

FEBRUARY 10, 2025

**WATERLOO REGION DISTRICT SCHOOL BOARD**  
**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, February 10, 2025, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**Territorial Acknowledgement and O Canada**

**Approval of Agenda**

**Celebrating Board Activities/Announcements**

**Declarations of Pecuniary Interest**

**Delegations**

**Staff Follow Up**

**Policy and Governance**

- |    |  |                                  |
|----|--|----------------------------------|
| 01 | Board Policy 1003 - School Councils  | Policy Working Group             |
| 06 | Board Policy 3006 - Student Trustees & Student Representation within the Board | Policy Working Group             |
| 12 | Board Policy 6007 - School Nutrition Programs                                  | Policy Working Group / B. Chatha |
| 16 | Board Policy 6012 Prevention and Response to Student Concussions               | Policy Working Group / B. Lemon  |

**Reports**

- |    |  |                                  |
|----|--|----------------------------------|
| 24 | Administrative Boundary Change - Carriage Crossing, Waterloo | L. Agar                          |
| 31 | School Year Calendar 2025-2026                               | B. Chatha / C. Hill              |
| 36 | Student Behaviour Incident Strategies                        | B. Lemon / J. Albrecht / D. Lane |

**Board Reports**

**Question Period** (*10 minutes*)

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

**Adjournment**

Questions relating to this agenda should be directed to  
Stephanie Reidel, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Stephanie\\_Reidel@wrdsb.ca](mailto:Stephanie_Reidel@wrdsb.ca)



# Report to Committee of the Whole

February 10, 2025

**Subject: Board Policy 1003 - School Councils**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 1003 - School Councils as presented at the February 10, 2025 Committee of the Whole meeting.*

## Status

Recommended changes include the addition of a definition as suggested through public consultation and more flexibility to the composition of school councils.

The Policy Working Group has ensured that the following steps have occurred:

- Public Consultation
- Consultation with WRDSB Committees including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, Equity and Inclusion Advisory Group.
- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

## Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

### 2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

## **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

## **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## SCHOOL COUNCILS

Legal References:	<i>Education Act: Ontario Regulation 612/00</i> <del><i>Education Act: Ontario Regulation 613/00 – School Councils and Parent Involvement Committees</i></del>
Related References:	<i>Ministry of Education, Guide to School Councils, 2002</i> <i>Administrative Procedure 1570 – School Councils</i> <i>School Council Handbook by WRAPSC/PIC (2015)</i> <a href="#"><i>WRDSB Parent Involvement Committee</i></a> <a href="#"><i>Waterloo Region Assembly of Public School Councils</i></a>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>April 16, 2018, March 9, 2020</i>
Reviewed:	<b>February 10, 2025</b>

### 1. Purpose

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB), in compliance with the legislative requirements contained in the Education Act, and in recognition of the valuable contributions of all the school councils of the WRDSB, the Waterloo Region Assembly of Public School Councils (WRAPSC), Parent Involvement Committee (PIC) and all participants within our diverse community. **The Waterloo Region District School Board recognizes the importance of partnership of school and community in the education of students. The WRDSB values the work of School Councils, Parent Involvement Committee (PIC), the Waterloo Region Assembly of Public School Councils (WRAPSC), and all participants within our diverse community to support students.**

### 2. Definitions

- 2.1 **School council** - an advisory body composed of parents, the principal, a teacher, a staff member, a community member and, in secondary schools, a student. School councils provide an opportunity and the means for parents to advise the principal and the Board on any matter pertaining to improvement of pupil achievement and enhancing the accountability of the education system to parents/guardians.

### 3. Application

- 3.1 Through this partnership of school and community, the WRDSB ~~to~~:
- 3.1.1 ~~request~~ **requires** that each school within the district establish and maintain a School Council, **which will be an advisory body to the school and to the Board;**
  - 3.1.2 **requires that the parent members on the council form the majority of members and there is student representation on secondary school councils. ranging in size from nine to fifteen members in elementary schools, and from eleven to fifteen members in secondary schools, where possible, which will be an advisory body to the school and to the Board;**
  - 3.1.3 ~~acknowledges~~ that the implementation of School Councils **are will be a learning process** unique to each school and its community and **the Council should strive to reflect its community;**

- 3.1.4 ~~requests that each School Council~~ ~~part of this process will be~~ regular reflection and review of the Council's effectiveness according to WRDSB's policy and procedures for School Councils;
  - 3.1.5 encourages School Councils to focus on strategies and activities which support equity and inclusion, ~~and~~ student learning; and achievement, and mental health and well-being;
  - 3.1.6 ~~advocate that~~ encourages collaboration between School Councils and PIC, WRAPSC ~~work together with parents,~~ families/caregivers, students, staff employees, band councils, PIC, Special Education Advisory Committee (SEAC) and other members of the community to bring a community perspective and support to school planning and the attainment of educational goals, and a shared responsibility and accountability for student learning, well-being and opportunities for success;
- 1.5 consult with School Councils in accordance with s.19, 20, 21 of O. Reg. 612/00.

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## SCHOOL COUNCILS

Legal References:	<i>Education Act: Ontario Regulation 612/00</i> <i>Education Act: Ontario Regulation 613/00 – School Councils and Parent Involvement Committees</i>
Related References:	<i>Ministry of Education, Guide to School Councils, 2002</i> <i>Administrative Procedure 1570 – School Councils</i> <i>School Council Handbook by WRAPSC/PIC (2015)</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>April 16, 2018, March 9, 2020</i>
Reviewed:	

1. It is the policy of the Waterloo Region District School Board (WRDSB), in compliance with the legislative requirements contained in the Education Act, and in recognition of the valuable contributions of all the school councils of the WRDSB, the Waterloo Region Assembly of Public School Councils (WRAPSC), Parent Involvement Committee (PIC) and all participants within our diverse community through this partnership of school and community, to:
  - 1.1 request that each school within the district establish and maintain a School Council, ranging in size from nine to fifteen members in elementary schools, and from eleven to fifteen members in secondary schools, where possible, which will be an advisory body to the school and to the Board;
  - 1.2 acknowledge that the implementation of School Councils will be a learning process unique to each school and its community, and that part of this process will be regular reflection and review of the Council's effectiveness according to WRDSB's policy and procedures for School Councils;
  - 1.3 encourage School Councils to focus on strategies and activities which support *equity and inclusion* and student learning, achievement and well-being;
  - 1.4 advocate that School Councils and WRAPSC work together with parents, caregivers, students, employees, band councils, PIC, Special Education Advisory Committee and other members of the community to bring a community perspective and support to school planning and the attainment of educational goals, and a shared responsibility and accountability for student learning, well-being and opportunities for success;
  - 1.5 consult with School Councils in accordance with s.19, 20, 21 of O. Reg. 612/00.



# Report to Committee of the Whole

February 10, 2025

**Subject: Board Policy 3006 - Student Trustees and Student Representation within the Board**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 3006 - Student Trustees and Student Representation within the Board as presented at the February 10, 2025 Committee of the Whole meeting.*

## Status

Recommended changes include a reference to the importance of student voice, additional expectations of students and language updates to match processes.

