

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, December 16, 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 - Special Education Advisory Committee Meeting of November 13, 2024

Receive Minutes - Board Meeting of November 25, 2024

Approve Minutes - Committee of the Whole Meeting of December 9, 2024

Receipt/Approval of Monthly Reports:

20 Staffing Information – Retirements and Resignations

S. Miller

23 Staffing Information – Appointments

S. Miller

25 Quarterly Student Incident Behaviour Report

S. Miller

Declarations of Pecuniary Interest

Staff Follow Up

Reports

32 2024-25 Board Improvement and Equity Plan

S. Miller / A. Gaymes-San Vicente / D. Lane

Board Reports

Board Communications

47 Waterloo Region District School Board to Minister of Education

Other Business

Transforming Education through Community Engagement

E. Dougan-McKenzie

Celebrating Staff

**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

December 16, 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 December 16, 2024

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Jodi	Gross	Teacher, Howard Robertson PS	January 3, 2025	26

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
John	Ottema	Teacher, Jacob Hespeler SS	June 30, 2025	25
Sam	Schichter	Teacher, Waterloo CI	December 11, 2024	27

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Carolyn	Salonen	Principal, Waterloo Oxford District SS	January 31, 2025	35
Eric	Steven	Tradesperson, Maintenance	January 31, 2025	12
David	Wilson	Principal, Cameron Heights CI	January 30, 2025	27

Staffing Statistics – Resignations
Current at December 16, 2024

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Ashley	Brunshaw	Teacher, WT Townshend PS	December 20, 2024
Kathleen	Campagna	Teacher, Hespeler PS	November 29, 2024
Brittany	Cook	Payroll Assistant, Human Resources	January 5, 2025
Catherine	Elliott	Educational Assistant, Chalmers Street PS	December 6, 2024
Lam	Gordan	Child Youth Worker, Eastwood CI	December 6, 2024
Jonelle	Haines	Teacher, Winston Churchill PS	December 5, 2024
Hunter	Krantz	Educational Assistant, Bridgeport PS	December 6, 2024
Rosemarie	Maio	Early Childhood Educator, Bridgeport PS	January 1, 2025
Ashley	Shuh	Educational Assistant, Howard Robertson PS	December 23, 2024



Report to Board of Trustees

December 16, 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 December 16, 2024

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Christian	Braun	Communications Officer, Communications	December 9, 2024
James	Morin	Heating Technician, Maintenance	December 9, 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

December 16, 2024

Subject: Reported Student Behaviour Incidents Quarterly Data Q1 – 2024-2025

Recommendation:

This report is provided for information purposes only.

Status:

- The Board continues to experience significant staffing challenges. The Board 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 is continuing and in the process of investigating innovative staffing initiatives to help support the needs of our highest needs students.
- We continue to be proactive in utilizing our BMS team to support staff and administration in the following ways:
- Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
- Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
- Supporting growing system needs in BMS by continuing to train new trainers;
- Assisting in facilitating the transition of students returning to in-school learning;
- Directly supporting transition planning to ensure staff feel supported and that we are setting both students and staff up for success;
- Proactively identifying schools and students that may require direct support from BMS;
- Analyzing and actively investigating special education paraprofessional resources to better support schools;

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

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

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

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

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

Previous Year Quarterly Report Comparison:

Quarterly student behaviour incident data as reported by WRDSB staff for the period September 1, 2024– November 15, 2024 compared to the data from the same period of September 1, 2023– November 15, 2023 last school year:

- Total Elementary incidents have increased by 205 incidents from the same period last year.
- Total Secondary incidents have increased by 8 incidents from the same period last year.

