally. Human rights complaints submitted by staff or by/on behalf of students that are resolved through a full investigation process are counted as having been resolved formally.</p> <p>This indicator is reported separately for human rights complaints that are resolved informally and formally</p> <p>To calculate this indicator, the number of human rights</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>complaints resolved informally and formally are each divided by the total number of human rights complaints received.</p>
<p>% of students receiving special education modifications</p>	<p>Students with an Individual Education Plan (IEP) who have modifications made to the grade-level expectations of a subject and who are not enrolled in a congregated setting are counted as having received special education modifications.</p> <p>Modified is the term used on a student’s IEP to identify a subject from the Ontario curriculum in which the student requires modified expectations (i.e., expectations that differ in some way from the regular grade-level expectations). These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.  <a href="#">Special Education in Ontario: Kindergarten to Grade 12</a> (2017, pp. E17-18)</p> <p>To calculate this indicator, the number of students with an IEP (not enrolled in a congregated setting) who have modifications made to the grade-level expectations for a subject is divided by the total number of students with an IEP (not enrolled in a congregated setting).</p>
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p>	<p>Candidates who apply to positions at WRDSB through Apply To Education are asked three optional identity-based questions that represent Ontario Human Rights Code (OHRC) protected grounds: race, disability, and sexual orientation.</p> <p>Candidates who provide any response besides “White” to the item, “Which racial group(s) best describes you?” are counted as having an “Indigenous/Racialized” identity. Candidates who respond “Yes” to the item, “Do you self-identify as a person with a disability?” are counted as having a disability. Candidates who respond to the item, “Do you self-identify as Two-Spirit, Lesbian, Gay, Bisexual/Pansexual, Queer?” are counted as identifying as “2SLGBTQ+”.</p> <p>To calculate these indicators, the number of candidates</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>who apply to (or are hired for) Elementary and Secondary Occasional Teaching positions and who self-identify as racialized, having a disability, or 2SLGBTQ+ are each divided by the total number of candidates who apply to (or are hired for) these positions.</p> <p>The identities of candidates who apply to and are hired for Elementary and Secondary Occasional Teaching positions are compared year over year to determine change.</p>

\* Student Achievement Plan (SAP) Indicator. SAP indicator definitions and methods of calculation have been dictated by Ontario Ministry of Education