The Policy Working Group has ensured that the following steps have occurred:

- Public Consultation
- Consultation with WRDSB Committees including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, Equity and Inclusion Advisory Group.
- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

## Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

### 2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

## **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

## **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council





## STUDENT TRUSTEES AND STUDENT REPRESENTATION WITHIN THE BOARD

Legal References:	<a href="#">Education Act</a> ; <a href="#">Ontario Regulation 7/07</a>
Related References:	<i>Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees</i> ; <i>Student Senate – Terms of Reference</i> ; <del>NEW</del> <a href="#">Student Trustee Handbook</a> <a href="#">Board Policy 1004 - Harassment</a> <a href="#">Board Policy 1017 - Human Rights</a>
Effective Date:	May 1998
Revisions:	June 19, 2017; December 9, 2019, <b>February 10, 2025</b>
Reviewed:	

### 1. ~~Preamble~~ **Purpose**

- 1.1 It is the policy of ~~t~~The Waterloo Region District School Board (WRDSB), in accordance with the legislative requirements contained in the ~~Education Act~~ and related regulations, to recognize the benefits that accrue when students are involved in the planning of their education through participation in the role of Student Trustee.
- 1.2 The ~~b~~Board shall have at least two but not more than three student trustees. O. Reg. 7/07, s. 3.
- 1.3 **The WRDSB Multi-Year Strategic Plan emphasizes the importance of all students' voices. The WRDSB will strive to centre students and their voices in decisions about their education and ensure students are heard and have a sense of connection and belonging at school.**

### 2. ~~Application~~ **Eligibility, Qualifications and Disqualification**

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division ~~(grade 11 or 12)~~ student in a **WRDSB** Waterloo Region District Secondary School and have secured parent **or guardian** ~~a~~ permission if they are under the age of majority or;
  - 2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.
- 2.2 A Student Trustee shall resign their position in the event that:
  - The student fails to maintain the required qualifications (as outlined in 2.1 above);
  - The student fails or is unable to comply with the terms of office outlined in this policy;
  - The student is required to serve a sentence of imprisonment in a penal or correctional institution.
- 2.3 If the Student Trustee is unable to perform the duties of the role, as laid out in the Student Trustee Handbook, due to unexcused absences, a meeting will be scheduled with the

- Student Trustee Mentors, Chairperson, and Director of Education to discuss plans for the remaining term of office.
- 2.4 Any vacancy created by the disqualification or resignation of a Student Trustee shall be filled by means of a by-election. O Reg 7/07, s. 7.
- 2.4.1 In consultation with the remaining Student Trustee, the Board may decide not to fill a vacated position provided that the remaining Student Trustee continues to serve the term of office.

### **Terms of Office**

- 2.5 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 2.6 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 2.7 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 2.8 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations outlined in the Student Trustee Handbook.
- 2.9 By accepting the role of Student Trustee, students agree to:
- 2.9.1 Release to the WRDSB, its agents, and employees all rights to record and share their input and suggestions through board meeting minutes.
- 2.9.2 Acknowledge that both print and electronic forms of board meeting minutes will be made publicly available and kept as a permanent record.
- 2.9.3 Recognize that Board-related meetings or events including Student Senate may be shared on WRDSB websites and social media channels and may include photographs and video recordings taken of them.
- 2.9.4 **Collect student voice through various student trustee communication channels and routinely share findings to the Board of Trustees.**
- 2.9.5 **Share relevant information from Board meetings to students through official student trustee communication channels.**
- 2.9.6 **Attend Board and Committee of the Whole meetings.**

### **Student Senate**

- 2.10 Student Trustees will co-chair **regular Student Roundtable** monthly ~~Student Senate~~ meetings in accordance with the **Student Trustee Handbook** ~~terms of reference of that committee.~~

### **Trustee Mentor**

- 2.11 **Two** A Trustees will be appointed to serve as a **mentors** to the Student Trustees and to the Student **Roundtable** ~~Senate~~.



## STUDENT TRUSTEES AND STUDENT REPRESENTATION WITHIN THE BOARD

Legal References: [Education Act](#); [Ontario Regulation 7/07](#)

Related References: [Board Policy 3001 Travel, Meals and Hospitality Expenditures – Trustees](#); [Student Senate – Terms of Reference](#); [NEW Student Trustee Handbook](#)

Effective Date: *May 1998*

Revisions: *June 19, 2017; December 9, 2019*

Reviewed:

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB), in accordance with the legislative requirements contained in the Education Act and related regulations, to recognize the benefits that accrue when students are involved in the planning of their education through participation in the role of Student Trustee
- 1.2 The board shall have at least two but not more than three student trustees. O. Reg. 7/07, s. 3

### 2. Eligibility, Qualifications and Disqualification

- 2.1 Student Trustees must be enrolled as full-time (taking at least 3.0 credits per semester or 6 credits in a non-semestered program) senior division (grade 11 or 12) student in a Waterloo Region District Secondary School and have secured parental permission if they are under the age of majority or;
  - 2.1.1 Is an exceptional pupil in a special education program for whom the Board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced. O. Reg. 42/11, s. 1.
- 2.2 A Student Trustee shall resign their position in the event that:
  - The student fails to maintain the required qualifications (as outlined in 2.1 above);
  - The student fails or is unable to comply with the terms of office outlined in this policy;
  - The student is required to serve a sentence of imprisonment in a penal or correctional institution.
- 2.3 If the Student Trustee is unable to perform the duties of the role due to unexcused absences, a meeting will be scheduled with the Student Trustee Mentor, Chair, and Director of Education to discuss plans for the remaining term of office.
- 2.5 Any vacancy created by the disqualification or resignation of a Student Trustee shall be filled by means of a by-election. O Reg 7/07, s. 7.
  - 2.5.1 In consultation with remaining Student Trustee, the Board may decide not to fill a vacated position provided that the remaining Student Trustee continues to serve the term of office.

### **3. Terms of Office**

- 3.1 Each Student Trustee will serve a twelve-month term from August 1 until July 31, inclusive.
- 3.2 Student Trustees shall receive an honorarium in the amount of \$2500 if that role is retained for a complete term. If less than a complete term is served, the honorarium shall be prorated according to the proportion of a term for which the Student Trustee holds office.
- 3.3 Student Trustees shall be reimbursed for expenses while on Board business in accordance with Policy 3001 (Travel, Meals and Hospitality Expenditures – Trustees).
- 3.4 Student Trustees may serve up to two terms if elected in accordance with the Selection Process regulations outlined in the Student Trustee Handbook.
- 3.5 By accepting the role of Student Trustee, students agree to:
  - 3.5.1 Release to the WRDSB, its agents, and employees all rights to record and share their input and suggestions through board meeting minutes.
  - 3.5.2 Acknowledge that both print and electronic forms of board meeting minutes will be made publicly available and kept as a permanent record.
  - 3.5.3 Recognize that Board-related meetings or events including Student Senate may be shared on WRDSB websites and social media channels and may include photographs and video recordings taken of them.

### **4. Student Senate**

- 4.1 Student Trustees will co-chair monthly Student Senate meetings in accordance with the terms of reference of that committee.

### **5. Trustee Mentor**

- 5.1 A Trustee will be appointed to serve as a mentor to the Student Trustees and to the Student Senate.



# Report to Committee of the Whole

February 10, 2025

**Subject: Board Policy 6007 - School Nutrition Programs**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 6007 - School Nutrition Programs as presented at the February 10, 2025 Committee of the Whole meeting.*

## Status

Recommended changes include the addition of promoting sustainability and waste reduction as suggested through public consultation.

The Policy Working Group has ensured that the following steps have occurred:

- Public Consultation
- Consultation with WRDSB Committees including but not limited to, Parent Involvement Committee, Special Education Advisory Committee, Equity and Inclusion Advisory Group.
- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

## Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

### 2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

## **Financial implications**

There are no known financial implications resulting from the policy revisions presented in this report.