2024-2025 Reporting Information:

Reported Student Behaviour Incidents for the Current School Year (September 1, 2024 – November 15, 2024):

- Total Elementary incidents: **(September 1, 2024-November 15, 2024): 1,151 Incidents**
 - o Hazard – 827 incidents
 - 71.85% of all elementary incidents
 - o First Aid – 289 incidents
 - 25.11% of all elementary incidents
 - o Health Care – 14 events
 - 1.22% of all elementary events
 - o Lost Time – 21 events -
 - 1.82% of all elementary events
- Total Secondary incidents from **(September 1, 2024-November 15, 2024): 57 incidents**
 - o Hazard – 40 incidents
 - 70.18% of all Secondary incidents
 - o First Aid – 15 incidents
 - 26.32% of all Secondary incidents
 - o Health Care – 0 incidents
 - 0.00% of all Secondary incidents

- o Lost Time – 2 incidents
 - 3.51% of all Secondary incidents
- Total incidents for hazards, first aid, health care, and lost time per employee group from **September 1, 2024 - November 15, 2024 – 1,208 Incidents**
 - o Educational Assistant (EA) / Child and Youth Worker (CYW) – 638
 - 52.81% of total incidents
 - o Designated Early Child Educator (DECE) – 111
 - 9.19% of total incidents
 - o Elementary Teachers – 344
 - 28.48% of total incidents
 - o Elementary Occasional Teachers – 62
 - 5.13% of total incidents
 - o Secondary Teachers and Occasional Teachers – 14
 - 1.16% of total incidents
 - o Custodian and Maintenance Association (CAMA) – 1
 - 0.08% of total incidents
 - o Education Support Services (ESS) – 3
 - 0.25% of total incidents
 - o Professional Student Services Personnel (PSSP) – 1
 - 0.08% of total incidents
 - o Supervision Monitors and Cafeteria Assistants (SMACA) – 6
 - 0.50% of total incidents
 - o Non-Unionized employees – 6
 - 0.50% of total incidents
 - o Administrators – 22
 - 1.82% of all incidents

2023-2024 Reporting Information:

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

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

- Total Secondary incidents from **September 1, 2023 – November 15, 2023: 49 incidents**
 - Hazard –33 incidents
 - 67.35% of all Secondary incidents
 - First Aid – 12 incidents
 - 24.49% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 4 incidents
 - 8.16% of all Secondary incidents

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

Background:

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

Financial implications:

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

Communications:

