

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, January 27, 2025, 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 December 11, 2024

Receive Minutes - Board Meeting of December 16, 2024

Approve Minutes - Committee of the Whole Meeting of January 13, 2025

Receipt/Approval of Monthly Reports:

16 Staffing Information – Retirements and Resignations

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19 Staffing Information – Appointments

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21 Suspension and Expulsion Report, November 2024

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Declarations of Pecuniary Interest

Staff Follow Up

Reports

Board Reports

Board Communications

25 Near North District School Board to Ontario Public School Boards' Association

26 Durham District School Board SEAC to Ontario College of Teachers

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.

Transforming Education through Community Engagement

28 Annual Community Report

E. Dougan-McKenzie

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

January 27, 2025

**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: Bill Lemon, Interim Associate Director, in consultation with Leadership Council.

Staffing Statistics – Retirements
Current at January 27, 2025

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Jennifer	Myers	Teacher, Meadowlane PS	June 30, 2025	29

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Stephanie	Brenneman	Teacher, Waterloo Oxford District SS	June 27, 2025	28
Monica	Kauck	French Department Head, Galt CI	June 30, 2025	31
Robert	Leeming	Teacher, Waterloo CI	June 30, 2025	28
Shalene	McCreary	Teacher, Cameron Heights CI	February 25, 2025	26
Susan	Millar Idsinga	Teacher, Waterloo Oxford District SS	January 31, 2025	31
Daphne	Mlynski	Teacher, Bluevale CI	January 31, 2025	28
Lianne	Ollerhead	Teacher, Huron Heights SS	January 31, 2025	31

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Dana	Forbes	Educational Assistant, MacGregor PS	June 27, 2025	12
Jodie	Hancox-Meyer	Principal, Abraham Erb PS	January 31, 2025	30
Doug	Luxton	Facility Supervisor, Grand River CI	April 30, 2025	20
Fronie	Pimentel	Custodian, Manchester PS	February 18, 2025	13

Staffing Statistics – Resignations
Current at January 27, 2025

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Priyanshi	Chaudhari	Educational Assistant, Suddaby PS	January 8, 2025
Carey	De Vrieze-LoRusso	Teacher, Breslau PS	January 5, 2025
Melissa	Furlong	Supervision Monitor, Waterloo CI	January 8, 2025
Tonya	Gillingham	Educational Assistant, Forest Heights CI	February 20, 2025
Alana	Krause	Early Childhood Educator, Suddaby PS	January 17, 2025
June-Hee	Kwon	Teacher, Jacob Hespeler SS	December 12, 2024
Samantha	Lam	Early Childhood Educator, Abraham Erb PS	December 24, 2024
Jason	Locklin	Research Officer, Research	January 10, 2025
Crystal	Malone	Supervision Monitor, Mackenzie King PS	January 5, 2025
Rebecca	Somerville	Educational Assistant, William G Davis PS	January 17, 2025
Patience	Thomas	Educational Assistant, Southwood SS	January 30, 2025



Report to Board of Trustees

January 27, 2025

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: Bill Lemon, Interim Associate Director, in consultation with Leadership Council.

Staffing Information – New Appointments
Current at January 27, 2025

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Julia	Wooten	Blue Heron PS	January 6, 2025

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Zainab	Akinlab	Accounting Analyst, Finance	January 6, 2025
Deborah	Balogun	Secretary, John Mahood PS	November 25, 2024
Trevor	Payne	Electrician, Maintenance	January 27, 2025

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

January 27, 2025

Subject: Student Suspension/Expulsion Report November, 2024

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing the year to date from November 2023 and November 2024, elementary suspensions have decreased by 52 and secondary suspensions have decreased by 36.

Comparing the year to date from November 2023 and November 2024, school expulsions have increased by 2 and board expulsions have decreased by 7.

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

Suspensions

- Total elementary school suspensions in November 2023 - 147, year to date - 336
- Total elementary school suspensions in November 2024 - 122, year to date - 284
- Total secondary school suspensions in November 2023 - 150, year to date - 461
- Total secondary school suspensions in November 2024 - 169, year to date - 425

Expulsions

- Total school expulsions in November 2023 - 2, Year to date 2
- Total school expulsions in November 2024 - 4, year to date 4
- Total board expulsions in November 2023 - 2, Year to date 10
- Total board expulsions in November 2024 - 1, year to date 3

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in Nov. 2023 -14, year to date 29
- Total elementary/secondary violent incidents in Nov. 2024 - 20, year to date 54

Background

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

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Bill Lemon, Interim Associate Director, Business Services,
Brenda Cathcart, System Administrator, Learning Support Services, and
in consultation with Leadership Council



Report to Board of Trustees

January 27, 2025

Subject: Student Suspension/Expulsion Report December, 2024

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing the year to date from December 2023 and December 2024, elementary suspensions have decreased by 49 and secondary suspensions have decreased by 52.