## **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## SCHOOL NUTRITION PROGRAMS

Legal References:	<i>Education Act, Policy/Program Memorandum 150 – School Food and Beverage Policy</i>
Related References:	<i>AP1220 - Sale of Food and Beverages in Schools</i> <a href="#"><i>Canada's National School Food Program</i></a>
Effective Date:	<i>September 2009</i>
Revisions:	<i>June 15, 2015, February 10, 2020</i>
Reviewed:	<i>January 22, 2018, <b>February 10, 2025</b></i>

### 1. Preamble Purpose

- 1.1 ~~It is the policy of t~~The Waterloo Region District School Board (WRDSB) ~~to~~ promotes healthy food choices, in collaboration with ~~parents~~ **families/caregivers**, students and staff, that have a maximum nutritional value, are reasonably priced, and are sensitive to cultural needs and food allergy concerns.

### 2. Application

- 2.1 The WRDSB supports partnerships in the implementation of nutrition programs that offer food and beverages in all schools at no cost to students, allow for universal access, and are inclusive in nature to address student hunger.
- 2.2 The WRDSB recognizes the importance of effective communication and collaborative partnerships to ensure sustainability of student nutrition programs, within the financial constraints of available Board resources.
- 2.3 The WRDSB will work with their nutrition partners to promote using products with minimal packaging to reduce waste and promote sustainability.**



## SCHOOL NUTRITION PROGRAMS

Legal References:	<i>Education Act, Policy/Program Memorandum 150 – School Food and Beverage Policy</i>
Related References:	<i>AP1220 - Sale of Food and Beverages in Schools</i>
Effective Date:	<i>September 2009</i>
Revisions:	<i>June 15, 2015, February 10, 2020</i>
Reviewed:	<i>January 22, 2018</i>

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to promote healthy food choices, in collaboration with parents, students and staff, that have a maximum nutritional value, are reasonably priced, and are sensitive to cultural needs and food allergy concerns.
- 1.2 The WRDSB supports partnerships in the implementation of nutrition programs that offer food and beverages in all schools at no cost to students, allow for universal access, and are inclusive in nature to address student hunger.
- 1.3 The WRDSB recognizes the importance of effective communication and collaborative partnerships to ensure sustainability of student nutrition programs, within the financial constraints of available Board resources.





# Report to Committee of the Whole

February 10, 2025

**Subject: Board Policy 6012 -Prevention and Response to Student Concussions**

## Recommendation

*That the Waterloo Region District School Board approve Board Policy 6012 - Prevention and Response to Student Concussions as presented at the February 10, 2025 Committee of the Whole meeting.*

## Status

This policy is highly legislated. Recommended changes include minor language changes and the removal of some procedures.

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

## Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

### 2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

## Financial implications

There are no known financial implications resulting from the policy revisions presented in this report.

## **Communications**

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for the Policy Working Group in consultation with Leadership Council



## PREVENTION AND RESPONSE TO STUDENT CONCUSSIONS

Legal References:	<a href="#">Education Act, R.S.O. 1990, c. E.2.</a>
Related References:	<a href="#">Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion</a> <a href="#">OPHEA Safety Guidelines</a> <a href="#">Parachute Canada</a> <a href="#">Administrative Procedure 3850 – Staff Use of Head Protection in Sports</a> <a href="#">Administrative Procedure 1240 – Student Use of Head Protection While Skating</a> <a href="#">Administrative Procedure 1250 – Concussion Management</a> <a href="#">Administrative Procedure 1700 – Waterloo County Secondary School Athletic Association (WCSSAA)</a> <a href="#">WRDSB Concussion Management Protocol – Staff Handbook</a>
Effective Date:	January 26, 2015
Revisions:	September 18, 2017, January 20, 2020, October 19, 2020
Reviewed:	May 13, 2019, <b>February 10, 2025</b>

### 1. Preamble Purpose

- 1.1 The Waterloo Region District School Board (WRDSB) recognizes the importance of the health, safety, and well-being of its students as essential pre-conditions for effective learning. The WRDSB understands that all stakeholders, including **students, families and caregivers**, trustees, administrators, educators, school staff, ~~students, families and caregivers~~, school volunteers, and community-based organizations, have an important role to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn. To this end, the WRDSB is committed to taking steps to reduce the risk associated with concussions.
- 1.2 In order to provide a comprehensive approach to prevent and respond to student concussions, and in order to comply with PPM 158, the WRDSB has developed procedures, in particular AP 1250 “Concussion Management”, and a “Concussion Management Protocol”; to address concussion awareness, prevention, identification, and management. Concussions can have a significant impact on students — cognitively, physically, emotionally, and socially. While all stakeholders have a responsibility to prevent and respond to student concussions, the WRDSB recognizes that a concussion must be clinically diagnosed by a **physician** ~~doctor~~ or a nurse practitioner.
- 1.3 The WRDSB believes that the prevention and response to student concussions requires the cooperation of all partners in the school community, including families and caregivers, students, volunteers, staff, and medical professionals.
- 1.4 As part of the response to student concussion, school administration and staff, with the support of families and caregivers, the student, and medical professionals, will follow a Return to Learn/Return to Physical Activity Plan for students diagnosed with a concussion.

## 2. **Definitions of a Concussion:**

The Ministry of Education Policy/~~Program Procedure~~ Memorandum 158, School Board Policies on Concussion, ~~s~~ defines a concussion as follows:

- 2.1 A concussion is a brain injury that causes changes in the way in which the brain functions which can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep).
- 2.2 A concussion may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.
- 2.3 A concussion can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness).
- 2.4 A concussion cannot normally be seen by means of medical imaging tests, such as x-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

## 3. **Application Concussion Awareness, Prevention and Management, Identification, and Response:**

- 3.1. **Awareness:** The WRDSB is committed to building awareness of head injuries, concussions, and their impact with ~~students, families and caregivers~~, staff, ~~students~~, volunteers, ~~families and caregivers~~, and community partners. Knowledge about properly managing concussions or suspected concussions is essential in a student's recovery.
- 3.2. **Prevention and Management:** Concussions may occur anytime a student is involved in an activity, whether at school or in the community. The WRDSB takes a preventative approach to concussions using education as a tool to prevent and minimize the risk of concussion. As with all aspects of student safety, the WRDSB promotes a culture of safety-mindedness first. Based on the [OPHEA Concussion Safety Guidelines](#), three key aspects of concussion prevention and management include:
  - 3.2.1. Providing information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are ~~obstacle-free, etc.~~),
  - 3.2.2. Appropriate management of a concussion, when one has occurred (e.g., ~~E~~ffective identification of the problem, ~~and M~~management of the Return to Learn/Return to Physical Activity ~~Plan, etc.~~), designed to prevent the worsening of a concussion,
  - 3.2.3. Preventing long term complications of a concussion (e.g., chronic traumatic encephalopathy) by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.