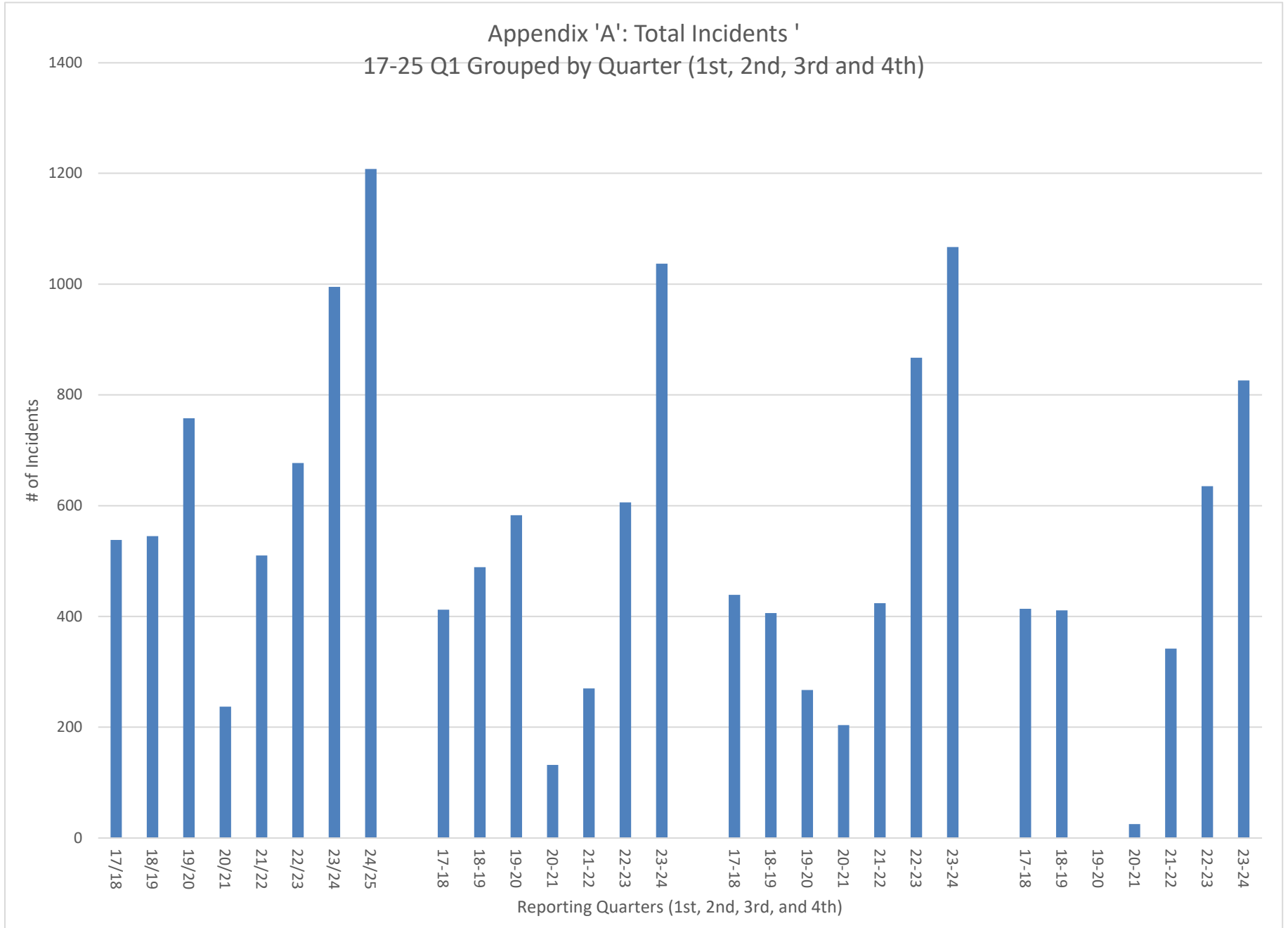
A report of all workplace incidences, including student behaviour incidents is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