**Board Improvement and Equity Plan - Indicator Specifications**



**Mental Health, Well-Being & Engagement**

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

Indicator	Definition/Calculation
<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>	<p>Grade 6, 9 and 10 students’ awareness of mental health supports is measured with the following item that appears on the student questionnaire that accompanies the Junior and Grade 9 EQAO Assessments and the OSSLT:</p> <p>Grade 6: “If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school)”. Students respond to this item with one of the following 3 options: “No, I do not agree”, “I am not sure”, or “Yes, I agree”.</p> <p>Grades 9 &amp; 10: “If I have questions or concerns about my mental health, I know about the supports that are available”. Students respond to this item with one of the following 5 options: “Strongly disagree”, “Somewhat disagree”, “Neither agree nor disagree”, “Somewhat agree”, or “Strongly agree”.</p> <p>To calculate this indicator, the number of students who agree with the statement (i.e., Grade 6 - the number of students who select “Yes, I agree” and Grades 9 &amp; 10 - the number of students who select, “Somewhat agree” or “Strongly agree”) is divided by the number of fully participating students.</p> <p>Note: Fully participating excludes students who are exempted from or absent during the assessments.</p>
<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>	<p>Safe Environment: Students in grades 4-12 who report “never” to the questions on the Middle Years Development Instrument (MDI) about experiencing physical, social, verbal or cyber bullying during the school year are counted as feeling their school is a safe environment.</p> <p>To calculate this indicator, the number of students who respond “never” to experiencing physical, social, verbal, or cyber bullying during the school year is divided by the total number of students who respond to each of the items about bullying.</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>Inclusive Environment: Students are counted as feeling their school is an inclusive environment if they reported a high sense of school belonging on the Middle Years Development Instrument (MDI). A high sense of school belonging on the MDI is defined as a response of “agree a little” or “agree a lot” to the following two questions: (a) "I feel like I belong in this school" and (b) "I feel like I am important to this school"</p> <p>To calculate this indicator, the number of students who report a high sense of school belonging is divided by the total number of students who respond to the two school belonging questions.</p>
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p>	<p>Students who score in the high range on at least 4 of the 5 dimensions of the Well-Being Index on the Middle Years Instrument (MDI; Dimensions: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) and who have no low-range scores are counted as having high well-being (i.e., a high Well-Being Index score)</p> <p>The following items that make up the 5 dimensions of the Well-Being Index and all are rated on a 5-pt scale from “agree a lot” to “disagree a lot” (Optimism, Self-Esteem, Happiness, and Absence of Sadness) or 4-pt scale from “excellent” to “poor” (General Health):</p> <ol style="list-style-type: none"> <li>1. Optimism: (a) “I have more good times than bad times”, (b) “I believe more good things than bad things will happen to me”, and (c) “I start most days thinking I will have a good day”</li> <li>2. Self-Esteem: (a) “In general, I like being the way I am”, (b) “Overall, I have a lot to be proud of”, and (c) “A lot of things about me are good”</li> <li>3. Happiness: (a) “In most ways my life is close to the way I would want it to be”, (b) “The things in my life are excellent”, (c) “I am happy with my life”, (d) “So far I have gotten the important things I want in life”, (e) “If I could live my life over, I would have it the same way”</li> <li>4. Absence of Sadness (reverse scored): (a) “I feel unhappy a lot of the time”, (b) “I feel upset about things”, (c) “I feel</li> </ol>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>that I do things wrong a lot”</p> <p>5. General Health: “In general, how would you describe your health?”</p> <p>To calculate this indicator, the number of students with high well-being is divided by the number of students for whom a Well-Being Index score can be calculated.</p>
<p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</p>	<p>To calculate elementary student attendance rates, the total number of instructional days a student attends is calculated as a percentage of the total number of instructional days in a school year.</p> <p>The number of instructional days a student attends is calculated by subtracting the total days the student is absent (for any reason) from the total number of instructional days in a school year.</p> <p>The total number of instructional days for a school year is calculated by subtracting designated holidays and Professional Activity (PA) days from the total number of school days for the year.</p> <p>To calculate this indicator, the number of students in Grades 1-8 whose attendance rate is 90% or greater is divided by the total number of students actively enrolled in Grades 1-8.</p>
<p>% of students who feel engaged at their school as reported through a student survey</p>	<p>Students who indicate they are “always” or “often” engaged in school in response to the question, “How often do you feel engaged at school?” are counted as feeling engaged at their school.</p> <p>To calculate this indicator, the number of students who indicate they are “always” or “often” engaged is divided by the total number of students who answered the question.</p>
<p>% of staff who report workplace as psychologically and socially supportive of their mental health and well-being</p>	<p>Staff who agree with the items that make up the “Psychological and Social Support” factor on the Guarding Minds at Work survey are counted as having reported that their workplace is psychologically and socially supportive of their mental health and well-being.</p> <p>The items that make up the “Psychological and Social</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>Support” factor on the Guarding Minds at Work survey are: (a) “My employer offers services or benefits that support employees”; (b) “My employer would support me if I were psychologically distressed.”; (c) “People in my workplace understand the importance of protecting psychological health and safety”; (d) “People with disabilities are supported to do their jobs effectively”; (e) “My employer helps employees to cope with workplace stress”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Psychological &amp; Social Support” factor is divided by the total number of staff who respond to these items.</p>
<p>% of staff who feel engaged at work</p>	<p>Staff who agree with the items that make up the “Engagement” factor on the Guarding Minds at Work survey are counted as having reported that they feel engaged at work.</p> <p>The items that make up the “Engagement” factor on the Guarding Minds at Work survey are: (a) “I enjoy my work”; (b) “I am willing to give extra effort at work if needed”; (c) “My work is an important part of who I am”; (d) “I am committed to the success of my organization”; (e) “I am proud of the work I do”; (f) “I am committed to the success of my team”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Engagement” factor is divided by the total number of staff who respond to these items.</p>
<p>% of staff who report that their work environment protects their physical safety</p>	<p>Staff who agree with the items that make up the “Protection of Physical Safety” factor on the Guarding Minds at Work survey are counted as having reported that their work environment protects their physical safety.</p> <p>The items that make up the “Protection of Physical Safety” factor on the Guarding Minds at Work survey are: (a) “My employer takes appropriate action to protect my physical safety at work”; (b) “My employer offers sufficient training to help protect my physical safety at work (e.g., emergency preparedness, safe lifting, violence)”; (c) “When physical accidents occur or physical risks are identified, my employer responds effectively”; (d) “I have the equipment</p>

## Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>and tools I need to do my job in a physically safe way (e.g., protective clothing, adequate lighting, ergonomic)”; (e) “My employer responds appropriately when workers raise concerns about physical safety.”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Protection of Physical Safety” factor is divided by the total number of staff who respond to these items.</p>

\* Student Achievement Plan (SAP) Indicator. SAP indicator definitions and methods of calculation have been dictated by Ontario Ministry of Education