- 3.3. Identification:** The WRDSB is committed to ensuring the proper identification of a concussion or suspected concussion. Whenever there is a blow to the head, face, or neck, or a blow to the body that transmits a force to the head, a concussion is to be suspected ~~in the presence of any one or more signs or symptoms of a concussion.~~  
~~When a concussion is suspected:~~
- ~~3.3.1 The student will immediately be removed from all physical activities;~~  
~~3.3.2 The student's families and caregivers will be contacted;~~  
~~3.3.3 The Return to Learn/Return to Physical Activity Plan: "Suspected Concussion Checklist" will be completed and a copy given to the families and caregivers, and;~~  
~~3.3.4 The families and caregivers will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.~~
- 3.4. Response:** The WRDSB believes that the successful treatment of a concussion is fundamental to optimizing the learning, well-being, and achievement of the student. ~~When a concussion is suspected, the WRDSB Concussion Management Protocol will be followed.~~ When a concussion is diagnosed, the student will follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.
- 3.5. Responsibilities**
- 3.5.1. ~~The responsibility for the administration of this policy lies with Senior Administration and the school.~~ The school principal or designate is required to follow this policy and will lead the coordination and management of the Return to Learn/Return to Physical Activity Plan with the support of ~~staff,~~ families and caregivers, the student, ~~staff,~~ and associated medical professionals.
- 3.5.2. School staff, coaches, and volunteers are required to complete WRDSB training annually, ~~and~~ follow this policy, and fulfill the direction of the Return to Learn/Return to Physical Activity Plan.
- 3.5.3. Families and caregivers and students are responsible for developing their awareness about concussion prevention, identification, and management. Families and caregivers and students are responsible for communicating concussion history and symptoms, following medical advice, and the steps in the procedure, including fulfilling their role as part of the collaborative team who implement the Return to Learn/Return to Physical Activity Plan, where a student is diagnosed with a concussion.
- 3.5.4. Medical professionals (~~P~~physicians or ~~N~~nurse ~~P~~practitioners) are responsible for diagnosing concussions and advising any return to physical activity.
- 3.5.5. Information on concussion awareness, prevention and management, identification, and response is accessible to all stakeholders at [www.ontario.ca/concussions](http://www.ontario.ca/concussions).
- 3.5.6. For inter-school sports, sponsored by the WRDSB, athletes, ~~coaches,~~ and, if the athlete is not an adult student, the athlete's parent/guardian; ~~parents/guardians, for athletes under 18; and coaches~~ will need to complete, on an annual basis, the appropriate concussion code of conduct for their role.



## PREVENTION AND RESPONSE TO STUDENT CONCUSSIONS

Legal References:	<i>Education Act, R.S.O. 1990, c. E.2.</i>
Related References:	<i>Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion OPHEA Safety Guidelines Parachute Canada Administrative Procedure 3850 – Staff Use of Head Protection in Sports Administrative Procedure 1240 – Student Use of Head Protection While Skating Administrative Procedure 1250 – Concussion Management WRDSB Concussion Management Protocol – Staff Handbook Administrative Procedure 1700 – Waterloo County Secondary School Athletic Association (WCSSAA)</i>
Effective Date:	<i>January 26, 2015</i>
Revisions:	<i>September 18, 2017, January 20, 2020, October 19, 2020</i>
Reviewed:	<i>May 13, 2019</i>

### 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) recognizes the importance of the health, safety and well-being of its students as essential pre-conditions for effective learning. The WRDSB understands that all stakeholders, including trustees, administrators, educators, school staff, students, families and caregivers, school volunteers and community-based organizations have an important role to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn. To this end, the WRDSB is committed to taking steps to reduce the risk associated with concussions.
- 1.2 In order to provide a comprehensive approach to prevent and respond to student concussions, and in order to comply with PPM158, the WRDSB has developed procedures, in particular AP 1250 “Concussion Management”, and a “Concussion Management Protocol”, to address concussion awareness, prevention, identification and management. Concussions can have a significant impact on students - cognitively, physically, emotionally, and socially. While all stakeholders have a responsibility to prevent and respond to student concussions, the WRDSB recognizes that a concussion must be clinically diagnosed by a doctor or a nurse practitioner.
- 1.3 The WRDSB believes that the prevention and response to student concussions requires the cooperation of all partners in the school community including families and caregivers, students, volunteers, staff, and medical professionals.
- 1.4 As part of the response to student concussion, school administration and staff, with the support of families and caregivers, the student, and medical professionals will follow a Return to Learn/Return to Physical Activity Plan for students diagnosed with a concussion.

## 2. Definition of a Concussion:

The Ministry of Education Policy Procedure Memorandum 158, School Board Policies on Concussions defines a concussion as follows:

- 2.1 A concussion is a brain injury that causes changes in the way in which the brain functions which can lead to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty in concentrating or remembering), emotional/ behavioural (e.g. depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep).
- 2.2 A concussion may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.
- 2.3 A concussion can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness).
- 2.4 A concussion cannot normally be seen by means of medical imaging tests, such as x-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

## 3. Concussion Awareness, Prevention and Management, Identification and Response:

- 3.1 Awareness: The WRDSB is committed to building awareness of head injuries, concussions and their impact with staff, students, volunteers, families and caregivers, and community partners. Knowledge about properly managing concussions or suspected concussions is essential in a student's recovery.
- 3.2 Prevention and Management: Concussions may occur anytime a student is involved in an activity whether at school or in the community. The WRDSB takes a preventative approach to concussions using education as a tool to prevent and minimize the risk of concussion. As with all aspects of student safety, the WRDSB promotes a culture of safety-mindedness first. Based on the [OPHEA Concussion Safety Guidelines](#), three key aspects of concussion prevention and management include:
  - 3.2.1 Providing information/actions that prevent concussions from happening (e.g. rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free, etc.),
  - 3.2.2 Appropriate management of a concussion, when one has occurred (e.g. Effective identification of the problem, and Management of the Return to Learn/Return to Physical Activity plan, etc.) designed to prevent the worsening of a concussion,
  - 3.2.3 Preventing long term complications of a concussion (e.g. chronic traumatic encephalopathy) by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.
- 3.3 Identification: The WRDSB is committed to ensuring the proper identification of a concussion or suspected concussion. Whenever there is a blow to the head, face, or neck, or a blow to the body that transmits a force to the head, a concussion is to be suspected. When a concussion is suspected:
  - 3.3.1 The student will immediately be removed from all physical activities,
  - 3.3.2 The student's families and caregivers will be contacted,
  - 3.3.3 The Return to Learn/Return to Physical Activity Plan: "Suspected Concussion Checklist" will be completed and a copy given to the families and caregivers, and,
  - 3.3.4 The families and caregivers will provide the school principal with medical documentation as to whether there is or is not a diagnosed concussion.

- 3.4 Response: The WRDSB believes that the successful treatment of a concussion is fundamental to optimizing the learning, well-being and achievement of the student. When a concussion is diagnosed the student will follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

**4. Responsibilities:**

- 4.1 The responsibility for the administration of this policy lies with Senior Administration and the school. The school principal or designate is required to follow this policy and will lead the coordination and management of the Return to Learn/Return to Physical Activity Plan with the support of staff, families and caregivers, the student, and associated medical professionals.
- 4.2 School staff, coaches, and volunteers are required to complete WRDSB training annually and follow this policy and fulfill the direction of the Return to Learn/Return to Physical Activity Plan.
- 4.3 Families and caregivers and students are responsible for developing their awareness about concussion prevention, identification and management. Families and caregivers and students are responsible for communicating concussion history and symptoms, following medical advice and the steps in the procedure, including fulfilling their role as part of the collaborative team who implement the Return to Learn/Return to Physical Activity Plan where a student is diagnosed with a concussion.
- 4.4 Medical professionals (Physician or Nurse Practitioner) are responsible for diagnosing concussions and advising any return to physical activity.
- 4.5 Information on concussion awareness, prevention and management, identification and response is accessible to all stakeholders at [www.ontario.ca/concussions](http://www.ontario.ca/concussions).
- 4.6 For inter-school sports, sponsored by the WRDSB, athletes; parents/guardians, for athletes under 18; and coaches will need to complete, on an annual basis, the appropriate concussion code of conduct for their role.