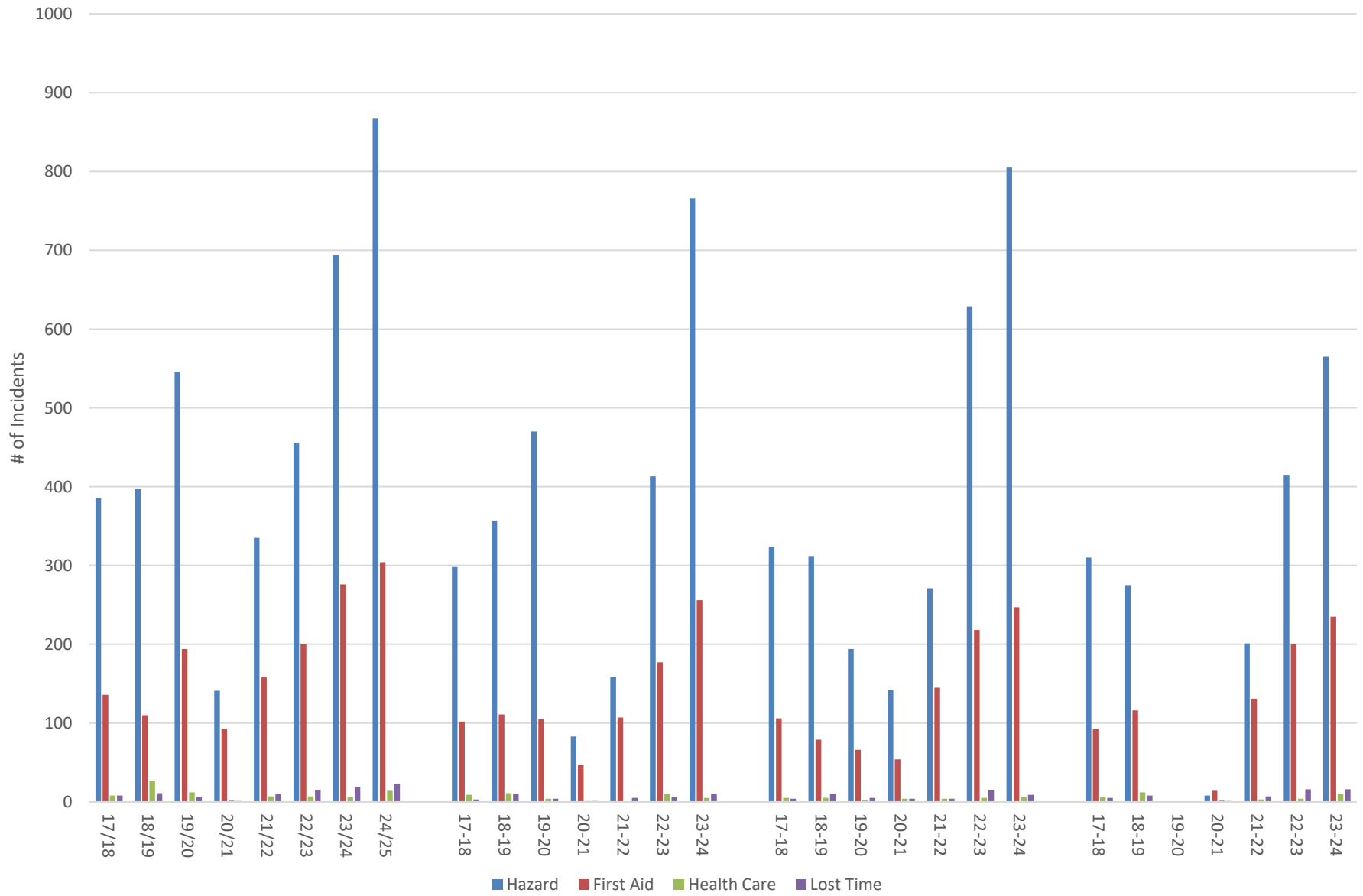
Appendix 'A' – Total Incidents 2017-2025 Q1 Grouped by Quarter

Appendix 'B' – Types of Incidents by Quarter '17-25 Q1 Grouped by Quarter

Prepared by: Scott Miller, Interim 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
'17-25 Q1 Grouped by Quarter (1st, 2nd, 3rd and 4th)





Report to Board of Trustees

December 16, 2024

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

Recommendation:

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

Status:

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

The 2024-2025 Board Improvement and Equity Plan/Student Achievement Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to help "turn the curve" for the identified areas. This year's Board Improvement and Equity Plan/Student Achievement Plan (see Annex A) aligns with Ontario's Better Schools and Students Outcome Act (Bill 98), continues work as outlined in the 2023-2024 Board Improvement and Equity Plan and focuses on four areas:

<u>Achievement</u>	Every student will succeed academically.
<u>Sovereignty, Human Rights & Equity</u>	Every student and staff member has equitable opportunities in an environment free from discrimination.
<u>Mental health, Well-being and Engagement</u>	Every student and staff member will learn and work in environments that engage them and support their mental health and well-being.
<u>Pathways and Transitions</u>	Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway.