Comparing the year to date from December 2023 and December 2024, school expulsions have increased by 3 and board expulsions have decreased by 8.

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

Suspensions

- Total elementary school suspensions in December 2023 - 75, year to date = 412
- Total elementary school suspensions in December 2024 - 79, year to date = 363
- Total secondary school suspensions in December 2023 - 114, year to date = 576
- Total secondary school suspensions in December 2024 - 99, year to date = 524

Expulsions

- Total school expulsions in December 2023 - 0, Year to Date 2
- Total school expulsions in December 2024 - 1, Year to Date 5
- Total board expulsions in December 2023 - 2, Year to Date 12
- Total board expulsions in December 2024 - 1, Year to Date 4

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in Dec. 2023 - 12, Year to Date 41
- Total elementary/secondary violent incidents in Dec. 2024 - 17, Year to Date 71

Background

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

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Bill Lemon, Interim Associate Director, Business Services,
B. Cathcart, System Administrator, Learning Support Services,
and in consultation with Leadership Council

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VIA EMAIL and MAIL

January 17, 2025

Kathleen Woodcock, President
Ontario Public School Boards' Association
439 University Avenue
Toronto, ON M5G 1Y8

Dear Kathleen Woodcock:

The Near North District School Board's Board of Trustees has passed a resolution on January 14, 2025 regarding Ontario school board efficiencies:

That in the interests of applying more resources to student success and well-being, the NNDSB Board of Trustees send a letter to the Minister of Education asking the Ministry to initiate, study and begin consultations regarding efficiencies within the four-school board system model. And that the NNDSB also sends a letter to OPSBA asking it to advocate the same with the Ministry of Education on its' member boards' behalf, and that the letters be shared with all OPSBA member boards. - Carried

NNDSB strongly believes it is worth exploring ways to create greater efficiencies within the four-model school system to optimize resources and better serve students, families and educators.

By engaging in meaningful consultations and evidence-based analysis, the Ministry can gain valuable insights into how we can modernize the education system while preserving its core values. This approach would not only enhance the delivery of education but also demonstrates a commitment to fiscal responsibility and public trust.

NNDSB would like OPSBA to advocate on its' behalf to the Ministry that efficiencies in the four-school board system model be studied.

Sincerely,



Ashley St. Pierre
Chair

cc: Stephanie Donaldson, Executive Director OPSBA
Ontario English Public School Board Chairs
NNDSB Trustees
OPSBA Member School Boards
Council of Directors of Education



Durham District School Board

400 Taunton Road East, Whitby, Ontario L1R 2K6
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January 13, 2025

Linda Lacroix, Registrar and CEO
Office of the Register
Ontario College of Teachers

Sent via email: llacroix@oct.ca

Dear Linda Lacroix

The Durham District School Board Special Education Advisory Committee (SEAC) shares the concerns expressed by the Limestone District School Board SEAC, in its November 6, 2024 letter to the Ontario College of Teachers, with respect to incorporating a mandatory (core) special education course within the pre-service teacher education programs at Ontario Faculties of Education.

A careful review of the teacher education course offerings at all Faculties of Education in the province as provided by [Ontario Association of Deans of Education](#) reveals substantial variation in terms of special education content. While the programs contain courses such as “The Exceptional Learner”, “Inclusive Education”, “Individualized Education”, and “Social Justice Education”, our concern is the absence of a prescribed course that consists specifically of content that prepares pre-service teachers to program, support and advocate for students with learning, intellectual, developmental and physical disabilities.