# Report to Committee of the Whole

February 10, 2025

**Subject: Administrative Boundary Change – Carriage Crossing, Waterloo**

## Recommendations

*That the Waterloo Region District School Board approve the elementary school boundaries consistent with the boundary map shown in Appendix B (Proposed Millen Woods Public School and Lester B. Pearson Public School Boundaries.)*

*That the Waterloo Region District School Board approve an exception for existing Grade 7 students registered at Lincoln Heights Public School to stay at Lincoln Heights Public School for Grade 8 in 2025/26 with transportation (ending June 30, 2026).*

## Status

The proposed boundary change reassigns the Carriage Crossing neighbourhood in Northeast Waterloo from Lincoln Heights Public School for Junior Kindergarten to Grade 8 (Appendix A) to Millen Woods Public School for Junior Kindergarten to Grade 6 and Lester B. Pearson Public School for Grades 7 to 8 (Appendix B).

The change is being undertaken as an exception to the Boundary Review process as described in [Administrative Procedure 4991 - Boundary Reviews](#). While a full boundary review process has not been undertaken, staff have engaged all impacted families through an online survey and virtual public information session. Comments received from the survey are attached as Appendix C.

Based on the feedback received, most impacted families and the broader community are very supportive of the proposed boundary change. Overall, 12 out of 13 respondents support the boundary change.

## Background

The community has been advocating for a review of elementary school boundaries in the north end of Waterloo for a number of years. The Carriage Crossing area has been assigned to Lincoln Heights Public School since the opening of Millen Woods Public School in 2011. At the time, there were no students in this area. The area has since developed, and Millen Woods Public School has the capacity to accommodate additional students.

The Waterloo Region District School Board (WRDSB) boundary review process is guided by [Administrative Procedure 4991 - Boundary Reviews](#). As outlined in the procedure, exceptions to the process may be permitted “*when the proposed change(s) to the established school boundary is administrative and will affect ten (10) or fewer existing students. WRDSB Administration shall consult with the affected families and school communities in advance of undertaking an administrative boundary adjustment*”

*where current students may be impacted.*” The proposed boundary change will impact fewer than 10 existing students.

As further outlined in Administrative Procedure 4991, decisions regarding changes to school boundaries where existing students may be impacted should not be made after February 28<sup>th</sup> for implementation the following year.

### **Financial implications**

Any costs arising from the proposed changes (transportation/portables) will be managed within existing operating budgets.

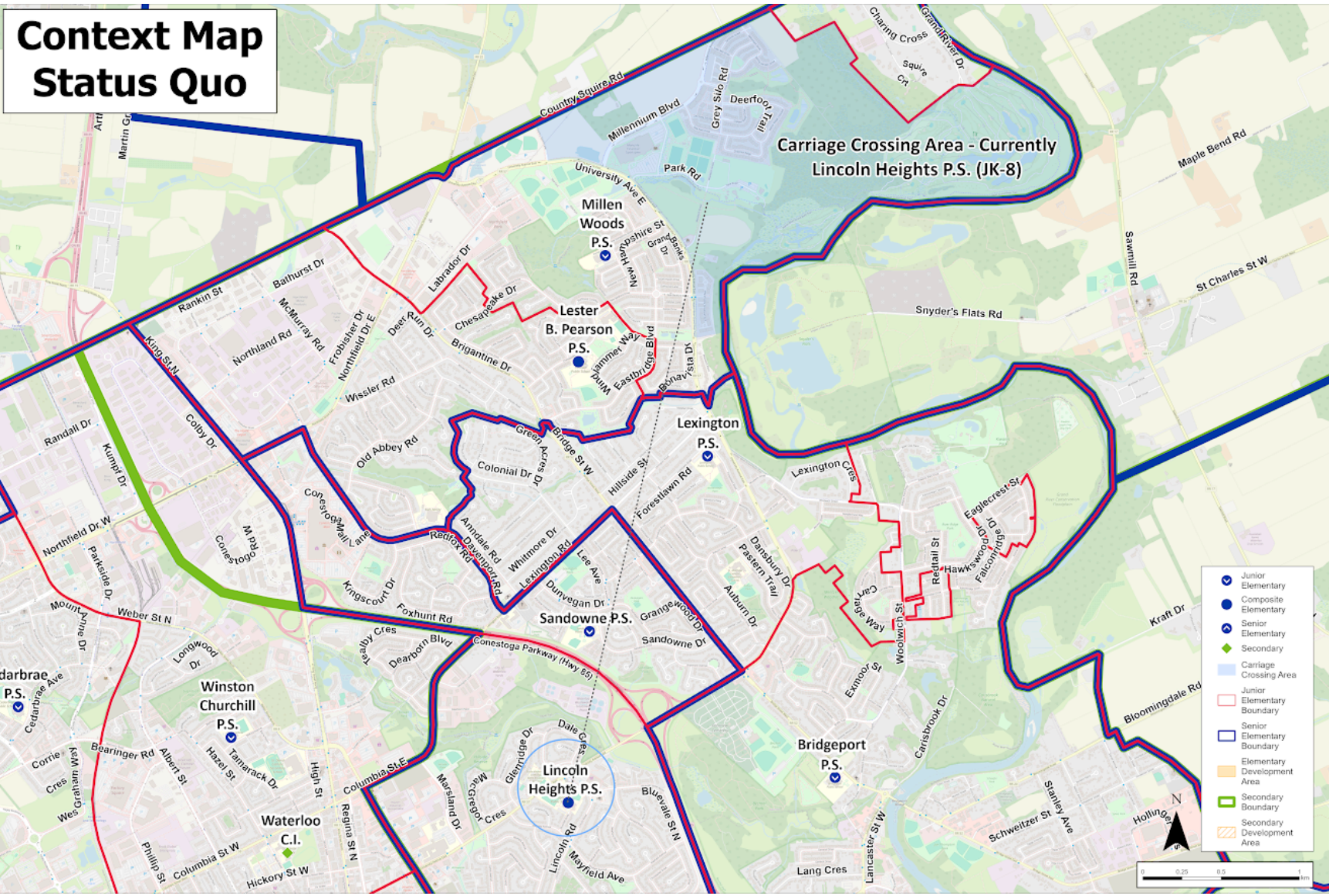
### **Communications**

A copy of the communication timeline is attached as Appendix D.