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

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

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

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

- The specific system-wide indicators under each priority area in the Ministry's Student Achievement Plan (SAP) with addition of key indicators identified by the WRDSB across the four key focus areas of the 2023-2024 Board Improvement and Equity Plan
- Placing an emphasis on continuing to assess, identify and provide intervention to ensure learning gaps are addressed and closed

- In addition to the strategies and actions identified in the 2024-2025 Board Improvement and Equity Plan, our ability as an organization to be responsive to the many challenges that we face is dependent on all operational areas of the organization:
 - Human Resources and Equity Services
 - Financial Services
 - Facilities
 - Planning
 - Information Technology
 - Communications
 - Corporate Services
- In essence, we cannot address our most vulnerable learners and their ability to be successful, without also addressing well-being and issues of human rights and equity while simultaneously providing adequate resources from all areas of the organization

Research suggests that effective change in education will take three to five years of sustained focus and monitoring implementation and outcomes are critical elements of this process. The 2024-2025 Board Improvement and Equity Plan represents the third year of measurement within our current Strategic Plan. With the support of the WRDSB Research and Organizational Transformation Department, input from all departments was used to identify key indicators and a corresponding set of strategies and actions that will help to improve progress for the indicators (see [Annex A](#)). The impact of the strategies and actions on student learning, achievement, well-being, sense of belonging and connection will be monitored and the related outcomes will inform future decisions.

Background

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

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

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

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

2. Preparation of Students for Future Success:
Providing transferable life skills as well as development of interests and talents

3. Student Engagement & Well-Being:
Promoting safe, inclusive environments where all students feel supported to excel

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

The 2024-2025 WRDSB Board Improvement and Equity Plan/Student Achievement Plan (formally Operational Plan) aligns with the direction from the Ministry Of Education and Bill 98. Throughout the remainder of this school year staff will be presenting regular updates to Trustees by sharing the actions they are taking and the impact these actions are having on student achievement, well being, connection and belonging. A final report will be presented to Trustees in fall 2025.

Financial Implications

On June 12, 2024 the WRDSB Board of Trustees approved the 2024-2025 School Year Budget. The final financial results of the WRDSB's operations in the 2024-2025 school year will be presented to the Board of Trustees in November, 2025 as part of the presentation of the WRDSB's audited financial statements.

Communications

The Communication Department will continue its commitment to ensuring that the Strategic Plan and the Board Improvement and Equity Plan/Student Achievement Plan have a prominent and dynamic presence as part of Waterloo Region District School Board communication efforts.

The WRDSB Annual Report which will be shared in December 2025 will also utilize the Strategic Plan, Strategic Directions, Learning Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of the district and WRDSB Students, Staff and Schools.

Prepared by: Scott Miller, Interim Director of Education,
Alison Gaymes San Vincente, Associate Director of Education,
David Lane, Executive Manager of Research & Organizational Transformation, and
Senior Team members, in consultation with Leadership Council



BOARD IMPROVEMENT AND EQUITY PLAN 2024 - 2025

ACHIEVEMENT

Result: Every student will succeed academically

Indicators	Strategies	Examples of Actions
<p>% of Students who who are reading at grade level by the end of Grade 2</p>	<ul style="list-style-type: none"> • Implement the Structured Literacy Multi-Year Plan • Build administrator and educator capacity in structured literacy • Implement and monitor evidence-based reading practices in classrooms 	<ul style="list-style-type: none"> • Monitor the implementation of the early reading screener, ensuring all students in Kindergarten to Grade 2 are screened. • Provide professional learning for administrators and staff with a focus on structured literacy. • Place Early Reading Resource Teachers in all elementary schools to support the development of early reading skills. • Deliver professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower, Corrective Reading and Rewards). • Continue to implement the Structured Literacy Multi-Year Plan.
<p>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and mathematics*</p>	<ul style="list-style-type: none"> • Implement the Math Achievement Action Plan • Build administrator and educator capacity in using high-impact instructional practices • Implement the Structured Literacy Multi-Year Plan 	<ul style="list-style-type: none"> • Place mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education. • Implement professional learning for administrators and staff with a focus on mathematics and structured literacy. • Provide support for educators to complete the Mathematics Additional Qualifications course. • Share the Math Achievement and Action Plan (MAAP) on the WRDSB website. • Utilize PowerBI dashboards to monitor math achievement in Grades 2-6. • Provide mathematical technology tools for Grades 1-10. • Place Grade 3 Lead Literacy Teachers in 30 identified schools.
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*</p>	<ul style="list-style-type: none"> • Implement the Math Achievement Action Plan • Build administrator and educator capacity in using high-impact instructional practices 	<ul style="list-style-type: none"> • Support educators to complete the Mathematics Additional Qualifications course. • Implement professional learning for administrators and staff with a focus on mathematics. • Provide mathematical technology tools for Grades 1-10.