## Board Improvement and Equity Plan - Indicator Specifications



### Pathways & Transitions

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

Indicator	Definition/Calculation
<p>% of students who earn 16 or more credits by the end of Grade 10 *</p>	<p>Students enrolled in the 2021-22 Grade 9 cohort who earn 16 credits by the end of their Grade 10 year will be counted as having earned 16 credits by the end of grade 10.</p> <p>To calculate this indicator, the number students in the 2020-21 Grade 9 cohort who have earned 16 or more credits by the end of their Grade 10 year (i.e., credits earned in 2020-21 and 2021-22) is divided by the number of students enrolled in the 2020-21 Grade 9 cohort and who are still enrolled at WRDSB at the end of Grade 10.</p>
<p>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9 *</p>	<p>Students in the 2017-18 Grade 9 cohort (i.e., students who started their grade 9 year at an Ontario secondary school in 2017-18) and have earned an OSSD within 5 years (i.e., by the end of the 2021-22 school year) are counted as having graduated with an OSSD within five years of starting Grade 9.</p> <p>To calculate this indicator, the number of students in the 2017-18 Grade 9 cohort graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9 (by the end of the 2021-22 school year) is divided by the total number of students enrolled in the 2017-18 Grade 9 cohort.</p>
<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>	<p>Students who are enrolled in alternative programming (i.e., ACE) who have met the requirements for and been awarded an Ontario Secondary School Credit (OSSC - 14-credit pathway) or a Certificate of Accomplishment (COA) by the end of their final year at WRDSB are counted as having received an OSSC or COA.</p> <p>To calculate this indicator, the number of students who are enrolled in the final year of ACE and who receive an OSSC or COA is divided by the total number of students enrolled in</p>

## Board Improvement and Equity Plan - Indicator Specifications

	<p>their final year ACE and who are working towards an OSSC or COA.</p>
<p>% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course *</p>	<p>Students who are enrolled in any Grade 11 science, Grade 12 science, or Grade 12 mathematics course are counted as having been enrolled in at least one Grade 11 science, Grade 12 science or Grade 12 mathematics course.</p> <p>To calculate this indicator, the number of unique students enrolled in at least one Grade 11 science, Grade 12 science, or Grade 12 mathematics course is divided by the number of unique students enrolled in any Grade 11 or 12 course.</p>
<p>% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP) *</p>	<p>Grade 11 and 12 students who participated in any of the following programs: Specialist High Skills Major (SHSM), Dual Credit, or Ontario Youth Apprenticeship Program (OYAP), are counted as having participated in at least one job skills program.</p> <p>To calculate this indicator, the number of unique Grade 11 and 12 students enrolled in at least one job skills program (i.e., Specialist High Skills Major, Dual Credit or Ontario Youth Apprenticeship Program) is divided by the number of students enrolled in Grades 11 and 12.</p>
<p>% of students accessing an educational experience after secondary school (i.e., apprenticeship, college, or university)</p>	<p>Students who (a) apply to or (b) receive an offer of admission for further educational experience at an Ontario institution offering apprenticeship, college, or university programs (each reported separately) are counted as accessing an educational experience after they graduate from secondary school.</p> <p>To calculate this indicator, the number of students accessing an educational experience after they graduate from secondary school is divided by the total number of students who earned an OSSD.</p>
<p>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next</p>	<p>Grade 6, 9 and 10 students' beliefs about the extent to which their learning has prepared them for their next steps in their learning experience is measured with the following item that appears on the student questionnaire accompanying the Junior and Grade 9 EQAO Assessments</p>

## Board Improvement and Equity Plan - Indicator Specifications

<p>grade, post secondary, etc) *</p>	<p>and the OSSLT:</p> <p>Grade 6: “I feel prepared for learning in the next school year”. Students respond to this item with one of the following 3 options: “No, I do not agree”, “I am not sure”, or “Yes, I agree”.</p> <p>Grades 9 &amp; 10: “I feel prepared for learning in the next semester or next school year”. Students respond to this item with one of the following 5 options: “Strongly disagree”, “Somewhat disagree”, “Neither agree nor disagree”, “Somewhat agree”, or “Strongly agree”.</p> <p>To calculate this indicator, the number of students who agreed with the statement (i.e., Grade 6 - the number who selected “Yes, I agree” and Grades 9 &amp; 10 - the number of students who selected, “Somewhat agree” or “Strongly agree”) is divided by the number of fully participating students.</p> <p>Note: Fully participating excludes students who are exempted from or absent during the assessments.</p>
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\* Student Achievement Plan (SAP) Indicator. SAP indicator definitions and methods of calculation have been dictated by Ontario Ministry of Education

**Waterloo Region District School Board**

51 Ardelt Avenue  
Kitchener, ON N2C 2R5  
T: 519-570-0003  
F: 519-742-1364  
wrdsb.ca

October 25, 2024

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

Dear Minister Dunlop,

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 experience as Associate Minister of Children and Women's Issues in the Ministry of Children, Community, and Social Services, who recognizes the importance of partnerships and engagement with families, organizations, and services.

I look forward to working together to continue to build a fiscally responsible public education system that prioritizes safety, achievement and well-being of all students in the Waterloo Region over the years to come.

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