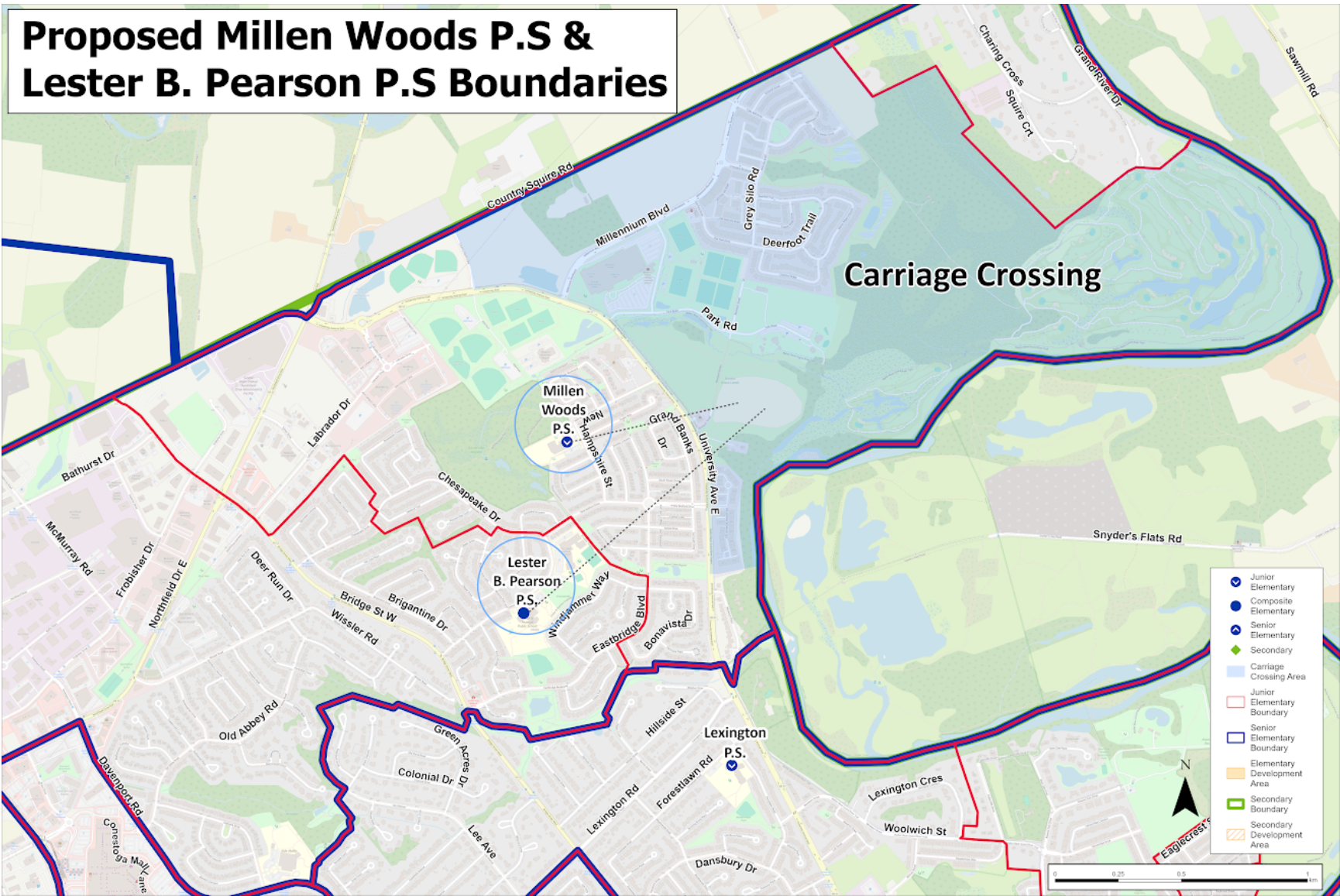
Once approved, the boundary change will be communicated to families of the affected students via email. The letters will share how the proposed changes will affect their student(s) and outline approved legacy exceptions.

The WRDSB’s website and the school webpages of the impacted schools will provide information about the boundary change decision for the broader system and public consumption.

Prepared by: Lauren Agar, Senior Manager of Planning  
Emily Bumbaco, Senior Planner  
Sarah West, Senior Planner  
Nick Landry, Superintendent of Business Services and Treasurer of the Board  
in consultation with Leadership Council



# Proposed Millen Woods P.S & Lester B. Pearson P.S Boundaries



## Appendix C - Online Feedback

Will students from Carriage crossing neighbourhood be bused to Millen/LBP?

This is frustrating as my children started at Millen when we moved because they were in FI...they were not allowed to stay when we removed them from FI...have been bused 30 min to and from each day to Lincoln heights, and now might be able to return to Millen/lbp?!

---

Great idea. Please try your best to make this change as it's very hard for some of the students living in this carriage crossing area to get to school since the distance is quite a bit. This old boundry does not make sense. This new proposal will make a lot of lives easier for the parents and the students.

---

We welcome this change

---

I am writing to express my serious concerns regarding the proposed school boundary change and its potential impact on my family. As a parent of two young xxxxxx—one in grade x and the other in grade x—I feel this change would be profoundly disruptive to their mental health, social well-being, and overall development.

Both of my xxxxxx have established strong networks of friends and have flourished under the guidance of their current teachers and school community. These relationships and the familiarity of their environment are critical to their sense of stability and confidence. A sudden reassignment to a new school would mean starting over at a pivotal stage in their academic and social growth, which could negatively impact their mental and emotional health.

It is important to note that children are already navigating the lingering effects of the COVID-19 pandemic, which brought significant disruption to their social and academic lives. Adding another major upheaval at this time would only compound their challenges and further hinder their sense of stability.

While I understand the challenges of balancing enrollment across schools, I urge the decision-makers to consider the developmental and psychological needs of children who thrive on consistency and community. A change like this could disrupt their academic focus, social ties, and overall happiness.

I strongly encourage the committee to explore alternative solutions that minimize the disruption to students and families who have deeply invested in their current school communities.

Thank you for your attention to this matter, and I would be happy to provide further feedback or engage in discussions to explore viable alternatives.

---

It would make a lot more sense considering how much closer those schools are than Lincoln heights.

---

It makes a lot more sense for the neighbourhood. Almost all of the kids in carriage crossing have chosen to go to St. Luke's over Lincoln PS because it is much closer. We chose to send our kids to St. Luke's because we wanted our kids to go to the same school as the children in the neighbourhood. If we had chosen to send our kids to Lincoln we would have felt very distant and removed from the school community because it is so far.

---

This would be a very welcome change. Travel to Lincoln Heights is too far for young kids, they have to rely on a bus etc. This is especially difficult when they want to participate in anything after school, would like to walk, ride their bikes etc. In addition, they are social benefits to being in the same neighbourhood as their classmates, which they current are not.

---

No comments other than please approve!!!

---

This reassignment would be greatly appreciated by our family! If it doesn't go through our family will be sending our child to the Catholic school board in order to go to a closer school.

---

I live in Carriage Crossing, my kid and many others in the area chose to go with the Catholic school board strictly based on the location/bus ride length of the the Catholic school. We would have always preferred the public board and have never understood why Carriage Crossing is zoned for Lincoln Heights, especially when a bus drives right past our neighborhood down Country Squire road to take kids to a Public school that is directly beside the Catholic school that we attend. In my opinion, changing the zoning for this area would be the best decision you could make.

**Appendix D - Communication Timelines**

January 15, 2025	Notice to Affected Families via School Day Message
January 15, 2025	Website Live <a href="https://www.wrdsb.ca/planning/carriage-crossing/">https://www.wrdsb.ca/planning/carriage-crossing/</a>
January 22, 2025	Virtual Public Information Session (Zoom)
February 10, 2025	Report Presented to Committee of the Whole
February 24, 2025	Decision Ratified at Board Meeting (Pending)
February 25, 2025	Notice to Affected Families via School Day Message (Pending)
February 25, 2025	Post on WRDSB website and school webpage (Pending)
September 2025	Boundary Change in Effect (Pending)



# Report to Committee of the Whole

February 10, 2025

## Subject: School Year Calendars – 2025 - 2026

### Recommendation

*That the Waterloo Region District School Board approve the 2025-2026 School Year Calendars containing 194 school days, as outlined in Appendix A of the Report titled “School Year Calendars – 2025-2026”.*

### Status

In preparation of the 2025-2026 School Year Calendars (Appendix A), a consultation process was established with representatives from stakeholder groups within the Waterloo Region District School Board, which included employee federations, associations and administrators. Members of this year’s School Year Calendar Committee are:

Name	Role
Auxilly, Marsha	President, Waterloo Region Occasional Teachers’ Local
Bistolas, Jennifer	Counsellor, Ontario Principals’ Council [OPC] (Secondary)
Brown, Justin	Executive Manager, Human Resources
Chatha, Bobbie	Superintendent, Student Achievement & Well-Being (Committee Co-Chair)
Dey, Carol	Senior Manager, Human Resources
Faber, Susan	President, Supervision Monitors and Cafeteria Assistants (SMACA OSSTF)
Guy, Jenni	Counsellor, Ontario Principals’ Council [OPC] (Elementary)
Hibbs, Shawn	President, ESS/OSSTF (STSWR & OSSTF)
Hill, Crissa	Superintendent, Student Achievement & Well-Being (Committee Co-Chair)



Hilton, Melissa	Extended Day Program Manager
Hughes, Heather	Communications Officer
Hydal-Khan, Nabeela	Parent Involvement Committee (PIC) Member
Landry, Nick	Superintendent of Business Services and Treasurer of the Board
McCone, Carrie	Paraprofessional Student Services Supervisor
Mohammed, Roger	Payroll Officer
Oliver-Guppy, Stephanie	Manager, Human Resource Services
Osborne, Carrie	President, Paraprofessionals (PSSP OSSTF)
Patterson, Gregory	President, Custodial & Maintenance Assoc. (CAMA OSSTF)
Pett, Laurie	Human Resources Officer
Piatkowski, Scott	Trustee
Stanzel, Kristie	Vice President, ETFO-WR
Sutherland, Kelly	Supervisor of Application Student Systems, ITS
Thiessen-Regehr, Andi	Manager, Business Services
Thompson, Shannon	Manager, Review Services
VandenBerg, David	President, District 24 T/OT OSSTF (Teachers Bargaining Unit)
Wallage, Jenn	President, Waterloo Region DECE
Wilson, Lynn	Educational Assistants Association (EAA)

In addition, discussions related to the alignment of School Year Calendars have occurred with the Waterloo Catholic District School Board (WCDSB). As in past years, it is our committee's goal to ensure that the calendar is aligned as closely as possible with the calendar proposed by the WCDSB while also observing days of significance as we allocate PA Days and Exam/Assessment Days.

The 2025-26 school year for both elementary and secondary students is as follows:

- September 2nd, 2025 is a PA day for both panels.

- September 3rd, 2025 classes begin for elementary and secondary students.
- June 24th, 2026 is the last day for secondary students.
- June 25th, 2026 is the last day for elementary students.
- June 25th, 2026 is a PA Day for secondary schools only.
- June 26th, 2026 is a PA Day for both elementary and secondary schools.

### **Background**

This year, and in accordance with Regulation 304, district school boards are required to prepare, adopt, and submit to the Minister of Education, on or before the 1st day of March, 2025 a School Year Calendar. The Regulation also states that the school year calendar shall include a minimum of 194 school days of which 7 days may be designated by the board as professional activity days. Three of these days must be devoted to specific provincial education priorities which will be communicated to school boards at a later date. Furthermore, a board may designate up to 10 instructional days as examination days [Section 3. (3.1)] in the secondary panel.

### **Financial Implications**

The school year calendar committee continues to make every effort to align our school year calendar with that of the WCDSB. This year there are no days for transportation that are unaligned. Therefore there are no financial implications.

### **Communications**

Subsequent to Board approval of the above recommendation, school year calendars will be submitted to the Ministry of Education for Ministry approval. As per Ministry direction, schools must communicate the date, topic and purpose of each Professional Activity (PA) Day a minimum of two weeks in advance of the day.

Prepared by: Scott Miller, Interim Director of Education,  
Crissa Hill, Superintendent, Student Achievement & Well-Being  
Bobbie Chatha, Superintendent, Student Achievement & Well-Being  
in consultation with Leadership Council

## Appendix A

# Ontario School Year Calendar 2025-2026



Calendar Title <b>113112819: WRDSB Elementary 2025-2026</b>		Calendar Description <b>The school year calendar for students in Kindergarten to Grade 8 for 2025-2026</b>				<b>LEGEND</b> <b>H</b> Statutory Holiday <b>E</b> Scheduled Examination Day <b>P</b> Board Directed PA Day <b>p*</b> PA Day Devoted to Provincial Priorities* <b>B</b> Board Designated Holiday <b>/</b> Half Day		
Board Name <b>Waterloo Region DSB</b>		Date Created <b>Jan 09, 2025</b>	Panel <b>Elementary</b>	Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>			
Start of School Year <b>Sep 02, 2025</b>	End of School Year <b>Jun 26, 2026</b>	First Day Students <b>Sep 03, 2025</b>	Last Day Students <b>Jun 25, 2026</b>	Total PA Days <b>7</b>	Total Instr. Days <b>187</b>	Total Exam Days <b>0</b>		

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2 P*	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7	8	9	10 P*	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	1	21	0
November 2025	3	4	5	6	7	10	11	12	13	14	17 P	18	19	20	21	24	25	26	27	28						1	19	0
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16 P	19	20	21	22	23	26	27	28	29	30	1	19	0
February 2026	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						0	19	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24 P*	27	28	29	30		1	19	0
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29 P	1	19	0
June 2026	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30				1	19	0
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
<b>TOTAL</b>																							<b>7</b>	<b>187</b>	<b>0</b>			

# Ontario School Year Calendar 2025-2026



Ministry of Education

Calendar Title <b>113113050: WRDSB Secondary 2025-2026</b>		Calendar Description <b>The school year calendar for students in Grade 9 to Graduation for 2025-2026</b>				
Board Name <b>Waterloo Region DSB</b>	Date Created <b>Jan 09, 2025</b>	Panel <b>Secondary</b>	Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>		
Start of School Year <b>Sep 02, 2025</b>	End of School Year <b>Jun 26, 2026</b>	First Day Students <b>Sep 03, 2025</b>	Last Day Students <b>Jun 24, 2026</b>	Total PA Days <b>7</b>	Total Instr. Days <b>177</b>	Total Exam Days <b>10</b>

**LEGEND**

- H** Statutory Holiday
- E** Scheduled Examination Day
- P** Board Directed PA Day
- P\*** PA Day Devoted to Provincial Priorities\*
- B** Board Designated Holiday
- /** Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2 P*	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7	8	9	10 P*	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	1	21	0
November 2025	3	4	5	6 E	7	10	11	12	13	14	17 P	18	19	20	21	24	25	26	27	28						1	18	1
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 E	26 E	27 E	28 E	29 P	30	1	15	4
February 2026	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						0	19	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10	13	14	15 E	16	17	20	21	22	23	24 P*	27	28	29	30		1	18	1
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June 2026	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19 E	22 E	23 E	24 E	25 P	26 P	29	30				2	14	4
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>177</b>	<b>10</b>				



# Report to Board of Trustees

February 10, 2025

## Subject: Staff Consultation Regarding Student Behaviour Incidents

### Recommendation

This report is delivered to Trustees for information.

### Status

- Staff conducted interviews with representatives from eight (8) employee groups that provide direct service to students
- Employee groups were represented by union/association executive or released officers
- Data were collected in response to three (3) common questions - see appendix 'A'
- In some cases, employee groups shared data from member surveys relating to student behaviour. Where relevant, data from these member surveys were included in the analysis
- For the analysis contained in Appendix 'B', staff explored the data from a variety of perspectives in order to detect trends that may provide information useful in reducing behaviour incident reports

### Background

#### Trustee Motion:

*That central staff collaborate with employee groups and front line staff to develop ideas and strategies to reduce student behaviour incidents; and*

*That staff report back discussions as part of the fulsome report on student behaviour incident strategies.*

In response to the Trustee motion, staff engaged in structured interviews with the representatives of front-line staff groups in order to collect feedback specific to what each respective group experiences in the field. These interviews focussed on accounts of employee experience, feedback on local solutions and opportunities to share additional information. The analysis and conclusions are presented in Appendix 'A'.