ACHIEVEMENT

Result: Every student will succeed academically

Indicators	Strategies	Examples of Actions
<p>% of first time eligible, fully participating students who are successful on the OSSLT*</p>	<ul style="list-style-type: none"> • Implement the Multi-Year Structured Literacy Plan • Build administrator capacity in using literacy-based data to support the school learning and improvement process 	<ul style="list-style-type: none"> • Continue implementation of tiered intervention model to support student learning. • Place site-embedded Reading Support Teachers in secondary schools. • Continue to implement the Structured Literacy Multi-Year Plan. • Implement professional learning for administrators connected to structured literacy, specifically reading fluency.

*= Indicator from the Ministry of Education's Student Achievement Plan



PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
<p>% of students finishing Grade 10 with 16 credits*</p>	<ul style="list-style-type: none"> Implement high-impact strategies focused on credit accumulation 	<ul style="list-style-type: none"> Provide Grade 6 to 7 and Grade 8 to 9 transition support to students. Provide opportunities for Grade 8 students to earn "Reach Ahead" credits. Offer credit rescue and credit recovery interventions in secondary schools. Provide eLearning options for students in Grades 9 and 10. Provide Blended Learning Support Teacher (BLST) & Student Success Teacher (SST) supports.
<p>% of students participating in at least one job skills program*</p>	<ul style="list-style-type: none"> Implement and expand programs to support students on different pathways 	<ul style="list-style-type: none"> Offer Dual Credit (College) programs. Offer School Within a College (SWAC) program with Conestoga College. Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education. Offer summer school Cooperative Education opportunities to enhance SHSM program completion.
<p>% of students enrolled in at least one Grade 12 math, or Grade 11 or Grade 12 science course*</p>	<ul style="list-style-type: none"> Implement supports for students to engage in different pathways 	<ul style="list-style-type: none"> Provide increased academic support for single streamed core courses in Grade 10 to ensure all pathway options remain open to students when they enter Grades 11 and 12. Continue implementation of tiered intervention model to support student learning.

*= Indicator from the Ministry of Education's Student Achievement Plan



PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
<p>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post-secondary, etc)*</p>	<ul style="list-style-type: none"> Implement supports for students to successfully transition to the next steps in their learning experience 	<ul style="list-style-type: none"> Provide Grade 6 to 7 and Grade 8 to 9 transition support to students, including students with disabilities and/or special education needs. Offer opportunity for all Grade 8 students to complete the transition survey & all Grade 12 students to complete the exit survey. Offer System Navigator support for students, staff and families to help students progress towards graduation.
<p>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*</p>	<ul style="list-style-type: none"> Implement programs to support students to earn credits towards their diploma 	<ul style="list-style-type: none"> Engage in credit accumulation monitoring. Offer year round credit rescue and credit recovery interventions in secondary schools. Offer "Build a Credit" program to students. Offer e-Learning opportunities to earn credits. Offer opportunities for students to earn credits in summer school options (including Co-operative Education and eLearning). Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education. Implement system wide approach to delivering Prior Learning and Assessment Recognition (PLAR) Process (e.g., PLAR Assessor Role, build system capacity, etc.). Place Graduation Coach to support Black students
<p>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</p>	<ul style="list-style-type: none"> Build staff capacity to support students on alternative pathways 	<ul style="list-style-type: none"> Deliver professional learning for Alternative Continuum of Education (ACE) educators. Provide transition support for students enrolled in alternative programming.