While we recognize that educators must have expertise in a variety of areas including teaching English Language Learners, mental health, digital citizenship, global competencies, environmental land-based learning, and teaching in priority neighbourhoods, we feel strongly that special education intersects with each of these areas. For example, we have witnessed the rise of ethnicity-specific advocacy groups organized by families of children with disabilities who have felt culturally and linguistically marginalized by the education and healthcare systems. Thus, the intersection of race, culture and immigration with disability speaks to the need for teachers and school administrators to have this specialized intersectional knowledge. Teaching the global competencies, which emphasize the importance of self-regulation and collaboration, clearly calls for an understanding of how neurodivergence and self-regulation may be related, and of how assistive technologies can allow non-verbal individuals, for example, to collaborate in team tasks. Ensuring that all Teacher Candidates leave their pre-service program with this knowledge and understanding rather than optional learning upon graduation as Additional Qualifications would better support learners and their families. We recognize and support the broad definition of inclusion but would like to underscore that in addition to understanding how social variables impact learners, educators must have a very specialized toolkit that prepares them to ensure that students with differentiated learning needs are supported to reach their full academic potential. A public education integration model which sees these learners receiving support and assistance, primarily in the regular



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[ddsbsb.ca](https://www.ddsbsb.ca)



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classroom, means that all classroom teachers must have knowledge and skills related to special education and supporting academic and well-being needs of all learners including those with individualized programming needs.

The stakes are too high for this professional learning to take place as optional or an ad hoc basis. Hence, we urge the Ontario College of Teachers to consider mandating a standardized core course in accredited initial teacher education programs that ensures pre-service teachers engage in learning related to fostering inclusion and developing knowledge and skills related to strategies (including use of assistive technologies) that can effectively support learners with differentiated needs.

Sincerely,

A handwritten signature in black ink that reads "Eva Kyriakides".

Eva Kyriakides

SEAC Chair

Durham DSB

cc: Jill Dunlop, Minister of Education

Nolan Quinn, Minister of Colleges and Universities

Stephanie Donaldson, OPSBA Executive Director

Chairs of Ontario School Boards' Special Education Advisory Committees

Chelsea Barranger, Ontario Association of Deans of Education



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Report to Board

January 27, 2025

Subject: Annual Community Report

Recommendation

This report is provided for information.

Status

Waterloo Region District School Board (WRDSB) staff have completed the second Annual Community Report. The report provides families and the wider community with an update on the WRDSB's progress on improving students' learning environment and education experience. This year we have benchmarked against previous accomplishments and reported on areas that were not tracked in the past. Moving forward we plan to benchmark all progress and achievements so families can easily access information about the WRDSB.

The Annual Community Report shares some of the work WRDSB staff does to ensure all students achieve their goals and feel seen and included. This aligns with WRDSB's North Star that identity and social location no longer predict outcomes, and to ensure success for all. Across the system staff work collaboratively to support the following student achievements:

- Over 7,000 Kindergarten to Grade 2 students were screened for literacy levels. In Grade 2, 70% of students were reading at grade level by the end of the school year
- Second year of the Virtual Desktop program implementation which gave 7,756 students access to specialised software at home through 66 courses
- 4,000 Grade 7 and 8 students participated in the Sources of Strength Program, supporting them to develop and learn mental health strategies
- 5,719 students participated in OYAP and SHSM programs to explore potential future pathways and build skills
- Student-led initiatives obtained \$21,000 in grant funding with the support of the Student Agency and Voice team
- More than 20 graduating students earned approximately \$640,000 in scholarships for academic, artistic, or athletic achievement
- WRDSB education and service leaders engaged in professional learning to build their capacity to lead and support psychologically safe workplaces
- 87% of WRDSB school sites are fully accessible with plans to have all sites accessible by 2026
- 95% of WRDSB schools have full mechanical ventilation and 5% have partial mechanical ventilation
- Set standard for accessibility upgrades focused on vision and hearing impairment, which benefits students, staff and community organizations

Background

As part of the current multi-year strategic plan the WRDSB committed to keeping families and communities informed about progress towards reaching the goals set out in the strategic plan. To support this effort there was a commitment to release an Annual Community Report for each academic year.

Financial implications

There are no known financial implications at this time.

Communications

Ensuring families and community members can access the Annual Community Report is a priority so an outreach plan has been developed. This will ensure that families whose mother language is not English can access translations or obtain an overview through a partnering cultural or religious organization. Following presentation to the Board of Trustees, the Annual Community Report will be posted to the WRDSB website and social media channels, and it will be distributed to parents and community partners.

Prepared by: Euis Dougan-McKenzie, Executive Officer, Corporate Services, in consultation with the Senior Team Members, System Administrators, and Managers in Business and Corporate Services