In addition, staff have undertaken a more detailed analysis of the current and historic behaviour incidents in order to better understand root causes and patterns in these data. These analyses are included in Appendix 'B'.

Finally, staff have undertaken a comprehensive review of [AP2330 - Management Process for Student Behaviour Causing a Risk-of-Injury](#). Staff expect these updates to come into effect this Spring.

## **Financial implications**

The actions associated with this motion are exploratory in nature. At this time, there are no financial implications attached to the outcomes of this report.

## **Communications**

Staff will be notified when AP2330 is updated, training on the updated procedure will follow.

Prepared by: Bill Lemon, Interim Associate Director of Business Services,  
Dr David Lane, Executive Manager Organizational Transformation &  
Research

Justin Brown, Senior Manager, Human Resource & Equity Services

Jodi Albrecht, Superintendent, Student Achievement & Well-Being,  
Special Education

in consultation with Leadership Council

## Appendix 'A': Summary of Employee Group Interviews

### Methodology:

The following questions were sent to representatives from Employee Groups prior to the meeting times:

1. Taking account of the current (future) fiscal position of the WRDSB, are there any additional actions or ideas that you may have to address student behaviours that could reduce incidents?
2. From your members, have you heard of any local solutions that have reduced student behaviour incidents? (Please Describe)
3. Is there any additional information or ideas that you would like to share with us to consider?

Staff captured the employee group responses for analysis. In addition to what was shared through answering the questions, some employee groups shared additional information from surveys completed by their membership.

### Analysis:

Responses from these interviews were aggregated and organized by theme. Themes were developed based on frequency of occurrence in the data. Additional lower frequency themes have been included where these themes reflect additional insight into the data or capture an opportunity for potential innovation.

The themes were further grouped as "Challenges" and "Opportunities"

### Challenges:

- All employee groups cited staffing as a contributing factor to the increase in disruptive student behaviour.
  - Staffing Levels: Several groups wondered if decreased staffing levels have led to increases in disruptive student behaviour
  - Consistency: Staff absences play a role in the consistency of being able to support positive student behaviour. Efforts should be made to mitigate root causes of staff absences
- Community Supports: Staff shared concerns regarding the availability of community supports for students/families struggling with challenging student behaviour
- Transition Planning: Staff emphasized the value of information sharing throughout the transfer/transition process between programs/schools
- Consistency: Staff advocated for consistency of approaches within schools

- Funding levels: Recognition that funding staffing levels appear to have declined and that funding is determined by the province
- Central referrals: Continue to streamline the referral process to access central support

**Opportunities:**

- Staff Training:
  - Increase access to Behaviour Management Systems (BMS) training - specifically training on proactive measures and de-escalation techniques
  - Strengthen awareness around cultural and lived experiences of those involved in incidents - students and staff
- Collaborative leadership and structured interventions were seen as effective solutions. Schools administrative teams that worked collaboratively with staff, often leads to improved student behavior.
  - Strategies included supervision during unstructured times and implementing student support programs that focus on social problem-solving and communication
- Students seeing themselves as learners, building skills to access curriculum and experience success

**Conclusions:**

It is important to remember that student behaviour is a form of communication and that student dysregulation is often an attempt by the student to communicate an unmet need<sup>1</sup>. These needs can be individual and specific, however when staff work together with families to develop a thorough understanding of the student, the challenging behaviours can be reduced.

Through the interviews with Employee Groups, staff were able to gather a number of insights from frontline staff working with students. There is an acknowledgement that this work is complex and taking an emotional and physical toll on the staff that support some of our highest needs students. From an analysis of the data, the essential practices to effective responses to challenging student behaviour are:

- Staff collaboration: When all staff serving a student work together, students and staff experience success. Information sharing, was highlighted as one of the important features of this collaboration
- Staff training and learning: Staff learning together to understand strategies and practices that support positive student behaviour. Learning together fosters a team approach to the work

By focusing on these essential elements, the WRDSB can build a more effective and sustainable approach to responding to student behaviour while supporting the well-being of both students and staff.

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<sup>1</sup> Jensen et al, 2011 Pediatrics. Nov;128(5):970-979



## Appendix 'B': Further Analysis of Behaviour Incident Reports

The data presented in Appendix 'B' represent a summary of reports of incidents that were identified as *Aggression (by student)* and entered by staff into the WRDSB's Employee Incident Reporting form.

- Total incident reports identified as student aggression from 2019/20 through 2021/22 were significantly **impacted by school closures and the number of students engaged in remote learning** over these school years:
  - 2019/20 - 1,608 reports
  - 2020/21 - 597 reports
  - 2021/22 - 1,545 reports
  
- The number of **incident reports identified as student aggression saw an increase of 70.5%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 2,784 reports
  - 2023/24 - 4,748 reports
  
- The number of **individual staff members who submitted at least one incident report for student aggression increased by 32.8%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 879 staff members
  - 2023/24 - 1,167 staff members
  
- Of the staff members who submitted reports, **there was an increase in the average number of reports submitted by each staff member:**
  - 2022/23 - 3.2 reports per staff member
  - 2023/24 - 4.1 reports per staff member
  
- The number of **individual students identified in an incident report for student aggression increased by 29.5%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 650 students
  - 2023/24 - 842 students
  
- For students who were identified in an incident report for student aggression, there was an **increase in the average number of reports for each student:**
  - 2022/23 - 4.3 reports per student
  - 2023/24 - 5.7 reports per student

- **The percentage of incident reports** identified as student aggression **that resulted in paid lost time for employees saw a decrease of 0.3%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 1.8% of reports
  - 2023/24 - 1.5% of reports
  
- **The percentage of incident reports** identified as student aggression **that resulted in external provider health care for employees saw a decrease of 0.1%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 0.9% of reports
  - 2023/24 - 0.8% of reports
  
- **The percentage of incident reports** identified as student aggression **that resulted in First Aid for employees saw a decrease of 1.4%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 27.7% of reports
  - 2023/24 - 26.3% of reports
  
- **The percentage of incident reports** identified as student aggression **that did not result in lost time, health care, or First Aid increased by 1.8%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 69.6% of reports
  - 2023/24 - 71.4% of reports
  
- **The majority of student aggression incident reports** submitted by staff were related to students **from JK to grade 3** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 74.0% of reports
  - 2023/24 - 76.1% of reports
  
- **The percentage of incident reports** for student aggression **for students in JK/SK increased by 4.2%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 37.0% of reports
  - 2023/24 - 41.2% of reports
  
- **The percentage of incidents reports** for student aggression **for students in grades 1-3 decreased by 2.1%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 37.0% of reports
  - 2023/24 - 34.9% of reports

- **The percentage of incidents reports** for student aggression for students **in grades 4-6 decreased by 0.5%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 11.3% of reports
  - 2023/24 - 10.8% of reports
  
- **The percentage of incidents reports** for student aggression for students **in grades 7-8 decreased by 1.0%** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 6.9% of reports
  - 2023/24 - 5.9% of reports
  
- **The percentage of incidents reports** for student aggression for students **in grades 9-12 remained unchanged** from the 2022/23 school year to the 2023/24 school year:
  - 2022/23 - 5.9% of reports
  - 2023/24 - 5.9% of reports