*= Indicator from the Ministry of Education's Student Achievement Plan



PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
<p>% of students accessing an educational experience after secondary school (apprenticeship, college, or university)</p>	<ul style="list-style-type: none"> • Implement programs to support students on different pathways 	<ul style="list-style-type: none"> • Offer opportunity for all Grade 12 students to complete the exit survey. • Offer Dual Credit (College) programs. • Offer School Within a College (SWAC) program with Conestoga College. • Expand offerings available through Ontario Youth Apprenticeship Programs (OYAP).



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

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

Indicators	Strategies	Examples of Actions
<p>% of students achieving the provincial standard in de-streamed courses</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in the delivery of de-streamed/single streamed curriculum, assessment and evaluation 	<ul style="list-style-type: none"> Implement intervention strategies including Math Intervention Specialists, Empower Lexia, Corrective, Rewards, Long Range Plans. Offer learning series for administrators on de-streamed/single streamed curriculum, assessment and evaluation. Provide Professional Learning opportunities for all schools in Culturally Relevant and Responsive Pedagogy, Indigenous Understanding, and support for affirming student identities through the Indigenous and Equity Reps model. Place Itinerant equity teachers and Itinerant Indigenous education teachers to work with classroom teachers and students to build a culture of belonging in schools.
<p>% human rights complaints resolved informally and formally</p>	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process 	<ul style="list-style-type: none"> Develop a new case management system to track and manage complaints submitted to the Human Rights Branch. Provide professional learning opportunities to system leaders focussed on building capacity and confidence in identifying and addressing human rights issues.
<p>% of students receiving special education modifications</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in understanding in the WRDSB Student Support Process Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> Provide professional learning for administrators and Special Education teachers on the Student Support Process and tiered instruction (e.g., SERT PD, SEA Assistive Tech PD, Geneva Centre Courses, EA/CYW PD). Develop and share resources to support educators, In School Support Team (ISST) and Multidisciplinary Support Team (MDST). (e.g., Universal Design for Learning (UDL) Classroom tool, Educator handouts). Provide professional learning for educators on literacy interventions (i.e., Lexia, Empower, Corrective and Rewards). Offer weekly sessions for educators to consult with central staff about ways to support early learners. Implement a new information and data management platform (i.e., Clevr). Provide professional learning for teachers on critical consciousness and differentiated instruction in the context of implementing Culturally Relevant and Responsive pedagogies, Indigenous pedagogies, and Universal Design for Learning.



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

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

Indicators	Strategies	Examples of Actions
<p>% human rights complaints resolved informally and formally</p>	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process 	<ul style="list-style-type: none"> Create a new case management system to track and manage complaints submitted to the Human Rights Branch. Provide professional learning opportunities to system leaders focussed on building capacity and confidence in identifying and addressing human rights issues.
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p>	<ul style="list-style-type: none"> Update and implement practices that support equitable application, hiring and promotion processes 	<ul style="list-style-type: none"> Update questions and rubrics that are used as part of the hiring process. Establish the requirement to use questions and rubrics in the hiring process and communicate to system leaders. Host and attend job fairs. Update Department Head process to include Sovereignty Affirming & Equity Competencies (SA&E) Competencies.

MENTAL HEALTH, WELL-BEING AND 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	Examples of Actions
<p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</p>	<ul style="list-style-type: none"> • Build staff capacity in supporting students' attendance at school 	<ul style="list-style-type: none"> • Continue to monitor and support students' attendance by Social Workers. • Share updated the Attendance Counselling Procedure.
<p>% of grade 4-12 students suspended or expelled from school*</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in a progressive discipline approach • Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging 	<ul style="list-style-type: none"> • Provide an elementary and secondary administrator learning series with a focus on Safe Schools, including the use of mitigating factors as articulated in the Education Act and relevant regulations. • Provide professional learning on Training Active Bystanders with Grade 5 & 6 schools.
<p>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health*</p>	<ul style="list-style-type: none"> • Build student knowledge and understanding of mental wellness • Build educator capacity to support student mental health literacy 	<ul style="list-style-type: none"> • Support the work of student wellness teams in secondary schools. • Provide mental health literacy professional learning sessions for educators in Grades 6 & 10. • Deliver in-class presentations in support of student social emotional learning (SEL), mental health literacy and well-being.

*= Indicator from the Ministry of Education's Student Achievement Plan



MENTAL HEALTH, WELL-BEING AND 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	Examples of Actions
<p>% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey</p>	<ul style="list-style-type: none"> • Build student knowledge and understanding of mental wellness • Build staff capacity to support student mental health literacy 	<ul style="list-style-type: none"> • Provide support for students through Social Workers. • Provide job-embedded learning for educators on mentally healthy classrooms. • Provide administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism. • Support student participation in school based groups (e.g., Affinity Groups, GSAs, Student well-being teams). • Host student conferences and symposiums (e.g., Black Brilliance, Human Rights). • Continue work to create washrooms for everyone in all secondary schools (i.e., washrooms that include gender neutral sections with a barrier free option).
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p>	<ul style="list-style-type: none"> • Build student and family knowledge and understanding of mental wellness and well-being • Build staff capacity to support and enhance student well-being 	<ul style="list-style-type: none"> • Deliver in-class presentations on social-emotional learning (SEL) and mental health strategies. • Promote student wellness through substance use prevention initiatives (e.g., Youth Champions Initiative and professional learning for educators). • Implement professional learning for educators led by school mental health professionals with a focus on mental health literacy, including School Mental Health Ontario (SMHO) resources. • Support the work of student wellness teams in secondary schools. • Host the annual student wellness conference.
<p>% of students who feel engaged at their school as reported through a student survey</p>	<ul style="list-style-type: none"> • Implement and monitor strategies high-yield strategies to engage students 	<ul style="list-style-type: none"> • Support student participation in school based groups (e.g., Affinity Groups, GSAs, Student wellness teams). • Provide outdoor education opportunities for students. • Host student conferences and symposiums (e.g., Black Brilliance, Human Rights).

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




Waterloo Region District School Board

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December 12, 2024

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

Dear Minister Dunlop,

At its meeting on November 25, 2024, the Board of Trustees for the Waterloo Region District School Board (WRDSB) agreed to write a letter of support regarding the letter from Hamilton-Wentworth District School Board dated October 24, 2024, regarding a review and amendment of the current legislation and regulations pertaining to Education Development Charges (EDCs).

We agree with the request for the following actions:

Review and Amend EDC Legislation: We urge the Ministry to amend the existing legislative scheme (O. Reg. 20/98) to allow school boards to apply a different rate or scheme for not-for-profit or supportive housing projects. This flexibility is crucial to ensure that school boards can support these vital community projects without negatively impacting our ability to acquire future school sites, which we will need to support our growing communities.

Support for Housing and Homelessness Solutions: Any amendments made to the EDC by-law framework (O. Reg. 20/98) should enable school boards to support housing and homelessness solutions within their communities while maintaining the necessary financial resources to address the escalating costs of land. This balance is essential to ensure our educational institutions continue providing high-quality education while contributing to broader community well-being.

The above actions align closely with our Strategic Plan as the WRDSB is committed to supporting students placed on the margins and providing all students with what they need when they need it to ensure equitable outcomes. Thank you for considering and supporting families in Waterloo Region and the province.

Sincerely,

Maedith Radlein
 Chairperson of the Board of Trustees
 Waterloo Region District School Board

cc: WRDSB Trustees
 Ontario Public School Boards' Association
 Ontario public school boards
 Local Members of Provincial Parliament
 Regional Chair